

Standardizing PCC

Based on the [No Wrong Door \(NWD\) Key Elements](#) states should establish protocols for the development of person-centered plans by staff providing PCC in line with the [CMS HCBS Final Rule](#). Additionally, staff providing PCC should have the skills and expertise required to facilitate care transitions and the use of self-directed models. Establishing PCC standards, definitions, expectations, and training staff on the necessary knowledge and skills are crucial in developing a person-centered No Wrong Door system. For more information on how to develop a shared understanding of PCC implementation, see [PCC Policies](#).

ACL NWD PCC Training Program

- Six-course [PCC Training Program](#) including courses on person-centered thinking and practice, person-centered planning and implementation, and person-centered access to services and supports.
- [Access the free first course](#).¹ Content for the remaining courses is available to complement or inform a robust training program, but it is not designed to stand alone as a training curriculum. Public content users are encouraged to adapt the content based on their own unique needs and context.
[Access the full PCC Training Program content](#).

Other PCC Training Programs

- [Direct Course PCC Training Program](#) (Virtual): Designed for professionals working in No Wrong Door systems, this training includes the six course PCC Training Program referenced above, with an additional course on supporting family caregivers.
- [Boston University Center for Aging & Disability Education & Research \(CADER\) - Aging and Disability Resource Center \(ADRC\)/No Wrong Door Key Principles Certificate](#) (Virtual): This five-course ADRC certificate program is designed to enable those working in ADRCs to gain the knowledge and skills needed to meet the challenges of this changing system of service. Topics include options counseling, self-determination, and participation in a range of community resources, and a working with people with mental health concerns.
- [Charting the LifeCourse](#) (Virtual): This was developed by families to help individuals with disabilities and families at any age develop a vision for a good life, think about what they need to know and do, identify how to find or develop supports, and discover what it takes to live the lives they want to live. Tools are available on-line as open sources, but the model also has certified ambassadors that help train learners.
- [The Learning Community for Person-Centered Practices](#) (In-Person): This community shares learning on methods of person-centered thinking, planning, and support across the lifespan for all people. It continually develops and expands training curricula to support person-centered work and operates in a train the trainer model so organizations can sustain the training in-house.
- [The Council on Quality and Leadership \(CQL\)](#) (Virtual and In-Person): As an industry leader in measuring person-centered outcomes, CQL also offers various training options including e-learning, self-paced and tailored trainings for organizations.
- [Motivational Interviewing Network of Trainers \(MINT\)](#): MINT is an international organization of trainers in motivational interviewing (MI), who come from various backgrounds and apply MI in a variety of settings. The goal is to improve the quality and effectiveness of encounters with clients about behavior change.
- [Inform USA Core Certification: Community Resource Specialist - Aging/Disabilities](#): The Inform USA Certification Program is a professional credentialing program for individuals working within the Information and referral (I&R) sector of human services. The Aging/Disabilities certification is designed for those who work directly with clients and caregivers within the aging and/or disabilities area and perform the same basic range of skills and tasks as a comprehensive information and referral specialist.

¹ The link leads to a registration page where you must first create a log-in to the Elsevier platform. Once registered, you will automatically be assigned to course one.

PERSON-CENTERED COUNSELING AND TRAINING PROGRAM: EVALUATION RESULTS



a partnership between...



U.S. Department of Veterans Affairs



and aging and disability network agencies

KEY FUNCTIONS of a NO WRONG DOOR SYSTEM

- State Governance and Administration
- Public Outreach and Coordination with Key Referral Sources
- **Person-Centered Counseling (PCC)**
- Streamlined Eligibility for Public Programs

Person-Centered Counseling is an interactive process whereby individuals, family members, and significant others are supported by a trained counselor in their decision making about LTSS.



50,976

Total number of Person-Centered Counselors needed to meet demand

GOAL:

Streamline access to Long Term Services and Supports (LTSS) for all people regardless of funding source



ALL POPULATIONS

ALL PAYERS



SPECIALIZED KNOWLEDGE AND SKILLS NEEDED:

- Person-Centered Thinking and Practice
- Person-Centered Planning and Implementation
- Understanding of All Populations Served
- Long Term Services and Supports



39.2 MILLION

Total number of people needing PCC each year



Informed by extensive stakeholder support

PERSON-CENTERED COUNSELING TRAINING PROGRAM

- Course 1: Introduction to No Wrong Door (Online)
- Course 2A: Person-Centered Thinking and Practice (Online)
- Course 2B: Person-Centered Thinking and Practice (In-Person)
- Course 3: Person-Centered Planning and Implementation (Online)
- Course 4: Who We Serve (Online)
- Course 5: Person-Centered Access to LTSS (Online)
- Course 6: Protection and Advocacy (Online)



A competency-based training program to build knowledge and skill among employees working in No Wrong Door systems

Piloted by:



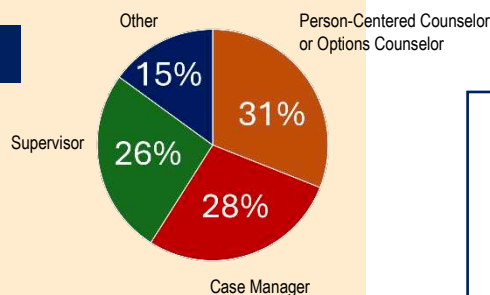
1,498
learners

POPULATIONS SERVED



- 75% worked with people with physical disabilities
- 49% worked with people with mental health or substance use disorders
- 56% worked with people with intellectual and developmental disabilities
- 70% worked with people with cognitive disorders
- 86% worked with adults aged 60 and older
- 66% worked with Veterans

LEARNER ROLES



in
13
states

FINDINGS!

LEARNERS

70% of learners found the blended learning design very accessible

73% of learners intend to do something different in their work as a result of the training

100% of lessons in each of the six courses showed a statistically significant increase in learners' pre- to post-test scores

STATES

Training program brought together a **variety of organizations**

Learning Management System (LMS) and implementation **support benefitted states**

Training content was **ambitious and high quality**