| **ICDD Planned Work** | | **ICDD Intended Results** | | |
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| **Inputs/Resources** | **GOAL 1** | | | |
| AIDD allotment  DD Act; Program guidance and instructions  Possible in-house projects (Partners in Policymaking, Collaborative Workgroup, Employment First, public awareness, newsletter) leveraged resources, innovations  Possible Grant programs   * money * grantee staff and people who use the program * grantee leveraged resources, time, and innovations   Partners in Policymaking graduates and Leadership Development participants  DD Network  Collaborative partnerships  Council staff and members  Council website, Facebook page  Use of technology  See common list. | **Goal 1:** DD SERVICE SYSTEM QUALITY IMPROVEMENT: **Adults with intellectual/developmental disabilities experience improved quality in Home and Community Based Services**. (Objectives 1.1, 1.2, 1.3) | | | |
| **Activities** | **Outputs** | **Short term OUTCOMES** | **Intermediate OUTCOMES** |
| * 1. **Develop quality indicators for implementation of HCBS services** * Convene and inform stakeholders * Develop quality indicators, draft recommendations * Propose recommendations for systems change * Promote quality indicators through policy advocacy | # of individuals educated  # of individuals active in developing systems recommendations  # of meetings supported  State HCBS quality indicators  Recommendations for QA system improvement | Agency administrators have increased knowledge of systems issues through review of quality indicators and recommendations  State HCBS QA system infrastructure and processes are changed to meet new indicators | Idaho HCBS quality assurance system aligns to quality indicators and federal requirements  QA data gathered informs improvements to service provision |
| * 1. **Support person-centered practices in planning and service provision** * Research & identify best practice based on quality standards in serving people w/dual diagnosis, develop report * Educate stakeholders about best practice * Work with service providers to develop a model to provide training to direct support staff * Through a demonstration project, provide education to Supported Living provider agencies for organizational changes and staff training * Work with IDHW to develop plan to provide training to CFH service providers * Support/provide training in local areas and/or state conference | Data collected  Report from research, recommendations  # of meetings w/service providers  # of people educated/trained  # of agencies making organizational changes  Training model, curriculum  # of direct support staff trained  # of meetings with IDHW staff  # of trainings provided to CFH  # of CFH providers trained | People trained use their information within their organizations to support person-centered planning and practices  Departmental and state policies promote a person-centered service system | Quality assurance data shows an increase in adults w/IDD who report they have more choice, access to community, and improved quality in HCBS services |
| **Activities** | **Outputs** | **Short term OUTCOMES** | **Intermediate OUTCOMES** |
| * 1. **Develop state policy and system infrastructure to support person-centered planning services** * Convene PCP Stakeholder workgroup, host meetings * Develop recommendations for PCP Specialist training and strategies to sustain training model * Recruit Spanish-speaking, bi-lingual individuals to become PCP Specialists * Promote the use of PCP Specialist services, collect data on outcomes * Educate adults with I/DD to develop skills to lead their planning meetings | # of stakeholder meetings supported  # of stakeholders involved in systems advocacy  # of policies developed  PCP Specialist Training model  Implementation plan  # of people recruited for training  # of Spanish-speaking, bi-lingual individuals recruited for training  # of Specialists who complete training  Promo materials developed  # of people reached through promotional activities  Recommendations/strategies identified to educate adults | IDHW and program administrators support PCP services and are engaged in the development of policies and infrastructure  State legislation created with strategy to educate policymakers  PCP Specialist training platform is complete and open to participants  Individuals and families know about PCP Specialist services | State policies are created that support new provider to work with people with developmental disabilities  PCP Specialists are competent in best practice for person-centered planning facilitation  Increased percentage of adults with DD who direct their plan development |

| **ICDD Planned Work** | | **ICDD Intended Results** | | |
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| **Inputs/Resources** | **GOAL 2** | | | |
| AIDD allotment  DD Act; Program guidance and instructions  Possible in-house projects (Partners in Policymaking, Collaborative Workgroup, Employment First, public awareness, newsletter) leveraged resources, innovations  Possible Grant programs   * money * grantee staff and people who use the program * grantee leveraged resources, time, and innovations   Partners in Policymaking graduates and Leadership Development participants  DD Network  Collaborative partnerships  Council staff and members  Council website, Facebook page  Use of technology  See common list. | **Goal 2:** TRANSITION: **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.** (Objectives 2.1, 2.2) | | | |
| **Activities** | **Outputs** | **Short term OUTCOMES** | **Intermediate OUTCOMES** |
| * 1. **Education and training for families/teams to increase strength-based, student-led, and person-centered** **transition planning** * Provide training on discovery of student gifts, strengths and abilities through a team approach * Train Community Connectors about transition process and policy * Community Connectors outreach to Spanish-speaking families * Family Employment Awareness Training * Develop training modules on strength-based, student-led transition planning w/CDHD * Work with DRI to provide training on supported decision making for individuals/families * Monitor and review state and district policy; participate in policy coalitions; develop policy and advocate for systems change to align with desired outcomes | Contract/MOU with training presenters  Training curriculum and materials  # of trainers trained  # of trainings conducted  # of individuals trained  Guidance documents  # of policies developed  # of system structures/ processes improved | Increased knowledge of staff about family needs and gifts  Increased knowledge of families and team members Team members gain skills to conduct planning that is student-led and builds on the student’s strengths  Families and other team members value, and gain skills to facilitate, informed supported decision-making by youth and young adults  Spanish-speaking families are informed, supported and engaged in the transition planning process and activities  Families are engaged in identifying their children’s strengths and abilities and actively involved in the transition planning process | 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 |
| **Activities** | **Outputs** | **Short term OUTCOMES** | **Intermediate OUTCOMES** |
| **2.2a Work with partners to add employment services to the Idaho Medicaid benefits package**   * Idaho Employment First Consortium (IEFC) * Work with IEFC to develop new provider qualifications and required training * Work with partners to develop a plan for sustained training of employment support professionals * Take Your Legislator to Work in local areas * Draft policy - rules and regulations for new services; Support/advocate for policy changes * Educate stakeholders about new services/policies   **2.2b Work with WIOA partners to implement best practice in customized employment**   * Contract with experts to work with youth, families and local teams through demonstrations of best practice in customized transition to employment * Support youth/young adults and their families to engage in community-based discovery process and customized transition/employment model * Work with partners on program design and implementation planning of pre-employment transition activities * Support Career Mentoring Day in local areas * Monitor and review state and district policy; participate in policy coalitions; develop policy and advocate for systems change | Data collected; legislative reports  Service definitions  Provider qualifications  Policy recommendations  Plan for state sustained training  # of people involved in policy advocacy  # of trainings provided  # of people trained  # of policymakers informed  Contract with CE experts  Demonstration materials  # of individuals trained  # of students in activities  # of family members involved in activities  # of employers engaged/informed  # of jobs gained by youth/young adults  Guidelines or changes to program design  # of policies developed/ changed | Qualifications & training for employment support prof. is in state policy  State policy, plans, and waivers support the implementation of new Medicaid employment support services  A provider rate, commensurate with increased qualifications and required training, is approved by IDHW & CMS  Employment professionals training is available statewide  Students with significant disabilities have equal access to pre-employment transition services/activities in their local area  Students with significant disabilities engage in paid work experience  Policymakers aware of employment abilities & possibilities of Pw/IDD  Identify state policy/systems change issues through demonstrations | Training is completed by CRP staff across the state  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  Increase in the number of youth and adults w/IDD that gain competitive, integrated employment in the community |

| **ICDD Planned Work** | | **ICDD Intended Results** | | |
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| **Inputs/Resources** | **GOAL 3** | | | |
| AIDD allotment  DD Act; Program guidance and instructions  Possible in-house projects (Partners in Policymaking, Collaborative Workgroup, Employment First, public awareness, newsletter) leveraged resources, innovations  Possible Grant programs   * money * grantee staff and people who use the program * grantee leveraged resources, time, and innovations   Partners in Policymaking graduates and Leadership Development participants  DD Network  Collaborative partnerships  Council staff and members  Council website, Facebook page  Use of technology | **Goal 3:** LEADERSHIP DEVELOPMENT: **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) | | | |
| **Activities** | **Outputs** | **Short term OUTCOMES** | **Intermediate OUTCOMES** |
| **3.1 Provide leadership programs to train self-advocates and family members**   * Provide leadership and advocacy training through Partners in Policymaking program * Provide training to leaders with disabilities to gain mentoring skills * Support mentoring activities for leaders to mentor youth to develop advocacy skills   **3.2 Support coalition development, ongoing education/information, and advocacy activities**   * Contract w/consultant to establish coalition * Provide education/information to coalition members about policy issues * Develop plain language information about policy and advocacy issues * Explore additional strategies and partners to strengthen self-advocacy leadership in Idaho * Monitor and review State and Federal policy; participate in policy coalitions/committees; develop policy and advocate for systems change * Through the use of technology, social media, newsletter and other formats, provide educational information on policy and legislation at the State and Federal level | Training curriculum and materials  # of trainings conducted  # of individuals trained  # of leaders w/IDD trained to be mentors  # of youth mentored  Contract with consultant  # of coalition members  # of informational materials developed  # of social media posts and comments  # of people reached by newsletter and other means  # of advocacy events held  # of policies changed | Individuals with disabilities and family members gain knowledge of disability-related state and federal laws and programs; the history of disability and independent living; and self-determination and advocacy  Individuals with IDD and family members expand their leadership and advocacy skills  Youth have skills to advocate and lead their meetings  Est. database of policy advocacy leaders  Coalition established and knowledgeable about current policy and systems advocacy opportunities | Individuals with disabilities partner with parents/families to exercise their advocacy skills at the state and local level  Individuals with disabilities partner with parents/families and exercise their advocacy skills at the state and local level  Coalition is recognized as a capable and knowledgeable voice in policy development and systems change efforts  State leaders, policymakers and agency administrators have increased knowledge of disability issues |