

Using the College of Direct Support to Achieve Outcomes of the CMS Quality Framework

The CMS Quality Framework and Its Challenge to Workforce Development

Quality has long been an issue in providing services to people with support needs. There were great concerns about the quality of institutional services for people with disabilities in the 1960s. In 1971, the federal Congress established a program under Medicaid that provided states with federal cost-sharing of institutional services for person with developmental disabilities as long as those services met extensive institutional standards for quality. Ten years later, a new Medicaid Home and Community Based Services (HCBS) waiver option provided states with the opportunity to develop community services and supports for people with disabilities while enjoying the federal cost-share that was available for institutional care. Over the next generation the HCBS program grew rapidly. Today it serves more than four times the number of people as the ICF/MR program, for which it was originally considered an alternative. The rapid growth of HCBS programs (e.g. 62,000 individuals with developmental disabilities in 1992 to 420,000 in 2004) has not been without difficulties. Many states have been strained to put into place quality assurance and quality improvement programs that were consistent with their responsibility to protect the health and well-being of HCBS recipients. Numerous media exposes, audits of the quality of HCBS programs by the Center for Medicare and Medicaid Services (CMS), and federal reviews of the performance of CMS in monitoring state HCBS programs, have demonstrated that there are still struggles to define and maintain quality. To better monitor and support quality, CMS has developed the CMS Quality Framework and built it into HCBS applications and state review processes. This framework clarifies the CMS expectations regarding the quality of community services and supports that are financed through the HCBS program. Ultimately, the quality of HCBS comes primarily from the performance of the people who provide direct supports. To perform as expected they must have access to effective, competency-based training directly linked to their actual job responsibilities. They must also have effectively, will-trained supervisors and managers who can guide their work and enhance their performance.

Using the College of Direct Support (CDS) to Respond to the Expectations of the CMS Quality Framework

The College of Direct Support (CDS) and College of Frontline Supervision and Management (CFSM) are online resources for training. They are designed for people who provide direct support to individuals with disabilities and the people who supervise and manage them. These programs provide high-quality, interactive courses over the Internet. They teach methods of providing person-centered services while protecting basic health and well-being. The CDS and CFSM curricula are carefully designed to ensure content is based on real needs and best practices. They use a systematic analysis of direct support and supervisor/management roles as a foundation. Each course is reviewed by national experts in the course content area (CDS Board of Editors). A National Advisory Board, made up of representatives of major national disability organizations provides guidance to assure that CDS and CFSM courses are designed to meet the needs of people in a wide array of community service settings. In addition to the instructional content, CDS and CFSM programs also include a number of training, management and other human resource tools. These allow organizations to assign specific courses and lessons on an individual basis. They record and retain transcripts of the progress and accomplishments of each learner in areas of central importance to the organization's ability to deliver high quality supports. The CDS and CFSM also provide pre-packaged, valid, reliable, field-tested instruments in areas that are essential to effective personnel management, including: a staff satisfaction questionnaire, turnover/retention calculator, surveys of new employees and exiting employees, assessment of training experiences, an organizational commitment survey and others, all with built-in data analysis. CDS and CFSM also allow organizations to develop and assign the agency's own customized surveys. The CDS and CFSM can assist organizations in maintaining employee performance that is consistent with the CMS Quality Framework. A brief overview of the match between CMS Focus Areas and CDS/CFSM courses and tools is listed in the chart on the next page. More information about the CDS and CFSM and how they relate to the CMS Quality Framework is available by going to www.collegeofdirectsupport.com or calling the College of Direct Support at (865) 934-0221 (toll-free).

The College of Direct Support and College of Frontline Supervision and Management Courses and Human Resources Tools Related to the CMS Quality Framework Focus Areas	FOCUS 1: Participant Access	FOCUS 2: Participant- Centered Service Planning and Delivery	FOCUS 3: Provider Capacity and Capabilities	Focus 4: Participant Safeguards	Focus 5: Participant Rights and Responsibilities	Focus 6: Participant Outcomes and Satisfaction	Focus 7: System Perform- ance
<i>The College of Direct Support:</i>							
CDS Course #1: Introduction to Developmental Disabilities	◆	◆	◆		◆		
CDS Course #2: Safety at Home and in the Community		◆	◆	◆	◆		
CDS Course #3: Maltreatment of Vulnerable Adults And Children		◆	◆	◆	◆		◆
CDS Course # 4: Supporting Healthy Lives		◆	◆				
CDS Course #5: Teaching People with Developmental Disabilities			◆		◆	◆	
CDS Course #6: Individual Rights and Choice	◆	◆	◆		◆	◆	
CDS Course #7: Community Inclusion	◆		◆			◆	
CDS Course #8: Positive Behavior Support		◆	◆	◆	◆		
CDS Course #9: Documentation		◆	◆	◆			◆
CDS Course #10: You've Got a Friend: A Course on Relationships		◆	◆			◆	
CDS Course #11 Direct Support Professionalism	◆		◆		◆		
CDS Course #12: Cultural Competence	◆	◆	◆			◆	◆
CDS Course #13: Introduction to Medication Support			◆	◆			
CDS Course #14: Employment Supports: Individual Preferences and Opportunities for Job Attainment		◆	◆			◆	
CDS Course #15: Person-Centered Planning and Supports	◆	◆	◆		◆	◆	
CDS Course #16: Personal Care		◆	◆				
<i>The College of Frontline Supervision and Management:</i>							
CFSM Course #1: Recruitment and Selection	◆		◆				◆
CFSM Course #2: Training and Orientation			◆			◆	◆
CFSM Course #3: Fueling High Performance			◆			◆	◆
CFSM Course #4: Developing an Intervention Plan	◆		◆				◆
<i>HR Tools Available Through CDS and CFSM</i>							
Turnover and Vacancy Calculator	◆		◆				◆
Staff Satisfaction Survey			◆				◆
Exit Interview			◆				◆
New Hire Survey			◆				◆
Training Experiences Survey			◆			◆	◆
Supervisor Survey			◆				◆
Organizational Commitment Survey	◆		◆				◆