



# Do The Guiding Principles on "Level of Care Assessments" Capture CDAC Feedback (Y/N)

	Andrea Hansen	Danielle Robbins	Darcy Andahl	Heather Lundeen	Janakate Walker	Jonathan O'Konek	Julianne Horntvedt	Kayla Johnson	Kendra Vander Wal	Kirsten Dvorak	Kyle Erickson	Lorena Poppe	Paul Kolstoe	Toby Lunstad	Vicki Peterson
<b>Guiding Principles on LOC Assessments</b>	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

\*Toby Lunstad reviewed the slide and voted Yes via email after the meeting

**DRAFT**

## CDAC's Guiding Principles on Level of Care Assessments

Topic	CDAC Feedback / Recommendation	A&M Notes
Age	Use pediatric versions of assessment tools for kids. Young kids are harder to assess because the age norms considered are different. Consider impact of different cultural norms and traditions.	Many national tools have child and adult versions of the same tool. ND will look to use the pediatric versions where available and appropriate.
Administration	How the assessment is given matters. Some kids may struggle to answer questions due to behavioral needs. Consider ways to include parent input and / or observation of skills.	Some tests such as the ICAP have observation components. Research also shows that parent reporting is highly accurate.
Administration	Staffing will impact success of implementation. Invest heavily in training.	Training is a critical piece. Using a national tool does allow states to access additional training materials and staffing resources outside the state
Tool Options	CDAC recommends using a national tool to ensure stronger validity and reliability, and easier and more consistent / standard administration.	Validity and reliability can be built into homegrown tools. However, this process takes a significant amount of time. Many national tools are certified as valid and reliable "off the shelf".
Other	Consider impact of different cultural norms and traditions, especially for younger children where expectations may differ.	Agree. Consider options that could maintain validity while also emphasizing cultural inclusivity.
Other	Consider ways to integrate existing tests such as IEP (Part B) with the waiver testing process to reduce burden on families.	We will explore whether this is an option for ND. It may depend on the assessment tool as well.
Other	Wait time between assessment and access to services is especially difficult for families. Look for ways to reduce this where possible.	Turnaround time on scoring assessment will impact this. Parental reporting may help expedite scoring / turnaround. Workforce limitations can sometimes mean longer waits.
Other	There are kids with no ID, but a DD condition that impacts multiple areas of life function. This group is an outlier who is not served today.	Kids with no ID but DD could potentially be served on the new waiver, if they meet the functional requirements. Adults with physical disabilities are intended to be served on the HCBS waiver.

