

THE EXCELLENCE NETWORK

FOSTERING COLLABORATIVE LEADERSHIP
TO DRIVE AGENCY EXCELLENCE IN
LICKING COUNTY



AGENDA

9/16/22

- **Old Business/Updates**

- **Current County Board Provider support offerings:**
 - Provider Staffing Assistance; paying DSP wages to take 60hr. training to qualify for rate add-on; Med. Admin. trainings - initial & re-certifications; CPR/First aid training; All required DODD training; EVV training and assistance; Financial assistance for training, business associations, strategic planning, etc; DSP Employee Assistance Program; Referral bonus for CB staff who refer DSPs to provider agencies
 - Contact David if you have questions on any of these!
David.mcmanus@lcountydd.org
- **DSP Retention Payments** – No updated details yet on how this will work. We'll keep you posted!
- **DSP Public Service Announcement launches!**- has anyone seen an uptick in applicants yet??? (Reminder: 11+ wks. on TV, radio, YouTube, social media, billboards, etc; directs applicants to a [direct care landing page](#) on the [Ohio Means Jobs website](#). Make sure to title your job listing "Direct Support Professional" to assure it gets pulled onto the landing page.
 - members said they have not seen any increase, and may have even seen a decrease.
 - More people looking at postings, but less people applying.

- **New Business**

- **Outcomes discussion-** OACB staff Lisa Comes joins us to discuss Outcomes and the provider's roll in developing, implementing, and documenting on people's chosen Outcomes.
 - More of an overview, did not have time to really look at the specific Outcomes submitted by Providers.
 - Looking to schedule another session with Lisa Comes: OACB & Tom Hess: DODD to specifically discuss the submitted Outcomes. Please let David know if you have thoughts on whether that would be helpful or not.
- **New Remote Support Assistive Tech position-** Amanda Brehm joins to explain a little bit about her new position.
 - Intent of the position is to provide outreach to Providers and other stakeholders: provide trainings; develop process; and to work directly with teams to help implement Assistive Tech. & Remote Support options. Still developing how the position will work so PLEASE let Amanda know what would be helpful to you in this area.
Amanda.Brehm@lcountydd.org

- **DSP Appreciation Week!** Who did something cool for their staff?
- **Miscellaneous**
 - **Signature requests in Brittco now stay active for 1 week.** (This is an increase!)
 - **Implicit Bias training?** "...a form of bias that occurs automatically and unintentionally, that nevertheless affects judgments, decisions, and behaviors." Would you be interested in some training around this for your staff?
 - Possible interest based on content of a training

Next Mtg: 10:00, Friday, October 21st at LCBDD office

The Only GPS Tracker Designed for Special Needs



AngelSense is a complete safety device with assistive speakerphone to protect your loved one & give you peace of mind.

With live safeguard tracking, you know your loved one is safe at all times. You see their real-time location on a map and receive life-saving alerts if they wander away from safety.

AngelSense gives parents and caregivers immeasurable peace of mind and their loved ones gain independence & confidence to move about freely without compromising their safety.



Live Safeguard GPS Tracking

Continuously Monitors Location in Real Time - All Day



Lifesaving iAlerts

Intelligent, Intuitive, & Instant Alerts for Wandering, Unexpected Places, & More



Assistive Speakerphone

2-Way Voice with Auto Answer



Versatile Wearing Options

Specially Designed with Soft Material and No Labels for Sensory Sensitivity, Easily Attaches to Clothes, Bags, & More



Alarm

Remote Activated Device Alarm with Ample Volume



Step Counter

Monitor Activity Level at Each Location & for Each Day



Transit & School Bus Monitoring

Unexpected Delay & Stop Alerts, Max Speed, ETA, & More



Geo-Fencing Safe Zones

Unlimited Safe Places - Auto Detects Place & Optimal Boundaries



Location Playback Inside Safe Zones

See Movement within Safe Places like School (Classroom to Playground to PT, etc)

SOS Call Request

Instantly Know if Your Angel Needs You - Non-Intrusive Design



100% Satisfied or Refunded
30-Day Money Back Guarantee

For more information:

info@angelsense.com | [1-646-770-2950](tel:1-646-770-2950)

The Safest GPS Tracking Device for Autism, Special Needs & Dementia

For Children

Protect Special Needs Children from Wandering Tragedies

- ✓ **Immediate alerts** when your child is in an unexpected place, including late departure & arrival from known places
- ✓ **Speak to your child** or calm them during difficult moments, with auto-pickup calling & call request
- ✓ **Feel more at ease** with life-saving emergency search tools that minimize or eliminate search time
- ✓ **Secure, sensory-friendly wearing** accessories for routine building success & everyday use

For Teens & Adults

Ensure Safety, Well-Being & Independence Without Compromise

- ✓ **Know your loved one is safe** no matter where they are
- ✓ **Feel secure** knowing your loved one can always be heard & get your support whenever needed with assistive speakerphone
- ✓ **Build confidence** with a discreet SOS button for stressful moments when your loved one needs your support
- ✓ **Maintain transition goals** with tools to ensure safety while developing life skills & participating in independent activity



EXPERT & CARING CUSTOMER SUPPORT



Amy P. - Ben's Mom

“Wow, love this! Got two for my special needs boys. Great to know where they are, when they arrive, etc... Even tells you how fast the driver is going... peace of mind!”

“I love this device. I know exactly where my son is at all times when I am at work. I love the voice feature where I can call it and hear what he is doing. Absolutely LOVE it!! and 100% recommend it to any parent of a special needs child.”



Tamara W. - Alex's Mom

Road to Meaningful OUTCOMES...

LISA COMES, SSA ADVISOR – OHIO ASSOC. OF COUNTY BOARDS
DODD – COMMUNITY LIFE ENGAGEMENT TEAM



Poll...

► Put in the chat box what you find most difficult about outcomes?

1. Coming up with ideas
2. Getting team involved
3. Wording the outcome 'right'
4. Coming up with action steps
5. All of the above
6. I think they are easy – Nothing is hard

Why do we need OUTCOMES and Details to KNOW... Experiences... Reviews...



*Hot Topic
Supports v. Outcomes...



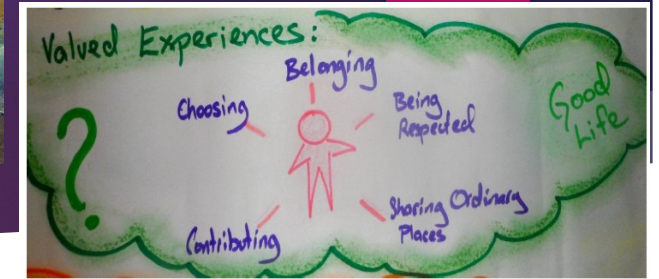
pixtastock.com - 59620006

Outcomes...



- Outcomes are **something NEW – Moving People Forward**
- Outcomes are **Important TO vs. For**
- Outcomes **Drive Services (They are NOT a service.)**
- Outcomes **Promote Valued Social Roles.**

OUTCOME Theme....



- ▶ Look for a **THEME** that we know helps ALL PEOPLE ACHIEVE a GOOD LIFE.... (i.e. 5 Valued Experiences)

- ▶ **Belonging**

- ▶ **Respect**

- ▶ **Contribution / Valued Social Roles**

- ▶ **Choice / Control**

- ▶ **Sharing Ordinary Places**

Self Determination Theory

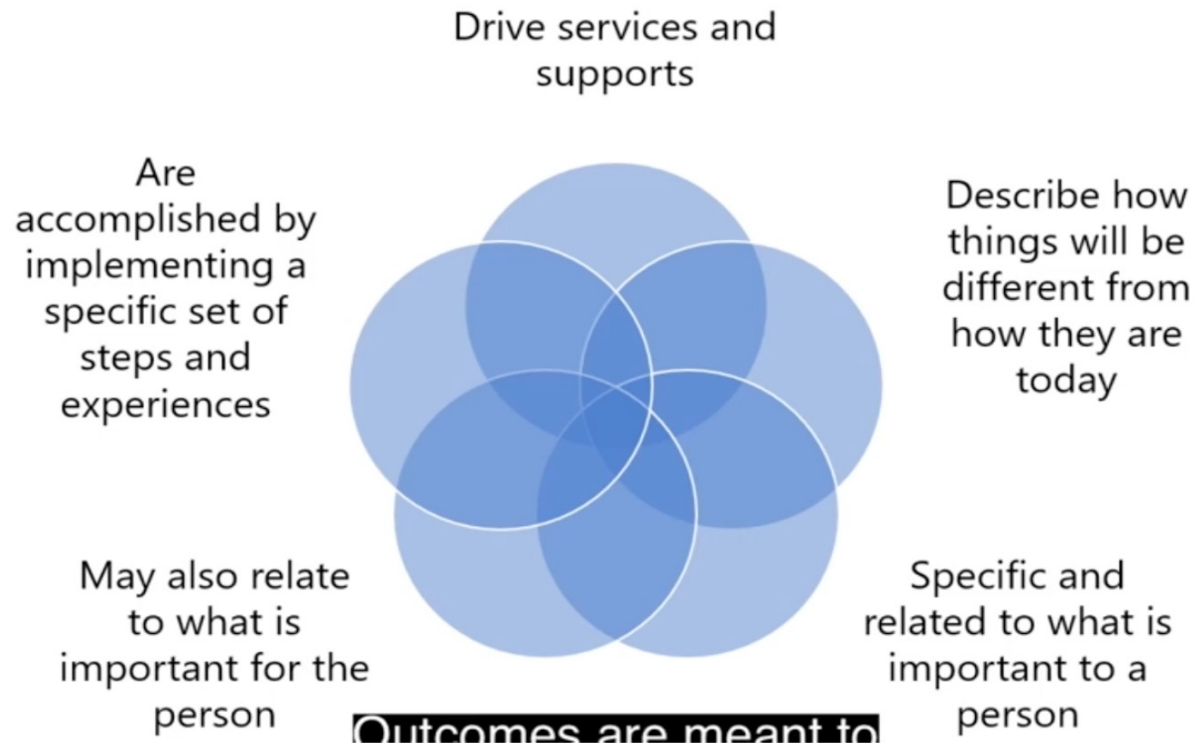
The Harley Story

5 Valued Experiences Visual....



DODD Outcome Guidance..

What Are Outcomes



The NEW AND IMPROVED 6 Essential Elements...

Six Essential Elements of a Person-Centered Plan

1

Respectful and Empowering

Plan language is descriptive, respectful, empowering, and uses everyday words that the person, those important to the person, and providers can easily understand. The plan avoids jargon. It creates a positive and clear picture of a unique person. It reserves the use of "I" statements for quoting the person directly.

2

Uses a Trauma-Responsive Approach

Strengths learned through life experiences are identified. The detailed plan creates an understanding of how past trauma affects a person's daily life and what support is needed for a person to feel safe and free from fear.

3

Makes Connections Throughout the Plan

Important ideas are organized and interwoven. Connections are made so it is clear that outcomes and services flow from information learned through ongoing conversations.

4

Detailed and Thorough

What is Important To and Important For the person is specific, detailed, and reflected in outcomes and services. Descriptions create a rich picture of the person. The plan goes beyond the surface and digs deeper. The plan does not ignore something that is important to the person simply because it is difficult to address. The plan creates outcomes and outlines services that align elsewhere in the plan.

5

Clear Outcomes and Experiences

A person's entire team should understand what the person wants to accomplish and what supports they need to get there. Outcomes describe something the person wants and will accomplish. Length of time it takes to accomplish an outcome may vary, but progress should be seen. Experiences align with the outcome and show a clear path to success.

6

Clear Description of Services and Supports

A clear description of services and supports will address the person's needs, achieve their outcomes, and value their choices. The plan identifies how and by whom the person wants their services provided. A description of each service should be detailed and specific. All services listed should be based on what is learned by ongoing conversations.

Ohio

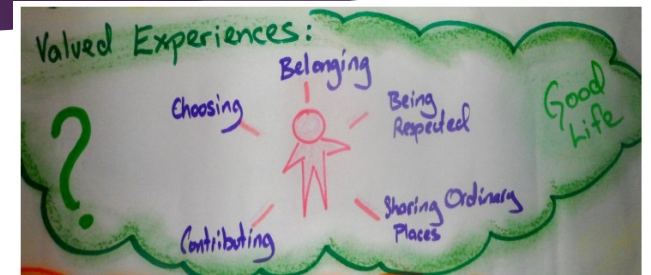
Department of
Developmental Disabilities

Mick DeWine, Governor
Jill Davis, Director

November 2020

OUTCOMES – What if the Person/Team have no ideas or “Doesn’t want things to change”

- ▶ Talk about THEMES – what’s missing...
- ▶ What Do Other People want for the individual
- ▶ Remember – trying anything new is GOOD
- ▶ Have ideas what you would like for the person.
- ▶ Dig Deeper....
- ▶ Acknowledge Baby Steps
- ▶ With Aging Population – what do other people their age do?
<https://www.lifecoursetools.com/lifecourse-library/exploring-the-life-stages/>
- ▶ IF YOU ARE USING Medicaid FUNDING – WE NEED TO MOVE FORWARD.....



Writing the Outcomes....

- ▶ No MINIMUM or MAXIMUM number of Outcomes – This is always individualized.
- ▶ What's happening today and will continue in the future **SHOULDN'T** be an OUTCOME – it's most likely a support. Outcomes are a STRETCH
- ▶ Outcome section should indicate 2 Components...
 - ▶ 1. **WHAT** the future WILL LOOK LIKE if the person achieves that outcome AND
 - ▶ 2. **WHY** it is important to the person

The Details to Know and Relevant history can expand on the **WHY**
- ▶ Outcome Statements should be written in 3rd person unless the person said it (and then it would be in quotations).
- ▶ Make sense after reading the rest of the ISP.... NO SURPRISE ENDING!
- ▶ POSTIVELY WORDED - NEVER give you the “YUCK FEELING” – Would you be okay if that was your outcome?



Outcomes / Details to Know....

- Details to KNOW should give helpful information to the provider on how to get the OUTCOME Accomplished....

Outcome: *What does the person want to accomplish and why?*

Eddie would like to get his drivers license so that he doesn't have to depend on others or rely on his bike to go into the community.

Details to Know:

Having a drivers license is important to Eddie as he wants to be less dependent on others and drive like his roommates. He will need help with studying for exam, practicing driving and scheduling the test. Eddie's Aunt May has offered her car for Eddie to take the exam once he's ready. Once Eddie has his license, he'll also have more opportunities to explore landscaping positions as he'll be able to get to the job site independently and not have to rely on public transportation have paid support help him.

Writing Experiences (Action Steps)

- ▶ Plan of Action – the Team's TO DO LIST
- ▶ Written with agreement from the TEAM.
- ▶ Experiences are outside the normal supports or services that a person/provider gives – individualized.
- ▶ Be careful with Outcomes that you can't think of very many action steps – odds are it's more of an ACTION STEP
- ▶ We need to know WHO, WHAT and the FREQUENCY for the Experiences?
 - ▶ WHO? Could be a combination – Providers, Individuals, Family Members, SSA's (in some experiences), mental health providers – as many team members as possible. **HPC and Adult Day Array Medicaid Waiver Providers** in ISP need to be listed on at least one Outcome / Experience. Braiding Services under one OUTCOME is a great practice.
 - ▶ WHAT are they Responsible FOR?
 - ▶ FREQUENCY – how often

Experiences.... (from DODD)

Experiences: *In order to accomplish the outcome, what experiences does the person need to have?*

What needs to happen	How it should happen	Who is responsible	When/How often
Explore driving school/classes to practice driving.	Eddie and his provider can explore online options for driving school/classes.	Eddie HPC Provider	Weekly- 2-3 hrs depending on the class schedule
Contact Payee if needed to assist with payment of classes or driving schools.	Once a class is found, Eddie will reach out to his Payee to discuss payment	Eddie Payee	Once driving class is found.
Help Eddie practice for his written text and drivers exam.	Eddie and Provider will go to the library and access practice test, both audio and written	Eddie HPC Provider	Weekly- Thursdays for 1-2hr

Confirm test vehicle and schedule drivers test.	Eddie will confirm with Aunt May that he can use her car for the test. Eddie and Provider will call BMV to schedule test.	Eddie HPC Provider	Once driving classes are completed.
---	---	-----------------------	-------------------------------------

*Hot Topic
Supports v. Outcomes...



pixtastock.com - 59620006

A few things about Eddie...

Eddie attends church and is involved in church activities, mission conferences and goes to church regularly. He likes to participate in his hobbies, including video games (PlayStation), drawing, camping. He likes to go to the pet store, out to eat, the mall and to museums. He also likes to go to amusement parks and to play paintball.

Eddie would like to continue to learn and practice positive work behaviors to help him obtain a job someday.

Eddie is able to follow directions and he may need to have things modeled for him.

Eddie is working in a supported employment setting in custodial and maintenance work. He likes his work and would like to get back to doing landscaping in the future.

Eddie is interested in a landscaping job.

Eddie's immediate family are important to him; at this time, he is estranged from them.

He calls or texts people and uses social media. He is aware of safety skills regarding social media.

Eddie can visit with family and friends whenever he chooses and is independent in doing so. He is able to navigate public transportation to do this.

He goes to the movies, church, out to eat and paintball with his friends.

It's helpful for Eddie to have verbal instructions and demonstrations on specific tasks. He is a fast learner. It is helpful to check in with him during his shift to make sure he is focused on his work.

His attendance can be a problem and is a barrier to getting a landscaping job at this time.

Eddie earns a paycheck at his job.

Eddie receives SSDI, food assistance and Medicaid. He does have a third party representative payee.

Meet Eddie...

Discovery Assessment Summary

Important To/Important For

Assessment Area:	Important To: <i>what makes the person feel satisfied, content</i>	Important For: <i>health, safety, valued member/social role</i>
Communication	<ul style="list-style-type: none"> To be heard To be treated with respect To be treated as an equal, not told what to do. 	<ul style="list-style-type: none"> Keep opinions to a minimum- Eddie can easily be swayed by others' opinions. It is important that others take time to explain important details, such as health or work related. At times, he may agree to things initially however may not have time to fully understand all the details. He also may agree to something because he wants to help or feels obligated to help.
Advocacy & Engagement	<ul style="list-style-type: none"> To be heard, not told what to do Feels some sense of pride with work 	<ul style="list-style-type: none"> To be told he is able to say "no" to things he doesn't want to do.
Safety & Security	<ul style="list-style-type: none"> To feel in control of his daily schedule and activities To be able to access help when needed. 	<ul style="list-style-type: none"> Keep away from volatile situations
Social & Spirituality	<ul style="list-style-type: none"> Being able to go to church and church activities Being able to pursue his hobbies 	<ul style="list-style-type: none"> Eddie's immediately family members are important to him, however they have volatile past, so it is important for Eddie to keep distance from them at this time.
Daily Life & Employment	<ul style="list-style-type: none"> To make money to pay for expenses and spend on his hobbies 	<ul style="list-style-type: none"> To improve his attendance at work
	<ul style="list-style-type: none"> To keep his job; supports he needs are being provided at this time, keeping competitive work in the future 	
Community Living	<ul style="list-style-type: none"> To have the ability to manage his own schedule To take care of his pets. To live independently 	<ul style="list-style-type: none"> N/A
Healthy Living	<ul style="list-style-type: none"> To be able to take medications on his own. To be able to be physically fit To be clean 	<ul style="list-style-type: none"> To have transportation to appointments if needed

More About Eddie....

Skills and Abilities: *What is the person good at, what can they do on their own, what do they have to contribute*

Communication	<ul style="list-style-type: none"> Eddie is able to express himself and talk to others with no difficulty. He generally means what he says. <p>Best way to connect with the person: Phone Call or Texting</p>
Advocacy & Engagement	<ul style="list-style-type: none"> Eddie is a good personal advocate and has many talents. Eddie has skills in maintenance, custodial and landscaping work. He is also good at helping others and taking care of them. Eddie has extensive knowledge of animals and can offer information to those that are interested.
Safety & Security	<ul style="list-style-type: none"> Eddie can access help when he needs it and can keep himself safe. He knows his neighborhood and surrounding areas.
Social & Spirituality	<ul style="list-style-type: none"> Eddie is able to access a variety of activities in his community and has opportunities to form and keep relationships.
Daily Life & Employment	<ul style="list-style-type: none"> He is skilled in operating and maintaining cleaning equipment. <p>Place on path to community employment (select one):</p> <p><input type="checkbox"/> (1) Person has a job, may be interested in a different one or moving up</p> <p><input checked="" type="checkbox"/> (2) Person wants a job and needs help to find one</p> <p><input type="checkbox"/> (3) Person isn't sure about work and may need to learn more</p> <p><input type="checkbox"/> (4) Person doesn't think they want to work, but may not know enough about it</p>
Community Living	<ul style="list-style-type: none"> He contributes to the household with doing outdoor maintenance and taking care of his personal space.
Healthy Living	<ul style="list-style-type: none"> Eddie is independent in contacting his health care providers.

What Might Be an OUTCOME/ Experience.... Towards VH or Group Employment for Eddie?

- ▶ What VALUED EXPERIENCE is lacking for Eddie?
- ▶ Where might Eddie's skills / talents be used in a volunteer/work setting?
- ▶ Who might help Eddie with moving forward?
- ▶ What are experiences that might help Eddie move forward?
- ▶ What Might Be an overall OUTCOME?

What did the example come up with VH Outcome?

Outcomes/Experiences (copy and paste template for additional outcomes)

Summary of Progress Outcomes: *Share accomplishments, progress, how success is to be celebrated*

Eddie has worked his way up from activity programming, to piece work job, to group employment. Eddie has some areas that he needs to improve on, but he's on his way to competitive employment. He also is proud that he has his fork-lift certification. Conversations with Eddie and the team to discuss his strengths and progression are welcome and motivating to him.

Outcome: *What does the person want to accomplish and why?*

Eddie would like to build additional work skills so that he can earn money and work towards getting a job in landscaping.

Details to Know:

Eddie is a hard worker and has skills in maintenance, custodial, landscaping. He does have a difficult time with attendance and often doesn't prioritize work. For example, Eddie may feel that he needs to go to the pet store, instead of reporting for his work shift. Eddie's attendance needs to improve in order for him to maintain his current job, which he likes. It would also be helpful for Eddie to work on soft skills in a work setting. When Eddie reaching competitive employment, there are areas that will be unacceptable such as poor attendance or poor communication with supervisor. Sometimes when instructed to do a task, Eddie can become defensive. His current supportive job, may have an option to help Eddie secure a position in landscaping if Eddie can improve in the other areas.

Experiences: *In order to accomplish the outcome, what experiences does the person need to have?*

What needs to happen	How it should happen	Who is responsible	When/How often
Commit to attending work 5 days per week.	Eddie will attend scheduled work 5 days per week. Only call off for emergencies.	Eddie	M-F 5 hs day
Work on soft skills such as communication with supervisor,	Eddie and his staff will work together and practice work place	Eddie Day Waiver Service	Daily during work shift.

problem solving issues at work and working through constructive criticism	communication skills, positive attitude/interactions with supervisor.		
When Eddie feels ready, explore options for Eddie to connect to competitive employment.	Eddie, Day Waiver Service and SSA will explore options for Eddie to explore competitive employment- landscaping. This may happen through current Day Waiver Service program and reaching out to OOD.	Eddie Day Waiver Service SSA	Once Eddie is able to work through experiences noted above and feels ready.

Outcome/Experiences Review		
What will progress look like/How will we know it is happening?	Who	When to check in
Eddie will reach out to his team with an update on his progress at work.	Eddie and team	Monthly
Team will connect with Eddie	Eddie, SSA, Day Waiver Service	Quarterly

Important and Relevant History: *Only include history that may impact the person's life, supports, and achievement of outcomes.*

Eddie is hard and valued worker at his current job. Eddie has struggled with his attendance, which has been an issue in the past. He has been able to over come the attendance concern previously and get back on track. Team is hopeful that Eddie will be successful. Eddie has a hard time with being told what to do, or felt that he's being mothered. Due to his history of abuse it's challenging to here criticism and respond appropriately. Eddie has had to protect himself in the past, so defensiveness is very natural response for Eddie. Eddie will need time to practice better ways to respond or express himself in these situations at work.

Reviews / How Will Progress Look?

- ▶ Use your "crystal ball" How will success look a year from now....
- ▶ Be descriptive – let the provider know concrete examples of success
- ▶ Relevant History – supports achievement of outcomes




How will PROGRESS Look?

- ▶ Lisa will have tried out multiple activities at least one time.
- ▶ She will commit to at least a few months of one or more of the activities.
- ▶ She will feel healthier and more confident.
- ▶ Lisa will be able to tell her team the name of a few people she has met through this process.
- ▶ Lisa will have a few new outfits that she feels comfortable in.

Charting the Life Courses Tool – might help – Goal Attainment Tool etc.

<https://www.lifecoursetools.com/lifecourse-library/foundational-tools/person-centered/>


GOAL ATTAINMENT | PLANNING AND TRACKING SUCCESS


GOAL:

DEFINE SUCCESS	SUCCESS SCALE								
Describe what exceeds expected success would look like for this goal:	★★★★★								
	★★★★								
Describe what expected success looks like for this goal:	★★★								
	★★								
Describe what minimum success would look like for this goal:	★								

Successes: What's working?

Barriers: What's not working?

STRATEGIES	SUPPORTS	START DATE	TARGET END DATE



 Developed by the Charting the LifeCourse Network - LifeCourseTools.com
 © 2020 Carriers of the University of Missouri | UMMC HHD, UCEDD • August 2020

Monitoring Outcomes.... Be INTENTIONAL...

- ▶ **4+1 Tool – Helen Sanderson...**
<http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/4-plus-1-questions/>
- ▶ **Learning Log – Helen Sanderson....**
<http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/4-plus-1-questions/>

A hand-drawn diagram of the '4 + 1 Questions' tool. It consists of a large rectangle divided into four quadrants by a vertical and a horizontal line. Above the quadrants is a small box labeled '4 + 1 Questions'. The quadrants are labeled as follows: top-left 'What have we tried?', top-right 'What have we learned?', bottom-left 'What are we pleased about?', and bottom-right 'What are we concerned about?'. Each quadrant has a small smiley face icon in the bottom right corner.

A hand-drawn diagram of the 'Learning Log' tool. It is a large rectangle divided into five vertical columns. The columns are labeled: 'Date', 'What did the person do?', 'Who was there?', 'What did you learn about what worked well?', and 'What did you learn about what didn't work?'. Below the columns is a large arrow pointing to the right, containing the text 'What does this mean we need to keep doing or do differently?'. A small smiley face icon is located to the right of the diagram.

Outcome Statements - REVIEW

- ▶ The outcome section should consist of the “**what**” and the “**why**”.
- ▶ Should be simple, straightforward and easy to understand.
- ▶ Promote Themes like 5 VALUED Experiences and Valued Social Roles

<https://youtu.be/cvPudBxNqvU>

Matt Foster - PRE
MEETING - LUCAS

OUTCOMES Should NOT....

- ▶ **Be so specific that you can't think of Experiences?**
 - ▶ Lisa will participate and attend her dance class 3-4 times per week.
- ▶ **Be a SURPRISE!**
 - ▶ Think of a book – When the ending ruins the whole rest of the book?
- ▶ **LIMIT OR DECREASE ANYTHING.... i.e.**
 - ▶ "Lisa will limit her social interactions so that she doesn't make people angry or uncomfortable."
- ▶ **GIVE YOU the YUCK FACTOR i.e.**
 - ▶ "Lisa will decrease her alcohol intake so that she is healthier".
- ▶ **"Be for providers" It should be about LISA!!!**

Experiences SHOULD - REVIEW

- ▶ Plan of ACTION (Recipe / STEPS)
- ▶ Be developed and agreed upon by the team.
- ▶ Unique to the person
- ▶ Give the WHO is responsible
- ▶ Give the WHAT are they doing
- ▶ Give the FREQUENCY of the experience

Experiences SHOULD NOT be....

- ▶ Re-stating the Outcome...
- ▶ Vague
- ▶ Unmeasurable
- ▶ Generic / same for multiple people
- ▶ Disconnected from Outcome (Leave people wondering huh?)
- ▶ Negative
- ▶ Things that are already happening



THANK YOU FOR BEING YOU!!!!

*“You make a difference by **building a relationship** that supports each person with a disability to be **a contributing member of their community.**” Beth Mount Making a Difference*

- ▶ ANGELA MOVIE... https://youtu.be/rF_7TX_cf6M
- ▶ John Ross Movie... <https://youtu.be/tGgfOfnq9A4>

Process for Housing Provider Communication

LCBDD currently works with the Center for Disability Services and the Licking County Coalition for Housing for housing for people we support. Each tenant residing in these homes have a standard lease outlining basic responsibilities of all parties involved. LCBDD also has a master contract outlining the basic responsibilities of each agency. Each agency has its own communication process outlined below. Additional information can be found at Sharepoint>Provider Relations>Housing.

The Licking County Coalition for Housing

- Emergency maintenance needs should be reported as soon as possible.
- Service Coordinators can communicate client needs (a lease, specific modifications or requests, move-ins/move-outs, appliance issues, maintenance issues, etc.) directly to the LCCH staff.
- Designated staff at provider agencies can communicate maintenance requests and emergency issues with a house's condition on behalf of the entire household.
- Emergencies should be reported as soon as possible.
- The maintenance contact is Mike Baker - email: mbaker@lcchousing.org ; Work Cell 740-877-8733 OR 740-507-2683.
 - For maintenance needs, the individual or provider can submit maintenance requests via phone call or email to Mike.
 - If Home Managers/Site Supervisors want to submit and monitor requests through FMX:
 1. Email Trina Woods at twoods@lcchousing.org to Request FMX access for whatever property you are managing or will be placing maintenance requests for.
 2. LCCH will enter the user into the software and then send an Email with setting up a password and login information
 3. Once logged in you will have access to your properties and when you log in will see a New Request button
 4. Click that button and you must select a request type (Appliance, HVAC, Pest Control etc.)
 5. Next you will type out your request in the request box
 6. Then you will select which building your placing the request for (most will only have access to 1 house but if they are managing multiple homes they just select the correct one)
 7. Then select a due date (if emergency put next day as due date if not put one week from day request was placed.)
 8. There is a box at the bottom for further details if needed.
 9. Then click submit
- When requests are submitted, Mike Baker, Maintenance Coordinator, receives a phone call or an email and then Mike sends an email to the individual reporting (cc: Trina Woods, LCCH Director of Operations) once the work is completed.
- Lindsey Blevins (LCCH Fiscal Assistant) will communicate with SCs about issues with leases/rent. (email: Lindsey@lcchousing.org ; phone: (740) 345-1970 ext.227
- Service Coordinators and LCCH will communicate more complicated issues or larger dollar value items (home mods, etc.) with Teresa Whipkey (Provider Relations).
- Angie Finck (Provider Relations) will contact Deb Tegtmeyer (Executive Director) for policy, procedure, marketing, and long-term relationship issues.

Updated: 1/6/17 A. Finck, 12/1/20 A. Brehm, 9/14/22 A. Finck

Reviewed:

The Center for Disability Services

- Primary contact person for all individual-specific issues is Jamye Griffin - Cell: 740-404-6178, Office: 740-344-2995 x230, Fax: 740-344-8335 email: jamyegriffin@centerds.org
- Maintenance requests need to be submitted online at <http://centerds.org/creative-housing.html>. Emergencies should be reported as soon as possible.
- Backup contacts:
 - Regan Eveland (CDS CEO) - reganeveland@centerds.org
 - Leslie Amyx (CDS CFO) – leslieamyx@centerds.org
 - Service Coordinators and CDS will communicate more complicated issues or larger dollar value items (home mods, etc.) with Teresa Whipkey (Provider Relations)
- Angie Finck (Provider Relations) will contact CDS for policy, procedure, marketing, and long-term relationship issues