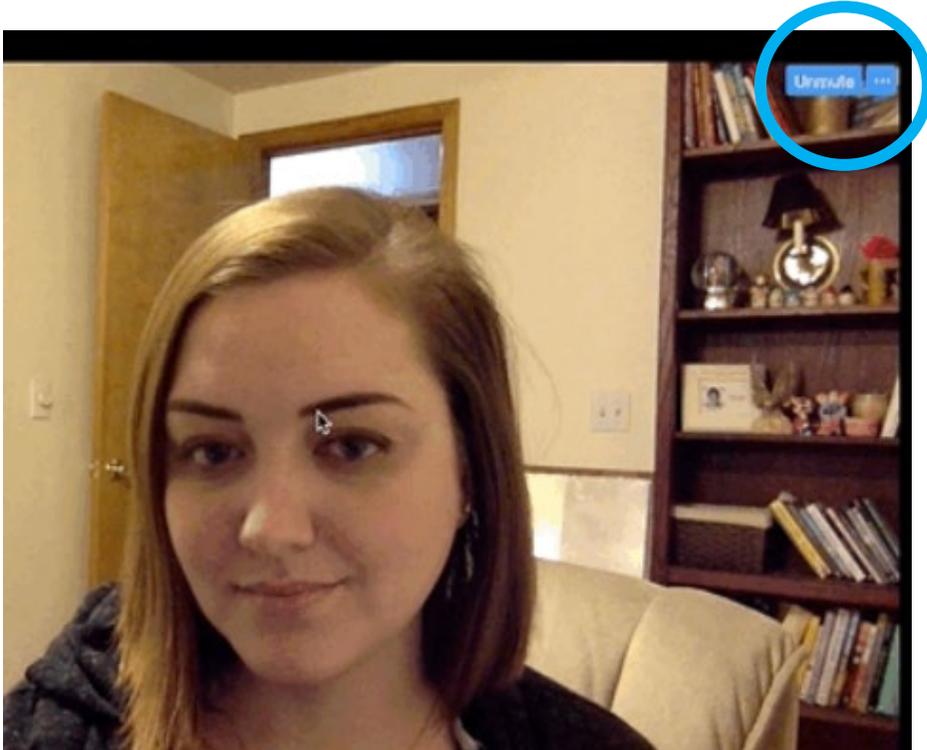


Welcome!

- To the *May 2021 COMMNET Meeting*
- We are glad you are here!
- Once you get settled...



- ✓ Click the 3 dots in the top right of your image
- ✓ Select **RENAME**
- ✓ Enter...
 - ✓ First name,
 - ✓ Preferred pronouns and
 - ✓ Your organization/agency name
- ✓ If you don't see your image, check your view settings at the top of the bar and set to see all webcams or Side-by-Side Gallery View



CHILDREN AND YOUTH WITH SPECIAL HEALTH CARE NEEDS
Communication Network Meeting - May 6, 2021

Agenda

- 9:00-9:10 Introductions, platform functionality, shared agreements, and CYSHCN Program updates
- 9:10-10:00 Adana Protonentis & Monica Burke: **Developmental Disabilities Council Equity & State Plan Discussion**
- 10:00 -10:45 Diana Atanacio: **Open Doors for Multicultural Families**
- 10:45-11:00 **15-minute break**
- 11:00-11:55 **CYSHCN Program Strategic Planning**
- 11:55-12:00 Closing Remarks

Housekeeping Items

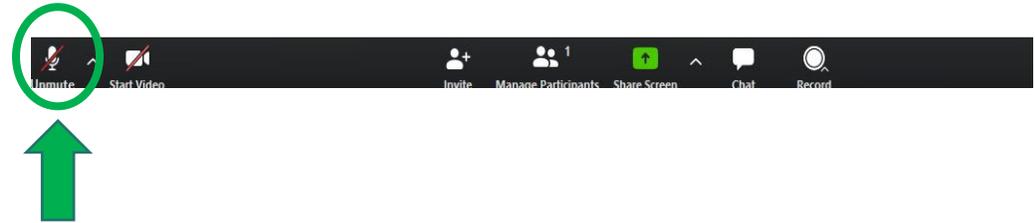
- Please list your name and affiliation in the chat
- If you are new, please also list your email address so we can make sure you are added to our list
- This meeting will be recorded

Zoom Tips: Sound

1. Your Microphone.

Located in the bottom left hand corner of the Zoom meeting window (see green arrow) to mute and unmute yourself by clicking the microphone.

- When there is a red line you are muted.
- When it's green, you're LIVE!

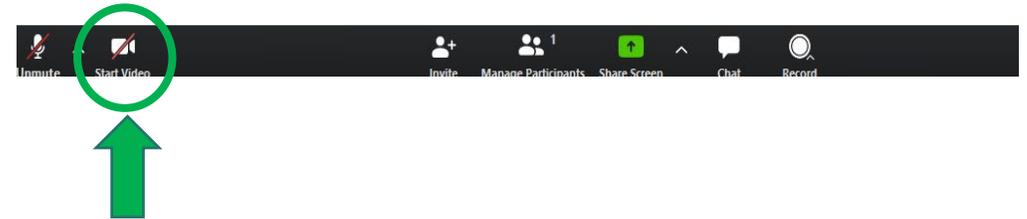
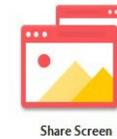


Zoom Tips: Video/Camera

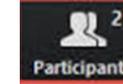
2. Your Video

Located in the bottom left hand corner of the Zoom meeting window (see green arrow) to turn your camera on or off by clicking the video icon.

- When there is a red line your camera is off.
- When it's green, your camera is on and others can see you.



Zoom Tips: Participants



3. Participants

Located in the center bottom of the Zoom meeting window (see green arrow) to view all participants.

- The number indicates how many are "in" the meeting.
- Participant Controls are located here, click on it to open.
- ✓ We may use these, as needed, to build consensus by asking a question, all respond yes/no or thumbs up/down.



Join Audio

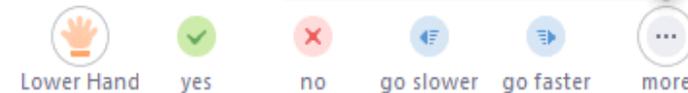
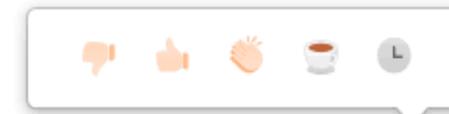
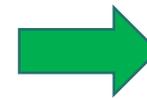
Computer Audio Connected



Share Screen



Invite Others



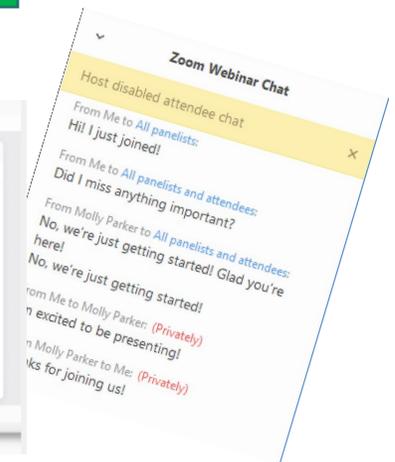
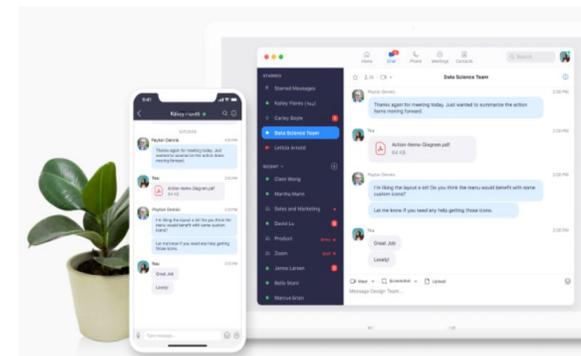
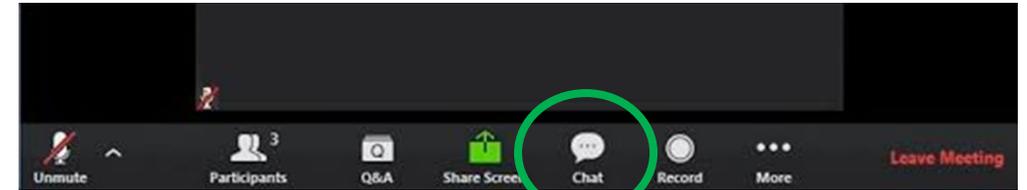
Zoom Tips: Chat



4. Chat.

Located to the right (see green arrow) to open click the chat icon.

- When you click the chat icon it will open a window like these images. You can send your questions, comments, and responses to one participant or to Everyone.
- Click on the dropdown arrow next to "To" in the chat text box.
- Select from the list
- Type in your comment or question and hit Enter or Send
- When there is a new chat message, the Chat icon will show the number of new messages



CYSHCN Team



**Monica
Burke, PhD**

*CYSHCN
Program
Director*



**Sarah
Burdette**

*CYSHCN
Process
Improvement
Specialist*



**Bonnie
Burlingham,
MPH**

*CYSHCN
Epidemiologist*



Nikki Dyer

*CYSHCN
Family
Engagement
Specialist*



**Khimberly
Schoenacker,
RDN, CSP, CD**

*CYSHCN
Nutrition
Consultant*



Washington State
Developmental
Disabilities Council

Draft Goals and Objectives for 5-Year State Plan



Washington State Developmental Disabilities Council

The Washington Developmental Disabilities Council's mission is to advocate, promote and implement policies and practices to create pathways to meaningful, integrated and productive lives for people with Intellectual/Developmental Disabilities over the life course.

Equity Framework

P

People

P

Place

P

Process

P

Power





Who is positively and negatively impacted?*

Think intersectionally



What causes these benefits and burdens?

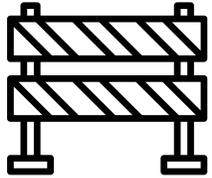


Who is experiencing oppression and how can we follow their leadership?

People



How are we accounting for people's physical and emotional safety in this place?



What place-based barriers exist?



How are we centering environmental justice?

Place

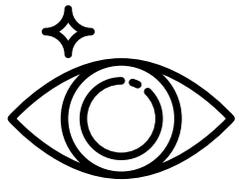


How are we meaningfully including communities who are affected?

Ex. Complaint-based systems are not inclusive.



What processes are traumatizing and how do we improve them?



How are we practicing transparency in the design and management of the process?

Process

“Privilege and oppression do not simply coexist side by side. Rather, the suffering and unearned disadvantages of subordinate groups are the foundation for the privileges of dominant groups.”

--Mary Elizabeth Hobgood

“Whose well-being is essential to our own? And whose survival must we overlook in order to connect to power in the ways that we do?”

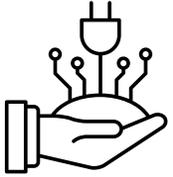
--Aimee Carillo Rowe,
Power Lines



EQUALITY



EQUITY



How does power operate in this space? Who holds it? Why?



To whom are we accountable?



How are we actively shifting and sharing power? How are we following the leadership of oppressed groups?

Power

Goal 1: Collaboration and Coordination

Goal 1: Collaboration and 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.

Objective 1.1 Cross-Agency and Cross-Disability Collaboration

Objective 1.2 Supporting People with Co-Occurring DD and Behavioral Health Challenges

Objective 1.3 Collaborating with DD Network Partners

Objective 1.4 Making Funding Recommendations to the Legislature and State Agencies

Goal 1: Collaboration and Coordination

Objective 1.1 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.



Washington State
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Disabilities Council

Goal 1: Collaboration and Coordination

Objective 1.2 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 behavioral health challenges.

Note: Evidence-based practices integrate **a)** clinical experience, **b)** scientific evidence, and **c)** client/family perspectives to provide high quality services reflecting the interests, values, needs, and choices of all individuals served.



Goal 1: Collaboration and Coordination

Objective 1.3 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.



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Developmental
Disabilities Council

Goal 1: Collaboration and Coordination

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.



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Disabilities Council

Goal 1 Questions

- Questions about Goal 1?
- Do you have any comments or suggestions about Goal 1
 - What are your hopes?
 - What are your concerns?
 - Are there specific activities related to this goal that we should consider?
- As you reflect on this goal and objectives – Where do you see opportunities for partnership with us?
- Are there specific partners we should be reaching out to?

Goal 2: Leadership and Advocacy

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.

Objective 2.1 Leadership Training

Objective 2.2 Advocacy Events

Objective 2.3 Supporting Self-Advocacy Organizations

Objective 2.4 Innovative Projects

Goal 2: Leadership and Advocacy

Objective 2.1 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.



Goal 2: Leadership and Advocacy

Objective 2.2 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.



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Goal 2: Leadership and Advocacy

Objective 2.3 Support self-advocacy organizations to successfully accomplish their missions.



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Disabilities Council

Goal 2: Leadership and Advocacy

Objective 2.4 Support innovative programs and possible demonstration projects that address issues of equity, access, and improvements to the service delivery system.



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Goal 2 Questions

- Questions about Goal 2?
- Do you have any comments or suggestions about Goal 2
 - What are your hopes?
 - What are your concerns?
 - Are there specific activities related to this goal that we should consider?

Goal 3: Policies, Programs, and Practices

Goal 3: Policies, Programs, and Practices

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

Goal 3: Policies, Programs, and Practices

Objective 3.1 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.



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Disabilities Council

Goal 3: Policies, Programs, and Practices

Objective 3.2 Lead efforts to define, advocate for, and implement a vision for what resources and supports the developmental disabilities community needs to thrive.



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Disabilities Council

Goal 3: Policies, Programs, and Practices

Objective 3.3 Provide accurate, responsive, and culturally relevant information about supports and services for people with developmental disabilities and their families.



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Disabilities Council

Goal 3: Policies, Programs, and Practices

Objective 3.4 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.



Goal 3: Policies, Programs, and Practices

Objective 3.4 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.



Goal 3 Questions

- Questions about Goal 3?
- Do you have any comments or suggestions about Goal 3
 - What are your hopes?
 - What are your concerns?
 - Are there specific activities related to this goal that we should consider?
- How can we more clearly prioritize equity within the plan?
- Are there any intersections with disability that we should be paying particular attention to?



Washington State Developmental Disabilities Council

Please share your feedback!

The deadline to provide comments is June 18, 2021

For more information on the state plan, please visit:

- <https://ddc.wa.gov/draftstateplan/>
- [State Plan Summary](#)
- Video: https://youtu.be/U4xnwC_pqNQ
- Survey: <https://www.surveymonkey.com/r/2C7N73D>
- For questions or assistance: brian.dahl@ddc.wa.gov or 253-208-1642
- Information is available in English, Spanish, Chinese, Vietnamese, Somali, and Russian



OPEN DOORS

for **MULTICULTURAL FAMILIES**

...dedicated to the needs of diverse families who have loved ones with
developmental disabilities and special health care needs.

Introduction to Open Doors for Multicultural Families

May 6, 2021

Presented by Diana Atanacio

Program Manager

Outline of Presentation

- History of Open Doors
- Vision, Mission, Values and Tagline
- Who We Serve
- Overview of Programs and Service
- COVID-19 Emergency Assistance
- Common Client Concerns



Open Doors History



Started in Ginger's basement because culturally and linguistically diverse families did not have equitable access to disability-related resources and services

Photo of second ODMF Office in 2013

Our Vision:

What we hope to see with the work outlined in our Mission

All culturally and linguistically diverse individuals with developmental/intellectual disabilities and their families thrive in an inclusive society of their design.

Tagline: "Equity in Action"

Our Mission: What We Do

We engage and partner with culturally and linguistically diverse individuals with developmental and/or intellectual disabilities and their families.

We use a cultural brokerage model to:

Navigate services



Provide specialized programming



Advocate for Systems Change



Our Team in March 2021



45 staff

23 languages

88% People of Color

55% immigrants/refugees

35% parents/family members of a person with DD/ID

Who We Served in 2019

20

of languages spoken by staff

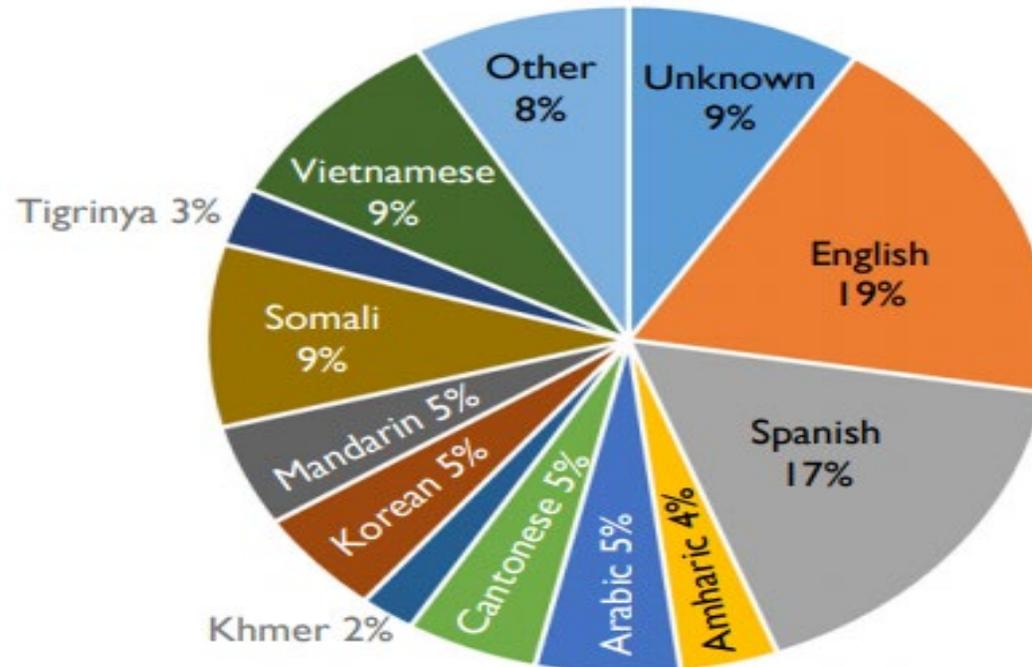
861

of youth with disabilities served

1076

of individuals with disabilities and their families served

Our Direct Support Staff serve families in their native languages. This chart shows the percentage of individuals served by language. The majority of English speakers represent African American families.



Geographic Regions We Serve

- King County, primarily:
 - South Seattle, Kent, Federal Way, Bellevue, Renton, Auburn, SeaTac
 - Occasionally parts of Pierce and Thurston County
 - Most of our funding requires a focus on King County
- We are NOT a state-wide organization

What is the process for families living outside of our geographic region?

- Our internal information referral specialist will provide families with resources, information on other organizations that they can reach out to.
- We also referred them to any of The Arcs in the counties/areas we don't serve



ODMF Programs and Services

Early Learning

Birth – 6 yrs
Faduma Mahamoud

Early Intervention
Developmental
Screening
Home Visits

Programming:
Infants and Toddlers
Playgroup

Trampoline Event

Family Support

~ 0-26 years
Diana Atanacio

Cultural Navigation
for Families, including
Special Education
Support

Homelessness
Prevention Program

Programming:
Parent Support
Groups, Parent
Education
Workshops, Clinics

Inclusion Celebration

Youth

~14-26 years
Jennifer Stanton

Safio Abdi, Leiah
Andres

Case Management

Programming:
Friendship Circle,
Summer Job Readiness,
Pre-Employment
Transition Services

Rehabilitation
Services Technical
Assistance Center

Transition Fairs

Adult

26 and up
Elias Tumuhimbise

Case Management

Assistive Technology
Lending Library and
Support

Programming:
Adults with
Disabilities, Respite
for caregivers

Advocacy and Civic Engagement

all ages
Moses Perez

Systems and policy
change

Legislative Priorities:
Language Access,
Special Education,
DDA budget

Programming:
Family Leadership
Training

Legislative Forum

Development

Olga Lindbom

Office Administration

Payroll

Accounting

Human Resources

Technology

Fundraising

Grantwriting

Family Support Team: A Model of Cultural Brokerage

Family Support Specialists (FSS) are bilingual and bicultural

FSS speak Arabic, Amharic, Cantonese, Korean, Kurdish, Mandarin, Vietnamese, Tigrinya, Somali, Spanish, and English

Homelessness Prevention Case Manager speaks Russian and Ukrainian

Use Language Line for additional languages



What Family Support Team Does

Systems Navigation

- Provide information & referrals to resources
- Offer assistance applying for benefits, including COVID Relief
- Participate in meetings as cultural liaison

Programming

- Parent Support Groups
- Parent Education Workshops
- Family Fun Events: Inclusion Celebration

System Change

- As needed cultural support for schools
- Refer families to Family Leadership Training

Family Support Specialists Connect Families to Services



Jasmin Rangel
Supporting Latino Families

Parent Workshops

Purpose

Teach families how to best support their children with disabilities by inviting professionals to speak on:

- Individualized Education Plan (IEP)
- Supplemental Security Income
- Guardianship
- Positive Behavior Support
- Special Needs Trusts
- Assistive Technology
- Transition to Post-secondary Opportunities



IEP Workshop by Office of Education
Ombuds and Federal Way School District

Parent Support Groups

Purpose

Learn and connect with fellow parents and caregivers of individuals with disabilities who speak your language and share your cultural experiences.

Parents invite professionals to speak on topics of interest to the group



Family Events: Trampoline at Flying Circus!

2017

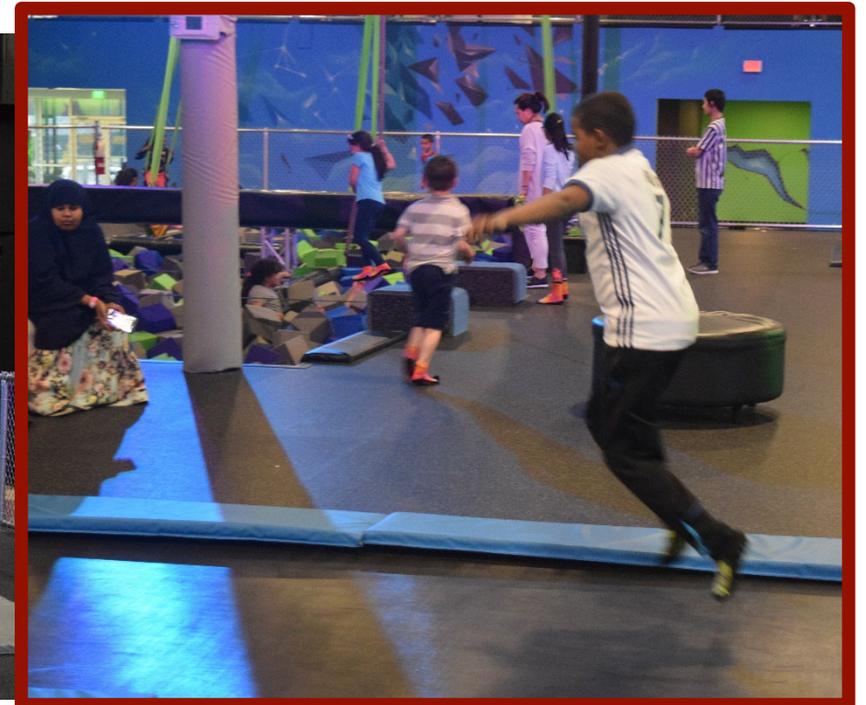
53 Family Attendees

87 Youth Attendees

38 Attendees with Disabilities

2018

163 Jumpers!



Family Events: 2019 Adaptive Kayaking and Cycling



364 Family Attendees
136 Youth Attendees
164 Attendees with Disabilities



ODMF assisted 1900+ families with COVID Relief

TOTAL FUNDS DISTRIBUTED: \$765,415

TOTAL FAMILIES SERVED: 1908+ FAMILIES



GROCERIES
\$180,385 for
361 FAMILIES



GIFT CARDS for
BASIC NEEDS
\$215,150 for 615 FAMILIES



COMPUTERS
\$59,800 for
120 FAMILIES



CHECKS for BASIC NEEDS
\$112,780 for 502 FAMILIES



RENTAL ASSISTANCE
\$197,300 for 310+ FAMILIES



Challenges that ODMF families serves are facing:

Language barriers

- We serve immigrant and refugees families that English is their second language, or they might not speak it at all
- School communication sometimes is not in their own language, and it makes it hard for them to read and understand
- Applying for services for their loved one with an intellectual and/or developmental disability is a challenge for families whose native language is not English

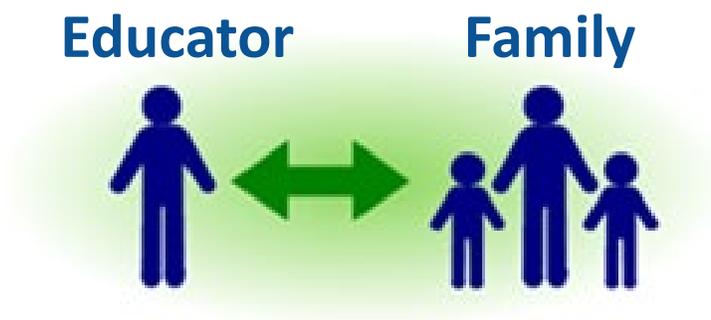
Undocumented families

- A high percentage of families we serve are undocumented and they might not qualify for some resources due to their legal status
- We serve undocumented families that due to their legal status they don't qualify for services after they turn 18

What is Language Access?

Meaningful two-way communication between families/students and school staff

- Qualified interpreters in all conversations with school staff
- Translations of vital documents



Includes families with communication disabilities such as Blind and Visually impaired and Deaf and Hard of Hearing Families

Policy Change in Washington State: Passage of Engrossed Substitute House Bill 1130 (2019)



Mandated the formation of a Language Access Workgroup to provide policy recommendations on Language Access in our state. We were part of the passage of the Engrossed Substitute House Bill 1130 – obtaining language access in public schools.

For more info: mosesp@multiculturalfamilies.org

Policy Change in Washington State: Passage of Language Access Budget Proviso (2021)



Representative Tina Orwall (33rd Legislative District), Prime Sponsor



Moses Perez, ODMF Advocacy and Civic Engagement Program Manager

The budget proviso cannot make policy changes but allocates funds for two purposes:

- OSPI will collect data on the languages spoken by families in the home to determine the need for language access
- To establish a language access technical assistance program at OSPI which funds two positions
- To reconvene an extended version of the Language Access Workgroup to make recommendations in two areas:
 - standards, training, testing, and credentialing for spoken and sign language interpreters for students' families and
 - for collecting information related to language access services in schools and school districts

For more info: mosesp@multiculturalfamilies.org

ODMF Continues to Check-In with Families and Reports Out

Open Doors for Multicultural Families

Family Feedback Report on Language Access in Schools

January 2021



Prepared by
Moses Perez, Advocacy and Civic Engagement Program Coordinator
mosesp@multiculturalfamilies.org

Munisha Kaur, Advocacy and Civic Engagement Program Intern
munishak@multiculturalfamilies.org

Joy Y. Sebe, Ph.D. Advocacy and Civic Engagement Program
Manager

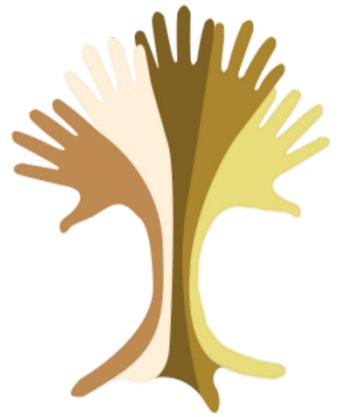
Director, Community Parent Resource Center
joys@multiculturalfamilies.org

"When I get emails, they're only in English, and when I try to get them translated, I am ignored or never answered. I went into the school one time to get some documents translated into Spanish. The principal treated me very badly and told me, 'This is the USA, English, English, English.' And then the other staff present began to laugh and make fun of me."

- Spanish speaking parent

<https://www.multiculturalfamilies.org/wp-content/uploads/2021/01/2021-ODMF-Family-Feedback-Report-on-Language-Access-1.pdf>





OPEN DOORS
for MULTICULTURAL FAMILIES

Open Doors for Multicultural Families

Q & A

Contact information:

Diana Atanacio

dianaa@multiculturalfamilies.org

Thank you for your dedication!





STRATEGIC PLANNING

CYSHCN Program

New Federal Blueprint for Change

Guiding Principles for Advancing the System of Services for Children and Youth with Special Health Care Needs (CYSHCN) and Families:

- **Health Equity**
- **Family/Child Well-being and Quality of Life**
- **Access to Services and Supports**
- **Financing of Services**

2019-20 Goals

- **Goal 1:** The children and youth with special health care needs (CYSHCN) program will support and promote, comprehensive, coordinated, integrated, family-centered, and culturally and linguistically appropriate systems of care.
- **Goal 2:** The CYSHCN Program will work to improve the surveillance and overall awareness of the complex needs of the CYSHCN population as a demographic identity, with distinctive cultural needs for access to communities and systems of care.
- **Goal 3:** The CYSHCN Program will work to identify specific barriers associated with specific sub-populations of CYSHCN, and look to cross systems collaborations to identify and influence potential solutions; for example:
 - CYSHCN with autism and other developmental disabilities
 - CYSHCN with clinical medical and behavioral complexity

CYSHCN MCHBG* Priority Needs

- **Identify and reduce barriers to needed services and supports for children and youth with special health care needs and their families**
- **Promote mental wellness and resilience through increased access to behavioral health and other support services**

* MCHBG – Maternal Child Health Block Grant

Identify and reduce barriers to needed services and supports for children and youth with special health care needs and their families

- Improve overall awareness of the complex needs of CYSHCN
- Provide targeted subject matter expertise to contractors and providers, including CYSHCN Coordinators
- Establish baseline data on CYSHCN with nutrition risk factors or co-morbidities to inform effective nutrition interventions
- Partner with Medical Home Partnerships Project and UW LEND to provide TA, workforce development, resources, & training
- Ensure CYSHCN have access to a medical home
- Improve care coordination and family navigation.
- Understand and mitigate the impact of provider shortages
- Use the CHIF database to identify opportunities and needs
- Identify and develop methods to monitor systems and data gaps and improvements needed.
- Provide services to family members of CYSHCN so they can be trained, engaged, supported, and involved at all levels
- Partner with the Washington State Leadership Initiative coalition and community-based organizations to elevate family voices they can effectively influence the development of systems and services for CYSHCN.
- Promote and facilitate successful transitions from pediatric to adult specialty services.
- Identify and eliminate inequities that affect health of CYSHCN.

Promote mental wellness and resilience through increased access to behavioral health and other support services

- Take action to reduce stigma surrounding behavioral health, treatment and related challenges.
- Support interventions to address suicide ideation among CYSHCN.
- Identify opportunities to infuse trauma informed care into working with CYSHCN.
- Identify and disseminate data for analysis on risk of suicide ideation for CYSHCN, including focus on youth with autism and other developmental disabilities.

Strategic Planning Jamboard Activity

- Breakout Room 1 – [Jamboard Link](#)
- Breakout Room 2 (COVID) - [Jamboard Link](#)
- Breakout Room 3 (CYSHCN Coordinators) - [Jamboard Link](#)

Final Reminders

- Please fill out our meeting evaluation on Survey Monkey
<https://www.surveymonkey.com/r/PHKFHNB>
- Please send program updates to Cindy Fetterly by Monday, May 10th
cynthia.fetterly@doh.wa.gov
- CYSHCN Communication Network 2021 Meeting Schedule
 - July 1st 9am-12pm
 - October 14th 9am-12pm
- Thank you for your participation today!



To request this document in another format, call 1-800-525-0127. Deaf or hard of hearing customers, please call 711 (Washington Relay) or email civil.rights@doh.wa.gov.