



Seedling Packet

2018 Annual Work Plan

October 1, 2017 to September 30, 2018

Year Two of the Five-Year Plan

Revised and Approved July 27, 2017

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

Objective 1.1

Recruit and support individuals with intellectual/developmental disabilities and family members, to participate in collaborative stakeholder meetings to review and-define Home and Community-Based (HCBS) developmental disability services and develop state quality indicators by October 2020 that will affect ongoing quality assurance activities for HCBS.

Activities

Year 2 (Oct 1, 2017 – Sept 30, 2018)

- **Provide information to policymakers at the state and federal level to educate them about the importance of Medicaid Home and Community-Based Services to individuals with intellectual/developmental disabilities and their quality of life.**
- **Develop and propose recommendations for quality assurance system improvement aligned to quality indicators**
- **Promote quality indicators in policy advocacy with state agencies and policymakers**

Expected Short and Mid-Term Outcomes

- **People with intellectual/developmental disabilities (I/DD), family members and other stakeholders across the state have a voice in policy development and systems change**
- **State agency administrators have increased knowledge of systems issues**
- **New HCBS developmental disability service array and definitions reflect input from stakeholders including individuals with I/DD and family members**
- **Quality indicators measure access by Spanish-speaking families to culturally and linguistically appropriate services for their children and adult family members with intellectual/developmental disabilities**
- **Idaho service system quality indicators are accepted by state agency administrators and policymakers**

Expected Long-Term Outcomes

- **Idaho HCBS quality assurance system infrastructure and processes are aligned 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

Working with the Idaho Department of Health and Welfare, service providers, individuals with disabilities and families, develop and implement a plan for organizational change and support staff development in person centered practices by September 2021.

Activities

Year 2 (Oct 1, 2017 – Sept 30, 2018)

- **Collect baseline data from supported living provider agencies on specific quality indicators and current staff training practices**

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

- Direct support staff report increased satisfaction with their work
- Direct support staff report understanding and using person-centered practices
- Increased percentage of individuals who report they direct their plan and services
- Quality assurance data shows an increase in individuals who report they have more choice, control over decisions about daily activities, 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 individuals with disabilities, their families, and other 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 provided by trained, qualified PCP specialists by July 2021.

Activities

Year 2 (Oct 1, 2017 – Sept 30, 2018)

- **Work with contractor to facilitate a stakeholder workgroup focused on PCP**
- **Develop plan for creating a person-centered planning training model and how training will be provided**
- **Develop related system policy to establish service and training**
- **Recruit/identify people to be trained**

Expected Short and Mid-Term Outcomes

- **New person-centered planning services are established and supported through state policies and procedures**
- **A PCP specialist training model is established and includes culturally appropriate strategies and skill development**
- **PCP specialists are competent in best practice for person-centered planning and are supporting individuals around Idaho**
- **Families and other members of the circle of support value, and gain skills to facilitate, informed supported decision-making by individuals**
- **Youth and adults are supported to identify their gifts and strengths and how to use them in planning, directing their services, and reaching their goals**

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

Objective 1.4

Work with the Idaho Department of Health and Welfare to build capacity in mental health services available to individuals who experience the dual diagnosis of mental illness and intellectual/developmental disability by July 2021.

Activities

Year 2 (Oct 1, 2017 – Sept 30, 2018)

- **Provide education to increase awareness of a trauma-informed care approach**
- **Develop and disseminate a report on quality standards and best practice for serving people with dual diagnosis**
- **Develop a proposal to the Idaho Department of Health and Welfare to establish Medicaid-reimbursable services for people with dual diagnosis**

Expected Short and Mid-Term Outcomes

- State agency administrators have increased knowledge about best practice in service to people with dual diagnosis
- Training in trauma informed care and best practice in supporting people with dual diagnosis is established for direct support staff
- People with dual diagnosis are able to access an array of quality Medicaid-reimbursable mental health services that are appropriate for individuals with intellectual/developmental disabilities

Expected Long-Term Outcomes

- Service providers have the capacity to meet the individualized mental health needs of people with dual diagnosis.
- People who use alternative communication methods have their mental health needs met.
- People who experience dual diagnosis report improved mental health

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 2.1

Each year of the plan, provide/support education and training for families, teachers, and other team members, to increase the number of youth/young adults with intellectual/developmental disabilities who experience a gift-focused and strength-based assessment and planning process.

Activities

Year 2 (Oct 1, 2017 – Sept 30, 2018)

- **Work with contractor to define and expand Core Gift work with individuals, teachers and families**
- **Work with contractor and teachers to adapt Core Gift process to be accessible to individuals with significant disabilities and specialized communication needs**
- **Provide education to Community Connectors about the transition planning process**

Expected Short and Mid-Term Outcomes

- Educators, families, and other team members are engaged in identifying their children's youth/young adults gifts, strengths, and abilities
- Families, educators and other team members understand student youth/young adults gifts, strengths, and abilities and how they can be supported in school and the community
- 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
- Youth and adults who experience significant disabilities and communication barriers are supported to access a process to identify gifts and strengths

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 youth/young adults with disabilities
- Quality assurance activities measure outcomes related to identification of gifts and strengths in alignment with individual goals

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.

Activities

Year 2 (Oct 1, 2017 – Sept 30, 2018)

- **Work with the Idaho Division of Vocational Rehabilitation and their contractor to support the Idaho customized employment pilot**
- **Work with WIOA partners to educate students and family members stakeholders about setting employment goals and the benefits of a customized transition to employment model**

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 individualized services that support their employment goals**

Expected Long-Term Outcomes

- **Increase in the number of youth and young adults with significant disabilities 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.

Activities

Year 2 (Oct 1, 2017 – Sept 30, 2018)

- **Coordinate the Partners in Policymaking program, evaluate and report outcomes**

Expected Outcomes

- Increase in the number of individuals with disabilities and family members that have leadership and policy advocacy skills
- Increase in the number of individuals with disabilities and family members from culturally diverse backgrounds that have leadership and policy advocacy skills
- Leaders with intellectual/developmental disabilities mentor youth with disabilities and new leaders to gain leadership and advocacy skills

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 3.2

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.

Activities

Year 2 (Oct 1, 2017 – Sept 30, 2018)

- **Work with contractor to support the continued development and activities of the statewide policy coalition.**
- **Provide information and education to coalition members about policy issues and opportunities to participate in systems change efforts.**
- **Meet with DD Network Partners quarterly to review progress and explore additional strategies to strengthen self-advocate leadership in Idaho**
- **Outreach to Spanish-speaking community about policy involvement**

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
- Coalition members with significant disabilities get the communication support needed to fully engage in policy coalition and activities
- The Idaho DD Network collaborates on the establishment and ongoing support of the statewide policy coalition including:
 - Core member leadership training
 - Expanding contacts in communities of color
 - Cultural competency training
 - Policy advisor to the coalition

- Internship opportunities with stipends are available for people with intellectual/developmental disabilities to develop advanced leadership skills through mentoring and local/regional coalition activities

Expected Long-Term Outcomes

- The coalition is recognized as a capable and knowledgeable voice in policy development and systems change efforts
- The coalition has effectively influenced positive systems changes and specific policies at the national, state and local level.