



Needs Assessment for HRTW Projects and Transition Programs

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One of the purposes of the HRTW National Center is to provide or facilitate provision of assistance to the HRTW Projects and other transition programs. In order for us to know how we might be helpful, we would like to know what you need and/or want and any expertise that you have and can share with other projects.

NAME: _____ EMAIL: _____
PROGRAM. _____ STATE: _____

Title V Programming	We WANT help	We CAN help
<p>Needs Assessments – how to get information about the:</p> <ul style="list-style-type: none"> • needs of the target population of youth with special needs • their families • their health care providers • community data sources 		
<p>Interagency Partnerships – Starting/sustaining collaboration and coordination with:</p> <ul style="list-style-type: none"> • relevant agencies, organizations • MCHB SPRANS grantees in your states for the other 5 Core Outcomes Areas — Medical Home, Insurance, Screening, Organization of Services, and Family/Youth Participation • public and private providers • family members • youth leadership organizations • consumer groups • children’s hospitals • insurers • other partnerships, <i>please specify:</i> 		
<p>Systems change within Title V agencies or within other agencies (especially no/low cost!)</p> <ul style="list-style-type: none"> • job descriptions • personnel evaluations/performance appraisals • rearrangement of work activities • increasing accessibility through redesign of room/clinic • screening/assessment • education for staff, for children and youth, for families • outreach activities to families, youth, community agencies and leaders 		
<p>Care Coordination – Building transition into assessment, planning, implementation, and evaluation</p> <ul style="list-style-type: none"> • screening/assessment • personnel skills: direct service and system building • billing codes that work for transition • outreach and making connections in the adult services community • evaluation of care coordination programs 		

Youth Decision Making	WANT help	CAN help
<p>Youth Taking Charge - How to help youth and families help themselves.</p> <ul style="list-style-type: none"> • tools and information aimed at youth (timelines, skill-building checklists, information one-pagers, pamphlets, other tools — web or hard copy) • goal-setting processes (PAR, Person Centered Planning, etc.) • success stories—how change in behavior was supported and worked • healthier life styles • assent to consent skill-building • developing portable medical summary • self-advocacy 		
<p>Youth As Policy Advisors – Youth Advisory Committees</p> <ul style="list-style-type: none"> • recruiting youth leaders • skill-building and supporting YAC roles and responsibilities • development and workings of YAC (start up and sustaining) • evaluation of Youth Advisory Committee involvement in programming 		
<p>Youth Leadership Consultants – Working with KASA or KASA-like organizations</p> <ul style="list-style-type: none"> • developing, sustaining, and evaluating contracts with youth leadership consultants • specifying products to enhance youth involvement 		
<p>Family Leadership Organizations – Working with Family Voices, Parent training and Information Centers (PTIs), other family organizations</p> <ul style="list-style-type: none"> • tapping their expertise, reviewers of materials, cultural competence • joint dissemination efforts; cost-saving and broader family/youth outreach 		
<p>Attitudinal Shifts – Adults recognizing youth as emerging adults: Letting Go!</p> <ul style="list-style-type: none"> • skill sessions for personnel/providers • skill sessions for family and caregiver • problem solving using existing community resources researching solutions locally and via the internet 		
<p>Other:</p>		

Medical Home	WANT help	CAN help
<p>Physician Training – Pediatric to adult provider transition programs</p> <ul style="list-style-type: none"> • creating Individualized Health Transition Plans • outreach to adult health care providers • setting up joint transition clinics • specific health care transition activities such as medical/health teaching exams, health promotion activities, diagnosis or condition-specific activities 		
<p>Atmosphere & Environments – Helping physician offices become medical homes for transitioning youth</p> <ul style="list-style-type: none"> • staff training • office accessibility • office practices that provide youth privacy • coding for payment 		
<p>Preparing Children and Youth for Personal Health Care Responsibility</p> <ul style="list-style-type: none"> • youth understanding of their health issues • youth proactive involvement for wellness and prevention of secondary disabilities • youth management of own health • preparation to work with adult health care providers who have higher expectations for personal responsibility, etc. • encouraging children and youth to carry insurance cards or copies 		
Other:		
Health Insurance	WANT help	CAN help
<p>Reimbursement and Payment Issues for providers and families/youth</p> <ul style="list-style-type: none"> • CPT codes that pay for expanded time and services • resources/Pocket Guides on CPT code • EPSDT services in preparation for transition • family and youth education about reimbursement 		
<p>Medical Justification and Appeals</p> <ul style="list-style-type: none"> • sample letters that have worked • techniques/processes • tips and tools 		
<p>Maintaining Health Care Coverage – Helping youth maintain, transfer, or find health insurance</p> <ul style="list-style-type: none"> • understanding the insurance dilemmas youth face • applying/reapplying for SSI • Medicaid/SCHIP • when Medicare kicks in after youth has been employed for set time • maintaining private insurance after 18: conditions and documentation --COBRA or other options 		
Other:		

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Education, Employment, Recreation, & Independent Living	WANT help	CAN help
<p>Education—Working with educators/schools</p> <ul style="list-style-type: none"> • health in IEPs • school clinics/health programs • higher education: why, how, resources, testing, requesting accommodations • school attendance, participation, etc., as preparation for work, community participation • higher education — why, how, resources, testing, requesting accommodations 		
<p>Work Skills and Employment – Volunteer to Employment</p> <ul style="list-style-type: none"> • inclusive volunteer opportunities in the community • mentorship programs, Disability Mentoring Day • health issues and accommodations: employer awareness • health issues and accommodations: working with workforce development agencies • attitudinal changes of employers regarding hiring persons with disabilities 		
<p>Government Benefits</p> <ul style="list-style-type: none"> • providing medical and other evidence for applications: SSA, Medicaid, etc. • using SSA Work Incentives • using waiver support programs — transfer from child to adult programs • building awareness of programs/eligibility and using or collaborating with Vocational Rehabilitation, workforce development agencies 		
<p>Recreation</p> <ul style="list-style-type: none"> • inclusive sports/team opportunities • disability sports and competition events • spectator activities — concerts, movies, games, etc. • leisure activities: skills, needs, and where they are (music, art, hunting, fishing, working on cars, crafts, games, etc.) 		
<p>Independent Living</p> <ul style="list-style-type: none"> • teaching independent living skills • outreach to Centers for Independent Living (CIL) • how health-focused transition programs fit CIL goals • joint partnership efforts: advocacy, funding, or please specify 		
<p>Other Support Systems</p> <ul style="list-style-type: none"> • connecting with other social service or disability specific programs • faith-based/ religious activities • raising awareness of the needs of youth and young adults with special health care needs in established organizations – Scouts, 4-H, etc. 		
<p>Interagency – Infusing “health” into other transition programs (education, workforce development, etc)</p> <ul style="list-style-type: none"> • joint efforts in conference planning • developing program materials aimed at youth health needs. 		
<p>Other:</p>		

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Miscellaneous	WANT help	CAN help
<p>Technology</p> <ul style="list-style-type: none"> • assistive technology for youth: assessments and funding • record keeping – use of technology to collect, store, retrieve data: palm pilots, state computer systems, data sharing across agencies 		
<p>Communication – Web based, newsletters, others</p>		
<p>Program Evaluation:</p> <ul style="list-style-type: none"> • planning • data collection • measurement of outcomes • determining impact of project • determining efficiency and effectiveness of project activities • determining costs 		
<p>Grant Management: Tips and Samples to Share</p> <ul style="list-style-type: none"> • personnel • contracting (subcontracting) • financial management • developing timelines • writing reports 		
<p>Advocacy</p> <ul style="list-style-type: none"> • The Rules: When you can and when you cannot • working with legislators, influencing policy makers 		
<p>Other:</p>		