

Community Life Engagement

Provider Self-Assessment

This assessment is intended to help your organization assess the current strengths of its Community Life Engagement (CLE) supports 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 organization's goals and activities concerning the provision of CLE supports 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 Organization'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 approach to the provision of CLE supports?

3. Describe an individual's life that best reflects successful CLE supports.

4. What do you see as needed improvements in your CLE supports?

5. What are your organization’s primary barriers to supporting Community Life Engagement for people with IDD?

6. What existing opportunities or resources can be tapped to facilitate your efforts to improve Community Life Engagement supports?

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

Start with an understanding of personal preferences, goals, interests, and skills

	Strongly Agree	Agree	Disagree	Strongly Disagree
Individuals choose the activities they participate in (e.g. from a list of options or based on community exploration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff are encouraged to introduce their personal interests to individuals they support (e.g. if a staff member enjoys the outdoors he/she may want to take individuals hiking or kayaking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individuals’ goals, preferences, and interests are recorded, available, and known to all staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Emphasize person-centered planning and discovery

	Strongly Agree	Agree	Disagree	Strongly Disagree
Person-centered planning is emphasized at intake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The individuals’ family, friends, employers, and others are actively engaged in developing and revising the person centered plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person centered plans are updated at least yearly to make sure they align with individuals’ goals and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff receive training in person-centered planning or thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Consider creative staffing, intentional grouping, and generating supplemental funding

	Strongly Agree	Agree	Disagree	Strongly Disagree
Flexibility in staffing resources and schedules exists in order to accommodate changes in individuals’ daily/weekly activities (e.g. if an individual’s work schedule changes or he/she is not feeling well)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If group activities are scheduled, the activities have been tailored to the individuals interests within the group (e.g. individuals with an interest in photography might be grouped together to take a community education class)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If group activities are scheduled, individuals are grouped with friends, people they invite to join, or otherwise compatible individuals. Individuals have a say in who they spend their days with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individuals receive CLE supports from different staff throughout the day or week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Guidepost 2: Promote community membership and contribution

Start with inclusive settings and activities

	Strongly Agree	Agree	Disagree	Strongly Disagree
Individuals interact with people without disabilities (aside from staff) throughout the day or week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individuals participate in activities in typical community settings where people without disabilities participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individuals have their own memberships in community groups (e.g. YMCA, art center, or other community group)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Existing community resources are used for activities in lieu of in-house programming (e.g. learning to sew at an adult education class rather than at a class organized by the provider organization)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your agency has relationships with non-disability specific community organizations (e.g. recreation centers, adult education, faith-based organizations, human services agencies) that increase access to inclusive opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff receive training in resource mapping or other strategies for identifying resources in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ensure staff presence does not limit connections with other community members

	Strongly Agree	Agree	Disagree	Strongly Disagree
Staff are not required to be with the individual at all times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff are encouraged to keep supports and presence to a minimum in order to encourage natural interactions. (e.g. staying in the background or even waiting outside when appropriate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Place value on not just presence but membership in the community

	Strongly Agree	Agree	Disagree	Strongly Disagree
Staff are encouraged to use their own social networks to create opportunities in the community for individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community volunteer opportunities are encouraged and sought out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Consider individual preferences

	Strongly Agree	Agree	Disagree	Strongly Disagree
Community participation supports are tailored to each individual's preferred level of social interaction. If someone doesn't want to be social in his/her CLE time, he/she is not required to do so	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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
Planning for the fading of staff supports starts from the beginning of any community activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff assist individuals in building relationships with community members and forming natural supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individuals participate in the same community settings frequently enough to make connections. (e.g. taking a class over several weeks, visiting the same gym every week, or joining a club that meets regularly)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teach skills to build human capital

	Strongly Agree	Agree	Disagree	Strongly Disagree
Building hard skills for employment is woven in to CLE activities. For example, an individual may gain kitchen skills in a soup kitchen volunteer position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building soft skills for employment is woven into CLE activities. For example, an individual might be learning to arrive at a volunteer job on time and appropriately dressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skill building is related to individuals' goals and support needs. For example, an individual who wants to work in child care might volunteer in a similar setting, or someone who wants to be able to travel independently might work on learning to take public transit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travel training is incorporated into CLE activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer to peer mentoring and training is encouraged (e.g. an individual less comfortable with taking the bus is paired with another who is comfortable taking the bus to learn that skill)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff receive training in skill building for people they support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Emphasize goals rather than processes

	Strongly Agree	Agree	Disagree	Strongly Disagree
CLE supports are related to individuals' goals as established through person-centered planning (e.g. employment goals or independent living goals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a system for individuals to provide regular feedback on their CLE activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a system for individuals' family members to provide regular feedback on their CLE activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Progress towards each individual's goals is regularly measured and monitored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My organization has measures to track individualization of supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My organization has measures to track community relationships or connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outcome measures are reviewed regularly and used to improve supports at the individual level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Hold CLE supports to clear expectations and guidance

	Strongly Agree	Agree	Disagree	Strongly Disagree
This organization believes in community-based services instead of facility-based for all individuals it serves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My organization has a clear, outcome-focused CLE policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My state's DD agency has a clear, outcome-focused CLE policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My state's DD agency provides guidance and technical assistance to service providers for implementation of its CLE policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My organization has a clear philosophy and/or mission of providing individualized, person-centered supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All staff are aware of the organization's CLE policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All individuals and their families are aware of the organization's CLE policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All staff are aware of the organization's emphasis on individualized, person-centered supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All individuals and their families are aware of the organization's emphasis on individualized, person-centered supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff receive values-based training (e.g. Social Role Valorization)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Expect CLE to lead to or complement employment

	Strongly Agree	Agree	Disagree	Strongly Disagree
All individuals receiving CLE supports have an employment goal (unless they are retired)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DD and VR funds are blended and/or braided to support both CLE activities and employment. For example, Medicaid HCBS resources might pay for general community exploration while VR kicks in for job development and job coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLE activities are related to the individuals' employment goals (e.g. someone with a goal of working with children is gaining experience through volunteer work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The majority of individuals under age 65 engage in both CLE and employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use data to guide continuous improvement

	Strongly Agree	Agree	Disagree	Strongly Disagree
Outcome measures are reviewed regularly and used to improve supports at the individual level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outcome measures are reviewed regularly and used to improve supports at the organizational level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Community Life Engagement is a project of:

ThinkWork!

www.CommunityLifeEngagement.org

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