



SUPPORTING FAMILIES

of individuals with intellectual & developmental disabilities

THE NATIONAL COMMUNITY OF PRACTICE • FUNDED BY THE ADMINISTRATION ON INTELLECTUAL & DEVELOPMENTAL DISABILITIES

Performance Progress Report

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Year three Report

October 1, 2014 – September 30, 2015

Submitted by

National Association of State Directors of Developmental Disabilities Services

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This report chronicles year three of the National Community of Practice on Supporting Families initiative. This project is funded by the Administration on Intellectual and Developmental Disabilities (AIDD) and employs a learning community approach among six states to create policies, practices and systems to better assist and support families that include a member with intellectual and developmental disabilities across the lifespan.

Community of Practice on Supporting Families

Year Three Report

October 2015

Prepared for



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Introduction

In 2012, the US Administration on Intellectual and Developmental Disabilities (AIDD) awarded funding to the National Association of State Directors of Developmental Disabilities Services (NASDDDS) to create a Community of Practice (CoP) focused on expanding the knowledge base around how to best support families with members with intellectual and developmental disabilities.

Along with NASDDDS, the core project team includes the Institute for Human Development at the University of Missouri – Kansas City (UMKC), and the Human Services Research Institute (HSRI). In addition to the core project management team, an advisory group of national partner organizations provide guidance to the project and includes the Association of University Centers on Disabilities (AUCD), National Association of Councils on Developmental Disabilities (NACDD), Parent-to-Parent USA, Self-Advocates Becoming Empowered (SABE), and Sibling Leadership Network (SLN). A number of key consultants recognized nationally as experts in the area of supporting families also lend their expertise to the project.

The investment in this five year project directly relates to one of the four key recommendations generated by a group of national leaders in the disability field at the Wingspread Family Support Summit in 2011¹, that specified to “*Develop and fund National Supporting the Family Initiatives that explore principles, practices, and data indicators that will inform practice and policy related to supporting families across the lifespan.*” In alignment with this recommendation, the goal of this initiative is to build capacity across and within states to create policies, practices and systems to better assist and support families that include a member with intellectual and developmental disabilities across the lifespan.

Over the course of this five year effort, the project team aims to achieve the following outcomes:

- State and national consensus on a national framework and agenda for improving support for families with members with I/DD.
- Enhanced national and state policies, practices, and sustainable systems that result in improved supports to families.
- Enhanced capacity of states to replicate and sustain exemplary practices to support families and systems.

The purpose of this report is to build on activities conducted during the first two years of the project and provide a description of the activities and achievements associated with year three of the project. What follow is a description of: (a) the Supporting Families LifeCourse Framework, (b) year three activities of the national Community of Practice as well as state level activities, (c) lessons learned, and (d) next steps.

Project Goal

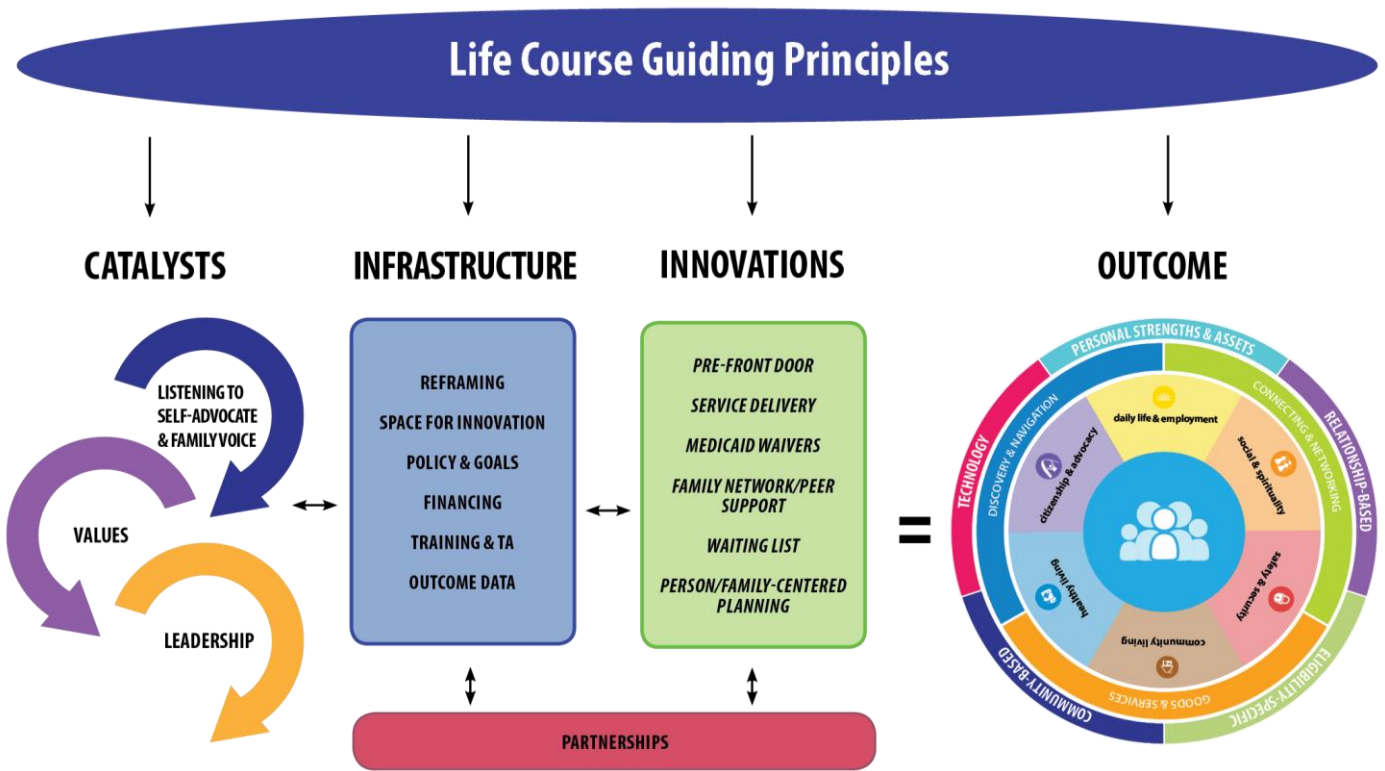
Build capacity across and within states to create policies, practices and systems to better assist and support families that include a member with intellectual and developmental disabilities across the lifespan.

¹ Hecht, E., & Reynolds, M. (2012). *Building a National Agenda for Changing Systems for Supporting Families with a Member with a Disability*. Washington DC: Administration on Intellectual and Developmental Disabilities.

Supporting Families LifeCourse Framework

The Supporting Families LifeCourse Framework is the theoretical model that the Community of Practice has used to guide the work to improve supports to families with members who have I/DD. During the first two years of the project, the framework continued to evolve, and while the process of adapting and integrating the framework is ongoing, the fundamental elements remained stable in year three. This allowed the National CoP team as well as state teams to convey a consistent message, build partnerships, and begin to apply the framework to impact policies and practices to support families.

Figure 1: Community of Practice Framework for Systems Change



Michelle "Sheli" Reynolds, PhD. UMKC Institute for Human Development, UCEDD. Revised June 2014. Adapted from Hall et al, 2007

Year Three Activities

Year three activities build on the foundation developed over the course of the first two years of the project. The following describes project activities undertaken during year three at the National Community of Practice level and state team level.

National Community of Practice Activities

The national project team is responsible for managing the activities of the Community of Practice including organizing and convening monthly calls with all the of the participating states, providing phone and onsite technical assistance, hosting additional webinar training opportunities to enhance learning across the states related to a particular topic, and convening an annual meeting. In addition to these regularly scheduled activities, members of the national project team engaged in a number of information dissemination and networking activities, which are described in more detail below.

Conference Presentations

The learning from the Community of Practice was shared at 13 conferences in year three. The presentations focused on the LifeCourse Framework and Community of Practice, and included Keynote sessions, Breakout sessions, and Poster sessions.

- NASDDDS – Keynote, November 14-15, 2013
- AUCD – Pre conference session, November 17-19, 2013
- TASH – Breakout session, December 12-13, 2013
- University of Iowa’s Center for Child Health Improvement & Innovation – Overview of the LifeCourse Framework – January 20, 2015
- AMCHP – Poster session, January 27-28, 2014
- AADD Annual Conference, St. Louis, MO ; Aging across the LifeCourse — May 18, 2015
- Delaware UCEDD Leadership Academy, June 15, 2015
- AAIDD – Post session, June 24-27, 2014
- Person Centered Planning Gathering, July 28, 2015
- Reinventing Quality, August 3-5, 2014
 - National CoP – Breakout session
 - LifeCourse Framework – Poster session
- ASAN Leadership Training– August 17, 2015ACDD/ITACC Webinar: LifeCourse Thinking and DD Council Strategic Planning – – June 30, 2015
- HCBS Conference – Family Caregiving Intensive: September, 2014

Innovation Webinar Series

In 2015, the Community of Practice initiated the *Innovation Webinar Series* to provide more in-depth discussion and examples of how aspects of the LifeCourse Framework are being operationalized in states. Regular webinars were open to the public and featured exemplars from participating states and national partners. The webinar series was very well attended and versions of the presentations remain archived on the website for convenient access. The following webinars were conducted in year three.

- *January 2015*
Overview of the LifeCourse Framework: The LifeCourse Framework serves as the foundation of the Community of Practice. This webinar focused on how the framework can be applied at the policy level, as well as a guide for service provision and planning.

- *March 2015*
Front Door to Long-Term Services & Supports: Reaching out to find information or to get necessary services and supports can be a hard first step for many families. Two of the Community of Practice states, Missouri and Tennessee, have been working to make this initial contact with the state developmental disability systems a more person- and family-centered experience. Staff from the state Intellectual and Developmental Disabilities (I/DD) agencies provided an overview of the changes they are making to the front door of services to better meet the needs of persons with I/DD and their families and to serve as a no wrong door to other supports.
- *June 2015*
We're All in This Together: Uniting the Movements for a Good Life: The self-advocacy movement, parents movement, and siblings movement have been working for many years to improve the quality of life of individuals with intellectual and developmental disabilities. This presentation focused on the three movements and how they are converging to form a unique force called the "triad approach." This webinar described how these networks work together across the country and in the Community of Practice states to try new strategies for working on frontlines connecting families, improving policies and practices for families, and serving as a voice for individuals with disabilities and their families.
- *August 2015*
Reframing the Conversation at All Levels: Tools for Change. This webinar explored how three states have started changing the way they think and talk about supporting individuals with I/DD and their families at all levels. Presenters discussed resources and materials they have developed and disseminated to individuals and their families, professionals and organizations in the community, as well as state systems and policymakers.

Virtual Information Dissemination

The Community of Practice utilizes a number of virtual avenues to distribute information and engage with a broader audience. During year three, there was a significant increase in the numbers of people who engaged with the Community of Practice across all of the project's virtual platforms.

- **National Community of Practice for Supporting Families Website** www.supportstofamilies.org
Since October 2014, 7,237 users have navigated a total of 10,452 sessions on the current website. Direct traffic to the website (where people used the project's URL) accounted for 37% of all traffic, organic search accounted for 25%, social media and email traffic accounted for 26% of traffic, and another 10% of users were referred from other websites. Almost 65% of sessions navigated on the website from new users. The most common pages accessed were the homepage, the LifeCourse Toolkit, CoP State Team Presentations from the Annual Meeting, Resources, and the Innovations Series. Project staff uses Google analytics to evaluate website data and monitor usage and user behavior.
- **Social Media**
The National Community of Practice for Supporting Families of Individuals with I/DD project currently has a presence on three social media channels: Facebook, Twitter, and Google+. Project staff use Hootsuite to facilitate and manage social media posts and interactions. Through integrations with the WordPress on the website, each time a new post announcing a new product, project update, or other news related supporting families is created at supportstofamilies.org, all project social media channels are automatically updated.
 - **Facebook**

The Community of Practice for Supporting Families with Disabilities Facebook page (<http://facebook.com/supportstofamilies>) expanded its reach to 1,156 “likes” from approximately 900 since last year. The Facebook page is used to share new resources created by state teams, communicate important national policy and practice news, highlight project activities, and generate conversations about supporting families.

- **Twitter**

Currently, @familieswidd (<http://twitter.com/familieswithidd>) has 686 followers, which is an increase of over 250 since last year. The Supporting Families Facebook page content automatically updates the Twitter feed, so it is currently being used to amplify current communication strategies.

- **Google+**

The Community of Practice for Supporting Families Google+ page was created in May of 2014 to bolster search engine optimization on Google and expand the project’s social media presence. It currently has 16 followers. Page content has been viewed over 4,000 times. Google+ is a relatively new social media channel and not commonly used by the typical users of our website, females (80%) between ages 35 and 64 (71%), which explains the small increase in followers from the previous report (8 followers).

- **Video**

In addition to the above channels, project videos and media are hosted on Youtube (connected to the CoP Google+ Profile) and Vimeo.

- **Email List**

The Supporting Families mailing list currently has 553 subscribers, which is an increase of over 200 subscribers over the past year. The Supporting Families mailing list is used to share project updates, which feature national news stories, state updates, and a LifeCourse Spotlight. In addition, the project uses the mailing list as a vehicle to share resources, promote announcements about *Innovations Series* webinars and issues briefs, and communicate partner announcements.

LifeCourse Toolkit Development and Dissemination

During year three of the project, the family of LifeCourse Framework tools continued to be expanded and refined. The tools are aimed at assisting individuals and their families with creating a vision for a good life and planning for the supports they need now and in the future. Participating states are using the tools to embed the LifeCourse Framework at all levels including planning systems reforms, connecting and working with partners, training front line staff, and planning with individuals and families. The following tools are currently available for use and can be found on the website at:

www.supportstofamilies.org.

Tools for Conversations

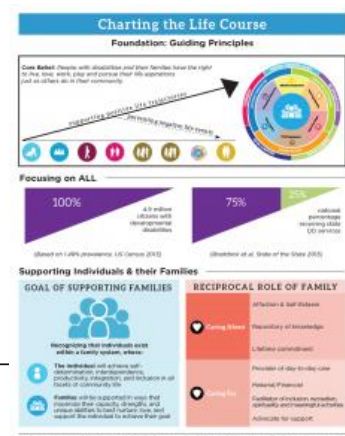
- **LifeCourse Infographic**

This handout is a visual representation to help with understanding the LifeCourse framework guiding principles. It highlights the key areas of the framework and presents the information concisely. This handout pairs best with a presentation or professional who knows the framework well and is able to answer any questions.

- **Life Trajectory Worksheet: Individual and Family**

Everyone wants a good life, and defines their good life in their

Figure 2: LifeCourse Infographic



own way. This tool can be used to help individuals and families think about what a good life means to them, and also identify what they know they don't want. The space around the arrows can be used to think about current or needed life experiences that help point the trajectory arrow in the direction of the good life vision.

- **Tool for Developing a Vision: Individual and Family Versions**

Forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full, inclusive, quality life in the community. This tool is to help individuals of all ages and/or their families— from the very young child, an adult or somewhere in between – start to think about a more specific vision for life as an adult. This tool also helps individuals and families narrow down what life domain(s) they are focusing on by rating what is most important to them at this point in time.

- **Integrated Supports Star Worksheet**

All people need support to lead good lives. Using a combination of many different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals brainstorm the supports that they already have or might need in order to work in partnership to make their vision for a good life possible.

- **Long Term Service and Support Needs Template**

Once people have figured out the types of supports needed and/or existing, this template is a way to apply the supports to a daily/weekly schedule.

Supplemental Handouts

- **Foundation of the LifeCourse Framework**

This tool explains the main elements and core beliefs of the life course framework. It can be used to help someone who is unfamiliar with the LifeCourse framework or tools understand the basics and explain it to others.

- **Charting the LifeCourse: Experiences and Questions Booklet**

This booklet helps individuals and families know the questions to ask and things to think about throughout the life course, in order to have the experiences that help lead to the good life that they envision. Most of the questions and life experiences in this booklet could apply to anyone, whether they have a disability or not!

- **Life Possibilities**

There are many options for living, working, and playing in the community. What might have been new and exciting 30 years ago, may not work for today's vision of a quality life in the community. This tool is to help individuals and families explore variety of kinds of options for where they might live or do during the day to earn money or have fun. Some may be more traditional or historic and no longer preferred by many, some that are known and tried but not necessarily the norm, and others that are new or unfamiliar to individuals, families and professionals.

- **Integrated Support Options**

People often need support to lead good lives. Using a combination of many different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.

- **Long Term Service and Support Needs – Before and After Integrating Support**

This is an example of what the template looks like filled out for a particular individual in a more traditional systems model and in an integrated support model.

Additional LifeCourse Tools

- **Charting the LifeCourse: Focus on Transition**

This short four page guide can be given to youth and parents of youth who are nearing or have reached transition age, to help them begin to think about things in each of the life domains that will be important in the transition from school to adult life. It includes questions to ask and options to consider and discuss with transitioning youth, to move toward a vision for a good life as an adult.

- **Charting the LifeCourse: Daily Life & Employment Guide**

This 20-page guide is meant to help transition age youth and families figure out what daily life is going to look like after high school ends. It includes activities and resources to begin to think about jobs, careers, or continuing education in adult life.

Second Annual Gathering

On May 27th, 28th and 29th, 2015, representatives from Developmental Disability (DD) state systems, DD Councils, University Centers for Excellence in Developmental Disabilities (UCEDD), and other family and community organizations in Connecticut, District of Columbia, Missouri, Oklahoma, Tennessee, and Washington state gathered together for the third annual meeting of the Community of Practice for Supporting Families of Individuals with I/DD. The state Community of Practice teams and others came together to recount their accomplishments and spend time collaborating and sharing ideas to push forward systems change that enhance supports to families of individuals with I/DD.

Other organizations that took part in the annual meeting included project leadership from the UMKC IHD, National Association of State Directors of Developmental Disabilities Services (NASDDDS), Human Services Research Institute, representatives from the Administration of Intellectual and Developmental Disabilities, leaders from the national partner organizations, Self-Advocates Becoming Empowered (SABE), the National Association of Councils on Developmental Disabilities (NACDD), Parent to Parent USA, and the Waisman Center at the University of Wisconsin-Madison. Also in attendance were invited guests from South Dakota Department of Human Services, who have connected with the National CoP to pilot and incorporate LifeCourse thinking in their state.

Person Centered Thinking and the LifeCourse Framework, Pre-Meeting Session

Members of the Community of Practice state teams and national project leadership, representatives from AIDD, and invited guests from states like South Dakota and Texas convened to hold a conversation about Person-Centered Thinking and the LifeCourse Framework.

Attendees spent the first part of the meeting discussing the shared values and principles of the two ways of thinking. Then, the conversation moved into a more specific discussion about tools that can be used with families and how Person-Centered Thinking and LifeCourse tools can work together to help individuals achieve a good life. Then, strategies for helping organizations embed the two ways of thinking into their policies and practices and build the capacity of staff to apply the thinking and use the tools in their daily work were explored. The CoP continues to explore how the two ways of thinking can be integrated to make the most impact with families.

State Activities

Connecticut

In year three, the Connecticut state team continued to build a culture of creative and effective family and community partnerships. Some of the Community of Practice committees that were established early in the

project restructured by combining focus areas. The committees developed and disseminated information about particular topics in the context of the LifeCourse Framework. Families started taking the lead in many of the projects and meetings and acting as mentors. The Connecticut team also worked with the Family Support Network and Parent-to-Parent to disseminate the message of the LifeCourse framework statewide.

Another focus in year three was to include the LifeCourse principles and tools within services and supports offered through the Department. They are doing this by:

- Working to embed LifeCourse principles and practices in services planning and school planning processes, and connect with person-centered planning practices,
- Including LifeCourse principles as part of core competencies in training for in-home support providers, and
- Training family mentors on LifeCourse principles and tools.

The Connecticut team also moved forward with several initiatives around technology solutions by working to implement a web-based option that helps organize a support network around an individual, and partnering with Safe and Smart Campaign and Tech Act to increase knowledge and availability of technology supports.

District of Columbia

In 2015, the DC Community of Practice team focused on engaging with stakeholders, including targeted efforts to reach families that do not currently access formal services offered through the Department. They convened stakeholder groups to seek input, and developed and disseminated the *Advocacy Across the LifeCourse Guide* to build the voices of families. In order to support participation they allocated stipends for family and self-advocate involvement. In year three, they saw an increase in the number of stakeholder participants and partners involved in the core team. During stakeholder meetings, they utilized Person Centered Thinking approaches to focus on strengths and shared responsibilities for change. They also continued the work to develop a Parent-to-Parent DC Chapter to increase opportunities for peer-to-peer supports.

In the early stages of the project, the DC team identified gaps in the service system including services to adults with developmental disabilities, traumatic brain injury, and coordination of services for youth. In year three, they continued work to address these needs by creating a framework for flexible self-directed supports to be included as part of the Individual and Family Supports Waiver and build an infrastructure for participant-directed services. Also, the team continued to explore approaches to end the practice of civil commitment of people with ID as a requirement to access services. This year, they began work to implement the LifeCourse tools into Individual Supports Planning and partner with No Wrong Door initiative to improve the front door to DDA experience.

Missouri

The Missouri state team worked to enhance stakeholder involvement in Community of Practice activities and include the voice of families and individuals with IDD. They focused on activities related to transition age youth and worked to improve information and resources for young people with disabilities to secure gainful employment and explore alternatives to guardianship. They did this by starting the practice of including the LifeCourse Transition handout and information about choice and guardianship alternatives along with “Transfer of Rights” letter, infusing LifeCourse principles into Youth Leadership Academy, and linking Community of Practice and Show Me Careers grant activities.

Another focus area this year was to align the support coordination function with the principles of the LifeCourse framework including:

- Updating DDD Quality Outcomes to align with LifeCourse principles;
- Embedding LifeCourse principles in Support Coordinator training and coaching; and
- Piloting LifeCourse tools with County Boards.

Several strategic planning exercises and training initiatives were undertaken this year including

- Restructuring Missouri DD Council activities to align with LifeCourse principles;
- Training families and individuals with IDD on using LifeCourse tools for a good life; and
- Training provider agencies and direct care workers on LifeCourse principles.

Oklahoma

The Oklahoma Community of Practice team focused efforts in year three to expand understanding of the principles of the LifeCourse framework among individuals with IDD, families, and professionals. Activities included:

- Disseminating the resource folder;
- Incorporating LifeCourse principles into Partners in Policymaking and Youth Leadership Forum trainings;
- Incorporating LifeCourse information in keynote presentations and break-out sessions at the Joining Forces and Governor's Conferences; and
- Training individuals and families on the LifeCourse framework through UCEDD's Family Support Center and Oklahoma Family Network.

They also worked to integrate the LifeCourse principles across supports available to individuals and families including aligning support strategies with LifeCourse principles in DDS contracts with agencies that serve individuals and families and implementing the Integrated Star tool as a common tool across agencies to aid with fluid transition between formal support systems.

In subsequent years the team plans to expand capacity for training and technical assistance on LifeCourse tools statewide, and work to improve the front door access to the service system.

Tennessee

In year three, the Tennessee Community of Practice team worked to strengthen relationships with state agencies and community organizations who support families and individuals with IDD. They focused efforts on the front door to services by conducting a LEAN Government Event to systematically streamline the intake process, revising procedures related to first point of contact for families and individuals to ensure that it is a meaningful encounter regardless of eligibility, and preparing front line staff to provide useful information and support to those on the waiting list for services.

The state team engaged in a number of communication strategies including:

- Disseminating information via listserv;
- Creating and disseminating "TN Kindred Stories Collection" to educate families and policymakers;
- Disseminating the community resource folder;

- Conducting a series of very well-received “Lunch and Learn” events to share information and engage more partners; and
- Incorporating LifeCourse information in keynote presentations and break-out sessions at the TN Disability Megaconference.

Due to systems reform anticipated to launch in the summer of 2016, another key focus area for the Tennessee team this year was training for managed care organizations on LifeCourse framework principles and tools.

Washington

As major systems reform was underway this year, the Washington state Community of Practice team worked closely with policy making bodies during the development of the Community First Choice Option and advocated to include approaches to supports that align with the principles of the LifeCourse Framework.

In early stages of the project, the Washington state team identified five focus areas including:

- Aging Caregivers
- Siblings of people with IDD
- Parents with IDD
- Autonomy for adults with IDD living with family
- Improving the front door to DDA services

During year three, they gathered information about these particular issues by conducting stakeholder focus groups and/or surveys. To address these issues, the team continued to:

- Work with local and national sibling support groups to develop strategies to best support siblings of people with IDD and potentially establish an adult sibling support network;
- Partnered on innovative technology solutions including the development of an online supports planning tool (www.mylifeplan.guide) that is organized across life stages and a Smart Living Demonstration Project to explore technology support strategies;and
- Partnered with two counties to begin piloting approaches to improve the first point of contact with the service system.

No Wrong Door Activities

In year three, the Community of Practice received a supplemental enhancement to work with states on using the lessons from the CoP within the No Wrong Door framework. Project management worked with consultants from Support Development Associates (Dumas, Smith and Buckner) to review Family focused person centered planning and the LifeCourse tools being used in the CoP states. The LifeCourse tools most frequently used by the CoP states were the Life Trajectory for framing a path to a person’s stated “good life,” and the Integrated Star to map all supports a person may have, in addition to any formal eligibility supports.

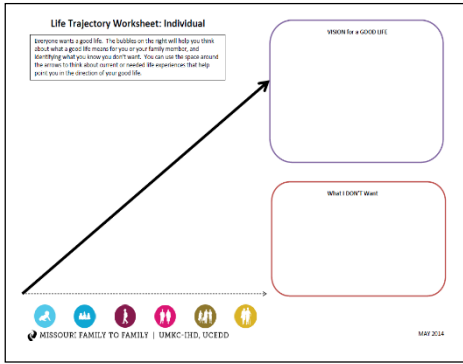


Figure 3: Life Trajectory Worksheet

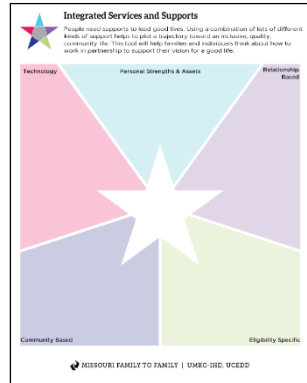
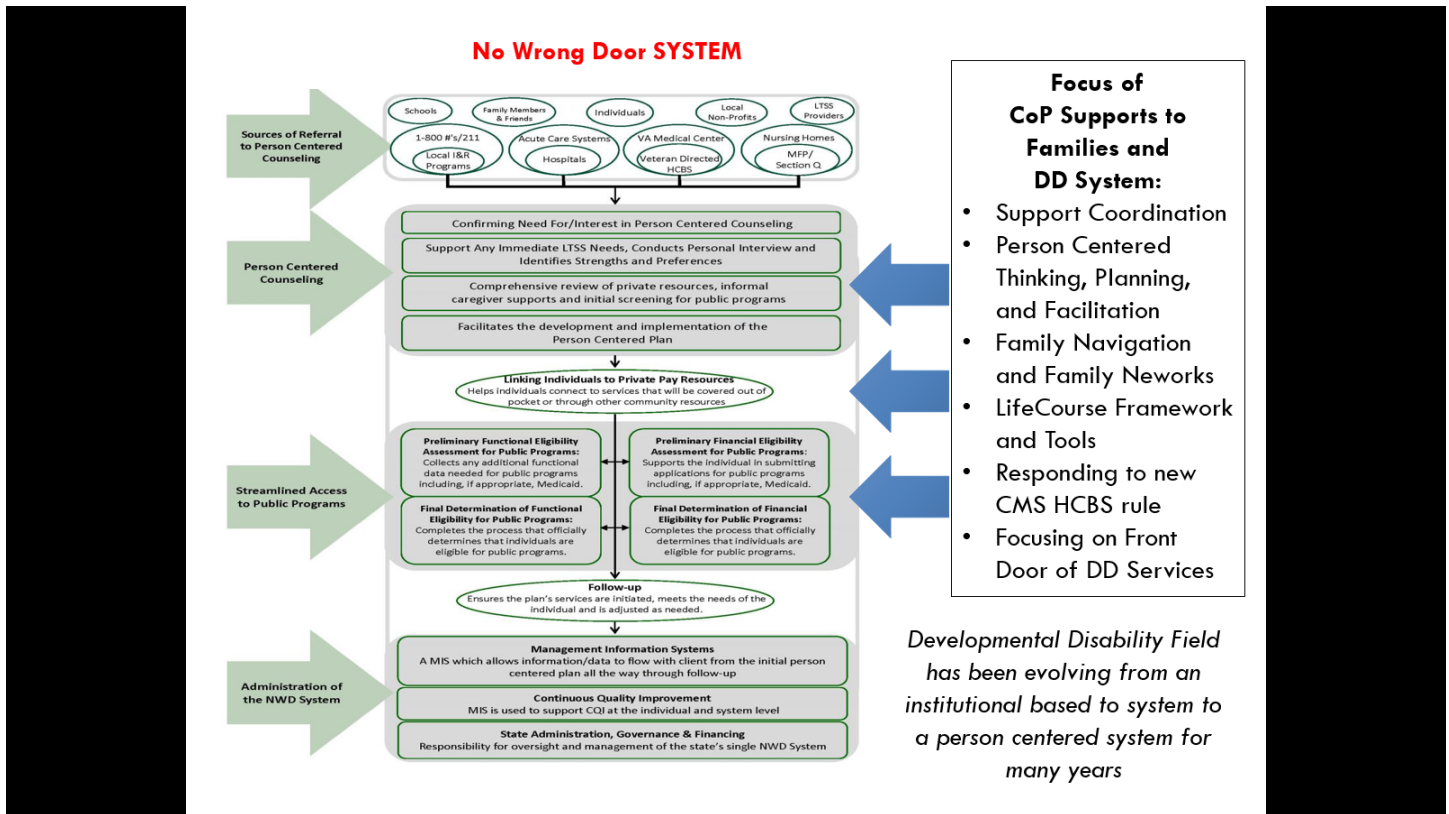


Figure 4: Integrated Supports Star Worksheet

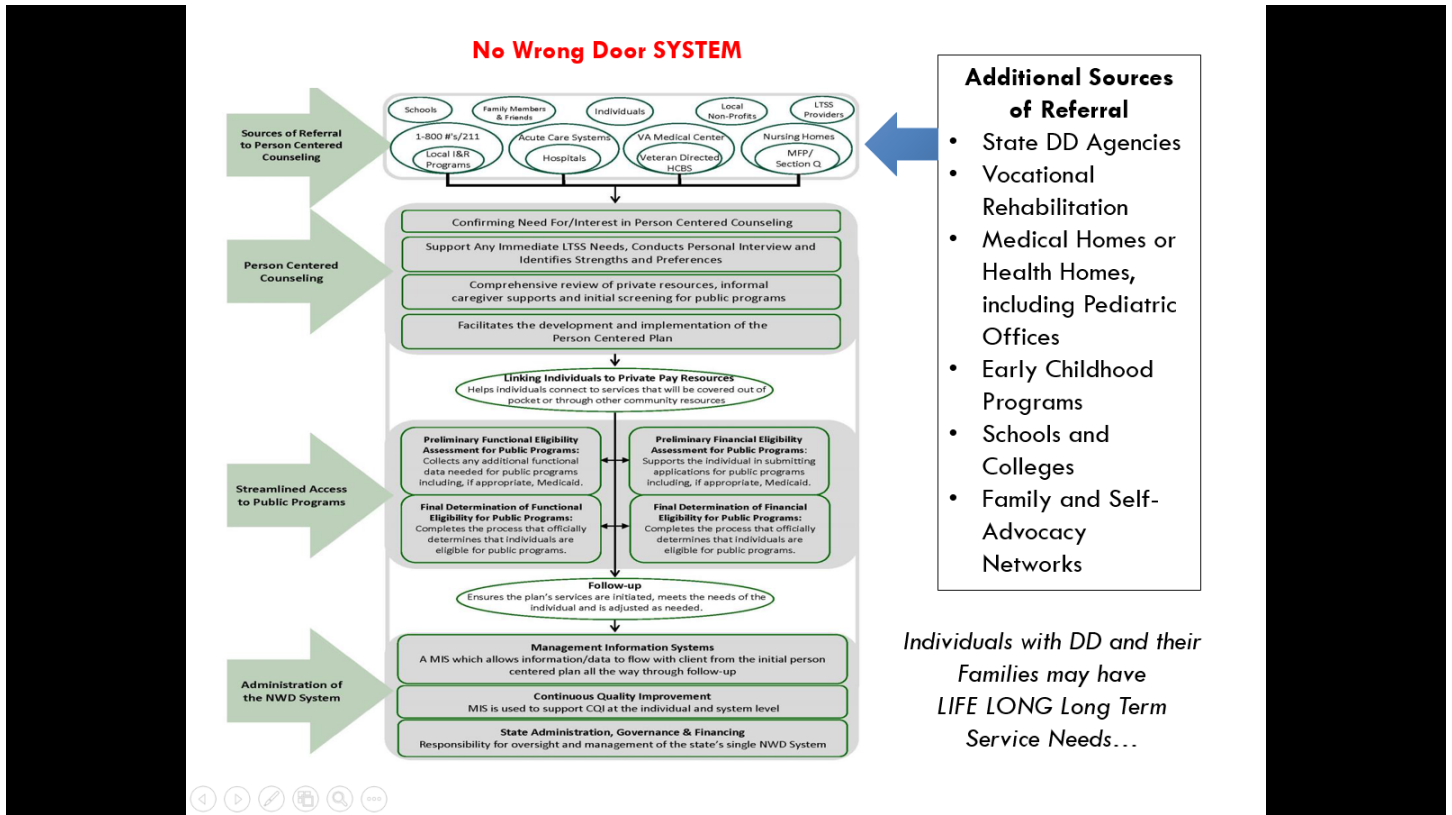
The consultants with Support Development Associates have incorporated the LifeCourse tools into the family-centered planning curriculum released in July 2015. The CoP states are all using a combination of person centered planning tools as developed by SDA and the LifeCourse tools. In February the CoP project team mapped the CoP goals to the No Wrong Door initiative. We were able to show the connection of the focus of the DD systems support coordination, person centered thinking work, use of family navigators and family networks and the LifeCourse framework and tools to the front door of DD services.

Figure 5: No Wrong Door and Focus of Supporting Families CoP



All of the CoP states have been working to connect with agencies outside of the I/DD services. In reviewing the No Wrong Door graphic we made additional sources of referrals to include State I/DD agencies, Vocational Rehabilitation, Medical Homes or Health Homes, including pediatric offices, Early Childhood programs, Schools and colleges and Family and Self-Advocacy Networks.

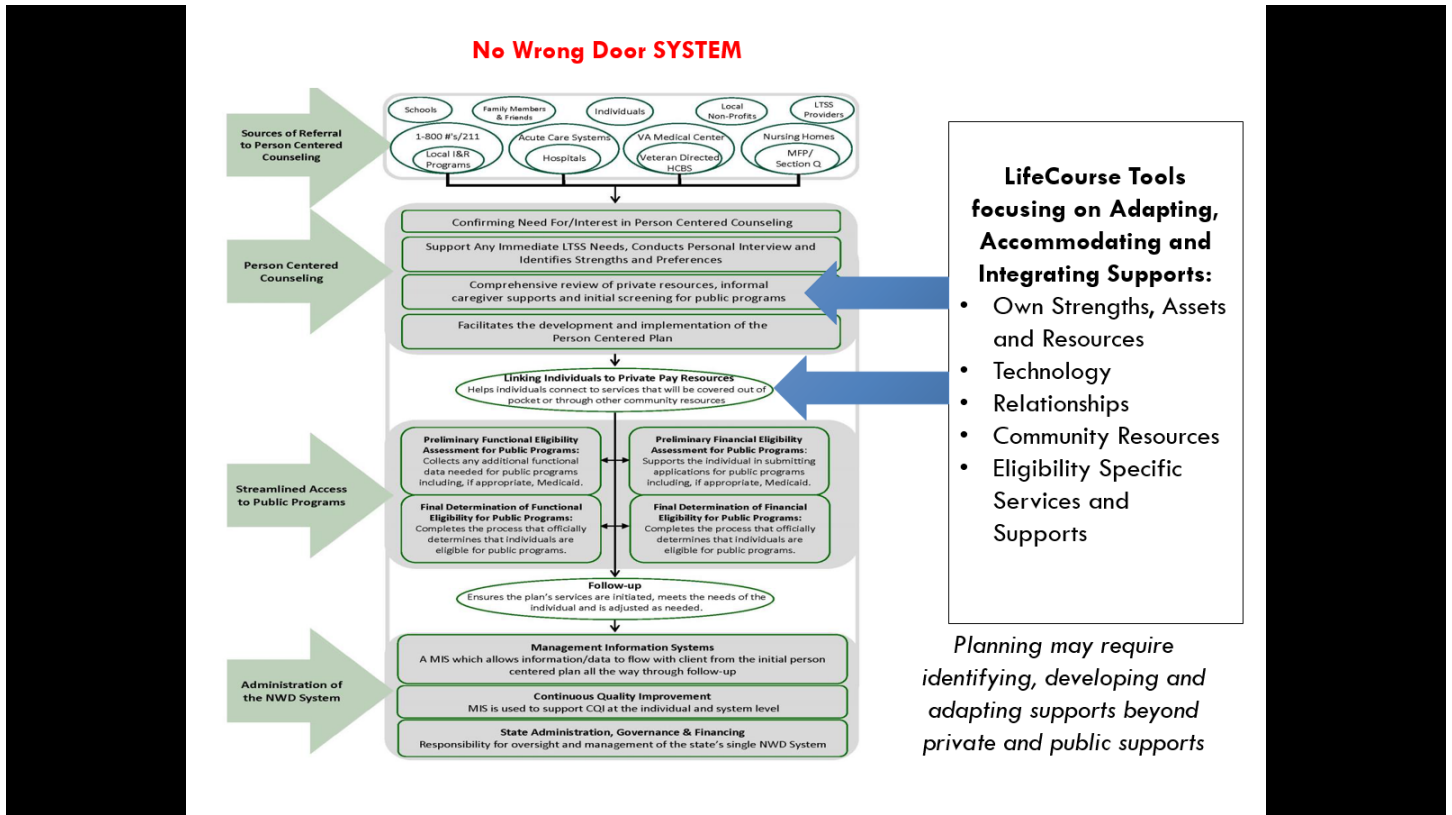
Figure 6: No Wrong Door and Additional Sources of Referral



The CoP states have approached planning that require identifying, developing and adapting supports beyond public I/DD eligibility supports. This is what is required of many benefits and planning counselors in a No Wrong Door environment. The Integrated star helps focus on all the resources someone can use, including their own strengths and assets, their relationship connections, technology, and other community resources. We also show where this tool would fit into NWD using the NWD graphic.

- Eligibility Specific Services and Supports

Figure 7: Adapting, Accommodating, and Integrating Supports



A training for No Wrong Door leadership and staff was designed by the Project lead. All states in the CoP were presented this information. The CoP project management team met with the District of Columbia No Wrong Door planning team. The team gave feedback on the development of a training for NWD staff. A training was presented to DC NWD information planners and I/DD service coordinators using Person Centered planning and LifeCourse materials to understand supporting families in a No Wrong Door Framework.

Training was also done with the Oklahoma No Wrong Door state leadership committee.

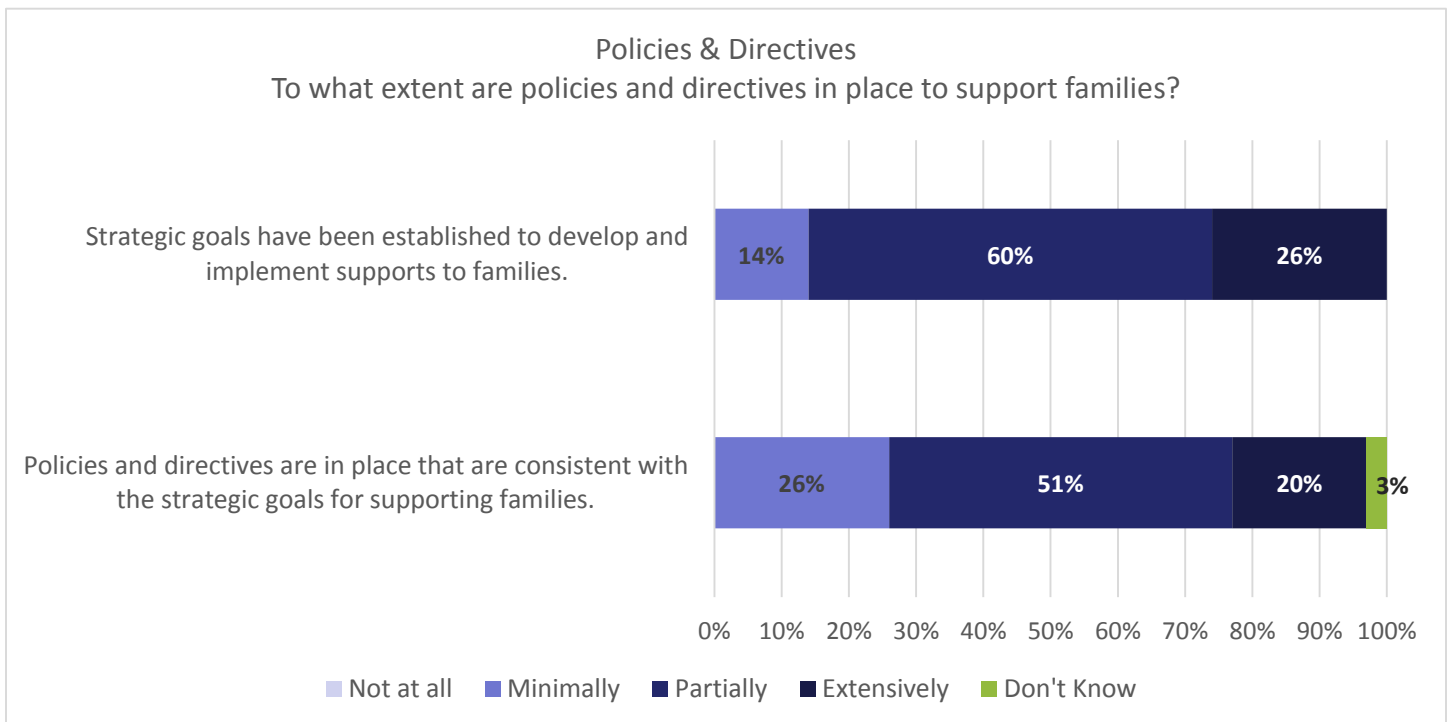
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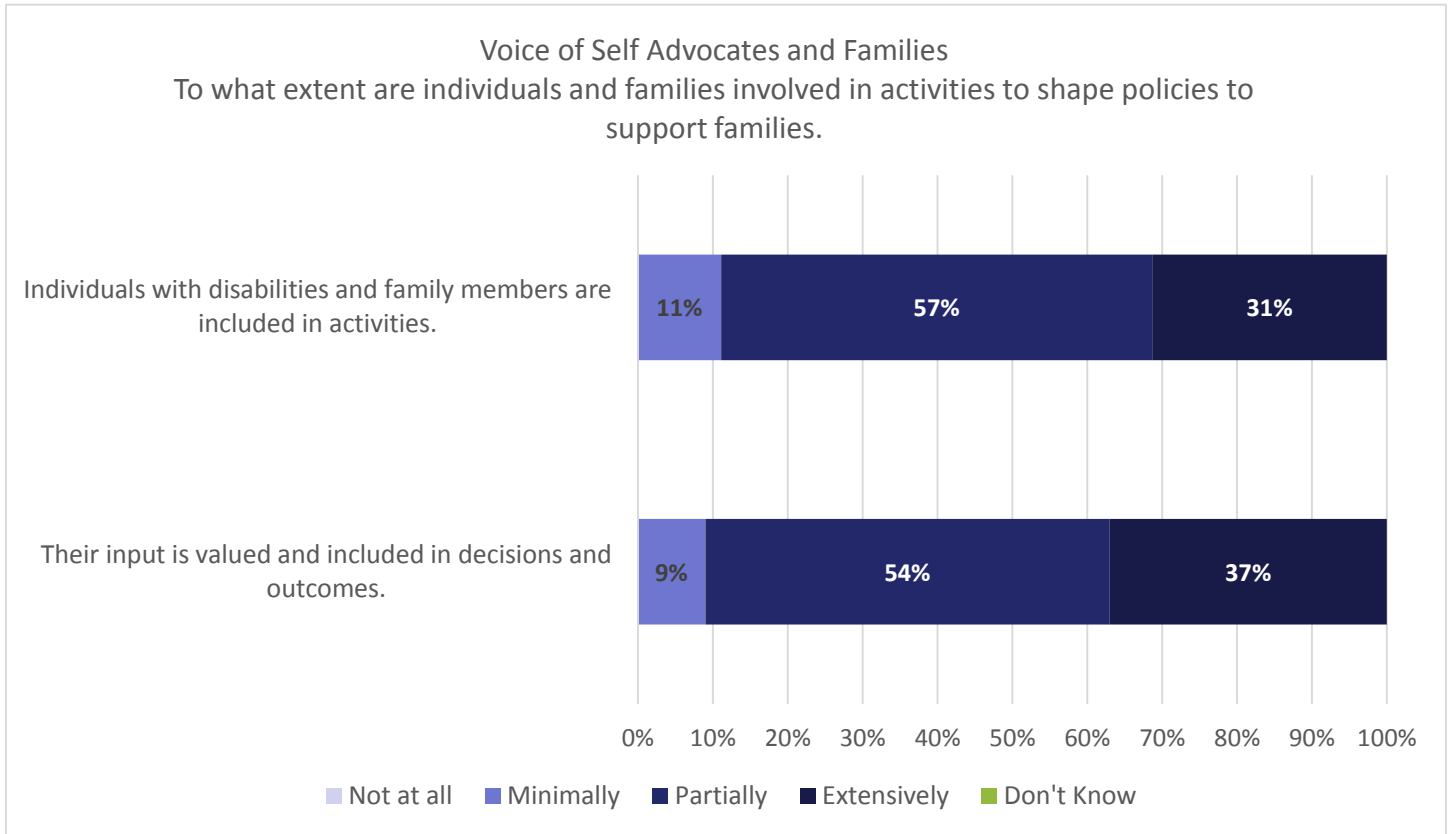
Evaluation

In year three, the members of the evaluation team designed and distributed an online survey to participating state teams prior to the annual meeting to gather information about each state relative to LifeCourse principles. Respondents were asked to reflect on their state’s performance across a number of systems drivers and LifeCourse Principles. The survey will be distributed twice a year to monitor progress. For the next round of surveys, state teams were encouraged to expand the number of survey respondents. The following presents the cumulative results of the survey.

Survey Results

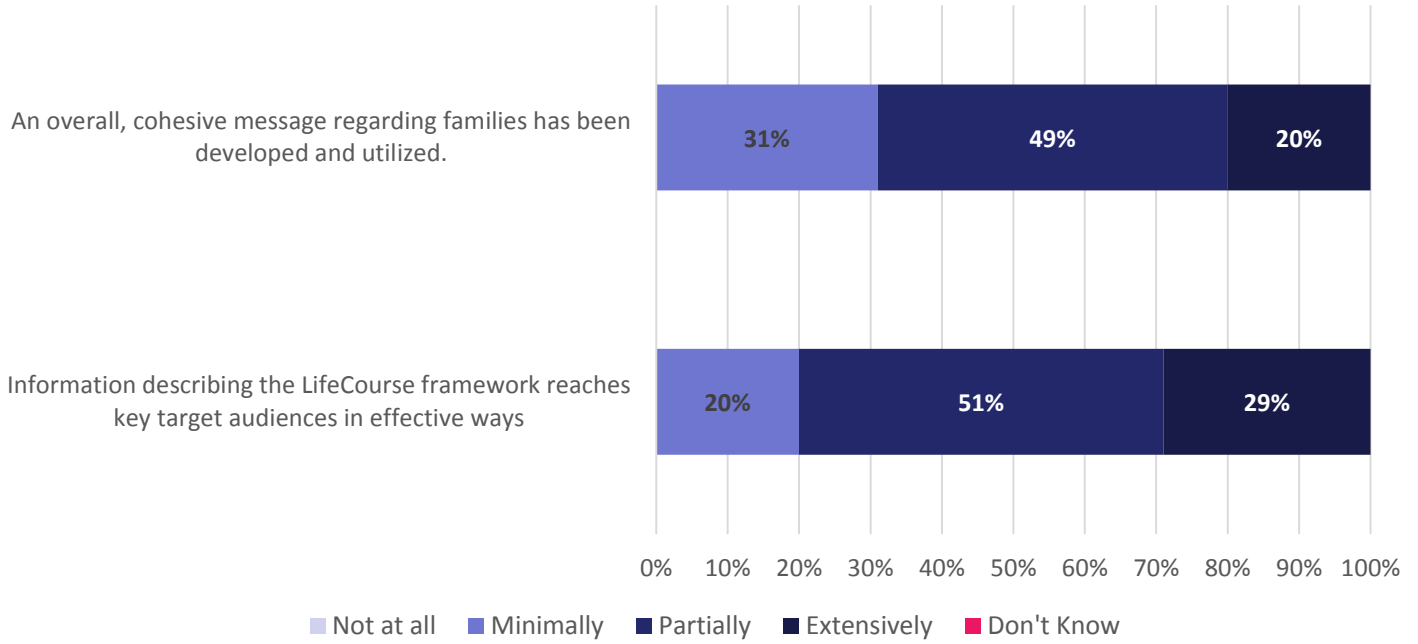
- Online survey distributed to the State Team CoP email list of approximately 56 people
- Thirty-eight people completed the survey
- Within states the number of respondents ranged from 10 to 3
- Sections included Demographics, System Drivers, and LifeCourse Principles
- Likert scale response choices for each item included:
 - Not at all
 - Minimally
 - Partially
 - Extensively
 - Don’t know





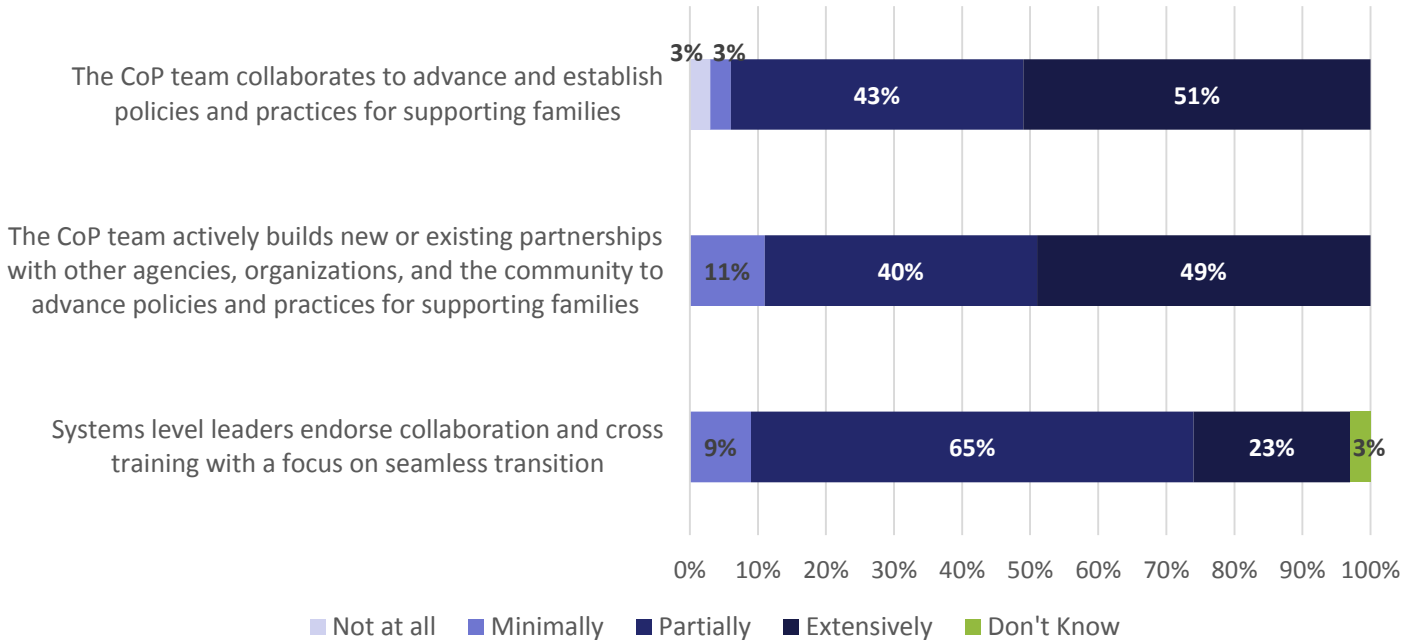
Framing & Communications

To what extent are stakeholders informed about policies and practices for supporting families.



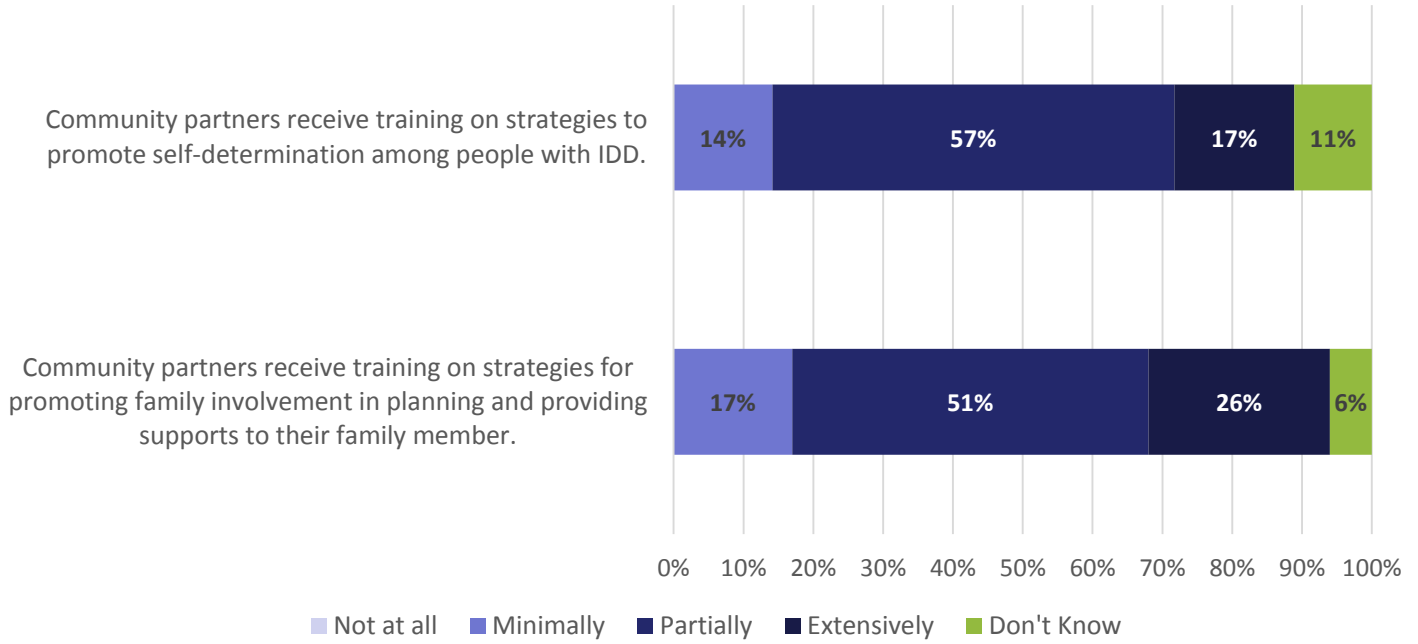
Collaboration & Partnerships

To what extent does your CoP team collaborate and partner to ensure better outcomes for individuals and families.



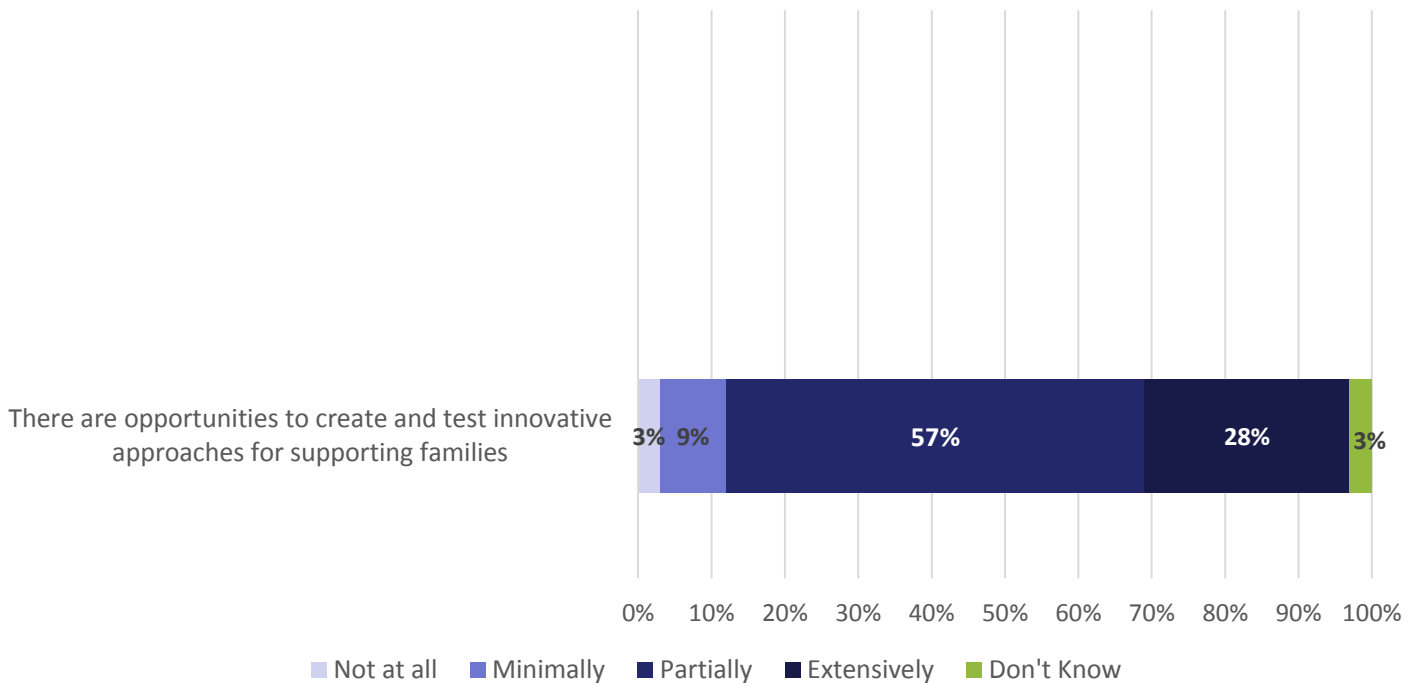
Training & Technical Assistance

To what extent does your CoP team participate in shared learning/professional development related to supporting families.



Space for Innovation

To what extent does your CoP team create space for innovation to occur

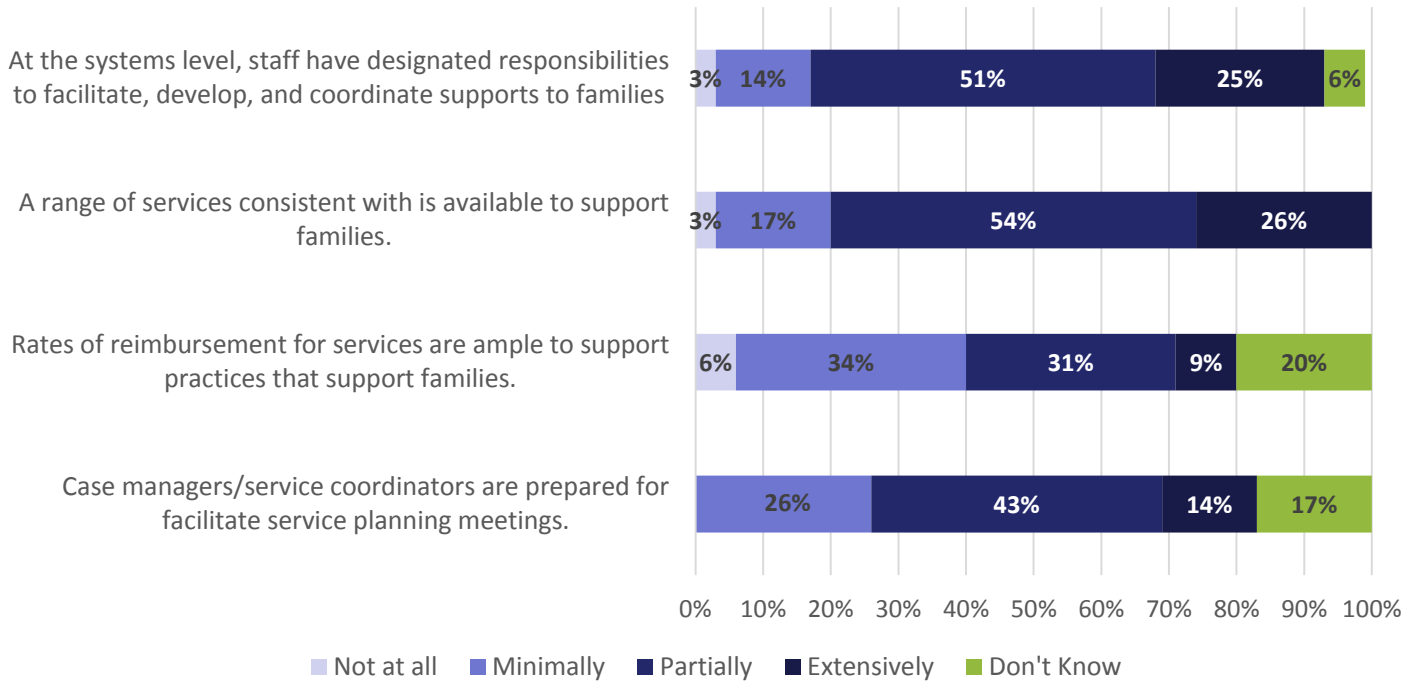


COMMUNITY OF PRACTICE

Year Three Report

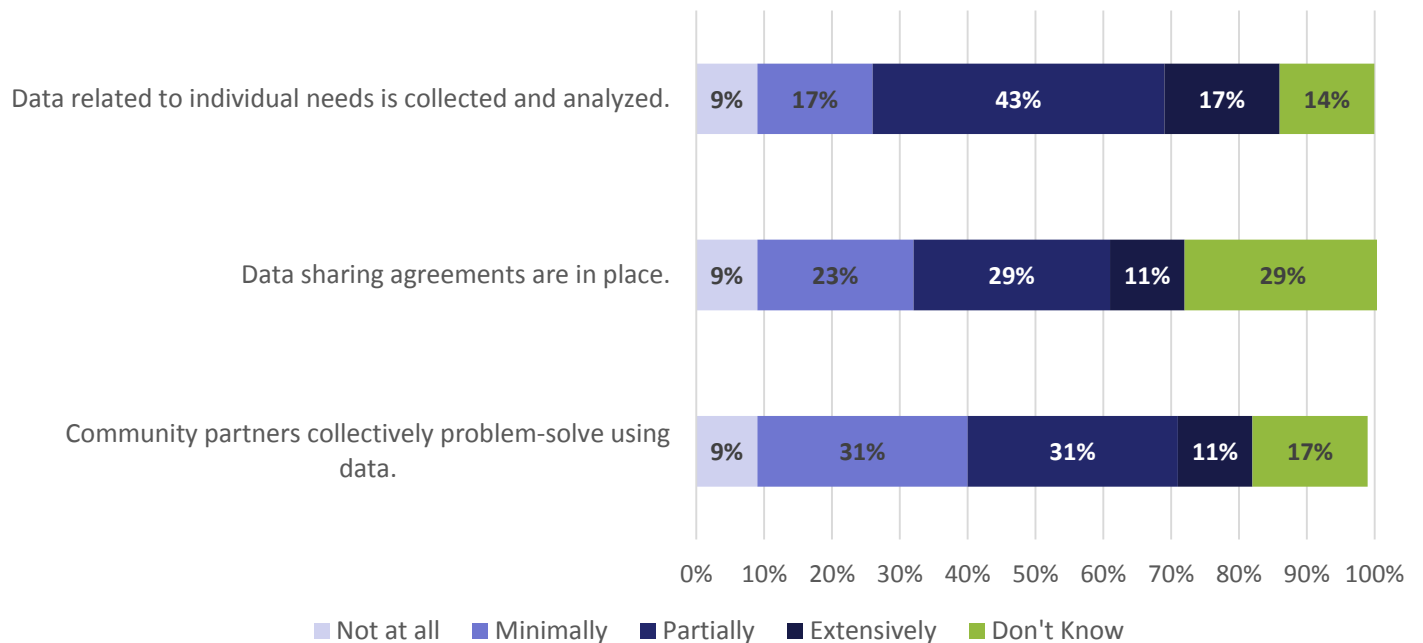
Infrastructure

To what extent is the necessary infrastructure being developed to support families.



Quality Assurance and Outcome Data

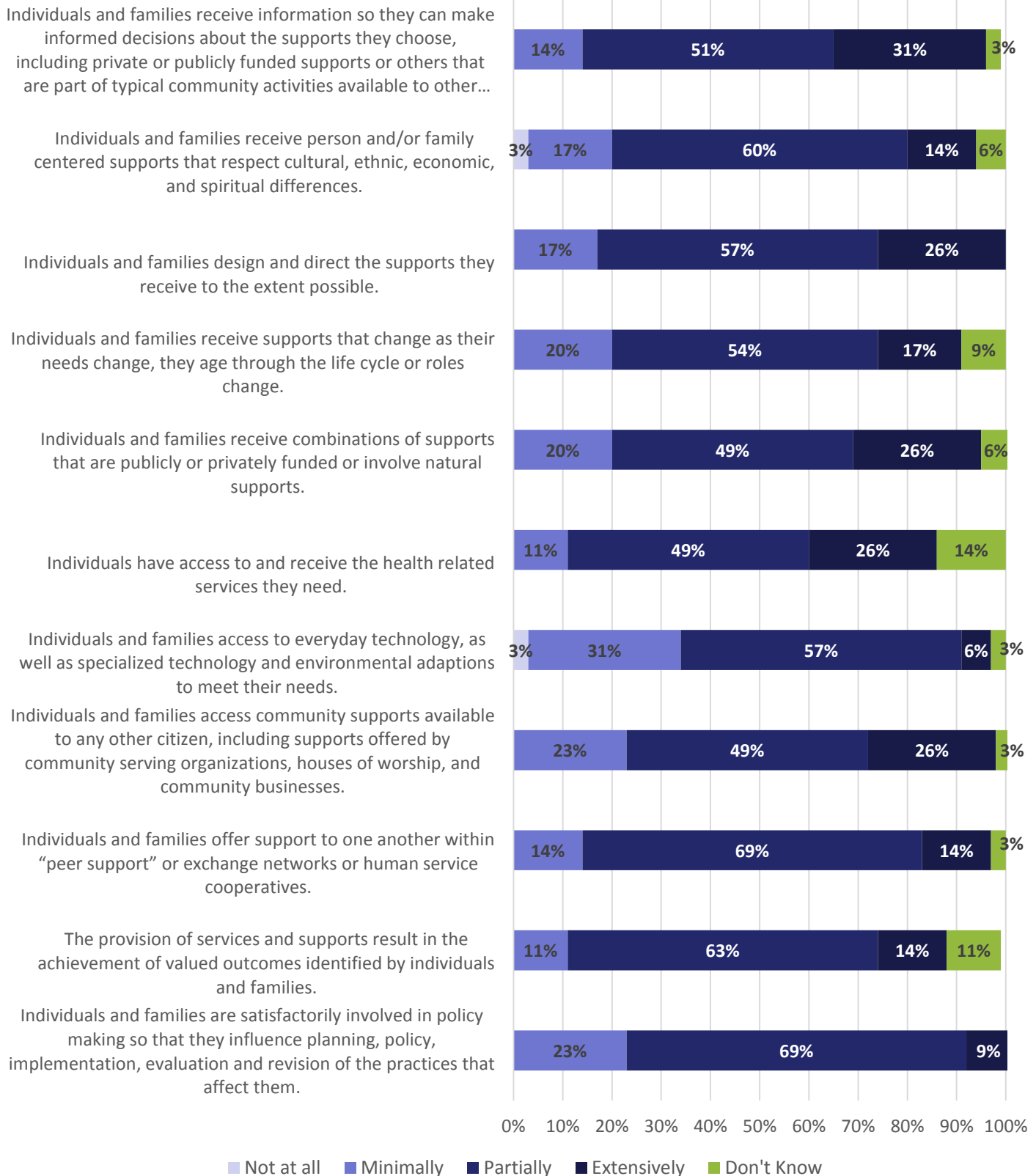
To what extent does your CoP team use individual and community data to inform supports to families.



COMMUNITY OF PRACTICE

Year Three Report

Reflections on State Performance Related to LifeCourse Principles



Lessons Learned

In year three, the national project team and participating states continued to apply the LifeCourse Framework across a number of levels including planning systems reforms, connecting and working with partners, training front line staff, and planning with individuals and families. States initiated actions to operationalize policies and practices to better support families and individuals with I/DD. We believe that the ability for states to move to action can only follow the work they all did on embracing the framework and engaging multiple partners in the discussion of supporting all families to hold a vision that uses all aspects of the person and their community.

Next Steps

As the Community of Practice on Supporting Families proceeds, state teams will work to maintain and build on implementing policies and practices consistent with the LifeCourse Framework. The progress and lessons learned throughout will be tracked on the state level and at the national Community of Practice level. The project team, with input from participating states, will identify and provide additional learning opportunities about areas of interest to advance the work within and among states. Along the way, other states will have the opportunity to learn about the activities of the Community of Practice through the website, project materials, and presentations.