

# KITTITAS COUNTY DEVELOPMENTAL DISABILITIES PLAN

*"We value every individual as a contributing member of our community."*



2021-2023

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*Pictured on cover page (left to right): StreetKat (performer), Devin Beach, Harry Engel, K.B. Shinn, and Jacqueline Robinson.*

## ACKNOWLEDGEMENTS

The 2021-2023 Kittitas County Developmental Disabilities Plan was developed by members of the Kittitas County Developmental Disabilities Advisory Committee (DDAC), in partnership with Kasey Knutson, the Developmental Disabilities Coordinator at the Kittitas County Public Health Department, and Robin Read, Community Consultant.

### *DDAC Members 2017-2021*

Toby Allphin  
Devin Beach  
Kathaleen Briggs Early  
Shannon Garoutte

Deborah Kirby  
Nancy Lillquist  
Sarah Oliason  
Anne Pflug

Charli Sorenson  
Carla Thomas  
John Ufkes  
Brett Wachsmith

## APPROVAL

The DDAC approved the final plan on September 14, 2021 and recommended adoption of the plan to the Kittitas County Board of Commissioners.

## ADOPTION

The Kittitas County Board of Commissioners adopted the plan on \_\_\_\_\_, 2021.

\_\_\_\_\_  
Brett Wachsmith, Chair

\_\_\_\_\_  
Laura Osiadacz, Commissioner

\_\_\_\_\_  
Cory Wright, Commissioner



## BACKGROUND

Per Washington Administrative Code 388-850-020, each county shall submit a written plan for developmental disabilities services to the Washington State Department of Social and Health Services, Developmental Disabilities Administration (DDA), every two years in alignment with the state's fiscal biennium.

According to county guidelines from DDA, the biennial developmental disabilities plan is intended to be developed by the county developmental disabilities advisory board and it aims to:

1. Encourage and support the ability of communities to include people with developmental disabilities.
2. Influence the direction of local developmental disabilities services.
3. Help determine the direction of contracted services with input from persons with disabilities, families, and the community.

Furthermore, the guidelines state that plans should set program priorities, objectives, and tasks that inform and facilitate the allocation of resources in alignment with the program mission and values.

In Kittitas County, the Developmental Disabilities Plan reflects the priorities of the Developmental Disabilities Advisory Committee and is used to guide the distribution of both state and local funding sources.

### Developmental Disabilities Definition

Developmental Disabilities are a diverse group of chronic conditions due to mental/neurological or physical impairments or a combination of both. In general, developmental disabilities cause individuals difficulties in certain areas of life, such as language, mobility, learning, self-help, or independent living.



## DEVELOPMENTAL DISABILITIES ADVISORY COMMITTEE

The Washington State Developmental Disabilities Administration requires developmental disability boards to exist as part of the county contracts that provide funding for employment and other support services for people with developmental disabilities. Kittitas County’s Developmental Disabilities Advisory Committee (DDAC) is responsible for developing the biennial plan and making recommendations to the county about developmental disabilities services and funding. It consists of nine<sup>1</sup> community members who serve three-year terms (except for the County Commissioner Chair who is ad-hoc) who are committed to supporting opportunities for each Kittitas County citizen with developmental disabilities to realize his/her personal goals as full participants in the community. Committee members are people with developmental disabilities, or parents of; policymakers; and invested community members who aim to bring the voices of people with developmental disabilities (DD) to the community.

### Revised Code of Washington (RCW)

The RCW provides authority to county governing authorities to establish a “developmental disability board to plan services for persons with developmental disabilities, to provide directly or indirectly a continuum of care and services to persons with developmental disabilities within the county or counties served by the community board. ... Members appointed to the board shall include but not be limited to representatives of public, private, or voluntary agencies, representatives of local governmental units, and citizens knowledgeable about developmental disabilities or interested in services to persons with developmental disabilities in the community.”



**Brett Wachsmith, Chair**

“I serve on DDAC as a liaison to the Board of Commissioners. I’m proud of what has been accomplished and I am eager to see this committee tackle the upcoming goals.”



**Nancy Lillquist**

“My role is to be a liaison between the DDAC and the Ellensburg City Council - to inform the Council of DDAC activities, and to let the DDAC know of City initiatives that may be relevant to the DDAC’s work.”



**Shannon Garoutte**

“I worked for people with different abilities for many years and saw the struggles they had to deal with on a daily basis. I also saw all that they had to offer to me on a personal level and to the community. I wanted to give back to them.”

<sup>1</sup> At the time of publication of this document, three positions on the DDAC are vacant.



**Toby Allphin**

“I am on the committee as a parent of a son with special needs. We feel very good that we live in a country that cares.”



**Kathaleen Briggs Early**

“I’m on the board because I want to serve our community at-large, and especially those who are more likely to be underserved and underrepresented.”



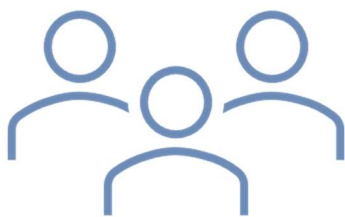
**Devin Beach**

“Too often, structural and/or attitudinal barriers silence the voices of the Developmental Disability community. As a multiple-disabled woman, my goal is to educate and empower the community to accept, include and empower individuals with developmental disabilities.”



**Auggie, Honorary Member**

“I’m a 4-year-old Australian Cattle Dog mix and Devin’s service dog. I started coming to board meetings with Devin a few years ago. I stay very focused in board meetings but when I’m off-duty, I like to clown around to make my human friends smile - especially since the pandemic began.”





During the 2017-2019 planning process, DDAC developed a vision, mission, and guiding principles to help guide their efforts and recommendations to the county.

### *Vision*

All people with developmental disabilities will have the opportunity to reach their full potential, achieve their dreams, live fulfilled lives, and be contributing members of our community.

### *Mission*

To foster an inclusive environment that supports citizens with developmental disabilities and their families to participate in and contribute to all aspects of the community

### *Guiding Principles*

**INCLUSION** is the ability to be present and included in our neighborhoods, schools, community groups, religious spaces and recreational activities. Inclusion offers us opportunities to meet others, participate in community life, and feel welcome.

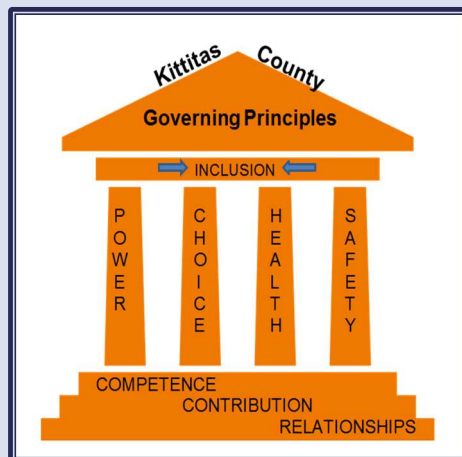
**POWER AND CHOICE** mean recognizing what we want and how to achieve it. Power is having the ability to direct or influence our own lives. Choice is the opportunity to make decisions that are right for us and includes the opportunity to succeed or fail.

**HEALTH AND SAFETY** mean the ability to live and work in a safe place, to have access to quality health care, and to learn what we need to do to take care of our health and safety needs.

**COMPETENCE** is learning to do things that make our lives better and being supported to do things for ourselves. It includes communicating effectively with those who provide us with supports and being able to direct those supports.

**CONTRIBUTION** is feeling good about ourselves, being valued and well regarded by others, and being recognized for what we contribute to our community.

**RELATIONSHIPS** offer a sense of belonging, continuity, intimacy and give meaning to life. Connection to others provides support and opens doors to new opportunities and experiences.



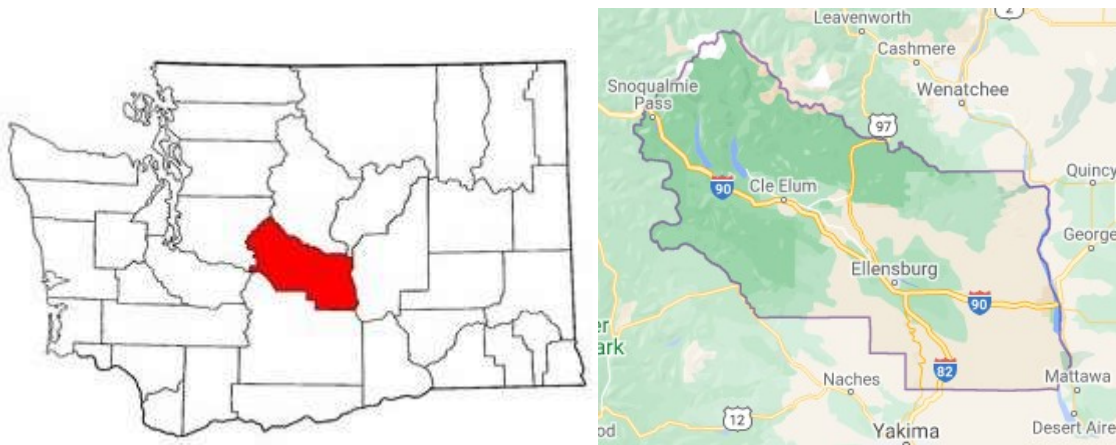
## KITTITAS COUNTY PROFILE

Kittitas County is in the center of Washington State on the east side of the Cascade Mountains. The county is surrounded by several mountain passes (Blewett, Snoqualmie, Manastash) and is nearly 2 hours away from the largest urban area in the state (Seattle.) Other larger cities nearby include Yakima (45 minutes away) and Wenatchee (1.5 hours away.) In other words, there are multiple geographic barriers to accessing a comprehensive range of services.

With a population of about 48,140 people and about half living in unincorporated areas, there is one primary care physician per 1,890 residents, one mental health provider per 560 residents, and one dentist per 2,280 residents.<sup>2</sup> (University of Wisconsin Population Health Institute, n.d.) These ratios would be even worse taking into account only those providers who accept Medicaid as insurance. Access to medical, dental, and mental health care is made more difficult by the shortage of providers in addition to the fact that one in every ten adults lacks health insurance. (University of Wisconsin Population Health Institute, n.d.)

Residents of Kittitas County experience higher rates of physical inactivity, adult smoking, excessive drinking, mental distress, child mortality, and sexually transmitted infections compared to Washington State as a whole. Residents have less access to healthy food sources and exercise opportunities and lower rates of vaccination for flu and COVID-19. However, there are lower rates of low birthweight babies, diabetes, HIV, alcohol-impaired driving deaths, teen births, and preventable hospital stays. (University of Wisconsin Population Health Institute, n.d.)

Unemployment rates are 5.5%<sup>3</sup>, twelve percent of children live in poverty, income inequality is high, and the median household income is significantly lower than Washington State as a whole. Severe housing problems are prevalent as well: significantly fewer people own homes, and 20% of households spend 50% or more of their income on housing<sup>4</sup>. However, violent crime is significantly lower than Washington State, and high school graduation rates are higher. (University of Wisconsin Population Health Institute, n.d.)



<sup>2</sup> Compared to Washington State ratios of 1:1180 primary care, 1:250 mental health, and 1:1200 dentists.

<sup>3</sup> Compared to 4.3% for Washington State as a whole.

<sup>4</sup> Compared to 14% for Washington State as a whole.



## PEOPLE WITH DISABILITIES

According to the U.S. Census Bureau, nearly 13% of the population, both in Kittitas County (approximately 5,800 people), and nationwide is disabled. (U.S. Census Bureau, 2019) In Washington State, 72% of DDA clients live with their parents or relatives. Nine percent live in their own homes, 8% are in supported living environments, and about 3.5% live in adult family homes. (Washington State Developmental Disabilities Administration, 2020)

### Types of Disabilities in Kittitas County, Washington

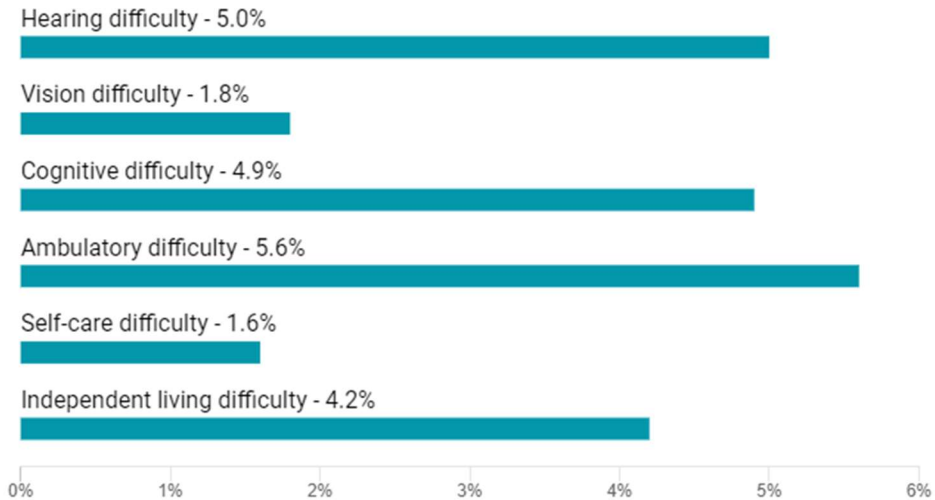
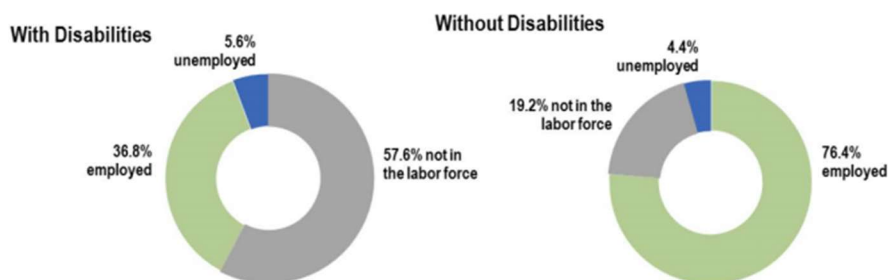


Chart Survey/Program: 2019 American Community Survey 5-Year Estimates

## EMPLOYMENT & INCOME

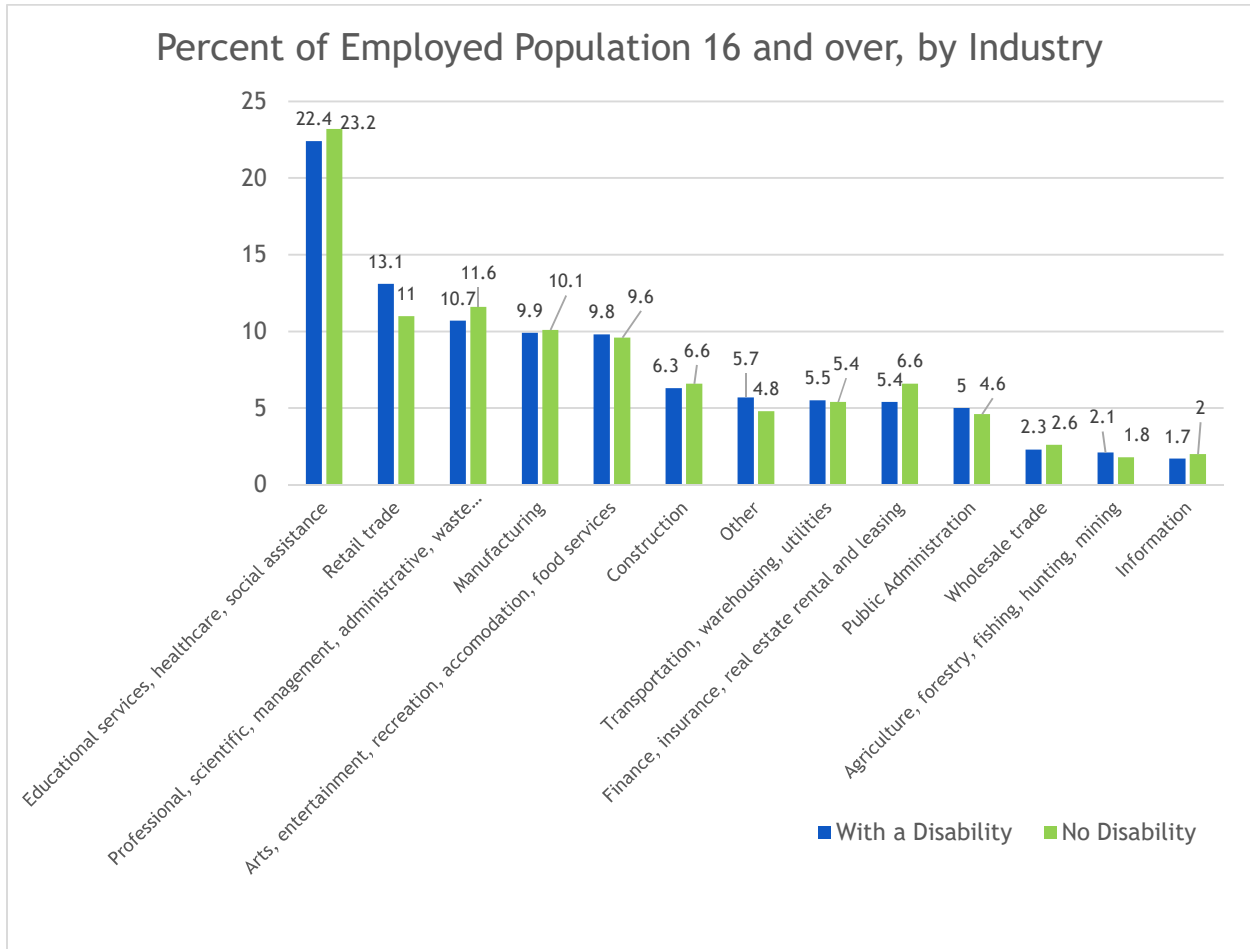
In the United States, about 24% of people 16 and over with a disability are employed compared to over 67% of people without a disability. (U.S. Census Bureau, 2019) In Washington State, nearly 37% of people with disabilities are employed compared to 76% of people without disabilities. (Washington State Division of Vocational Rehabilitation, 2017) About 57% of people with disabilities are not in the labor force (compared to 19% of people without disabilities), however many of those who are unemployed or out of the labor force report some type of barrier to employment, such as lack of education or training, lack of transportation, and the need for job accommodations. (Washington State Division of Vocational Rehabilitation, 2017)

### Difference in Employment Rates for Washingtonians (2015)



(Washington State Division of Vocational Rehabilitation, 2017)

People with disabilities are less likely to work in a for-profit setting, a private company, or local government; and more likely to work for private non-profits, state and federal government, or be self-employed. They are also less likely to work in management, business, science, and arts occupations, and more likely to work in service; sales and office; natural resources, construction, and maintenances; or production, transportation, and material moving occupations. (U.S. Census Bureau, 2019)



(U.S. Census Bureau, 2019)

The median annual earnings of people with disabilities is \$24,106, compared to \$36,066 for people without disabilities. People with disabilities are also significantly more likely to living in poverty with 32.4% living below 150% of the poverty level, compared to only 17.8% of people without disabilities. (U.S. Census Bureau, 2019)

The COVID-19 pandemic has drastically affected employment opportunities in Washington State, especially for people with developmental disabilities. After several years of maintaining about 65% of working age adults with developmental disabilities who received supportive employment services who earned a wage, this percentage dropped to 44% by July of 2020. (Washington State Developmental Disabilities Administration, 2021) In 2019, 4% of people receiving supportive employment services earned subminimum wage and 24% were job seeking with no wages reported. The higher the acuity level, the lower percentage of people receiving minimum wage or self-employed. (Washington State Developmental Disabilities Administration, 2020)

## Acuity

According to Washington Administrative Code 388-828-9200, acuity is defined by an algorithm that determines the level of employment support a DDA client can receive. The algorithm considers the following factors in determining acuity:

- Activities of daily living
- Behavioral support
- Interpersonal support
- Environmental support
- Level of monitoring
- Employment support
- Speed of completing tasks
- Quality of completing tasks
- Medical support
- Seizure support

Kittitas County Employment Support Clients, 2020					
Acuity Level	Total clients	No hours/wages reported	Hours/wages reported	Minimum wage earned	Average hours worked per month
High Acuity Clients	10	5 (50%)	5 (50%)	3 (80% of those working)	6
Medium Acuity	24	6 (25%)	18 (75%)	6 (33% of those working)	27
Low Acuity	6	0 (0%)	6 (100%)	3 (50% of those working)	33
<b>TOTAL</b>	<b>40</b>	<b>11 (27.5%)</b>	<b>29 (72.5%)</b>	<b>12 (30% of those working)</b>	

## EDUCATION

Just over 14% of students enrolled in school districts in Washington State had a disability during the 2020-2021 school year. Fewer Washington State students with disabilities met grade level standards compared to students without disabilities (English Language Arts 21% vs. 66%, Math 16% vs. 54%, Science 17% vs. 51%). Sixty-four and a half percent of students with disabilities graduated in four years, compared to 85.5% of students without disabilities. About 22% of students with disabilities continue with their high school education after four years, and over 13% drop out (compared to 6% and over 8% for students without disabilities, respectively.) Students with disabilities also have lower rates of regular attendance (83% vs. 90%), significantly lower rates of kindergarten readiness (22% vs. 55%), and higher rates of suspension and expulsion (6% vs. 2%). (Washington State Office of Superintendent of Public Instruction, 2018-2021)

EDUCATION REPORT CARD						
Better than state Same as state Worse than state						
	Kittitas		Ellensburg		Cle Elum-Roslyn	
	Students with disabilities	Students without disabilities	Students with disabilities	Students without disabilities	Students with disabilities	Students without disabilities
% enrolled (2020-2021)	15%	85%	13%	87%	16%	84%
% met grade level standards-ELA (2018-2019)	16%	64%	13%	58%	20%	66%
% met grade level standards-Math (2018-2019)	11%	39%	9%	50%	12%	51%
% met grade level standards-Science (2018-2019)	Not Available	59%	17%	47%	Not Available	46%
% graduated in 4 years (2020)	Not Available	88%	88%	93%	Not Available	79%
% continuing after 4 years (2020)	Not Available	10%	6%	4%	Not Available	3%
% dropping out (2020)	Not Available	2%	6%	3%	Not Available	18%
% with fewer than 2 absences per month on average (2020)	85%	91%	86%	93%	81%	93%
% entered kindergarten ready in 6 areas of development and learning (2019-2020)	Not Available	57%	5%	50%	Not Available	61%
% excluded due to behavioral violation (suspension or expulsion)	Not Available	Not Available	4%	1%	Not Available	Not Available
	Easton		Damman		Thorp	
	Students with disabilities	Students without disabilities	Students with disabilities	Students without disabilities	Students with disabilities	Students without disabilities
% enrolled (2020-2021)	21%	80%	5%	95%	15%	85%
% met grade level standards-ELA (2018-2019)	Not Available	58%	Not Available	55%	23%	73%
% met grade level standards-Math (2018-2019)	Not Available	32%	Not Available	64%	23%	49%
% met grade level standards-Science (2018-2019)	Not Available	36%	Not Available	Not Available	Not Available	63%
% graduated in 4 years (2020)	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
% continuing after 4 years (2020)	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
% dropping out (2020)	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
% with fewer than 2 absences per month on average (2020)	Not Available	88%	Not Available	Not Available	86%	88%
% entered kindergarten ready in 6 areas of development and learning (2019-2020)	Not Available	Not Available	Not Available	Not Available	Not Available	63%
% excluded due to behavioral violation (suspension or expulsion)	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available

## SERVICES

The Washington State Department of Social and Health Services, Developmental Disabilities Administration (DDA) provides funding to counties for employment and other support services for people with developmental disabilities. Eligibility for services is determined by DDA and is based on Washington State residency, evidence of a qualifying developmental disability<sup>5</sup> that began before age 18, and evidence of substantial limitations. DDA's caseload has increased by an average of 3% per year over the past few years and their budget has grown an average of 15.3% each biennium for the past decade (from \$1.91 billion in 2011-2013 to \$3.76 billion in 2019-2021.) (Washington State Developmental Disabilities Administration, 2020) In 2020, Washington State had more than 14,000 people with developmental disabilities who qualified for services but didn't receive them due to lack of state funding (no-paid services caseload). That's about 29% of all people on the DDA caseload. (Washington State Developmental Disabilities Administration, 2020)

There are 33 children and 174 adults in Kittitas County currently enrolled in DDA. Fifty-four individuals are on the no-paid caseload, or 26%. In 2019, Kittitas County served 70 individuals in employment services (2 in group supported employment and 36 in individual employment) and community inclusion services (35).<sup>6</sup> (Washington State Developmental Disabilities Administration, 2020)

The average number of days per week that Washington State individuals in supported living programs accessed community-based activities dropped from nearly 5 days per week in 2017-2019 to around 3-3.5 days per week in 2020 (Washington State Developmental Disabilities Administration, 2021), likely because of the COVID-19 pandemic.

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<sup>5</sup> The Revised Code of Washington 71A.10.020(5) defines a developmental disability as: "a disability attributable to intellectual disability, cerebral palsy, epilepsy, autism, or another neurological or other condition of an individual found by the secretary to be closely related to an intellectual disability or to require treatment similar to that required for individuals with intellectual disabilities, which originates before the individual attains age eighteen, which has continued or can be expected to continue indefinitely, and which constitutes a substantial limitation to the individual."

<sup>6</sup> See next section "Kittitas County Developmental Disabilities Program" for definitions and descriptions of each service/program. Pages 12-13.

## KITTITAS COUNTY DEVELOPMENTAL DISABILITIES PROGRAM

The Washington State Department of Social and Health Services, Developmental Disabilities Administration (DDA) provides funding to counties for employment and other support services for people with developmental disabilities. Eligibility for services is determined by DDA and is based on Washington State residency, evidence of a qualifying developmental disability<sup>7</sup> that began before age 18, and evidence of substantial limitations (see more detailed information about eligibility for DDA services in Appendix A). The funding varies based on availability, number of people receiving services, and the needs of each individual and is intended to help people keep a job or gain skills for obtaining employment. Kittitas County has received an average of around \$600,000 per year for the past 5 years from DDA.

Additionally, per Revised Code of Washington 71.20.110, counties are required to annually budget and levy a property tax for developmental disabilities or mental health services. In Kittitas County, this tax is split equally between developmental disabilities and mental health services. Commonly referred to as “millage”, the county has discretion on how these funds are spent. The developmental disabilities program has received around \$100,000 annually from this tax over the past 2 years.

Kittitas County’s developmental disabilities (DD) program is overseen by the Kittitas County Public Health Department through a qualified and experienced DD Coordinator. The county publishes an open Request for Qualifications (RFQ) to solicit qualified employment support providers. Responses to the RFQ are reviewed thoroughly by the DD Coordinator and DDA staff, and if qualifications are met, the provider is placed on a list of available employment services providers for clients to choose from when they qualify for services. A Request for Proposals (RFP) is also published to solicit proposals from local agencies who propose to provide indirect services related to community information and education, training, and/or other activities that will benefit people living with developmental disabilities, their families, and/or service providers. The proposals are reviewed by the DD Coordinator and the Developmental Disabilities Advisory Committee, who make funding recommendations for approval by the Kittitas County Board of Commissioners.

DD services funded by DDA fall into two major categories: Consumer Support Services and Additional Consumer Services, each of which contain several different specific services that can be provided. Each type of service as well as the targeted outcomes for that service are described below. Approximately 5% of the Additional Consumer Services funding is set aside each year for emerging needs that may come about during the biennium, such as new trainings or sponsorships.

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<sup>7</sup> The Revised Code of Washington 71A.10.020(5) defines a developmental disability as: “a disability attributable to intellectual disability, cerebral palsy, epilepsy, autism, or another neurological or other condition of an individual found by the secretary to be closely related to an intellectual disability or to require treatment similar to that required for individuals with intellectual disabilities, which originates before the individual attains age eighteen, which has continued or can be expected to continue indefinitely, and which constitutes a substantial limitation to the individual.”



## CONSUMER SUPPORT SERVICES

### INDIVIDUAL SUPPORTED EMPLOYMENT

Individual Supported Employment (ISE) services are part of an individual's pathway to employment and are tailored to individual needs, interests, and abilities. They are intended to promote career development. These are individualized services necessary to help persons with developmental disabilities obtain and continue integrated employment at or above the state's minimum wage in the general workforce. Supported employment occurs in a variety of typical, integrated workplace environments. Supports can be provided to the client, employers, and/or coworkers through activities such as on-the-job training, job restructuring, and technical assistance to employers and coworkers. In Washington State, clients receiving ISE received an average of 2.5 support hours per week, worked an average of 10 hours per week, and earned an average of \$138.00 per week in 2019. (Washington State Developmental Disabilities Administration, 2020)

2020

<i>Number of Individuals Receiving Service</i>	40
<i>Organizations Providing Service</i>	Elmview Entrust
<i>Amount of Funding</i>	\$227,869

*Individual Supported Employment services are for working-age adults.*

#### 2021-2023 Targeted Outcomes for ISE

- Increase the percentage of ISE clients reporting hours/wages from 72.5% (2020) to 80% by June 30, 2023.
- Increase the percentage of working ISE clients who make at least minimum wage from 41% (2020) to 100% by June 30, 2023.
- Increase the average hours per month worked by employed high acuity clients from 6 (2020) to 10 by June 30, 2023.

### COMMUNITY INCLUSION

Community Inclusion (CI) services are designed to promote individualized skill development, independent living, and community integration for individuals to learn how to engage in their local community actively and freely. Service providers assist individuals in participating in activities that provide opportunities to develop relationships and to learn, practice, and apply skills that result in greater independence and community inclusion. Examples of community access services may be aiding in obtaining membership or participating in community organizations, training for volunteer work, and support in building relationships.

2020

<i>Number of Individuals Receiving Service</i>	34
<i>Organizations Providing Service</i>	Elmview Entrust
<i>Amount of Funding</i>	\$121,713

*Community Inclusion Services are for adults who are not in the workforce, mostly seniors.*

#### 2021-2023 Targeted Outcomes for CI

- Increase the percentage of clients participating in volunteer work from 3% (2020) to 10% by June 30, 2023.
- Ensure that at least 50% of clients participating in volunteer work can do so for at least 20 hours per month on average.

## ADDITIONAL CONSUMER SERVICES

### COMMUNITY INFORMATION AND EDUCATION

These services are intended to inform and/or educate the public about developmental disabilities and related services. This may include information and referral services; activities aimed at promoting public awareness and involvement; and community consultation, capacity building and organization activities. Kittitas County reaches 450+ people per year on average with these services.

*Community Information and Education primarily serves young children (birth to pre-K), school age children, and their families.*

### TRAINING

There are two types of training that can be funded: Staff Training and Board Training.

- Staff Training includes costs incurred by the program for the planned, structured activities for the purpose of providing, or improving, or enhancing job-related knowledge and skills of students in the provision of developmental disability services.
- Board Training includes costs incurred by the program for planned, structured activities designed to provide, improve, or enhance program-related skills of board or advisory committee members.

*Training is designated for organizations and their staff who provide DDA-funded services as well as the Developmental Disabilities Advisory Committee.*

2020	
Organization	Yakima Valley Memorial
Services	Early intervention services
Funding	\$2,106
Organization	Kittitas Valley Opportunities
Services	Parent and family support
Funding	\$15,000
Organization	WISE
Services	Training
Funding	\$15,550
Organization	Robin Read Consulting
Services	Facilitation and planning
Funding	\$919

staff, providers, volunteers, or interning

### OTHER ACTIVITIES

Other activities can fund a variety of different projects. *There was no funding designated for Other Activities in 2020.*

- Infrastructure projects: Projects in support of clients not of working age. Examples include planning services like benefits planning and generic job development.
- Start-up projects: Projects that directly benefit the agency. Examples include equipment purchases and agency administrative support.
- Partnership projects: Collaborative partnerships with school districts, employment providers, families, employers, and other community collaborators needed to provide employment supports and services to young adults to become employed.

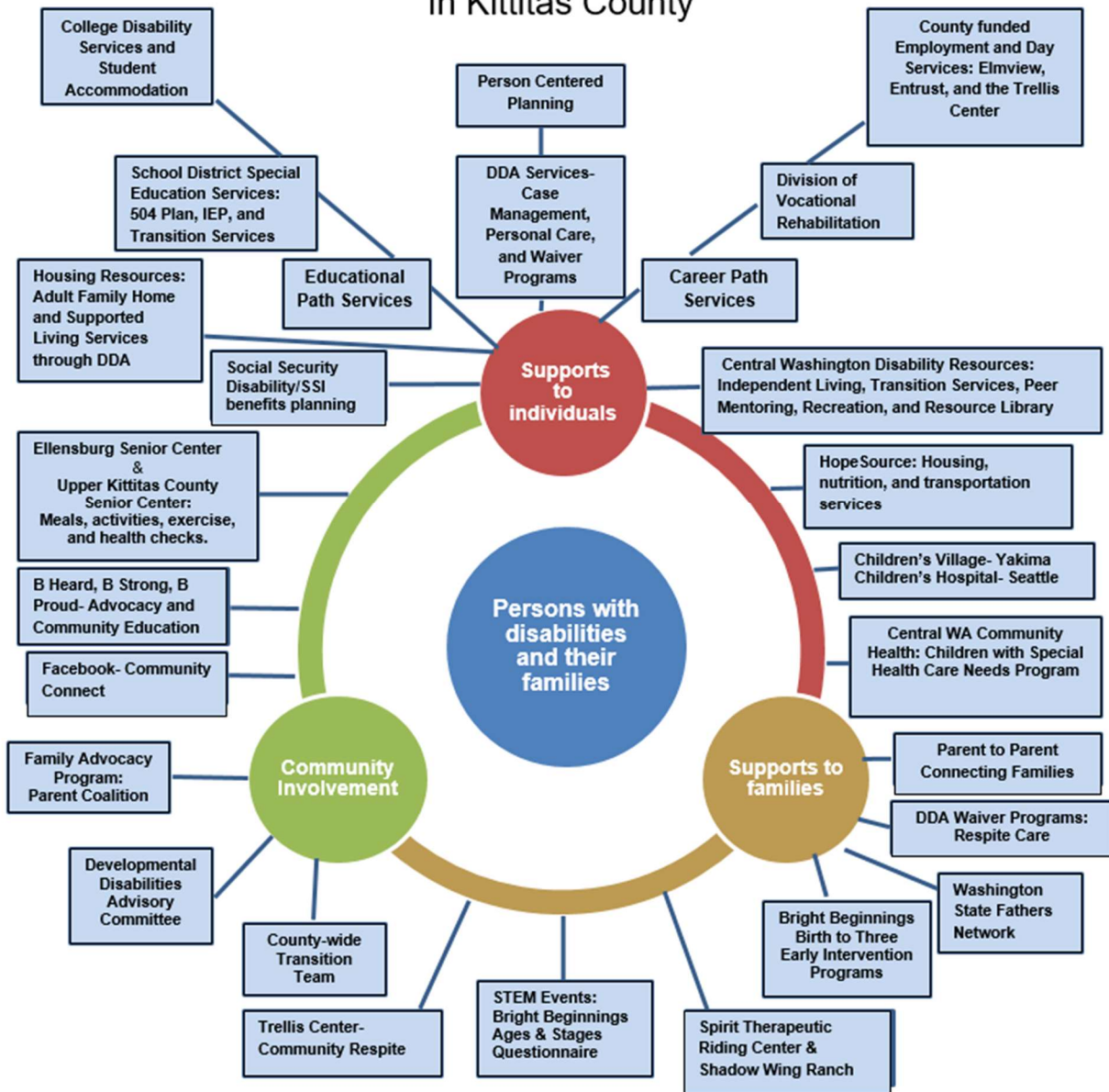
*2021-2023 Targeted Outcomes*

- Identify children with developmental disabilities by administering the Ages and Stages Questionnaire to at least 20 children in Kittitas County per year.
- Conduct at least 35 parent support meetings per year.
- Complete at least 16 hours per year of professional development for service provider staff or boards/advisory committees.
- Utilize at least 5% of available funding to assist with activities that address emerging needs.
- Develop priorities, goals, and strategies for the DDAC and the next biennial plan by June 30, 2023.

# OTHER DISABILITIES SERVICES IN KITTITAS COUNTY

While the services funded through the Kittitas County government focus on employment supports, community inclusion, early intervention, and family supports; the overarching service system provides more comprehensive opportunities for support. The graphic below, created by the Developmental Disabilities Advisory Committee, displays the complexity of the service system in Kittitas County. A detailed list of these services can be found in Appendix B.

## Overview of Service System For People with Developmental Disabilities In Kittitas County



## ASSETS, GAPS, OPPORTUNITIES, CHALLENGES

The Developmental Disabilities Advisory Committee has conducted an analysis of services in Kittitas County based on available information. Assets are strengths in our community that may be able to be built upon. Gaps are areas where the county is not meeting the need of people with developmental disabilities. Opportunities are potential actions that could be taken to improve services. Finally, challenges are areas that may need additional resources to solve.

### ASSETS

- Dedicated and committed DDAC
- A community that cares about and embraces people with developmental disabilities
- Professionals with valuable training and people with lived experience
- Local policy makers who value community input
- A strong network of social support for parents of people with disabilities

### GAPS

- Few qualified service providers
- Lack of vocational/trade education and job training programs that align with area employers
- Limited number of continuous community employment and transition placements
- Social skills curriculum for students in special education does not address sex education, dating, bullying, social anxiety, depression, and substance abuse
- No mental health court program
- No one tenth of one percent sales tax for mental health and substance use disorder treatments
- Limited opportunities for respite care
- Lack of awareness about the issues faced by people with developmental disabilities by policy makers, law enforcement, and the public
- Services that are culturally appropriate
- Lack of adequate transportation to access services, jobs, and the community

### OPPORTUNITIES

- Resources and opportunities for joint programs with Central Washington University and their students
- Central Washington University and the agriculture industry are underutilized for employment opportunities.
- Increased momentum to pass the one tenth of one percent sales tax for mental health and substance use disorder treatments
- Building alliances between existing nonprofit agencies and private citizens to create more housing options
- Involve people with developmental disabilities in DDAC and other related activities
- Increase awareness and opportunities for advocacy
- Improve how people with disabilities can access information about services
- Build momentum for a mental health court program
- Increase engagement and education with law enforcement agencies

## CHALLENGES

- Many children with developmental disabilities live in single parent families further limiting the time and resources these families must seek and use existing services
- A greater number of Hispanic children and families are entering the service system and will continue to do so, creating access and culturally appropriate practice challenges for the service system.
- Most adult persons with cognitive disabilities in Kittitas County live with their families rather than independently or in supported residential placements. As baby boomer parents age, community responsibility for vulnerable adults will increase.
- People with developmental disabilities are often not involved in decisions that affect them
- It's difficult and complicated to know what services are available and how to access them
- High rate of no-paid case load
- Interactions with law enforcement often have poor outcomes



## PRIORITIES

The following priorities were selected by the Kittitas County Developmental Disabilities Advisory Committee through a process that included facilitated brainstorming, affinity diagramming, prioritization, goal setting, and action planning. These four priorities will be utilized, not only for the DDAC, but also for funding and programmatic decisions during the biennium. Requests for funding and programs beyond the employment support services will, ideally, align with these areas. Additionally, the DDAC identified a core value of *ensuring the inclusion and involvement of people with DD and their families in addressing these priorities*.

### POLICY MAKER ENGAGEMENT

Policy makers at the state or local levels often do not have much knowledge or awareness about the issues faced by people with developmental disabilities and often people with DD don't have a seat at the table discussion issues that affect them. To bring the voices of people with DD and increase knowledge and awareness, **our goal is to serve as liaisons to policy makers to increase awareness and facilitate solutions to the issues faced by people with DD**. The goal will be accomplished through strategies involving policy makers at the city, county, and state levels.

### COMMUNITY INCLUSIVITY AND ACCEPTANCE

People with DD often remain invisible to the general community which can lead to discrimination, conflict, and even violence. **Our goal is to help our community be more inclusive and accepting of people with DD** through public events and communications.

### RESOURCE AND SERVICE EDUCATION

Even in a small rural community such as Kittitas County, it can be difficult to know what resources and services are available. To make this information and the resources more accessible, **we aim to education families, individuals, and the public about services available for people with DD**. We will do this through improving and communicating current information about services.

### CONFLICT REDUCTION AND IMPROVED COMMUNICATION

People with DD often find themselves in conflict with the public, law enforcement, or the courts due to a lack of understanding and/or difficulties in communication. To **reduce conflict and improve communication with people with DD**, we will collaborate with local law enforcement, improve common language about people with DD, and advocate for the establishment of a mental health court program.

## IMPLEMENTATION: GOALS, STRATEGIES, OBJECTIVES, ACTIVITIES

A goal is *what we aim to do* to address our priorities. The strategies are *how* we will accomplish our goal. The objectives provide *measurable targets* for strategy implementation. Finally, the activities, timeline, and person responsible outline our *action plan for making progress*.

<b>Goal I</b>	Serve as a liaison to policy makers to increase awareness and facilitate solutions to the issues faced by people with DD.		
<b>Strategy A</b>	Make recommendations to BOCC about services, gaps in services, and budget for DD services		
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Present recommendations to the county DD coordinator about the county DD budget by November of each year.</li> <li>2. Complete a biannual DD plan that includes a picture of DD in Kittitas County, a description of services, an analysis of gaps in services, and priority areas of improvement every other year by June.</li> <li>3. Provide feedback and recommendations to BOCC about DD issues as needed and/or upon request.</li> </ol>		
	<b>ACTIVITIES</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>
	Review and make recommendation on county DD budget	Annually in October	DDAC
	Establish a DD biennial plan subcommittee	Every odd year in January	DDAC
	Review and update DD biennial plan	Every odd year by May	DDAC
	Present plan to BOCC during special meeting	Every odd year by June	DDAC
	Identify other priority areas or emerging issues to provide feedback on	Annually in January	DDAC
<b>Strategy B</b>	Educate and inform other local policy makers about the issues faced by people with DD.		
<b>Objectives</b>	1. Conduct a presentation to at least one other local policy maker group annually.		
	<b>ACTIVITIES</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>
	Create a standard, yet customizable presentation or presentation outline	By December 2021	DDAC or Subcontractor
	Identify list of other policy maker groups to present to	By December 2021	DDAC
	Prioritize groups and set up calendar of presentations	By January 2022	DDAC or Subcontractor
	Schedule presentations	By March 2022	DDAC or Subcontractor
	Tailor and conduct presentations	Annually, as scheduled	DDAC or Subcontractor
<b>Strategy C</b>	Advocate to the state legislature about issues affecting people with DD.		
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Identify at least one priority issue each legislative session to advocate for or against by January of each year.</li> <li>2. Provide at least 3 different communications to legislators about the issue during the legislative session.</li> </ol>		
	<b>ACTIVITIES</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>
	Review and research list of legislative priorities by state association	Annually by December	DD Coordinator

Present legislative issues to DDAC for prioritization	Annually by January	DD Coordinator
Select priority legislative issues	Annually by January	DDAC
Identify communication methods	Annually by February	DDAC
Finalize communication to legislators	Annually by February	DDAC or Subcontractor

<b>Goal II</b>	<b>Help the community be more inclusive to and accepting of people with DD.</b>	
<b>Strategy A</b>	Support the annual Let It Shine event through promotion, outreach, planning and other activities upon request.	
<b>Objectives</b>	<ol style="list-style-type: none"> <li>Assign at least 2 members of DDAC to participate in the planning committee for the Let It Shine event by October of each year.</li> <li>Promote the Let It Shine event through at least 10 different venues by April of each year.</li> </ol>	
	<b>ACTIVITIES</b>	<b>TIMELINE</b>
	Nominate and finalize 2 members to participate in planning	Annually by December
	Schedule monthly updates of event planning and requests for assistance	Monthly
	Create promotional plan	Annually by February
	Conduct promotion	Annually in March
	Attend event	Annually in April
<b>Strategy B</b>	Coordinate activities for DD awareness months, weeks, and days.	
<b>Objectives</b>	<ol style="list-style-type: none"> <li>Select at least one DD awareness date per year to participate in.</li> <li>Conduct at least 2 activities for the DD awareness date annually.</li> </ol>	
	<b>ACTIVITIES</b>	<b>TIMELINE</b>
	Identify possible dates for DD awareness activities	By December annually
	Finalize dates	By December annually
	Identify key partners	By January annually
	Establish subcommittee or subcontractor	By January annually
	Determine activities	By February annually
	Conduct/implement activities	Annually
<b>Strategy C</b>	Connect Parent to Parent social media messages to other relevant social media outlets.	
<b>Objectives</b>	1. Increase Parent to Parent social media connections by at least 3 annually.	
	<b>ACTIVITIES</b>	<b>TIMELINE</b>
	Identify current Parent to Parent social media connections	By July 2022
	Create list of possible new connections	By September 2022
	Prioritize new connections	By October 2022
	Reach out and make connections	By December 2022
<b>Strategy D</b>	Create and/or distribute short videos about people with DD and Disability 101.	
<b>Objectives</b>	1. Distribute videos about people with DD through at least 3 different venues or modes of communication annually.	
	<b>ACTIVITIES</b>	<b>TIMELINE</b>
	Identify what videos currently exist	By January 2023

Decide if additional, local videos are needed	By February 2023	DDAC
Identify venues of communication	By March 2023	DDAC
Schedule and conduct screenings, distribute	By June 2023	DDAC

<b>Goal III</b>	<b>Educate families, individuals, and the general public about services available for people with DD.</b>	
<b>Strategy A</b>	Ensure resources for people with development disabilities and their support systems are easily accessible and readily available.	
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Ensure a list of resources is available through at least 3 different modes of communication.</li> <li>2. Ensure the list of resources is updated at least annually.</li> </ol>	
	<b>ACTIVITIES</b>	<b>TIMELINE</b>
	Connect with transition council about current resource list	By December 2021
	Identify and fill gaps	By March 2022
	Identify new venues to distribute information	By June 2022
	Schedule annual update of list	By July 2022
		<b>PERSON RESPONSIBLE</b>
		DD Coordinator
		DDAC
		DDAC
		DD Coordinator

<b>Goal IV</b>	<b>Help to reduce conflict and improve communication with people with DD.</b>	
<b>Strategy A</b>	Support the process to create a mental health court program by advocating for the inclusion and representation of people with DD.	
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Ensure at least one representative of DDAC is included in conversations about a mental health court program.</li> </ol>	
	<b>ACTIVITIES</b>	<b>TIMELINE</b>
	Identify representative	By September 2021
	Include updates at least quarterly at DDAC meetings	Quarterly
	Conduct research on how these programs affect people with DD	By December 2021
		<b>PERSON RESPONSIBLE</b>
		DDAC
		Representative
		Representative
<b>Strategy B</b>	Provide community information on changing our language and the way we speak about DD and people with DD.	
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Provide messaging on DD language through at least 3 different venues, at least twice per year.</li> </ol>	
	<b>ACTIVITIES</b>	<b>TIMELINE</b>
	Collect information and resources on “changing our language and the way we speak about DD and people with DD”	By October 2021
	Identify venues for distribution	By November 2021
	Create primer/infographic	By December 2021
	Distribute/communicate	Annually
		<b>PERSON RESPONSIBLE</b>
		DDAC
		DDAC
		DDAC or Subcontractor
		DDAC or Subcontractor

<b>Strategy C</b>	Collaborate with local law enforcement agencies to improve services and interactions with people with DD.		
<b>Objectives</b>	1. Establish collaboration with at least 60% of Kittitas County’s law enforcement agencies.		
	<b>ACTIVITIES</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE</b>
	Collect information about what (if anything) local law enforcement does for training and information about interacting and providing services to people with DD	December 2022	DDAC
	Research best practices and potential funding opportunities for improving services and interactions between law enforcement and people with DD	March 2023	DDAC
	Establish collaboration to improve interactions with local law enforcement	June 2023	DDAC

## REFERENCES

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- University of Wisconsin Population Health Institute. (n.d.). *County Health Rankings & Roadmaps*. Retrieved July 23, 2021, from <https://www.countyhealthrankings.org/app/washington/2021/rankings/kittitas/county/outcomes/overall/snapshot>
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## APPENDIX A: ELIGIBILITY FOR DDA SERVICES

Individuals who want to participate in Employment and Day Programs must be eligible to be on a Waiver Program through DDA that provides employment funding. Funding for these services comes through a federal program under Title XIX Medicaid called the Home and Community-Based Services (HCBS) Waivers. The HCBS waivers allow the state to use Medicaid funding while “waiving” Medicaid rules that require services to be provided in an institutional setting. The purpose of the waivers is to provide integrated, community-based services to individuals with developmental disabilities. Waivers Provide an alternative to institutional services. To assist consumers in selecting the right Waiver Program, a description of the Waiver Programs and the services provided under each program is listed on the following page.

### WHO IS ELIGIBLE FOR A WAIVER PROGRAM?

Eligibility for waiver services includes people with developmental disabilities who:

- Are clients of DSHS Developmental Disabilities Administration (DDA),
- Meet disability criteria established by the Social Security Administration (SSA),
- Are eligible for Medicaid services in an institution,
- Have been determined to need home and community-based services in order to live in the community, and
- Have an individual gross income that does not exceed 300 percent of the Supplement Security Income benefit amount and individual resources that do not exceed \$2,000 (Parental income is not considered for children.)

### TYPES OF WAIVER PROGRAMS

#### *BASIC PLUS WAIVER*

This waiver program is for people who live with their families, on their own, in an adult family home, in another setting with assistance or an Adult Residential Care Assisted Living Facility (ARC) and are at high risk of out of home placement. Services covered include the following:

- Hours per year available for Supported Employment or, Community Access, based on DDA assessment and employment status.
- Up to \$6,192 is available for any combination of Skilled Nursing (Nursing Delegation); Community Guide; Environmental Accessibility; Adaptations; Specialized Medical Equipment/Supplies; Occupational Therapy; Specialized Psychiatric Services; Physical Therapy; Speech, Hearing and Language Services; Staff/Family Consultation and Training; Behavioral Health Stabilization; and Transportation to a Waiver Service.
- Behavioral Health Stabilization Services
- Respite is based on assessed need.
- \$6,000 per year available for Emergency Assistance.

#### *CORE WAIVER*

This waiver is intended for people who are at immediate risk of out of home placement and need up to 24-hour residential services. Services covered include: Residential Services, Behavior Support, Therapies, Environmental Adaptations, Skilled Nursing, Employment services, Specialized Medical Equipment and Supplies and more.

### *COMMUNITY PROTECTION WAIVER*

This waiver is for people who need 24-hour on-site awake staff supervision and therapies to maintain their own and community safety. Services covered include: Residential Services, Behavior Support, Therapies, Environmental Adaptations, Skilled Nursing, Employment services, Specialized Medical Equipment and Supplies and more.

### *INDIVIDUAL & FAMILY SERVICES WAIVER (IFS)*

This waiver became effective June 1, 2015, and offers support to clients living with a family member in the community. The intent of this program is to provide support and services to family members, centered on the needs of the client and the family. Services covered include the following:

- IFS funding levels range from \$1,200 to \$3,600, depending on assessed need (determined by assessment).
- IFS services include Respite; Behavior Support and Consultation; Community Engagement; Home and Vehicle Modifications; Peer Mentoring; Assistive Technology and Speech; Occupational, and Physical Therapies; Person Centered Plan Facilitation; Specialized clothing and nutrition; Skilled Nursing; and Transportation to a Waiver Service.
- IFS services can be used in any combination, not to exceed a client's annual allocation.

### *CHILDREN'S INTENSIVE IN-HOME BEHAVIORAL SUPPORT (CIIBS)*

This waiver combines wrap-around planning with positive behavior supports to empower families to remain together. To be eligible for CIIBS, your child must be between the ages 8 through 20 years old living with their family and are assessed at high or severe risk of out of home placement due to challenging behaviors. Services covered are determined by the Individual Support Plan with an average cost of service, including respite, of \$4000 per month per client for any combination of the following services: Skilled Nursing, Nurse Delegation and Behavior Support and Consultation; Environmental Accessibility Adaptations; Assistive Technology; Therapeutic Equipment and Supplies; Specialized Medical Equipment/Supplies; Specialized Nutrition and clothing; Vehicle Modifications; Occupational Therapy; Specialized Psychiatric Services; Physical Therapy; Speech, Hearing and Language Services; Staff/Family Consultation and Training; and Transportation.

## ACCESSING WAIVER SERVICES

### *STEP 1*

In order to access county funded services, individuals with developmental disabilities must be determined eligible for services through the Developmental Disabilities Administration (DDA). To apply for DDA services in our area eligibility paperwork can be requested from the following number, email or web address:

Toll Free: 1-866-715-3646

Email: [R1ServiceRequestB@dshs.wa.gov](mailto:R1ServiceRequestB@dshs.wa.gov)

Website: <https://www.dshs.wa.gov/dda/service-and-information-request>

### *STEP 2*

Once an individual has been determined eligible for DDA services, and has been assigned to a Case Resource Manager (CRM), a person-centered DDA assessment will be completed. The assessment determines what services a person may be eligible for. If certain criteria are met, a request to be placed on a Waiver Program can be made. There are a variety of resources available through the

Waiver Programs and the case resource manager will help guide a person in selecting the appropriate Waiver Program that includes employment and day services.

### *STEP 3*

After a person has been determined eligible for a waiver program that offers employment services; their assigned case resource manager will provide information about local employment vendors. It is recommended that the person seeking services and their family representatives take time to meet with local providers to determine which provider is going to be the best fit. Once a person has selected their employment provider, the employment provider will start the intake and discovery process to start them on their pathway to employment.

## APPENDIX B: KITTITAS COUNTY SERVICES

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### B HEARD B STRONG B PROUD

Ellensburg, WA 98926

Phone: 509-607-4470

Website: <https://www.facebook.com/BHeardBStrongBProud17/>,  
<https://bheardbstrongbproud.wordpress.com/>

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### CENTRAL WASHINGTON DISABILITY RESOURCES

301 East 2<sup>nd</sup> Avenue

Ellensburg, WA 98926

Phone: 509-962-9620

Website: <http://mycwdr.org>

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### CHILDREN'S VILLAGE

3801 Kern Rd.

Yakima, WA 98902

Phone: 509-574-3200

Website: <https://www.yakimachildreenvillage.org/our-services.asp>

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### CHILDREN WITH SPECIAL HEALTHCARE NEEDS PROGRAM

Community Health of Central Washington

521 E Mountain View Ave

Ellensburg, WA 98926

Phone: 509-306-1740

Website: <https://www.chcw.org/stepscyshcn-children-special-health-care/>

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### CLE ELUM ROSLYN SCHOOL DISTRICT SPECIAL PROGRAMS

2960 SR 903

Cle Elum, WA 98922

Phone: 509-649-4807

Website: <https://www.cersd.org/page/special-programs>

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### DEVELOPMENTAL DISABILITIES ADMINISTRATION

100 East Jackson Avenue, Suite 100

Ellensburg, WA 98926

Phone: 509-925-0405

Website: <https://www.dshs.wa.gov/dda>

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### DIVISION OF VOCATIONAL REHABILITATION

100 East Jackson Avenue, Suite 100

Ellensburg, WA 98926

Phone: 509-925-0408

Website: <https://www.dshs.wa.gov/dvr>

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EASTON SCHOOL DISTRICT SPECIAL EDUCATION SERVICES

1893 Railroad Street/PO Box 8

Easton, WA 98925

Phone: 509-656-2317

Website: <http://www.easton.wednet.edu>

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ELLENSBURG SCHOOL DISTRICT SPECIAL EDUCATION SERVICES

1300 East 3<sup>rd</sup> Avenue

Ellensburg, WA 98926

Phone: 509-925-8117

Website: <https://www.esd401.org/students-families/student-services/special-services>

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ELMVIEW

204 East 6<sup>th</sup> Avenue

Ellensburg, WA 98926

Phone: 509-925-6688

Website: <https://www.elmview.org>

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ENTRUST COMMUNITY SERVICES

415 East Mt. View Avenue, Suite 301

Ellensburg, WA 98926

Phone: 509-925-6688

Website: <https://www.elmview.org>

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HOPESOURCE-ELLENSBURG

700 E Mountain View, Suite 501

Ellensburg, WA 98926

Phone: 509-925-1448

Website: <http://www.hopesource.us>

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HOPESOURCE-CLE ELUM

110 Pennsylvania Ave

Cle Elum, WA 98922

Phone: 509-674-2375

Website: <http://www.hopesource.us>

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KITTITAS COUNTY DEVELOPMENTAL DISABILITIES PROGRAM

Kittitas County Public Health Department

507 N. Nanum St. Suite 102

Ellensburg, WA 98926

Phone: 509-933-8233

Website: <https://www.co.kittitas.wa.us/health/community/developmental-disabilities.aspx>

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KITTITAS SCHOOL DISTRICT SPECIAL EDUCATION SERVICES

7571 Kittitas Hwy  
Kittitas, WA 98934  
Phone 855-380-8843

Website: <https://www.ksd403.org/page/special-education>

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PARENT TO PARENT AND PARENT COALITION

Kittitas Valley Opportunities  
Phone: 509-929-7277

Website: <https://kc-p2p.wixsite.com/home>

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SEEDLINGS CENTERS FOR EARLY LEARNING

220 East Helena Avenue  
Ellensburg, WA 98926  
Phone: 509-872-5132

Website: <https://www.epicnet.org/>

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SOCIAL SECURITY ADMINISTRATION

801 Fruitvale Blvd.  
Yakima, WA 98902  
Phone: 800-772-1213

Website: <https://www.ssa.gov/>

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SPIRIT THERAPEUTIC RIDING CENTER

1051 Sorenson Road  
Ellensburg, WA 98926  
Phone: 509-929-1401

Website: <http://www.spirittrc.com/>

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TRELLIS CENTER

170 Bare Rd  
Ellensburg, WA 98926  
Phone: 509-968-4040

Website: <http://www.thetrelliscenter.com/>

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