



Idaho Council on Developmental Disabilities
Five Year Strategic Plan
Goals and Objectives

October 1, 2016 to September 30, 2021

Goal 1: Adults with intellectual/developmental disabilities experience improved quality in Home and Community Based Services.

Objective 1.1

Convene and support stakeholders, including individuals with disabilities and family members, to develop state quality indicators by October 2018 that align with federal rules and affect ongoing quality assurance activities for Home and Community Based Services (HCBS) provided through residential habilitation.

Expected Short and Mid-Term Outcomes

- People with developmental disabilities (I/DD), family members and other stakeholders have a voice in policy development and systems change
- Agency administrators have increased knowledge of systems issues
- Idaho HCBS quality assurance system infrastructure and processes are changed to meet indicators

Expected Long-Term Outcomes

- Idaho HCBS quality assurance system aligns to quality indicators and federal requirements
- Quality assurance data is gathered directly from individuals receiving HCBS services through residential habilitation
- Data gathered through quality assurance activities informs improvements to the system and provision of HCBS services

Goal 1: Adults with intellectual/developmental disabilities experience improved quality in Home and Community Based Services.

Objective 1.2

Increase the use of best practice in planning and implementation of direct services by working with the Idaho Department of Health and Welfare, service providers, individuals with disabilities and families each year to support the development of a person-centered system.

Expected Short and Mid-Term Outcomes

- Stakeholders have increased knowledge about best practice in serving people with dual diagnosis
- Stakeholders have increased knowledge about person-centered practices
- Training model is developed to improve quality assurance and increase person-centered practices in services
- Service providers use person-centered practices throughout their organizations and in providing services

Expected Long-Term Outcomes

- Increased percentage of individuals who direct their plan and services
- Quality assurance data shows an increase in individuals who report they have more choice, access to community, and improved quality in their services

Goal 1: Adults with intellectual/developmental disabilities experience improved quality in Home and Community Based Services.

Objective 1.3

Work with partners on systems change and policy development so that by July 2021, people with intellectual/developmental disabilities have access to Medicaid person-centered planning (PCP) services statewide provided by trained, qualified planning specialists.

Expected Short and Mid-Term Outcomes

- A PCP specialist training model is established and open to participants
- New person-centered planning services are established and supported through state policies and procedures
- PCP specialists are competent in best practice for person-centered planning and are supporting individuals around Idaho
- There are bilingual, Spanish-speaking PCP specialists working with individuals in Idaho

Expected Long-Term Outcomes

- Increased percentage of individuals report they are supported to lead their plan development and their plans include goals they have chosen
- Quality assurance data shows better outcomes for individuals related to quality indicators

Goal 2: More youth and young adults with intellectual/developmental disabilities transition from school into an adult life that includes competitive integrated employment, community engagement, and full citizenship.

Objective 2.1

Each year of the plan, provide/support education and training for families, youth/young adults, teachers, and other team members, to increase the number of children and youth who experience a strength-based, person-centered transition planning process for each educational transition.

Expected Short and Mid-Term Outcomes

- Families are engaged in identifying their children's gifts, strengths, and abilities
- Educators and other team members understand student gifts, strengths, and abilities
- Team members gain skills to conduct planning that is student-led and builds upon the student's strengths
- Families have knowledge and are actively involved in supporting their children in the transition-planning process
- Spanish-speaking families are informed, supported and engaged in the transition planning process and activities
- Families and other team members value, and gain skills to facilitate, informed supported decision-making by youth and young adults

Expected Long-Term Outcomes

- Families have high expectations for their children to achieve post-school goals including employment, citizenship, and inclusive community engagement
- Increase in the percentage of positive post-school outcomes for students with disabilities

Goal 2: Youth and young adults with intellectual/developmental disabilities transition from school into an adult life that includes competitive integrated employment, community engagement, and full citizenship.

Objective 2.2

By September 2021, increase the percentage of youth/young adults with intellectual/developmental disabilities that achieve competitive integrated employment in the community by working with Workforce Innovation and Opportunity Act partners and Medicaid to implement best practice in customized employment.

Expected Short and Mid-Term Outcomes

- Students with significant disabilities have equal access to pre-employment transition services/activities and engage in paid work experience
- Young adults have access to employment support services in their Medicaid plans
- Employers are more aware of the capabilities of individuals with disabilities and are hiring youth/young adults from their community

Expected Long-Term Outcomes

- Increase in the number of youth and young adults that gain integrated, competitive employment in the community

Goal 3: Leaders with intellectual/developmental disabilities are engaged with other people with disabilities and families in a statewide coalition that has a strong, collective voice on policy issues and systems change.

Objective 3.1

Build the capacity of individuals and parents to advocate, lead, and mentor others by providing leadership development and advocacy training to adults with intellectual/developmental disabilities and parents of children with intellectual/developmental disabilities.

Objective 3.2

By September 2019, establish a statewide, culturally diverse coalition of people with disabilities and families who have been trained and are supported each following year of the plan to advocate at the local and state level on policy issues.

Expected Short and Mid-Term Outcomes

- Increase in the number of individuals with disabilities and family members that have leadership and policy advocacy skills
- Individuals with intellectual/developmental disabilities are partnering with parents/families and exercising their advocacy skills at the state and local level
- Leaders with intellectual/developmental disabilities mentor youth with disabilities and new leaders to gain leadership and advocacy skills

Expected Long-Term Outcomes

- The coalition is recognized as a capable and knowledgeable voice in policy development and systems change efforts