# Community Life Engagement

## State Agency Self-Assessment

This assessment is intended to help your state IDD agency assess the current strengths of its Community Life Engagement (CLE) policies and practices and to identify areas for improvement.

Community Life Engagement refers to how people with intellectual and developmental disabilities (IDD) access and participate in their communities outside of employment as part of a meaningful day. Community Life Engagement supports may be referred to as Community-Based Non-Work, wraparound supports, holistic supports, or community integration services.

**The self-assessment has two parts:**

**Part 1** asks you to reflect on your state agency's goals and activities concerning CLE in general.

**Part 2** is divided into four sections representing the project's Guideposts for Community Life Engagement. You will be asked to rate your agreement with several statements related to each Guidepost.

## Part 1: Your State Agency's Community Life Engagement Goals

**1. What specific outcomes are you hoping to achieve by using the CLE Toolkit?**

**2. What are the strengths of your current system related to CLE?**

**3. What do you see as needed improvements in CLE policies or supports?**

**4. What are the primary barriers to increasing CLE among people with IDD in your state?**

**5. What existing opportunities or resources can be tapped to facilitate efforts to improve CLE supports for people with IDD in your state?**

**6. What other agencies (within or outside your state) are you partnering or working with on CLE issues?**

# Part 2: Self-Assessment by Guidepost

Please think about how much each of the following statements reflects the policies and practices of your state agency as a whole. Indicate the degree to which you agree or disagree.

If you answer "Strongly Agree" or "Agree" to most of the assessment statements in a guidepost or sub-category, you are likely providing high quality CLE supports in that area. Other answers indicate an area that can be improved upon.

## Guidepost 1: Individualize Supports for Each Person

### Show Understanding of Personal Preferences, Goals, Interests, and Skills

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| My state agency operates from a values base focused on individualized, person-centered lives | ❒ | ❒ | ❒ | ❒ |
| My state agency requires values-based training for its staff | ❒ | ❒ | ❒ | ❒ |
| My state agency requires values-based training for its service providers | ❒ | ❒ | ❒ | ❒ |
| My state agency requires providers to give individuals a choice of activities within their CLE supports | ❒ | ❒ | ❒ | ❒ |

### Emphasize person-centered planning and discovery

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| My state agency requires providers to develop a person centered plan for every individual receiving CLE supports | ❒ | ❒ | ❒ | ❒ |
| My state agency requires providers to update each individual's person centered plan at least yearly | ❒ | ❒ | ❒ | ❒ |
| My state agency requires providers to include individuals' family, friends, employers, and other relations in developing and revising the person centered plan | ❒ | ❒ | ❒ | ❒ |
| My state agency requires its staff to have training in person-centered planning or thinking | ❒ | ❒ | ❒ | ❒ |
| My state agency requires provider staff to have training in person-centered planning or thinking | ❒ | ❒ | ❒ | ❒ |

### Consider Creative Grouping, Staffing, and Scheduling

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| Service definitions allow for flexible scheduling & staffing patterns | ❒ | ❒ | ❒ | ❒ |
| Funding allows for staff to individual ratios of 1:4 or below | ❒ | ❒ | ❒ | ❒ |

# Guidepost 2: Promote community membership and contribution

## Start with inclusive settings and activities

|  | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| Service definitions for CLE require time spent in community | ☐ | ☐ | ☐ | ☐ |
| Service definitions for CLE emphasize participation in activities in typical community settings alongside community members without disabilities | ☐ | ☐ | ☐ | ☐ |

## Ensure staff presence does not limit connections with other community members

|  | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| My agency provides or requires training for direct support staff that emphasizes tailoring supports to the individual | ☐ | ☐ | ☐ | ☐ |
| Provider staff are not required to be with the individual at all times | ☐ | ☐ | ☐ | ☐ |

## Place value on not just presence but membership in the community.

|  | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| Quality measures include measures of community connections or networks (e.g. size of individual's social network) | ☐ | ☐ | ☐ | ☐ |
| Contributing to the community through volunteer work is encouraged as a preferred CLE activity | ☐ | ☐ | ☐ | ☐ |

## Consider individual preferences.

|  | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| Quality assurance processes emphasize feedback from individuals | ☐ | ☐ | ☐ | ☐ |
| Quality assurance processes emphasize feedback from families | ☐ | ☐ | ☐ | ☐ |

# Guidepost 3: Use human and social capital to decrease dependence on paid supports

## Use social capital to create natural supports

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| Funding is flexible enough to allow for more intensive up-front supports followed by fading of supports | ☐ | ☐ | ☐ | ☐ |
| Funding and reimbursement mechanisms are designed to encourage reducing dependence on staff supports. | ☐ | ☐ | ☐ | ☐ |

## Teach skills to build human capital

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| My state agency requires providers to include skill building opportunities in CLE supports | ☐ | ☐ | ☐ | ☐ |
| Travel training is a reimbursable activity as part of, or braided with, CLE supports | ☐ | ☐ | ☐ | ☐ |
| CLE staff are required to have training in areas such as task analysis, similar to job developers/job coaches | ☐ | ☐ | ☐ | ☐ |

# Guidepost 4: Ensure that supports are outcome-oriented and regularly monitored

## Emphasize goals rather than processes

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| My state agency requires CLE supports to relate to individuals' goals as established through person-centered planning | ☐ | ☐ | ☐ | ☐ |
| My state agency requires providers to measure progress on individuals' goals at least yearly | ☐ | ☐ | ☐ | ☐ |
| My state agency collects data to track degree of individualization of supports | ☐ | ☐ | ☐ | ☐ |
| My state agency collects data to track community relationships or connections | ☐ | ☐ | ☐ | ☐ |

## Hold CLE supports to clear expectations and guidance

|  | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|:---:|:---:|:---:|:---:|
| My state agency believes in community-based services instead of facility-based services for all individuals with IDD | ❒ | ❒ | ❒ | ❒ |
| IF YES above: Services provided reflect this belief in community-based supports | ❒ | ❒ | ❒ | ❒ |
| My state agency has a clear, outcome-focused CLE policy | ❒ | ❒ | ❒ | ❒ |
| My state agency clearly communicates its CLE policies to its providers | ❒ | ❒ | ❒ | ❒ |
| My state agency gives service providers the resources to implement its CLE policies effectively | ❒ | ❒ | ❒ | ❒ |
| My state agency provides guidance and technical assistance to service providers for implementation of its CLE policies | ❒ | ❒ | ❒ | ❒ |
| My state agency has a clear philosophy and/or mission of encouraging individualized, person-centered supports | ❒ | ❒ | ❒ | ❒ |
| All agency staff are made aware of the agency's CLE policy | ❒ | ❒ | ❒ | ❒ |
| All provider staff are made aware of the agency's CLE policy | ❒ | ❒ | ❒ | ❒ |
| All agency staff are aware of the agency's emphasis on individualized, person-centered supports | ❒ | ❒ | ❒ | ❒ |
| All provider staff are aware of the agency's emphasis on individualized, person-centered supports | ❒ | ❒ | ❒ | ❒ |
| Quality measures for CLE require time spent in community | ❒ | ❒ | ❒ | ❒ |
| Quality measures for CLE emphasize participation in activities in typical community settings alongside community members without disabilities | ❒ | ❒ | ❒ | ❒ |

## Expect CLE to lead to or complement employment

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| My state agency has a policy that individuals' CLE goals should relate to employment | ☐ | ☐ | ☐ | ☐ |
| My state agency requires that all individuals receiving CLE supports have an employment goal (unless they are retired) | ☐ | ☐ | ☐ | ☐ |
| There are agreements in place with VR to facilitate blending and/or braiding of DD and VR funds to support both CLE activities and employment | ☐ | ☐ | ☐ | ☐ |
| Service definitions for employment and CLE are written to encourage combining both in an individual's life | ☐ | ☐ | ☐ | ☐ |
| Service providers are encouraged or required to be both IDD and VR providers | ☐ | ☐ | ☐ | ☐ |

## Use data to guide continuous improvement

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| Provider outcome measures are collected at least yearly | ☐ | ☐ | ☐ | ☐ |
| Provider outcome measures are used to improve supports at the service level (e.g. through review of data with provider to identify strengths and areas for improvement) | ☐ | ☐ | ☐ | ☐ |
| Provider outcome measures are used to improve supports at the state level (e.g. through review of aggregated data across the state to identify strengths and areas for improvement) | ☐ | ☐ | ☐ | ☐ |
| Provider outcome data are used to guide decisions about priority areas for training | ☐ | ☐ | ☐ | ☐ |