



COMMUNITY LIVING
BRITISH COLUMBIA

L.I.F.E. Service Best Practice Guide

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INTRODUCTION

Summary The *L.I.F.E. Service Best Practice Guide* is designed as a resource to support CLBC regional operations staff and service providers to deliver Learning, Inclusion, Friendship, and Employment ([L.I.F.E. Service](#)). It is a framework to ensure service delivery aligns with best practice and provides key background information and practice guidance to support the four service cornerstones of learning, inclusion, friendship, and employment and the unique elements of the L.I.F.E. Service delivery approach based on *the L.I.F.E. Service Policy*.

- L.I.F.E. Service Definition**
- L.I.F.E. Service:
- Explores and creates personalized supports related to employment, community connection, relationships, and lifelong learning.
 - Is offered throughout a person's community. An individual's service needs, location of service, and type of support are adjusted based on the achievement of goals and intended differences.
 - Is regularly evaluated by individuals to improve their service experience and improve how the service works overall for everyone.
 - Makes a difference in an individual's life by strengthening their confidence, independence, and a network of natural support around them.

See [Appendix A](#) for the plain language definition of L.I.F.E. Service.

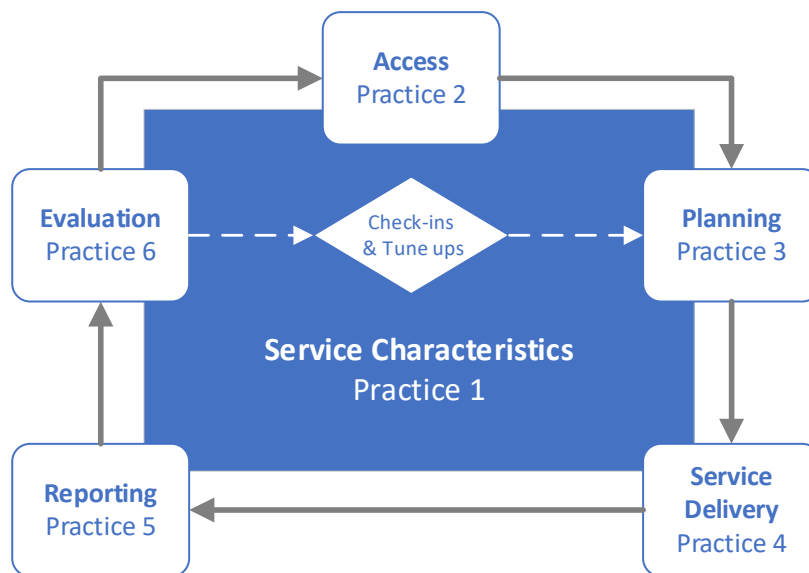


Figure 1. L.I.F.E. Service Practice Cycle

- Intended Audience**
- Service Providers
 - CLBC Staff
 - Individuals, and their families, and/or support networks, such as community members, one's Nation, or Elders.

Service Context

Fostering diverse friendships, community involvement, valued social roles, and lifelong learning enhance sustainability of employment outcomes by strengthening an individual’s independence, natural support networks, and informal safeguards.

The L.I.F.E. Service supports individuals to identify and achieve the positive differences they are looking for in their lives in terms of relationships, community connection/contributions, lifelong learning, and employment.

The [Quality of Life Framework](#) is incorporated into the best practices for L.I.F.E. Service, identifying expectations for how the individual’s needs will be met, and how the individual will be supported to make choices that will positively impact their quality of life based on culturally sensitive indicators that generally take into account health, well-being, spirituality, and happiness.

Purpose

The *L.I.F.E. Service Best Practices Guide* provides L.I.F.E. service providers with specific information to improve the lives of individuals and ensure service delivery is person-driven, family-centred, consistent, accountable, culturally appropriate.

L.I.F.E. Service has four major distinctions that make it different from other services:

1. Planning, service, evaluation, and flow. Individuals (and their support networks) are partners in the service delivery design.
2. Mandatory progress reporting is one of the key elements of the service.
3. Focus is on the intended differences an individual would like to see in their life, which includes assessing the achievement of these differences.
4. Four service cornerstones of learning, inclusion, friendship and employment help create a life less reliant on paid services and are intentional. They can avoid sending a person to separate services (Employment, Community Inclusion, Skill Development, etc.).

Service Goal

The goal of L.I.F.E. Service is the pursuit of the intended difference(s) an individual wants to achieve in their life. The service provider strives to align service delivery with L.I.F.E. Service guiding principles, and the Quality of Life domains.

Outcome	Description
Independence	
Personal Development	Individuals pursue their interests, opportunities for personal and collaborative growth, skill development, and access to information and resources to strengthen confidence and independence, self determination, and employment

	(see Appendix A - Plain Language definition of L.I.F.E. Service)
Self-Determination	Individuals make decisions in their lives about things that matter to them.
Well-being	
Emotional Well-Being	Individuals have a positive sense of self, feel safe in their home, and feel a stronger connection to their culture, community, and the people in their lives.
Physical Well-Being	Individuals are physically healthy and active. They have access to the health care they require, including traditional ways of healing.
Material Well-Being	Individuals have the financial resources to do the things that are important to them and have a decreased reliance on paid supports.
Spiritual Well Being	Individuals are supported to explore and connect with their cultures in a way that aligns with the Cultural Safety Policy .
Social Participation	
Social Inclusion	Individuals participate in community life in roles they and their societies value.
Interpersonal Relations	Individuals feel valued in their relationships with their family, friends, co-workers, community, and natural supports.
Rights	Individuals have autonomy, access to information to make informed decisions, and their decisions are respected and honored.

Quality Standards for L.I.F.E. Service

1. Effective Check-ins and Tune-ups at the individual level
 - Check-in and Tune-up interactions are based on connecting with individuals to find out what they want from their lives, followed by planning to support them in achieving this.
 - Check-in and Tune-up interactions support individuals to develop relationships and valued social roles through deliberate action planning.
2. Meaningful impact reflections
 - Impact reflections ensure the service provider is supporting individuals to achieve the differences they want to see in their lives; adjusting as needed at both service delivery and organizational levels.

- Impact reflections are conducted to enhance individual and organizational learning and capacity to support individuals to self-direct their services and supports.
3. Responsive use of Direct A and Direct B supports
 - The distribution of Direct A and Direct B support reflect the needs and preferences identified by individuals and their support networks during planning, Check-in, and Tune-up interactions.
 - Shifts to Direct A and Direct B support are made in a timely way.
 - The Direct A and B support model can maximize service capacity and serve more individuals within the same funding envelope.

GUIDING PRINCIPLES

The L.I.F.E. Service guiding principles are foundational to all practices included in this guide.

Principle	Description
1. Employment First Culture	Individuals with disabilities have valuable contributions to make in the workplace and in their communities. Individuals are supported to explore and create diverse career paths that are meaningful, inclusive, equitable, and progressive. Employment is considered a normative step in the transition to adulthood. Two parameters inform CLBC employment activities: (1) Best Practices for Supported Employment , and (2) Employment Standards Act .
2. Count What Counts, With Everyone That Counts	Evaluation of service quality, and accountability to funders, are essential and will be done in collaborative ways (which include individuals, their families/support networks, CLBC, service providers and sometimes employers) that not only shows the service has been provided, but also improves the service experience.
3. Flexibility and Responsiveness	Service when you need it, not when you don't. A service delivery approach that responds to the natural rhythm of life, rather than imposing a rhythm.
4. Beyond Collaboration	A framework of key service elements, funding, delivery, evaluation, advocacy, and reporting that both generates and is propelled by mutual trust, curiosity, and respect.
5. Plan For a Future, Not Just a Service	A dynamic and rich adulthood may emerge through childhood hopes, dreams, experiences, and expectations, not only through transition into adult services. L.I.F.E. Service supports one's journey through life; it must not define it.
6. I Know...	Information is power. It must be easy for individuals and their families to get, and understand, the information they need to plan for the future and make the most out of today.

REQUIREMENTS FOR SERVICE DELIVERY

Roles

Service Providers are responsible for:

- recruiting and training of staff to deliver the L.I.F.E. Service,
- introducing and explaining the L.I.F.E. Service delivery model to involved parties,
- clarifying the expectations of the service,
- conducting discovery with individuals,
- collaborating to resolve issues and aligning service goals,
- alignment with the ebb and flow of service delivery,
- implementing service delivery and community development,
- educating employers,
- submitting [occurrence based](#) and [periodic reporting](#) as required,
- implementing continuous quality improvements through evaluation, and,
- developing capacity.

Vocational Counsellors/Employment Specialists are responsible for:

- providing CSSEA Vocational Counsellor/Employment Specialist equivalent services within the context of the L.I.F.E. Service. Please refer to your collective agreement or equivalent regarding role expectations.

CLBC Staff is responsible for:

- informing and explaining the L.I.F.E. Service model to individuals, families, and/or support networks
- clarifying service expectations,
- managing requests for service,
- managing referrals,
- collaborating to resolve issues,
- aligning service goals to build capacity,
- monitoring service,
- managing individuals exiting service,
- ensuring training, education and resources are up to date,
- responding to staff reports, and
- managing data trends.

Individuals are responsible for:

- self-determining services
- collaborating in service planning, goal setting, and identifying intended differences,
- participating in service, and
- evaluating service.

Individual's Networks:

- service planning partners (that is, care givers, family and community members, including Elders) provide support for individual's employment and life goals.

Skills & Training

Service Providers: Service providers complete a Request for Qualifications to become pre-qualified to provide L.I.F.E. Service in Developmental Disability (DD) and/or Personalized Support Initiative (PSI) eligibility streams and meet accreditation requirements (if applicable). It is recommended that service providers support their staff to complete training specific to L.I.F.E. and Employment Services to meet the unique skill set requirements to be a Vocational Counsellor/Employment Specialist. See [Canadian Association for Supported Employment](#) and/or [BC Employment Network](#) (see [Service Providers Privacy and Information Management course](#)).

CLBC Staff are required to complete the L.I.F.E. Service e-learning training and Employment Foundations available via MyLearning through Open School BC.

Resources

This practice guidance is meant to compliment a specific collection of resources for the [L.I.F.E. Service](#), located on the CLBC website under [Service Provider Resources](#).

See the [Reference Section](#) for a complete list of resources and references.

1. SERVICE CHARACTERISTICS

Practice 1.1 Shared Understanding of L.I.F.E. Service


People accessing the L.I.F.E. Service, their family and/or support network, and the service provider share a common understanding of the L.I.F.E. Service, as outlined in the service characteristics listed below.

Practice 1.1 Guidance

- 1.1.1** Service providers and CLBC have a process, resources, and a “Beyond Collaboration” approach for ensuring individuals, their families/support networks, and staff have a shared understanding of the service characteristics listed above.
- 1.1.2** Service providers know how, and have an ongoing process, to find out what the individual needs from the L.I.F.E. Service and can identify if the L.I.F.E. Service is the best fit for the person.
- 1.1.3** The L.I.F.E. Service is not about regularly prescribed, or attached, hours per week spent with an individual. The focus is on the individual receiving support when they need it (and not when they

don't) according to identified intended differences, goals, and meaningful employment options. Supports are personalized, evaluated, and adjusted to build an independent, confident life with natural supports, community connections, and sustainable employment.

- 1.1.4** Check-in and Tune-ups are embedded in the delivery of the service for every individual and should occur as needed. At a minimum, Check-ins occur once every three months. When an individual is happy with their life's circumstances (steady employment, friends, etc.), Check-ins are used to maintain the status quo, and ensure ongoing connection to services. They are also used for monitoring if services need to be re-engaged or re-imagined. Check-ins and Tune-ups are necessary to ensure the individual can direct their service, and support adjustments can be made to assist in the pursuit of goals, differences, and meaningful employment. If the individual is not actively participating in this process, then an [Occurrence Based Report](#) should be considered and submitted to CLBC.
- 1.1.5** Service providers track progress towards intended differences.
- 1.1.6** If additional support is needed, natural supports are engaged to minimize paid services, when possible.

Indicators of Success	 Individuals and families come to CLBC with a clear understanding about L.I.F.E. Service.	
Practice 1.1 Issue or Concern	Scenario New to CLBC families and individuals hear about the L.I.F.E. Service at their CLBC Welcome Workshop or during an in-person orientation with a Facilitator.	Possible Solution Information about the L.I.F.E. Service is dynamic and presented in multiple formats to multiple audiences, and each CLBC office and/or online presentation promotes curiosity and appetite.

2. ACCESS

Practice 2.1 Eligibility
The L.I.F.E. Service is provided to adults who are eligible for Developmental Disability (DD) or the Personalized Support Initiative (PSI) streams via global contracts. The L.I.F.E. Service is intended for individuals who want to pursue paid employment, in addition to learning, inclusion, and friendship-related services.

Practice 2.1 Guidance
2.1.1 Individuals may only access L.I.F.E. or Employment Services, **not both.**

- 2.1.2 Individuals in the L.I.F.E. Service cannot access other Community Inclusion Services at the same time.
- 2.1.3 The L.I.F.E. Service is open to individuals of all Guide to Support Allocation (GSA) levels.
- 2.1.4 L.I.F.E. Service contracts are global contracts, which means funding is not attached to individuals. CLBC funds full time equivalent (FTE) staff that provide the service. Funding does not leave the service if an individual chooses to exit.
- 2.1.5 The pursuit of employment is a unique journey for each individual and it may take time to discover the best fit in both employment conditions and skills. If an individual is adamant that employment is no longer a goal, and the service provider has made attempts to re-engage interest in gaining employment, then an [Occurrence Based Report](#) must be sent to CLBC. A CLBC Facilitator then initiates planning, and the person exits the service.

All individuals coming into the L.I.F.E. Service should begin with a thorough collaborative discovery process, which will assist in learning about their goals and intended differences in the four cornerstones of the L.I.F.E. Service.

Indicators of Success




The individual wants employment, wants to work on goals, and has a variety of family and natural supports that support their goals.
Individuals are aware of reporting requirements and mandatory personal information compliance, as a condition to receive service.

Practice	Scenario	Possible Solution
2.1 Issue or Concern	The individual decides they don't want employment.	The service provider connects with their CLBC Liaison Analyst to request Facilitator involvement to discuss concerns. CLBC Facilitator meets with the individual to determine the right service for them.

Practice 2.2 How to Access Service

The *Periodic Report for L.I.F.E. Service* (PRL) provides data to improve understanding about individuals in the service, potential service capacity, and provides a framework for Beyond Collaboration discussions about the service cohort. If it is determined there is a capacity for new referrals, individuals are identified from the Request for Service List (RFSL). CLBC staff complete a service provider referral form, which includes the individual's relevant information to support a successful L.I.F.E. Service intake.

Practice 2.2 Guidance	<p>2.2.1 Individuals can gain access to L.I.F.E. Service through three ways:</p> <ol style="list-style-type: none"> 1. CLBC may transfer funding and individuals from existing Community Inclusion services (also known as “carve and convert”) to the L.I.F.E. Service. This is done in collaboration with individuals and their support networks. Transferred (carved and converted) funding remains in the global contract should individuals choose to leave for any reason. See Transfer Policy. 2. Service providers may request to move individuals from an Employment Service who would be better served by the L.I.F.E. Service using CLBC’s process for new referrals, which would include an individual completing a formal request for the L.I.F.E. Service with their CLBC Facilitator. (Note: Funding must not be moved from Employment Service to L.I.F.E. Service.) 3. New L.I.F.E. Service referrals come from CLBC. The L.I.F.E. Service is for individuals who want more than only an employment service. The cornerstones of the service also include learning, inclusion, and friendship. If individuals request L.I.F.E. Service as an approach to only get employment, or if the individual only wants employment, they should be directed by a Facilitator to request an Employment Service. If individuals discover, while in the L.I.F.E. Service that they don’t (or no longer) want employment, then L.I.F.E. Service is not a suitable service for them. Service providers then notify CLBC of the change and individuals would work with a CLBC Facilitator to re-engage in planning and exit the L.I.F.E. Service.
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Indicators of Success		The individual has been successfully employed for 18 months, is independently managing other life activities, and participates in regular Check-ins.
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Practice 2.2 Issue or Concern	Scenario	Possible Solution
	Do individuals leave service and re-apply for service should things change?	<ul style="list-style-type: none"> • Individuals remain in the service (ebb and flow) and will always be connected to the L.I.F.E. Service, even when/if they choose to have little involvement or plan for a reduced service (see definition for job/life maintenance support, which can be as little as possible). These situations create capacity for new referrals. • If the individual declines service, then they would be supported to exit the L.I.F.E. Service and would need to re-apply through their CLBC Facilitator.

Practice 2.3 How to Support Individuals to Decide if L.I.F.E. Service is a Good Fit

CLBC planning introduces the [List of Supports Funded by CLBC including supports to participate in your community](#) that includes the L.I.F.E. Service as an option (even if the service is not available in a specific community). Individuals and their families work with their CLBC Facilitator at this stage.

Practice 2.3 Guidance

- 2.3.1** There are a number of planning tools to assist CLBC staff with the discovery process. The Facilitator asks open-ended questions pertaining to the four cornerstones of the L.I.F.E. Service to determine if the service is a good fit.
- 2.3.2** It is important that individuals and their families/support networks understand that the L.I.F.E. Service is globally funded, meaning pre-determined or attached hours do not apply within the service framework. Service ebb and flow is ongoing and no specific hours are allocated or assigned to any specific person. This is in keeping with the “service when you need it, not when you don’t” principle. Similar to Employment Service best practices, the L.I.F.E. Service is available when individuals need support. Services can be reintroduced (as necessary), even when the L.I.F.E. Service staff has faded out to a maintenance level.
- 2.3.3** If it appears the service is the best fit, the individual requests the L.I.F.E. Service through their CLBC Facilitator. The person would then be on the RFSL for the L.I.F.E. Service in their community.
- 2.3.4** The service provider should refer to the plain language [L.I.F.E. Service description in Appendix A](#).

Indicators of Success



Individuals participate independently in a variety of inclusive activities. (Example: An individual is working 8 hours/week at a day spa. L.I.F.E. Service staff and natural supports take turns providing assistance in the workplace. The goal is to fade formal services to the maintenance stage, as the individual’s confidence, skill sets, and supportive workplace relationships develop).

Practice 2.3 Issue or Concern	Scenario	Possible Solution
	What do I do if it becomes apparent that staff cannot be removed, and the individual will always require 1:1 support for safety reasons?	<ul style="list-style-type: none"> • The service provider should connect with CLBC to discuss options as it appears the L.I.F.E. Service may not be the best fit at this time. • Workplace accommodations provided by the employer should be requested.
	Individuals or families are expecting a particular number of service	Use the orientation or plain language explanation of L.I.F.E. Service as a reminder that service hours ebb and flow

hours/week, and the same staff person is expected to deliver service.

within the L.I.F.E. Service. Consider a signed agreement of understanding at intake.

3. PLANNING

Practice 3.1 Collaborative Discovery (Job Preparation)

Every individual is supported by the service provider through a personalized discovery process to learn about goals, identify intended differences (outcomes), manage expectations, understand support needs, explore strategies to inform planning and service delivery, and confirm the approach to paid employment. The summary of collaborative discovery is documented in the L.I.F.E. Service Plan.

Practice 3.1 Guidance

- 3.1.1** The individual plans for a future and not just a service. This is central to the personalized planning process facilitated by the service provider. Service planning includes:
- The individual sets personal goals by:
 - i. Identifying what is important to them.
 - ii. Identifying the differences they want to experience in their life by working towards their goals.
 - iii. Participating in creating a plan that includes an employment plan to get a job, advance their career, and/or pursue other vocational goals and/or differences.
 - iv. Identifying relationship challenges between the individual and their natural supports to better address potential conflict related to the pursuit of the individual's goals and differences in ways that honour both the individual's choice and natural supporter's concerns.
 - The support needs of the individual are:
 - i. Identified by the service, and when they are needed.
 - ii. Reviewed and tracked using Check-ins, Tune-ups, and Individual Periodic Reports ([see also Practice 6.1 – Check-ins and Tune-ups](#)).
 - iii. Not provided/scheduled if support is not needed.
 - The personalized planning process:
 - i. Is developed and reviewed with the individual.
 - ii. Involves helping individuals understand that their support plan changes over time to achieve a goal of increased self-reliance.
 - iii. Embeds frequent Check-ins (minimally once a quarter) and Tune-ups (as necessary). The individual will be empowered to update their plans on an ongoing basis.

- iv. May involve members of the individual's support network (with the individual's consent) while simultaneously developing and potentially including natural supports from their community, or workplace.
- v. Uses plain language or other adaptive communication strategies (that is, pictures).

3.1.2 Individuals have a copy of their current plan and Individual Reports from the Periodic Report for L.I.F.E. (PRL). This ensures individuals are positioned to drive their service and take informed risks ("I know" principle).

Indicators of Success



Individuals are participating in activities of interest to them, in their community, at different times and days of the week, including weekends.

	Scenario	Possible Solution
Practice 3.1 Issues or Concern	Services are not personalized.	Invest more time to ensure planning is robust by using a checklist tool for detailed discovery.
	Family has specific expectations of the L.I.F.E. Service that may not reflect the wishes of the individual (that is, asking for L.I.F.E Service to be conducted on a regular schedule based on the family's work schedule.)	Consider the family's expectations/needs for support while building on the individual's self-determined independence in the community. Family may benefit from additional support from CLBC, or the service provider, to better understand how the L.I.F.E. Service model may, or may not, be the suitable service for them at this time.
	Service provider is still providing same level of service 12 months into the L.I.F.E. Service delivery.	<ul style="list-style-type: none"> • Ensure frequent evaluation is completed to understand the individual's service needs to strengthen natural supports in the context of community participation or identify opportunities to fade out paid support as determined by the individual's confidence, and safety. • The individual may not be the right fit for the service. If so, the service provider connects with their Analyst and/or the individual's CLBC Facilitator to engage in additional planning.

4. SERVICE DELIVERY

Practice 4.1 Employment Requirement for the L.I.F.E. Service

Employment is at the core of the L.I.F.E. Service and individuals must have a vision of pursuing meaningful paid employment. Individuals must also have an interest in developing goals in at least one other cornerstone area (learning, inclusion, or friendship).

- Every goal does not have to have a unique intended difference. One goal could have intended differences in more than one cornerstone area.
- Service providers may refer to the [Quality of Life domains](#) to help individuals identify the differences they want to experience.
- The L.I.F.E. Service has Employment First Culture at the core of the service (see Guiding Principles).
- When an individual begins in the L.I.F.E. Service, the service provider must record their current employment status, identify support needs, and develop specific support strategies, as necessary, for their existing job.
- Service providers explore workplace locations, training/support needs, and identify an individual's interests and skills as a first step towards inclusive employment.
- Service providers support the development of skills and confidence.
- Service providers develop an employment plan to help an individual prepare for a job and track their growing skills and interests.

Practice 4.1 Guidance

- 4.1.1 Service providers support individuals to attain, maintain, and enhance/advance the individual's employment.
- 4.1.2 The employment plan has specific steps for the individual to take towards securing meaningful inclusive employment.
- 4.1.3 The L.I.F.E. Service uses support strategies that leverage the individual's relationships, community connections, and learnings to advance employment goals.
- 4.1.4 Individuals are supported to become independent at work in a timely manner by increasing natural support in the workplace and in the community. Each situation is unique, and the service provider advises CLBC staff if there are ongoing barriers to an individual achieving success.
- 4.1.5 Individuals are supported to explore certification, advanced education, trade programs, as well as resources and community programs that deliver or support learning objectives.
- 4.1.6 Employed individuals are supported to advocate for career enhancement and advancement.

Indicators of Success

Individuals obtain and maintain meaningful employment that offers opportunities for career advancement/enhancement.

Practice	Scenario	Possible Solution
4.1 Issue or Concern	An individual may be struggling to identify what they want to work on or know what they are good at.	<ul style="list-style-type: none"> • Identify the small steps needed to accomplish a goal and to better understand their barriers to progress. Small steps help with forward movement and building confidence. • Dig deeper into the reason why the goal is important to the individual. • A short-term work experience may inform interests and skills.

Practice 4.2 Individualized Support

The L.I.F.E. Service ensures that each individual receives support specific to them and the differences they are seeking. The intention is that each person receives the support they need, and not merge into pre-existing service provider programs or group activities.

Individuals enter the L.I.F.E. Service in different ways. They may have previously been in a Community Inclusion program and may need time and support to transition (for example, to maintain existing relationships with their friends). Other individuals may have little experience with services or know that employment is a viable option for them. Getting started will be different for each individual.

Practice 4.2 Guidance	4.2.1	Individuals are involved in activities they are interested in.
	4.2.2	When comparing the goals and differences of one individual to another, it is clear they are receiving unique services.
	4.2.3	Individuals join inclusive community organizations or groups that are a good match to their goals, values; physical, spiritual and cultural needs; and desired differences. This helps them become increasingly independent and meet their support requirements.
	4.2.4	Service providers research and introduce community opportunities. A modified learning option may be developed to ensure a successful experience.
	4.2.5	Individuals can choose to host, or participate in, group activities in the community and may benefit from support to develop or access these opportunities. For example, support may be provided for someone to host a birthday party, to learn how to go to the Special Olympics, or to organize a movie night.

4.2.6 The L.I.F.E. Service does not have a pre-identified path or a calendar of separate events and activities to choose from. Except for collaborative discovery, the L.I.F.E. Service is made up of individual service choices/support.

Indicators of Success



- L.I.F.E. Service doesn't look like a Community Inclusion program.
- Individualized support is provided with self-determination as a priority.
- The focus is on community-based activities versus facility-based activities.

Practice	Scenario	Possible Solution
4.2 Issue or Concern	If the L.I.F.E. Service staff have two people who want to learn about cooking, they would not start an in-house cooking class and invite several individuals with disabilities to attend.	<ul style="list-style-type: none"> • There may be exceptional times when a service provider does bring people together. Service providers should be able to explain why this was necessary and why the exception was made. For example, a few individuals may have mental health concerns that cause severe anxiety in larger group activities, so the service provider may create a safe environment for individuals to build confidence before exploring and entering a community class. • If an individual wants to take a cooking class, the L.I.F.E. Service would seek a community cooking class.

Practice 4.3 Support Strategies


L.I.F.E. Service staff use two strategies to support individuals to achieve their goals and intended differences that they want to experience.

- Direct A: In-person support provided by staff to an individual, (that is, face-to-face, phone calls, texting, virtual meetings). Direct A support has a particular focus on supporting an individual towards their goals while gaining the skills to increase confidence and independence. Direct A support may be provided with the individual's natural supports.
- Direct B: Research, planning, community development, and coordination conducted by staff on behalf of an individual. Direct B support does not happen directly with the individual. It focuses on an individual's shift from paid staff support to strengthened independence, confidence, and natural supports.

Direct B support is used strategically to implement Direct A supports, resulting in an improved service experience. Reduced Direct A and Direct B supports may show an increase in a person’s independence and an appropriate ebb in the service flow, which would indicate capacity to accept new referrals into the L.I.F.E. Service.

Important: Without movement of individuals from more to less dependence on paid staff, the ability to serve additional individuals with the same funding envelope will not occur.

Practice 4.3 Guidance	4.3.1	Service providers deliver Direct A and Direct B support strategies which are adjusted based on Check-ins and Tune-ups with individuals.
	4.3.2	Service providers demonstrate and justify the Direct A and Direct B support individuals receive through the <i>Periodic Report for L.I.F.E. Service</i> .
	4.3.3	Service providers could strategically use Direct B (on behalf of) support to impact the experience of multiple individuals in the service. Direct B is a unique characteristic of the L.I.F.E. Service.
	4.3.4	Service Providers demonstrate declining Direct A and Direct B support levels, and successful employment placements through their L.I.F.E. Periodic Reports.
	4.3.5	Independence, interdependence, and self-determination are the vision of the L.I.F.E. Service.

Indicators of Success	 Decreased reliance on paid staff is indicated by the individual becoming increasingly independent in the community.
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Practice 4.3 Issue or Concern	Scenario	Possible Solution
	Direct A supports are too high, or not declining.	If Direct A support is consistently high, work is needed to develop natural supports to decrease an individual’s reliance on paid supports. It may also be a case where the person’s activities do not allow for increased independence.
	Reduced or absent Direct A and Direct B supports.	Request new referrals, as capacity is likely available.
	There is no decline in Direct A and B supports for the individual.	CLBC Analyst and service provider will meet to discuss the current cohort and/or an individual situation and possible solutions (that is, to determine if the L.I.F.E. Service is the right service for specific individuals).

Direct B support is dominant in the service.

Service should be primarily with individuals. If Direct B support is consistently higher than Direct A support, then the current support might not be effective and need to be adjusted.

Practice 4.4 Service Venue

Service is delivered in the community, where and when it makes best sense, which can include evenings and weekends. Service is not delivered in a service provider facility or office. However, a service provider may have an office that they can access for meetings and tasks, as required.

Life, and therefore L.I.F.E. Service, happens at all times of the day and week.

Community-based service supports individuals to explore spaces, meet people, and participate in activities that they want to experience. This approach also helps individuals build confidence, independence, relationships, and skills that empower individuals to access and enjoy community spaces/opportunities on their own.

Note: Meeting in an office from time to time is different than having the service solely delivered in a service provider's space.

Practice 4.4 Guidance

- 4.4.1** L.I.F.E. Service is provided at different times, which could include evenings, and weekends. Safeguards are in place to meet WorkSafe BC requirements.
- 4.4.2** Activities are driven by the individual and are provided at times that align with their vision for a better future. L.I.F.E. Service aligns with the interests, goals, and intended differences of the individual.
- 4.4.3** Funding for L.I.F.E. Service is not for individuals to receive services solely in a space of the agency.
- 4.4.4** When necessary, service providers ensure they use private space when private conversations are needed.
- 4.4.5** Service providers meet individuals at community locations that could include (but are not limited to) their home, workplaces, coffee shops, and public spaces, like parks, libraries, and recreation centers.
- 4.4.6** Service providers use technology that allows them to work effectively, and safely, from a variety of locations.

Indicators of Success



The individual is comfortable meeting in several locations in their community and does not need support getting to those locations.

Practice	Scenario	Possible Solution
4.4 Issue or Concern	The individual is not confident using public transportation in the evening, independently.	This is a legitimate concern, and it may be challenging to solve. Personal safety always comes first, so evening activities may not be a good fit for this individual. The plan should always strive for increased independence, so alternate transportation options, like Uber, parents, siblings, Handy-Dart, or a transit buddy, could be explored.

Practice 4.5 Adaptable Supports

The L.I.F.E. Service is responsive and flexible, providing support to individuals as their lives change.

The L.I.F.E. Service is not a crisis response or emergency service. L.I.F.E. Service responds to urgent needs, but it is not expected to adjust instantly. Service adjusts and responds in a timely manner, making changes as needed, or as soon as possible. The service provider checks in to identify areas the individual may need support with, and helps the service provider to monitor, plan, and adjust services as needed.

Practice 4.5 Guidance	4.5.1	Service providers implement a supervision model that supports L.I.F.E. Service staff to be responsive and flexible to individuals.
	4.5.2	Service providers check-in with individuals at least once per quarter to confirm the job is stable, and that reliable natural supports are in place. If individuals don't know if they need support, it is important to remind the individual that they are connected to the L.I.F.E. Service and the service provider can address developing issues and identify opportunities for celebration.
	4.5.3	The L.I.F.E. Service encourages/supports individuals to be flexible in who can assist them with their activities, opportunities, or support needs.

Indicators of Success



The Individual is struggling with a mental health crisis and needs to see their family doctor for a medication review. Staff support the doctor visit.

Practice	Scenario	Possible Solution
4.5 Issue or Concern	Needs increase, but staff don't have capacity to respond, or schedules don't align.	Assess the needs of the service cohort to adjust if possible. Advise Liaison Analyst that there may be a need for Flexible Funding, if it is clearly demonstrated that


	the current global funding envelope is exhausted.
Needs decrease.	Individual may now receive maintenance support. Service Provider can request new referral(s) from CLBC, in response to increased capacity.

Practice 4.6 Develop Natural Supports

The L.I.F.E. Service supports the development of natural supports, increased confidence, and the independence of individuals.

Individuals are confident in their skills and can rely on natural supports in their life. They are better connected in the community, have better relationships, and improved quality of life outcomes.

Practice 4.6 Guidance	4.6.1	Individuals rely less on formal/paid supports.
	4.6.2	Service providers are trained in the development of natural supports.
	4.6.3	Service providers have a way to measure the strengthening of natural support networks.
	4.6.4	Support planning includes steps for the L.I.F.E. Service staff to fade out as an individual's skills, confidence, and natural supports are developed and sustained.
	4.6.5	Services are provided when individuals need them and not when they don't.
	4.6.6	Individuals are self-determined and empowered to undertake their own activities. If they need support, staff use L.I.F.E. Service's ebb and flow.
	4.6.7	Safety is not compromised; however, risks are anticipated and mitigated.
	4.6.8	When opportunities arise and a situation requires additional (formal) support, staff respond in a timely manner.

Indicators of Success	 Individuals can navigate their community independently and have co-workers that support them at work as needed.
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Practice 4.6 Issue or Concern	Scenario	Possible Solution
	The individual has been employed for nearly 2 years, and reports that co-workers	The L.I.F.E. Service provider could reach out to the employer to better understand the situation and advise the employer about the valuable role natural

are not interested in helping them.

supports/co-workers have in the workplace. More education and/or resources may be helpful. Conversation may occur to determine if the employer is a good (long term) fit for the individual. A new job search could be the best path forward.

Practice 4.7 Manage Capacity within the Global Funding Model

The L.I.F.E. Service is a global contract. Service delivery levels will ebb and flow for each person, and capacity can be built to serve more individuals. The fixed (global) funding envelope is used to purchase full-time equivalents (FTEs), and the staffing capacity is shared across all individuals in the service. As individuals gain independence, confidence, employment, and natural supports, staff are made available to support additional individuals without additional funds.

Building capacity in the L.I.F.E. Service is a collaborative effort between CLBC and the service provider. Additional individuals are referred to the service on a regular basis, within the same funding envelope.

Flexible funding is available through CLBC to respond to short-term, unexpected spikes in service demand. The purpose of flexible funding is to add time-limited funds to address temporary need when multiple individuals unexpectedly require higher levels of support at the same time. Flexible funding discussions between the service provider and CLBC staff can be triggered when:

- There is a need for additional funding due to temporary changing demands of individuals in the cohort.
- CLBC refers new individuals to the service because of increased capacity; however, some (existing) individuals unexpectedly require additional support at the same time where failure to provide timely support could result in job loss, or possible health and safety concerns.
- Capacity is identified through the L.I.F.E. Periodic Report (PRL) and *Occurrence Based Reports*. These reporting mechanisms demonstrate if the fixed funding envelope has been exhausted and/or service level hours have been over-delivered.

Note: Flexible funding does not fund crisis response (such as housing, health, or criminal justice realities).

Process for accessing additional funds:

- The service provider and CLBC Liaison Analyst discuss service cohort needs to determine ongoing, or time limited, concerns and use professional judgment to brainstorm alternate solutions.
- The service provider and CLBC Liaison Analyst consider:
 - Does the service need a permanent increase due to ongoing vs. multiple crisis situations or events, and/or changed needs of

multiple individuals (time limited or one-time only)? Do the individuals in the cohort match the participant list on the contract?


- Is the temporary increase due to individual situations, or the result of organizational issues that could be addressed via organizational change (for example, staffing plans, use of assistive technology, or access to other non-CLBC resources)?
- Are we seeing an uptake in service funding needs because the L.I.F.E. Service may not be a good fit for individuals? Are the referrals to the service appropriate? Is there a lack of employment outcomes noted in the PRL?
- Have there been multiple months where service level hours have surpassed the global fixed dollar amount? If so, why? Are there past under-deliveries of the L.I.F.E. Service or unused program costs? What is the projected activity of the L.I.F.E. Service for individuals? Are individuals connecting to the community, developing relationships, and/or getting jobs?
- Is the Periodic Report for L.I.F.E. (PRL) up to date and accurate?
- Do Direct A and Direct B supports align with service level hours on the contract?
- The service provider and CLBC Liaison Analyst will determine how much flexible funding is needed. The CLBC Liaison Analyst then ensures the following:
 - A contract modification is completed, ensuring participant lists are up to date and accurate.
 - Finance Operations Manager (FOM) has been advised of the amount of funding needed.
 - The FOM would then send a Journal Voucher to the Manager of Services and Community Development (Employment).

**Practice
4.7
Guidance**

- 4.7.1** L.I.F.E. Service contracts are governed by the Service Terms and Conditions and are subject to [CLBC's Procurement and Contracting Policy](#), the [Procurement and Contracting Procedures Guide](#), and the [Contracting Instructions](#).
- 4.7.2** L.I.F.E. Service contracts for Developmental Disability (DD) and Personalized Support Initiative (PSI) individuals must be separate, although service delivery may be integrated.
- 4.7.3** New L.I.F.E. service providers typically start the service with one FTE serving three individuals. Within six months and ongoing, the service should be ready to accept new referrals; over time increasing the ratio to one FTE serving six to nine individuals, without an increase to the funding envelope. As the L.I.F.E. Service becomes established, the CLBC Liaison Analyst and service provider collaborate to determine when there is capacity for new referrals or when it is determined that individuals may exit the

service, based on the unique service needs of the cohort and employment outcomes.

4.7.4 Service providers have a strategy to develop capacity and prepare to take new referrals.

Indicators of Success		<ul style="list-style-type: none"> • Service quality is not measured by the hours provided; instead, it is measured based on the decreases in Direct A and B supports as the individual becomes more independent. • PRL shows full utilization of hours and people getting jobs.
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Practice	Issue	Management Strategy
4.7 Issue or Concern	No capacity for referrals to the L.I.F.E. Service.	<ul style="list-style-type: none"> • Review the effectiveness and efficiency of Direct A and B supports as individuals experience increased independence. • Consider that the service provider may be understaffed, or existing staff need additional training to meet service needs. • Are individuals requiring support beyond the L.I.F.E. Service (that is they have housing, or mental health needs)? Are they monopolizing the service delivery, instead of being referred to crisis response resources? Do these individuals require the support of a CLBC Facilitator?
	Should an individual who has not responded to invitations to connect or Check-in, for a period, be exited from the L.I.F.E. Service?	<ul style="list-style-type: none"> • If the individual has not engaged in service, shown up, or not responded to three unique attempts to Check-in using a variety of approaches (phone, in person, text, email, social media), then an Occurrence Based Report is required. • The L.I.F.E. Service is intended to ebb and flow, and maintenance may be sporadic. Supports should be on standby for when support is needed if the individual re-engages. • Ensure quarterly Check-ins are being conducted to monitor the situation and determine if the individual is

	refusing service or if they are happy receiving maintenance service.
What do I do when an individual decides to exit the L.I.F.E. Service?	The service provider would advise CLBC or CLBC would notify the service provider (likely through their Liaison Analyst) that the individual would like to leave the service. A CLBC Facilitator should become involved to engage additional planning with the individual.
What do I do if an individual moves out of the area?	Individual should provide at least 90 days notice to the service provider and CLBC to allow adequate time for planning.
What happens if an individual moves to an area without L.I.F.E. Service?	<ul style="list-style-type: none"> • See Transfer Policy. CLBC cannot guarantee availability or identical services across the province but will provide comparable CLBC-funded supports and services in the receiving area, wherever possible. • The request or need for comparable services does not initiate a procurement process. The L.I.F.E. Service is developed and procured through a phased approach across regions. It is not available on an individual basis in communities where the service is not yet established.

5. REPORTING

Practice 5.1 Reporting (PRL) Requirements

Completing the L.I.F.E. Periodic Report (PRL) is a requirement of service and must be submitted quarterly, on time, and in full. Please refer to the [Completing the L.I.F.E. Periodic Report \(PRL\) Practice Guidance for Service Providers](#).

PRL DUE ON:	REPORTING PERIOD:
January 15	October 1 to December 31
April 15	January 1 to March 31
July 15	April 1 to June 30
October 15	July 1 to September 30

Individual Reports

The *Periodic Report for L.I.F.E.* (PRL) is a critical tool to evaluate the service. Each quarter, the service provider updates the report to reflect the status of each individual in the service and submits the completed PRL to CLBC.

The PRL template can generate an individual PRL report, which reflects an individual’s unique service experience. It is important to create these reports, share them (either electronically or hard copy) with individuals, and review them to collect their feedback. See page 18 of the [Completing the L.I.F.E. Periodic Report \(PRL\) Practice Guidance for Service Providers](#) for instructions.

Escalation Pathway

Overdue and/or outstanding reports will initiate the escalation pathway to determine what supports are needed to meet reporting requirements. Notifications of outstanding reports are sent to the service provider via the dedicated L.I.F.E. Service email by the Provincial Employment Team and/or the Liaison Analyst for resolution.

If reports remain outstanding for multiple quarters (two or more), the service provider will be asked to provide a written plan to get reporting requirements up to date. The Service Delivery Manager and Regional Director will be advised to determine any further action needed, which could include contract termination. No new funding will be allocated to the service provider if reports are outstanding or if there is a pattern of PRL non-compliance.

Practice 5.1 Guidance	5.1.1	CLBC service providers with a L.I.F.E. Service contract must submit a quarterly Periodic Report (PRL) for each contract they hold during the entire period the contract is in play.
	5.1.2	Reports are required when a service provider is supporting individuals (or not), and/or if the contract begins or ends within the quarter of the reporting cycle.
	5.1.3	A blank PRL template is provided to the service provider at the start of the service. Reports are named using the Suggested File Name of: “Quality Service Area, vendor name, contract number, eligibility stream, and reporting period end date.” (such as North Sunnyvale Services 123456 DD Jun 2024).
	5.1.4	The PRL name is updated by the service provider for each reporting cycle by saving the PRL with the new reporting period end date.
	5.1.5	All service providers set up and authenticate a dedicated L.I.F.E. Service email address using the approved format (before service delivery starts) to ensure a timely exchange of L.I.F.E. Service information. Service providers determine who will be responsible for monitoring this mailbox.
	5.1.6	CLBC staff add the organization’s dedicated L.I.F.E. Service email address, to the L.I.F.E. Service PRL tracking sheet.
	5.1.7	Service providers must ensure that individuals are notified that their personal information is being collected, how it will be used,

and how it will be kept safe, as required by CLBC's *Organizational Privacy Policy* and the [Anti-racism Data Act](#).

5.1.8 CLBC supports service providers with the [Guide to Password Protect PRLs instructions](#) to password protect documents.

Service providers keep separate files (paper and/or electronic) for everyone receiving the L.I.F.E. Service and ensure there is security in place for all records, per [Service Provider Privacy and Information Management course](#) and [the Guidelines for Service Providers Regarding CLBC Individual Records Management](#).

5.1.9 Service providers must submit one report per contract. DD and PSI reports must be separate, and it is understood that DD/PSI service can be integrated.

5.1.10 PRL reports must not be sent by email without password protection.

5.1.11 Service providers report quarterly on Direct A and Direct B service hours delivered in the L.I.F.E. Service. The PRL is separate from annual service level reporting requirements, however, they should align. It is also understood by CLBC that some of the service provider's time will be spent completing tasks not easily attributed to Direct A or B for an individual (for example, networking, team meetings, training, administration, general marketing, and community building).

5.1.12 PRL reports must contain accurate service delivery data and be submitted by the reporting deadline. This will result in continuous improvements being made in a timely manner.

5.1.13 [Occurrence Based Reports](#) are required, as per the contract [Terms and Conditions](#), to alert CLBC staff if individuals are not engaged in service provision and to determine if there is potential for new referrals. This is a critical step to ensure efficient and effective use of funds and to encourage a timely response (to course correct) by all involved parties.

5.1.14 The PRL is used by the service provider to document individuals who are exiting the L.I.F.E. Service by:

- Recording the service end date, as confirmed by the CLBC Analyst, and
- Selecting the best reason the individual left the L.I.F.E. Service.

Indicators of Success



- A PRL for each L.I.F.E. Service contract is submitted by the quarterly due date even if the contract starts or ends in the middle of the quarter.
- Individuals receive their individual reports and share successes with their families/support networks.

Practice	Scenario	Possible Solution
5.1 Issue or Concern	PRL reports are not submitted, have data entry errors, or are missing information.	<ul style="list-style-type: none"> Review the PRL practice guidance document. Request a PRL training session from CLBC.
	<u>Occurrence Based Reports</u> are not submitted.	<ul style="list-style-type: none"> Ensure L.I.F.E. Service staff know that <i>Occurrence Based Reports</i> are submitted to CLBC to communicate service delivery barriers. Request assistance from CLBC if you require support to complete the template.
	Do I need written consent to share the individual's PRL information?	The individual consents to share their information when they request the service, therefore, written consent is not required for reporting.
	PRL template will not work properly.	Send email to LIFEReportHelp@gov.bc.ca to help resolve PRL template issues.

6. EVALUATION

Service evaluation is foundational to the L.I.F.E. Service and takes place at three levels: Individual, Service Provider, and at the Systems Level (CLBC).

1. The first part of the service/evaluation framework happens with individuals. This will show how support and evaluation mesh to shape their service experience and their intended life differences. For individuals, the 'support and evaluation rhythm' occurs through regular service Check-ins and Tune-ups, which are captured (and compiled) quarterly by the service provider on the Individual Tab of the L.I.F.E. Periodic Report (PRL). This process/report captures the service experience of the individual, will include the achievement of goals and intended differences, as well as the Direct A and Direct B service hours provided during a quarter. Also captured is whether individuals feel a strengthened confidence and whether an increased network of natural supports has occurred (or not).



Figure 2. Three Levels of L.I.F.E. Service Evaluation

2. The second level of evaluation focuses on service providers. The information entered on the Individual Tab of the PRL auto-populates the Report Tab on the PRL. This report is used for service and organizational reflection, monitoring, and to inform service improvements and practice transformation. The organization regularly brings together partners (individuals, support networks, staff, employers, CLBC staff) to conduct group difference reflections. These reflections may help to build capacity, improve practices at the service level, and better understand (and respond to) cohort/individuals' wants, needs, and goals. Service providers use their data and the difference reflections to engage and reflect on impact with individuals and staff, with the aim to continually evolve and improve overall service quality. Service providers also reflect on PRL data over time to identify trends, patterns, and identify areas for improvement or celebration.
3. The PRL is designed to collect information on differences achievement, confidence levels, increases in capacity, and support networks, with the goal of an individual's decreased attachment to a formal service delivery system. Important considerations for monitoring/evaluation may include:
- Is the service provider meeting the expectations set out in their proposal letter? Is the service aligned with best practices?
 - Is the service generating capacity? If not, why?
 - How many individuals are seeking meaningful employment?
 - Is the service making a positive difference in an individual's life?

CLBC receives the PRL from service providers quarterly and analyzes the data from several perspectives: the individual, the service, and from regional/provincial CLBC perspective. The reports are used for Continuous Quality Improvement, learning, and ensuring effective use of formal and informal resources. CLBC regional operations staff can access the PRL (permissions are based on CLBC roles) on the N drive here: N:\Periodic Reports for LIFE.

Practice 6.1 Individual Evaluation - Check-in & Tune-up Requirements

Individuals direct their own service. Individuals exercise their Self Determination while directing their own service. Individual support and evaluation rhythms occur through regular Check-ins and Tune-ups.

Check-ins are regularly scheduled conversations about how the service is going, the current support plan, the individual's experiences /accomplishments, and potential service barriers; thus, ensuring services are appropriate, productive, and responsive. Check-ins are also used to monitor (and respond to) an individual's changing needs. Tune-ups are utilized to modify the L.I.F.E. Service Plan to respond to the individual's feedback, service experience, and existing (emerging) safety needs.

Practice 6.1 Guidance

- 6.1.1** Service providers Check-in frequently (at first) with individuals to find out about their service experience. Check-in frequency will fluctuate over time. Check-ins should be done a minimum of once per three-month period (per person) as a method to assess the effectiveness of the service. Check-ins are tracked on the PRL.
- 6.1.2** The individual indicates what they like (or not) and what needs to be changed to improve their service experience. Check-ins will initiate a Tune-up to service delivery, which may include modifications to Direct A and/or Direct B support.
- 6.1.3** Service providers collect information during Check-in and Tune-ups, track progress, and compile this information quarterly on the Individual Tab of the PRL.
- 6.1.4** The PRL shows the number of (quarterly) Check-in and Tune-ups for each person receiving the L.I.F.E. Service.

Indicators of Success



Individuals report their service experience is positive, fun, engaging, and meets their needs to develop an independent life that is less reliant on paid service. If the service is not working, then individuals are able to articulate what they want/need, and the service is able to respond in a timely manner.

Practice 6.1 Issues or Concern	Scenario	Possible Solution
	Individuals may not know how to express themselves or be confident to share	<ul style="list-style-type: none"> • L.I.F.E. Service staff must use a variety of skills and strategies to elicit feedback about the service experience. For

<p>what’s working or what’s not working.</p>	<p>example, ‘fine’ usually does not mean fine. Some individuals struggle to articulate what ‘s not working.</p> <ul style="list-style-type: none"> • Observe and celebrate the demonstrations of increased confidence.
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Practice 6.2 Service Provider Evaluation

Evaluation of service quality will be done in collaborative ways (involving individuals, families, support networks including Elders, communities, CLBC staff, service providers, and maybe employers, to improve the overall service experience.

Reflective learnings from individuals about their service experience can also help to improve services for everyone using it. This feedback may support service providers to move from best practice to next practice. These reflective learnings can occur in a variety of ways; encouraging inclusive language and creativity, that comes from a collaborative and culturally responsive service delivery approach.

Practice 6.2 Guidance

6.2.1 Service providers implement evaluative learnings from a variety of partnerships (individuals, families, support networks, including Elders, communities, employers, CLBC staff, and service provider staff).

6.2.2 Service providers demonstrate Continuous Quality Improvement by integrating learnings gained through annual evaluations.


The Liaison Analyst will monitor the L.I.F.E. Service and evaluate the L.I.F.E. Service based on [CLBC’s Monitoring Framework](#) to ensure:

- Individuals and their support networks have access to quality services that positively impact their lives.
- Issues and concerns are recognized and addressed in a timely way.
- Service quality standards are being met.
- Individuals are getting meaningful jobs and opportunities for growth.
- The service is creating additional capacity by increasing independence through developing natural support networks in the community and moving individuals into maintenance support.
- The service provider is offering service that aligns with the L.I.F.E. Service and meeting service expectations outlined in their proposal letter (PL).
- Individuals and their support networks have access to quality services that positively impact their lives.
- Funding/service allocation is being used in an effective and fiscally responsible way.

- PRLs are up to date and differences are observed in the data from the last quarter. See [L.I.F.E. Service Process Maps](#) - Review Periodic Report (PRL) Part 1-3.

6.2.3 The monitoring visit for L.I.F.E. Service should include interviews with staff, a documentation review (including PRLs), and meetings with individuals, families, service manager, and front-line staff responsible for service delivery. The CLBC monitoring Analyst should:

- Engage directly with individuals and their support networks (that is, one-to-one or through a group difference reflection), for direct feedback on what has changed or is different for the individual through their involvement in the L.I.F.E. Service.
- Review and reflect on the L.I.F.E. Periodic Report (PRL) to formulate questions before the visit.
- Complete documentation, as per CLBC’s Monitoring Framework requirements.

Indicators of Success	 <p>An annual evaluation is completed at a minimum. Service providers and involved parties can be creative in the structure of this evaluation based on the relationships, structure, and capacity of people involved. Continuous Quality Improvement is the foundation of ongoing (annual) service evaluation.</p>
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Practice	Scenario	Possible Solution
6.2 Issues or Concern	Service ebb and flow appear to be stalled.	Structured service reflections can be challenging to organize but are critical to understanding the challenges that exist for overall service delivery, or for specific individuals accessing services.
	Individuals do not understand how the L.I.F.E. Service is different from Community Inclusion services.	<ul style="list-style-type: none"> • Individuals should be supported to understand how the L.I.F.E. Service is unique from other services. Periodic Reports should be shared with individuals and families as part of the Check-in and evaluation processes. • Service providers should provide a plain language summary of their L.I.F.E. Service at intake orientation.

REFERENCES

- [Anti-Racism Data Act](#)
- [Best Practices for Supported Employment](#)
- [Completing the L.I.F.E. Periodic Report \(PRL\) Practice Guidance for Service Providers](#)
- [Cultural Safety Policy](#)
- [Cultural Safety – Service Provider Practice Guide](#)
- [Employment Service Best Practice Guide](#)
- [Employment Service Glossary](#)
- [Employment Service Policy](#)
- [Employment Standards Act](#)
- [Glossary of Indigenous Terms](#)
- [Guide-to-Password-Protect](#)
- [Intro to Employment Service Best Practice Guide \(modular\)](#)
- [Intro to L.I.F.E. Services Best Practice Guide \(modular\)](#)
- [L.I.F.E. Periodic Report \(PRL\) Process Maps](#)
- [L.I.F.E. Service Glossary](#)
- [L.I.F.E. Service Policy](#)
- [L.I.F.E. Service Success Stories](#)
- [L.I.F.E. Services Webpage](#)
- [Occurrence Based Report Forms](#)
- [Reviewing the L.I.F.E. Periodic Report: Practice Guidance](#)
- [Transfer-Policy](#)

Appendix A - Plain Language definition of L.I.F.E. Service

The L.I.F.E. Service was designed by individuals who use CLBC services, families, service providers and CLBC staff. Individuals said they wanted something different; they wanted something that supported them to have control over their day-to-day lives, instead of having to fit into a program. Individuals worked together to create a service that helps them to figure out the differences they want, in the parts of their life that are important to them (and everybody). Learning, Inclusion, Friendship and Employment, that's what L.I.F.E. stands for.

Employment is at the core of the L.I.F.E. Service because having a job is what gives most individuals purpose and a sense of belonging. CLBC-eligible individuals want to make money and pay bills just like everyone else. But individuals want more than just help to find a job, they also want to have the confidence to learn new things, make friends, and be included in their communities.

The L.I.F.E. Service is designed so individuals using the service are the ones deciding what goals to work towards, what kind of support they want/need, when they get support, and when they don't. This could be in-person support or background support, by their L.I.F.E. Service, to research opportunities in the community that will help them reach the goals and differences they are looking for in their life.

Individuals work together with their L.I.F.E. Service staff, as well as with the important people in their lives, to create a schedule that happens in the community, when and where it makes sense for them. Individuals decide when and how often they Check-in with their L.I.F.E. Service staff to talk about what's working and what isn't. Individuals are always part of Tuning- up the support they get, and (in turn) making the service work better for them, and for everyone.

The L.I.F.E. Service helps individuals learn to navigate their own life, gain independence, and develop relationships/natural supports in their community, so they don't have to rely on paid support.