



**Supportive Housing Workbook**  
For  
**Adults with Intellectual and Developmental  
Disabilities & Their Families**

*This project made possible through the support of the  
Illinois Council on Developmental Disabilities*

# Supportive Housing Workbook

## Introduction

**The purpose of this workbook is to** assist families who have sons and daughters with intellectual and developmental disabilities to **organize together and develop supportive housing** in their own community. Throughout this workbook, we will be separating housing from supports.

- Housing will refer to the physical building
- Supports will refer to the services individuals receive.

**Supportive Housing** combines affordable housing with services that help people who face the most complex challenges to live with stability, autonomy, and dignity.

**Supportive Housing**, as a federal evidence based practice, has the following 6 characteristics. :

1. Targets households who need services to maintain their housing
2. Is affordable
3. Provides tenants with leases
4. Engages tenants in voluntary services
5. Coordinates among key partners
6. Connects tenants with community

**This workbook is intended to serve as a road map** for groups interested in developing supportive housing in their local communities. The steps are as follows:

1. Educate yourselves on current housing and support models
2. Articulate your personal vision for housing
3. Articulate your personal vision for supports
4. Decide if housing collaboration is needed
5. If needed, form a core team of like-minded team members
6. Articulate the shared group vision for housing
7. Articulate the shared group vision for supportive services
8. Seek partners for housing
9. Seek partners for supports
10. Develop a strategy for advocacy

The following pages will go into detail on each step and offer space for families to write their answers to the questions. Ideally, the steps will be completed in order, but groups can also be working on several steps at the same time. In addition, the steps related to housing should be decided on as a group, while the steps related to supports can be completed by individual families.

**Let's get started!**

**Part 1: Researching long term housing and support services in my community and identifying my individual ideal housing and supports situation.**

## **STEP 1: Educate yourselves on the current housing and support services already in your community.**

As you begin to think about a person with a disability moving out, the first thing to do is start learning what is currently available for both affordable housing and long term service supports. While you might want to do something new and creative, it is important to **learn what is currently available in your community** so you are not starting from scratch. The following activities need to be completed by the group, but each person does not have to be involved in all of them. There are three main parts to educating yourselves:

1. Discover the housing that is available in your community
2. Tour different types of residences
3. Learn about the state funding system for supports
4. Learn about what other local support services are nearby
5. Plan for what you want or need. You do not have to settle for what is located in your community now.

**Housing stock:** Learn what is currently available in your community by researching answers to the following questions. Excellent sources of information are realtors, developers, city planners, housing authorities, other families, and service providers.

- What are the rough percentages of single family homes, duplexes, apartment complexes, condominiums, etc. in your community?
- What are the types of housing are people with and without disabilities currently living in?
- Is there current subsidized housing that is desirable?
- Are there types of housing the city is interested in seeing developed?
- Who are developers in the area who work in affordable housing?

**Look at nearby housing and programs: Learning the answers to those questions will help you get a lay of the land in your community and help you understand the context your housing will be in.**

**Touring:** The purpose of touring a variety of residences is to learn what would be a good fit for your son or daughter. Make sure that you both look at a variety of settings, including apartments, condos, and homes so you get a sense of the many possibilities. Ask questions about how the property was funded, how residents are determined, monthly costs to residents, average length of stay, etc. As you tour, complete the following tables:

<b>1. Name of residence, building, or apartment:</b>	
Residence Description and available community supports and nearby community features:	
Positive features:	Elements I would like to change:
Could I see my son/daughter living here? Why or why not? Can your son/daughter see themselves living here? (I made sure that my son/daughter is a part of this research process.)	

**2. Name of residence, building, or apartment::**

Residence Description and available community supports and nearby community features:

Positive features:

Elements I would like to change:

Could I see my son/daughter living here? Why or why not? Can your son/daughter see themselves living here? (I made sure that my son/daughter is a part of this research process.)

**3. Name of residence, building, or apartment:**

Residence Description and available community supports and nearby community features:

Positive features:

Elements I would like to change:

Could I see my son/daughter living here? Why or why not? Can your son/daughter see themselves living here? (I made sure that my son/daughter is a part of this research process.)

## STEP 2: Articulate your personal vision for the housing

**My Ideal Housing for my son/daughter that is needed in my community would seem to be: (My first Plan)**

Name of residence, building, or apartment::

Residence Description and available community supports and nearby community features:

Positive features:

Elements I would like to change:

Why my son/daughter says she will want to live here? (I made sure that my son/daughter is a part of this research process.)



**Services: Learn about the Supports system - What Professional Supports System through the State of Illinois exist? :** Adults with developmental disabilities often need support to live in the community. The final part of educating yourselves is learning how state funding works, what services your son/daughter is eligible for, and what funding he/she is currently receiving. Talking with other families and your independent service coordinating agency (ISC) is **extremely helpful** in learning about what options can exist within the system. Local service and housing providers can show you and tell you about what currently exists within your local community. If you are going to become an effective advocate, you need to become familiar with the options that are available and what options are possible.

**Supports will vary greatly from individual to individual, and each family should focus on what your son or daughter wants and needs.**

It is also important to **develop a relationship and plan with your Independent Service Coordination (ISC) agency**. Every area of the state has a different ISC agency. The ISC agencies are where you go to sign up for developmental disability services.

My ISC agency is:	Name: Phone:
Services my son/daughter is waiting for:	<input type="checkbox"/> Home-based services <input type="checkbox"/> Community Integrated Living Arrangement (CILA) <input type="checkbox"/> Other developmental disability services (write below): <input type="checkbox"/> <b>Subsidy to make housing affordable</b> (My ISC Agency needs to add you to the State Referral List for eligibility)
Services my son/daughter is currently receiving:	<input type="checkbox"/> Home-based services <input type="checkbox"/> Community Integrated Living Arrangement (CILA) <input type="checkbox"/> Other developmental disability services (write below):
Provider agency my son/daughter is currently using:	

**There are additional services available to adults with intellectual and developmental disabilities as well as other residents with or without disabilities in the community that you can access.** This includes services through the Division of Rehabilitation Services as well as private-pay options. Additionally, there are other community services to use for persons with or without disabilities. For instance there are low cost and free activities within the park district, public library, and churches that can accommodate most any special needs. In addition, most communities also offer specialized recreation and are often required to help you meet your community needs. You can include those additional services here:

Additional services my son/daughter receives:	<input type="checkbox"/> Employment Support <input type="checkbox"/> Volunteering opportunities <input type="checkbox"/> Classes <input type="checkbox"/> Day program <input type="checkbox"/> Gym membership <input type="checkbox"/> Park district programs <input type="checkbox"/> Place of Worship <input type="checkbox"/> Therapy <input type="checkbox"/> Advocacy groups <input type="checkbox"/> Special Olympics <input type="checkbox"/> Support group <input type="checkbox"/> Other: <input type="checkbox"/> Other:
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If your son or daughter (or friends) would move out on their own, what other supports might they find helpful in maintaining their apartment or house in your community? These could be supports that are professional, financial, or those that occur naturally in the community. What ideas does your son or daughter have?

Additional Ideas:

### STEP 3: Articulate your personal vision for services.

**The Ideal service supports system for my son/daughter would seem to be:**

In selecting the services, a family, in consultation with the individual, needs to decide what supports are necessary for the person to live alone as a good neighbor that can maintain their own apartment meeting the requirements of their lease. What are the areas in which they need help? When do they need help doing specific required activities and what can they do on their own with adaptations? When can they be allowed to have privacy and manage on their own? Do they want to live with strangers with a disability in their units or would they like to live alone or with a roommate (with or without a disability) they choose? What resources do the son or daughter have to pay for services?

	Individual Desires
<b>Family role</b> (How involved do you envision the family being once your son/daughter moves out? i.e. helping with finances, weekly check-ins, monthly visits, micro-board)	
<b>Planned level of ongoing financial support:</b> (Special needs trust, providing prepared meals or food money, providing transportation assistance, clothing allowance)	
<b>Income for tenant to pay rent:</b> (i.e.: SSI, SSDI, Family funds, Special Needs Trust)	
<b>Health Care Benefits:</b> (i.e.: Medicaid, Medicare, Managed Care, Trust Fund, Private Pay)	
<b>Current Funding for Services:</b> (Home Based Services, CILA 24 Hour, CILA Intermittent, current Ligas class member selecting services and housing, PUNNS List, State Developmental center resident, current ICFDD resident)	
<b>Future plan for funding for supports;</b> (i.e. government, private pay, grants)	
<b>Access to Service Provider:</b> <b>Type of provider:</b> (i.e. individual or family hires workers, agency hires, all volunteers, combination)	
<b>Level of paid staff support needed:</b> (i.e. weekly, part-time daily, overnight presence, 24-hour awake staff)	
<b>Community activities</b> (i.e. work, religious activities, volunteering, classes, recreation, )	
<b>Other natural supports available:</b> (i.e. friends, family members, co-workers who are involved)	

## Part 2:

# Forming your Team and Vision

### **STEP 4: Decide if housing collaboration is needed**

Now that your family is educated on the current options, does the type of housing and support services you need exist in your community?

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ I need more research

**If the housing you want is not in your community, you need new housing options. It is time to begin to assemble a like-minded team of parents, self-advocates, and advocates to work to make sure housing gets built or created from existing housing. If the housing is to be created by a group, you will need to create a group vision of that housing.**

Are you willing to form, lead, or be a part of a team to create the kind of housing you want?

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ I need to think about it.

*If the answer is yes, read on and pull together a group of interested people. Form a discussion group and work on Part 2 of this manual together.*

**While working through the rest of this workbook, please feel free to call CSH (312-332-6690 extension 21 – John Fallon or another community development housing creator and service provider to help you organize, articulate your ideas, and understand your options for your community:**

## **Step 5 - If needed, form a core team of like-minded team members**

This should be accomplished as a team. You will need to start creating a vision of what you want for housing. The specific elements of your vision may change over time, but it is critical to think about what your family member wants so that you can determine if there is a joint vision in Step 4.

As you are working on articulating your vision, you may find that you need to return to step one and learn more about what housing is available. That is ok! Throughout this process you will find yourselves going back and forth. The important thing is that you are continuing to learn and clarify what you and your son/daughters need in your community.

Once you have articulated your individual vision for housing and supports, the next step is to determine if there is a shared vision among the group you have assembled. As a group, ask yourselves the following questions:

1. What are the shared desires within our group?
2. What are the differences?
3. Is what we want currently available?
4. Can we work together to create what we want?

If you determine that you have a shared vision, it is not currently available, and you are willing to work together to create it, then you need to write down the shared vision for housing.



## Step 6 - Articulate the shared group vision for housing. -

Complete the following chart on your vision or your group's draft vision for housing. Take the time to write your group vision for housing and supports and confirm with the group that it is correct. Documenting these steps has a two-fold purpose: 1) you can clarify with the group that this is truly what you want, and 2) the written vision can serve as a tool to share with potential partners about your desired housing and service options. It does not have to be long. In fact, many people prefer a one-page document.

Draft Vision	Group Vision
<b>Housing type:</b> (i.e. - Apartment building, Apartment Complex, Townhome, Single family home, etc.)	
<b>Building size:</b> (Number of buildings involved and the number and size of the individual living units in each buildings)	
<b>Building Amenities:</b> (Offices, On-Site Manager Unit, Front Desk, Meeting rooms, Counseling offices, Pool)	
<b>Building Age &amp; Construction to fit in neighborhood-</b> (new construction, major remodeling, existing structure – light rehab, fully accessible)	
<b>Shared Housing or Bedrooms?</b> (Does your son/daughter & others all want roommates? How many?)	
<b>Diversity of residents</b> (What percentage of people living in the building have disabilities?)	
<b>Location</b> (town or township)	
<b>Criteria for property:</b> (i.e. center of town, quiet neighborhood, accessible)	
<b>Manager of the Property:</b> (Who will maintain the building and manage & collect rent? Snow shoveling, hallways, repairs, and emergency response?)	Day to day repairs. Manages tenant concerns and fair housing.
<b>Owner of the Property as an Asset</b> (i.e.: group of families, developer, one family, nonprofit service provider or property manager.)	Long term owner- decides what and where to upgrade.
<b>Main Service Provider:</b> (while any tenant can select a provider, the landlord needs some help from a main provider)	

**It is never easy to come up with the shared vision. Here is an extra copy to write it neatly!**

<b>Final Shared Vision</b>	<b>Group Vision</b>
<b>Housing type:</b> (i.e. - Apartment building, Apartment Complex, Townhome, Single family home, etc.)	
<b>Building size:</b> (Number of buildings involved and the number and size of the individual living units in each buildings)	
<b>Building Amenities:</b> (Offices, On-Site Manager Unit, Front Desk, Meeting rooms, Counseling offices, Pool)	
<b>Building Age &amp; Construction to fit in neighborhood-</b> (new construction, major remodeling, existing structure – light rehab, fully accessible)	
<b>Shared Housing or Bedrooms?</b> (Does your son/daughter & others all want roommates? How many?)	
<b>Diversity of residents</b> (What percentage of people living in the building have disabilities?)	
<b>Location</b> (town or township)	
<b>Criteria for property:</b> (i.e. center of town, quiet neighborhood, accessible)	
<b>Manager of the Property:</b> (Who will maintain the building and manage & collect rent? Snow shoveling, hallways, repairs, and emergency response?)	Day to day repairs. Manages tenant concerns and fair housing.
<b>Owner of the Property as an Asset</b> (i.e.: group of families, developer, one family, nonprofit service provider or property manager.)	Long term owner- decides what and where to upgrade.
<b>Main Service Provider:</b> (while any tenant can select a provider, the landlord needs some help from a main provider)	



## Step 7 - Articulate the shared group vision for individual supports for the individuals in the housing

For many people with or without disabilities, their support system determines their quality of life. In supportive housing, individuals living in the same building do not have to have the same supports, so this vision can have more variety than the housing vision.

The goal of this step is to paint a picture of the vision for supports so when you look for support partners in Step 6 they will have a clear sense of your desires. This step should first be completed individually, and then summed up for the group so potential providers get a sense of the range of needs.

	Individual Desires
<b>Family role</b> (How involved do you envision the family being once your son/daughter moves out? i.e. helping with finances, weekly check-ins, monthly visits)	
<b>Access to Service Provider:</b> <b>Type of provider</b> (i.e. individual or family hires workers, agency hires, all volunteers, combination)	
<b>Funding for supports</b> (i.e. government, private pay, special grants)	
<b>Level of paid staff support</b> (i.e. weekly, part-time daily, overnight presence, 24-hour awake staff)	
<b>Community activities</b> (i.e. work, religious activities, volunteering, classes, recreation, )	
<b>Level of ongoing family financial support:</b> (Special needs trust, providing prepared meals or food money, providing transportation assistance, clothing allowance)	
<b>Natural supports</b> (i.e. friends, family members, co-workers who are involved in the person's life)	

## STEP 8: Seek partners for housing

Now that your group has taken the time to articulate what you want for housing and supports, it is time to find partners who can help you make that vision a reality.

For a housing project to be successful, you will need partners to fill the following roles, though it is possible that one entity will take on several roles:

- Project sponsor – the organization driving the project vision and goals (This might be a role your family group plays.)
- Developer – coordinator and manager of acquisition, construction or rehabilitation. May or may not be the property owner
- Owner – entity that has legal rights to the property and is responsible for its operation
- Asset manager – monitors financial operation, physical condition, compliance, and reporting for the property
- Property manager – manages day-to-day operations of the property

You will want to start with finding a developer who can partner with you to make your vision a reality. Create a list of developers in your area here:

Local Developers:

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Now prioritize your list into the developers you think would be the best fit:

Developer	Contact Person	Phone/Email
1.		
2.		
3.		

You will want to contact the developers and see if they have an interest in your project. Share your group vision for housing and support with them to give them an idea of what you want. Finding a partner is all about building relationships, and it might take several meetings before a true partnership is built.

Once you have selected a developer to work with, you and the developer will work together to develop a plan for housing. Some of the decisions you will make include:

- Acquisition financing plan – How will the purchase or renovation be financed?
- Operation financing plan – What will be the sources of income for ongoing expenses?
- Family group role – Will the group be the owner, project sponsor, etc.?

The developer will guide you on additional decisions to be made about acquiring and developing the property and finding partners to fill the other roles listed above.

## STEP 9: Seek partners for supports

Finding quality support partners is just as important as finding housing partners. It is likely that families in your group will have some familiarity with support providers in your area, so you will be starting from a greater level of understanding with these partners.

Similar to finding housing partners, you will want to interview potential support partners to decide the best fit for your group. Sharing your housing and support vision will be critical to helping the support partners see if they can meet your needs and if they are on the same page with you.

Create a list of support partners here:

Local support providers:

Local support providers:
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Just as you did with housing partners, you will want to prioritize support partners to interview:

Support Provider	Contact Person	Phone/Email
1.		
2.		
3.		

Some questions to consider when interviewing support partners are:

1. What types of services does the provider offer?
2. In what communities do they provide services?
3. Do they have experience providing services to people living in affordable housing?
4. What types of funding are they able to accept?
5. Are they willing to partner with families?
6. How is support customized to meet individual needs?
7. What role do individuals and families play in hiring staff?
8. How do they support individuals to be involved in the community?

It is important to know that supportive housing is a fairly new concept for the intellectual and developmental disability service providers in Illinois. In addition to asking questions and sharing your vision, you might also have to help the provider understand what supportive housing is all about.

As you and your support partner learn from one another, you will also discover the system barriers that stand in the way of supportive housing.

Together with your support partners, you will have to become system change advocates to be able to make supportive housing truly work for people with developmental disabilities. How to do this is discussed in Step 10.

## STEP 10: Develop a strategy for advocacy

In order to bring an innovative concept like supportive housing to fruition, groups and their partners will have to engage in advocacy at the local and state level.

At the local level, advocacy will focus on the housing side – getting buy-in and approvals from city officials and boards to build or renovate the property. At the state level, advocacy will focus on the supports side – altering regulations and creating flexible funding options that allow people to get the supports they need.

Your partners will undoubtedly have relationships with officials and experience making these projects work, but they will need you and your allies to help make lasting impact on the system.

**This section will focus on how to develop a clear strategy for advocacy** that will help you win real improvements in people’s lives. The **“strategy chart” in the appendix was adapted from material from the Midwest Academy**. For those who are interested in learning more about this subject than this workbook provides, check out their book: *Organizing for Social Change: Midwest Academy Manual for Activists*.

**Before you jump in to meeting with officials, there are some important steps of successful organizations or groups that want to create change.**

1. **The first step is to identify an organizer:** who is willing to manage all the moving pieces. This is the main contact person who will ensure that all the parties are aware of what is happening and the strategy is being conducted as the group intended. The organizer does not have to be a leader who is out front; he/she needs to be the one who ensures that people are doing their part and keeping the goals at the center of the effort.
2. **The second step is to determine what the self-interests are of the various parties.** What does each party want? What will move them to action? Self-interest can be meeting one’s material needs, need for friends, being useful, or feeling part of a larger community. It can be fighting for someone else, wanting to work with others, or wanting to make a difference. What could the self-interest be for the groups below, as it relates to supportive housing for people with developmental disabilities? **Use the chart on the next page to help you think this through.**

**2. Identify the self-interests for each of the targets of your advocacy.**

GROUPS	Self-interest of each group – Why would they care?
People with disabilities	
Family members	
Allies	
City officials	
Neighbors	
State officials	

Once you have an idea of what motivates people, you can begin to develop your strategy chart. There are five parts to the strategy chart, and each will be described in this section. Following the explanation is a blank chart your group can complete.

**3: Set Goals for the Group.**

Perhaps the most challenging part of developing a strategy is creating clear goals. The group must get specific in what they want to achieve and be able to measure when they have achieved it. The long-term goal is the big picture, such as a fully-funded project or a state policy change. Often, you will have to articulate intermediate and short-term steps towards your bigger goal. For example, gaining the public support of local officials. Make sure that the group understands the goals and can accurately communicate them to others.

WHAT ARE OUR GOALS?	What are the very specific achievable measurable goals that we must achieve to define as a success?
Long- Term	
Intermediate	
Short Term	

**4: Create your organization to create change.**

Next, you will want to take stock of your resources as well as the challenges you have within your new organization for change. Resources are people, money, and in-kind support. Problems to solve might be lack of a clear structure or relationship challenges within the group.

CREATING THE ORGANIZATION	What do we need to be a strong enough organization & how will we be organized?
1. Primary Organizer:	
2. Community Leaders:	
3. Membership & Community Groups:	
4. Community Loc. for Sharing Info:	
5. Sources of Money:	
6. Other resources & supplies & stuff we need:	
7. Other problems & Issues we need to solve:	

**5: Identify your key constituencies.**

Constituents are people directly affected by the goal. In this case it is people with disabilities and their families. Allies are supporters, such as your partners, advocacy organizations, and people who sympathize with your cause. Opponents are those who will go against you. Sometimes neighborhood associations or local officials are opponents.

CORE CONSTITUENTS & KEY ALLIES	The people directly affected by your issue.
Firm Allies	
Undecided or Uninformed Constituents	
Firm Opponents	
Key Opposition Groups	



**6. Identify your most important targets for your actions.**

The target is simply the decision maker who can give you what you want. It might be an elected official or an administrator. It is important to identify an actual person. It is possible that you cannot directly reach the target. In that case, you should identify secondary targets. These are people who you have some influence over and they have influence over the primary target.

TARGETS FOR ACTIONS	Who is the Person(s) with the power to give you what you want?
Primary Decision Maker (s)	
Secondary Targets (s)	

**7. Develop a plan and set of tactics you will use in order to get what you want.**

These are the steps to carrying out your campaign. The first tactic should usually be simply meeting with the target and asking him/her for your goal. If that is not successful, then the tactics can become more public and assertive, such as press conferences, petitions, and even demonstrations.

SAMPLE TACTICS OF A CAMPAIGN	What will the constituents plan to do to the targets to make them give you what you want?
Create progressive steps in your campaign:	
1. Ask nicely for your goal	Meet with officials Letters to the officials
2. Provide information to community in meetings	Organized Community Information Meetings Collect signatures & deliver petitions for change to public officials
3. Determine who is opposed to change & target them.	Organized community meetings to increase the number of supporters Make asks of public officials in public meetings Activate social media campaign Develop publicity and newspaper information campaign – positive stories
Target Electoral Change	Look for opportunities to publicize problem and the people preventing change. Organize issue specific political candidate forums
Reward Official(s) who agree with you.	Endorse candidates who support your changes.

**Appendix A: The Chart below was developed by the Midwest Academy** (as was earlier described) and adapted for this publication: It is recommended that an organizer might use the entire chart rather than the previous small tables of the workbook **when working with an entire group**. Using a large whiteboard with this chart can help the organizer to **involve and include** your **entire group** in identifying goals, targets and tactics as they work together.

This is all of the charts on the previous pages in one worksheet.

Goals	Organization	Constituency	Target(s)	Tactics
What are measurable goals that we must achieve to define as a success?	What do we need to be a strong enough organization & how will we be organized?	Who are the people who care about this subject? Examine the power each of these groups has for getting a solution or causing a problem.	Who is the Person(s) with the power to give you what you want?	What will the <u>constituents</u> plan to do to the <u>targets</u> to make them give you what you want?
Long-term Goals	Primary Organizer:  Community Leaders:	Core Constituents and Key Allies	Primary Decision Maker(s)	Steps in the campaign
Intermediate Goals	Membership & Community Groups:  Community Resources and platforms for information sharing:	Firm Allies  Undecided or Uninformed Constituents	Secondary target(s)	<ol style="list-style-type: none"> <li>1. Petitions</li> <li>2. Meetings</li> <li>3. Letters</li> <li>4. Electoral</li> <li>5. Media hits</li> </ol>
Short-term Goals	Sources of \$\$\$:  Other resources, supplies, and stuff that we will need and ideas of where we can get them  Other problems we need to solve	Firm Opponents  Key Opposition Groups		

## Conclusion

This workbook has guided you through the ten steps to developing supportive housing – starting with educating yourselves, moving on to articulating a housing and support vision, continuing with recruiting housing and support partners, and finishing with developing and advocacy strategy.

As you embark on your journey, know that there are many who are also with you. They will be cheering you from the sidelines, supporting you with your advocacy, donating time and money, being a shoulder to cry on, and celebrating the victories with you.

And remember...

**“Great works are performed not by strength, but by perseverance.”**  
- Samuel Johnson

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