**Comprehensive Listing of Public Comments Received to Date**

**on Draft DDC Five-Year State Plan FY2017-21  
(Updated June 6, 2016)**

**First Set of Public Comments received May 6, 2016**

**General comments:**

* It may be helpful to include a section at the beginning to explain how (e.g. focus groups, surveys, etc…) the DDC identified the areas of emphasis as listed in the plan.
* Consider attaching a matrix/chart broken out by fiscal year for the emphasis area and activities, as a quick reference.
* May want to consider creating focused activities in areas where “gaps” exist and that no other entities are directly addressing supports and services for individuals with developmental disabilities and/or family members across the lifespan.

**Self-determination, Advocacy & Leadership**

* Objective#1: Add “effective leadership, peer mentoring”
* Objective#2: DCAP provided to 15 or more District residents…. Is that 15 per year or just 5 per year for three years? Please clarify.
* Objective#3: Will there be funding to support for local self-advocacy organization for people with intellectual disability/developmental disability.
* Objective#4: Activity #3 – Can you attach a **quantity** to securing the participation of District residents with developmental disabilities and families in mock District-wide emergency preparedness events?
* Objective #5: Activity #1- Consider using SABE Project vote model to hold voter education activities.ar
* Consider adding Activity #4 to “actively recruit and retain DC residents with all disabilities and/or family members with diverse cultural and linguistic backgrounds to participate in DCAP.

**Employment**

* In the main description please include “transition youth” because all the objectives relate to transition youth or add objectives related to employment for adults with disabilities. None of the current objectives refer to adults.
* Objective#1: Explore how DDC can support ensuring that **all** students with disabilities have opportunities for community based, integrated employment opportunities prior to exiting high school. Can we identify specific activities for this?
* Objective#1: DDS is already planning to support 50 youth in SYEP this summer. Please clarify the DDC’s role?
* Objective #3: DDS already provides funding for transition supports for youth – starting at age 14 during the period of the time the 5 year state plan covers. We recommend that the DDC consider focusing its efforts and funding on youth and – parents who are under age 14 to support high expectations and employment planning from an early age. This is consistent with the learning from the DC SF CoP. Also consider increasing the number from ten students to 20 students with developmental disabilities to gain work experience – however, we should discuss this further -- it would be helpful to specify DDC’s role in “filling the gap” since DDS is already providing this direct service.

**Education**

* Objective #1: RSA and OSSE, with support from DCPS and DC Public Charter Schools, through the Secondary Transition Community of Practice, coordinate and host the transition fair. Please define DDC’s role e.g. information dissemination partner? Presenter?
* Objective #1: Activity #4 – See comments above. Also based on the learning from the SF CoP, we wonder if there is an opportunity to partner with EIS to share the Lifecourse Framework with families.
* Other Comment: We are leaving out elementary and middle school?
* Other Comment: There is no reference to DCPS or DC Public Charter Schools. There’s no reference to education agencies when developing education objectives. We recommend DDC to include them.

**Community Living**

* Objective #1: Activity #1 – Replace DDS with “DC government agencies including DDS” since this is across disability, all ages, all payer system.
* Objective #1: Activity #2 – Please include “assist DDS in identifying new members form diverse backgrounds, sharing information on the Lifecourse Framework and the learning from SF CoP.”
* Objective #2 – Will this be an integrated program? We think there is so much we can do around nutrition and fitness using the same community supports we all use to be healthy. Perhaps the DDC could support a partnership for an integrated approach?
* Objective #3 – Activity #1 – This is great. We’d love to see this happen.

**Cross Cutting**

* In the Main Description – add “advance person-center planning” after cultural and linguistic competence.
* Objective #1 – Activity #4 – Change to “Develop and implement a recruitment strategy that will facilitate the recruitment and retention of District residents with developmental disabilities and/or family members from culturally and linguistically diverse backgrounds to serve as DDC members.
* Objective #1 – ADD Activity #5 “Actively recruit and retain District residents with developmental disabilities and/or family members from culturally and linguistically diverse backgrounds that reflects the District’s demographics to serve as DDC members.
* Objective #2 – Change “organization” to “Council”
* Objective #3: Rewrite to say “Support the effective outreach and implementation of the new No Wrong Door (NWD) Program and its initiatives for people with developmental disabilities and their family/caregivers to make informed choices regarding long term supports and services they prefer and need in order to live with dignity in their homes and be fully included in their communities.
* Objective #3 – Activity #1: Please change it to say “Serve as a valued partner to the DC Department on Disability Services (DDS), Office of Aging/Aging and Disability Resources, Department on Behavior Health and other government stakeholders by offering recommendations and suggestions throughout the NWD implementation process via community outreach and feedback forums including existing partners.
* Objective #3 - Activity #2: Please change it to say “Assist with disseminating NWD resources, such as the NWD E-Newsletter and other information to the developmental disabilities community.”
* Objective #3- Activity #3: Please change it to say “Assist DDS in identifying and recruiting a minimum of 10 District residents per year with developmental disabilities and family members reflective of all ages to participate in Person Centered Training (PCT) sessions and nominate candidates to become official PCT trainers in support of the NWD program.”
* Objective #3 - Activity #4: Please change it to say “Assist DDS in providing culturally and linguistically competent resources and information to District residents reflective of the District’s demographics with developmental disabilities on long-term supports and services.”

**May 27, 2016: Public Comments Received   
from District Resident & Sibling**

**Area of Emphasis: Self-Determination, Advocacy & Leadership**

Objective #1:

* “Cool! I’ll keep my eyes out for this opportunity.”
* “effective negotiating skills”: For what? General Life Skills? Government? Professional?

Objective #2:

* Add professional staff?
* Activity #3: Recommend changing “leadership program” to General Advocacy Partners program
* “I would be interested too.”

Objective #3:

* Activity #3: Recommend providing a number of attendees for each event as a outcome

Objective #5:

* Activity #1: Provided to whom?

**Area of Emphasis: Employment**

Objective #1:

* “More than twenty five (25)” – Total or for each year?
* Activity #1: Recommend continuing the sentence by ending with “that employs DC youth at local government agencies.”

Objective #2:

* Activity #2: “obtain thirty (30) or more – per year?

Objective #3:

* “demonstrating transition to work” – Does this mean outcome should result in 10 students with jobs?
* Activity #2: “Transition to Work program” – Is the DDC going to create this program?

**Area of Emphasis: Education**

Objective #1:

* Activity #2: Potential opportunity to partner with the Office of Disability Rights?
* Activity #4: Objective #3 from **Employment** section already listed; Consider removing.

Objective #2:

* Activity #1: “Partner” – Partner and do what?

**Area of Emphasis: Community Living**

Objective #2:

* Is this a training course like DC Advocacy Partners program?

Objective #4

* Activity #2: Will activity present solutions to the challenges and barriers?

**Area of Emphasis: Cross Cutting**

General Comments:

* Recommendation: Include collaboration with the DC Commission on Persons with Disabilities (i.e.: Mayor’s Expo on Disability Awareness).
* Recommendation: Submit report to Mayor providing recommendations for improvement from the DDC and the DC Commission on Persons with Disabilities.

**Comments from Community Forum at the   
R.I.S.E Demonstration Center (Ward 8)**

**May 31, 2016**

On May 31st, the DC Developmental Disabilities Council (DDC) hosted a Community Forum to solicit feedback regarding the DDC Five-Year Plan DRAFT. Everyone introduced him/herself. Mat McCollough, Executive Director, gave a brief summary about the DDC and how we arrived to this point of comment solicitation. Listed below are the comments that were shared:

* **How do you re-educate the community when it is fearful of benefit loss?** By positive re-enforcement and educating family of other options.
* **I recently visited one of the providers I used as a client five years ago. The people are not progressing. There is no level of growth.**
* **What does this Plan do to show people we are changing for the better?** We have new initiatives that are implemented; i.e. Supporting Family Community of Practice, Employment First, Person-Centered Thinking Training for all DDS coordinators, and No Wrong Door (accessing electronic file of government services without having to duplicate basic intake data).
* **The system is currently supporting and operating on deficits.**
* **Does DDC provide Special Olympics funding?** No, they receive funding from other sources such as the Arc. The DDC and government agencies support what they do; yet, they do not provide funding. Special Olympics provide participants an opportunity to get involved in competitive sports.
* **The DDC project on recreational involvement is good. There should be some evening programs versus just day programs; i.e. author therapy. This would help offset the feeling of loneliness. This would include interactions between people with and without disabilities**.
* **What does the Plan do to offset the feeling of loneliness and stigma associated with behavior health services?** We focus on what the client wants to do and assist family members in changing mindset of service recipient via self-advocacy, family advocacy and collaborations with service agencies (including thinking outside the box).
* **How do you change the box?** Attitude regarding positive aspects and sharing; mentoring others.
* **Any mentoring opportunities in the Plan?** Yes—limited; but not as peer specialists.
* **Where are the people that should be here? Are they blind or something? Do they not understand the importance of this?** People need to take ownership and become integrated with what is going on.
* **I heard their benefits were being cut.** HCBS in DC is getting better.
* **What is your story that can be adopted and replicated (Mat)?** Be disciplined. Early intervention services are key (i.e. OT and PT). Get toddlers tested when you see a delay. Children are not getting enough academic attention. The focus is on therapies; thus, not as many students with disabilities are graduating.
* **Is Early Intervention included in the Plan?** Yes.
* **I like the overall attention on the ideas presented and identification of partners.** We are partnering with other organizations and focusing on activities that improve the quality of life. This includes pursuing changes to policy and legislation. We identify gaps.
* **What about employment? Is there a program?** RSA is responsible. We try to work with agencies that help those with developmental disabilities. We do not go out and re-invent the wheel?
* **What do you mean re-invent the wheel?** If we can identify the stakeholders and who is responsible, we work with them.
* **Do you have data that shows what works?** WIOAfocuses on transition. We are looking at the diploma versus certificate track.
* **How do we ensure they can find a job when they are on the certificate track?** **Are there** **incentives in the Plan to assist people with developmental disabilities to go to college without having a loan?** Yes, my wife has a forgivable loan if she works five years for Vocational Rehab.
* **How do you make people aware of those types of opportunities that will assist you going into your area of interest?**
* **If you expect changes, there must be incentives for the workers. Love and dedication do not feed your family. Providers should be held accountable for who is progressing and who is not.** The funding source dictates type of evaluation.
* **We need to advocate for awareness of services.** **We need to make sure there is accountability for competitive employment for those with developmental disabilities.**
* **What happened to the Mayor’s Expo on disabilities? It moved from the library. There was more exposure at the library.**

**Comments from Project ACTION! Community Forum**

**June 1, 2016**

On June 1st, Sudie Johnson, Program Analyst, for the DC Developmental Disabilities Council (DDC) attended a session hosted by Project Action! (PA!) to hear feedback regarding the DDC Five-Year Plan DRAFT. Heidi Case, PA! Consultant, and Sudie Johnson gave a brief summary about how the DDC arrived at this point of comment solicitation. We were told to simplify what was written to ensure it was understood by everyone present. We reviewed and clarified each of the goals, objectives and activities.

**SELF-DETERMINATION, ADVOCACY & LEADERSHIP:**

* All are OK.

**EMPLOYMENT:**

* Goal should be specific to adults and job seekers with **developmental** disabilities versus adults and job seekers with disabilities.
* All objectives and activities should be specific to **developmental** disabilities versus disabilities.
* Include a call for **individuals with developmental disabilities** to serve as mentors for Disability Mentoring Days.
* Include a push/activity for **internships for college students with developmental disabilities**.
* Objective #3; Activity #2 - … grant competitive process **for implementing the Transition to Work program** with the …

EDUCATION:

* All are OK.

COMMUNITY LIVING:

* All are OK.

CROSS CUTTING:

* All are OK.