



School of Social Work:  
Center for Aging & Disability Education & Research

**New York Connects**  
*Information and Assistance Program*  
*Person-Centered Options Counseling Program*  
**2025**

**Evaluation Report from the Center for Aging & Disability  
Education & Research (CADER)  
Boston University School of Social Work**

**February 2026**





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## Executive Summary

Through a partnership between New York Connects and the Center for Aging and Disability Education and Research (CADER) at Boston University, information and assistance (I&A) specialists and options counselors throughout the state of New York completed custom-developed online training programs. The goal of the training programs was to ensure that No Wrong Door (NWD) staff can effectively support individuals entering New York’s NWD system. I&A specialists completed the New York Connects Information and Assistance (I&A) Program. Options counselors completed the I&A Program followed by the New York Connects Person-Centered Options Counseling (PCOC) Program.

Learners rated their skill level on course competencies before and after each CADER course. Skill level significantly increased on most course competencies, indicating that learners gained key skills related to working with older adults and people with disabilities. More specifically, learners gained skills related to connecting individuals to appropriate resources, conducting assessments, person-centered approaches, care coordination during care transitions, recognizing mental health concerns, ethical considerations, and more.

Learners provided positive course feedback. They described how they will apply what they learned to their work, which will enable them to provide better quality care and services. Most learners found the training relevant to their work and said that it would help them feel more confident in their job role.

The workforce readiness assessment examined learners’ self-reported ability to perform key job functions. The results from this assessment indicated that after completing the training, learners were more prepared to perform tasks critical to their job roles. Results from the job roles assessment indicated that learners mostly understood the difference between the information and assistance and options counselor job roles, although results from some questions showed room for improvement.

Overall, the New York Connects training program helped prepare learners for NWD job roles, teaching them skills that are essential to providing high-quality care and services. CADER looks forward to a continued partnership with New York Connects to enhance the skills and training of NWD staff.



School of Social Work:  
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## Evaluation Report

### I. Introduction

The Center for Aging and Disability Education and Research (CADER) at Boston University is dedicated to bringing evidence-based research into practice through workforce innovation in the aging and disability fields. CADER programs and courses apply a competency-focused approach to comprehensive training, committed to enhancing the skills of practitioners in the field at all levels of experience.

In partnership with New York Connects and the New York State Office for the Aging (NYSOFA), CADER offered two online certificate programs to information and assistance specialists and options counselors throughout the state of New York: the NY Connects Information and Assistance (I&A) Program and the NY Connects Person-Centered Options Counseling (PCOC) Program. I&A specialists completed the I&A Program only; options counselors completed both programs.

This evaluation report presents findings from the two training programs, including learner completion rates, demographics, outcomes from competency-based self-assessments, and learner feedback. Information was collected during the enrollment period of April 23, 2025 to December 31, 2025. CADER provided program support, including technical support, learner follow-ups, and course completion reminders. CADER tracked learner progress and provided monthly progress reports.

### II. New York Connects Information and Assistance Program

#### A. Program Overview

The NY Connects I&A Program is an online, self-paced certificate program that includes five courses:

1. Core Issues in Aging and Disability
2. A Guide to the Aging and Disability Networks
3. Assessment with Older Adults and Persons with Disabilities
4. The Universe of New York State Programs: Identifying Sources of Support (*custom course*)
5. New York No Wrong Door in Action (*custom course*)

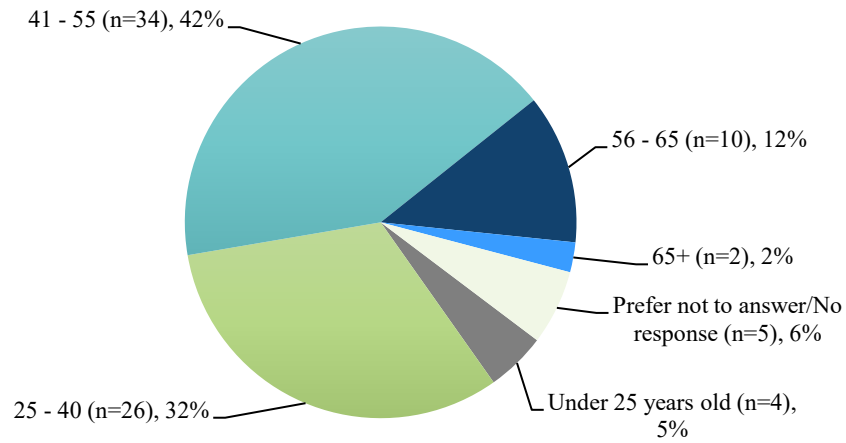
#### B. Program Participation

Out of the 89 learners who enrolled in the program, 81 completed it. The completion rate was 91%. Of the 81 learners who completed the program, 33 only completed the I&A Program, and 48 completed the PCOC Program after the I&A Program. Nine of the 81 I&A Program completers previously completed CADER's Case Management Certificate Program.

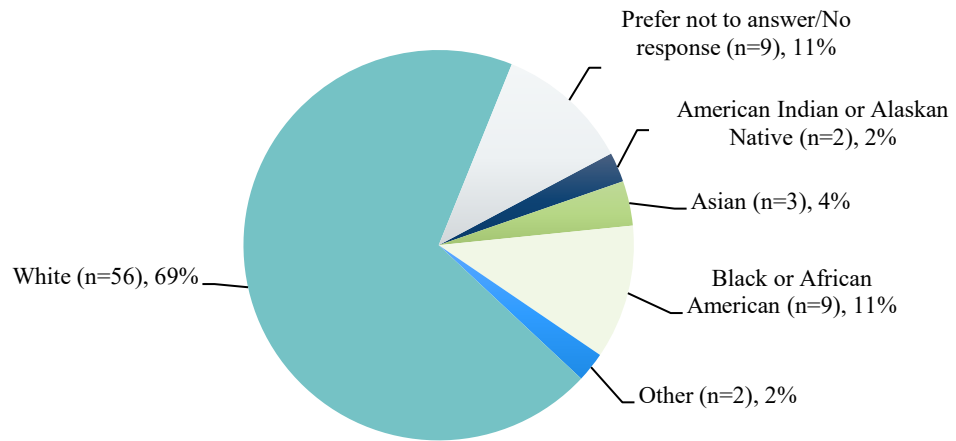
#### C. Learner Demographics

Learners self-reported demographic information during program registration. The following charts provide demographics (age, gender, ethnicity, race, educational attainment, and years of experience working in the aging and/or disability fields) for the 81 learners who completed the program.

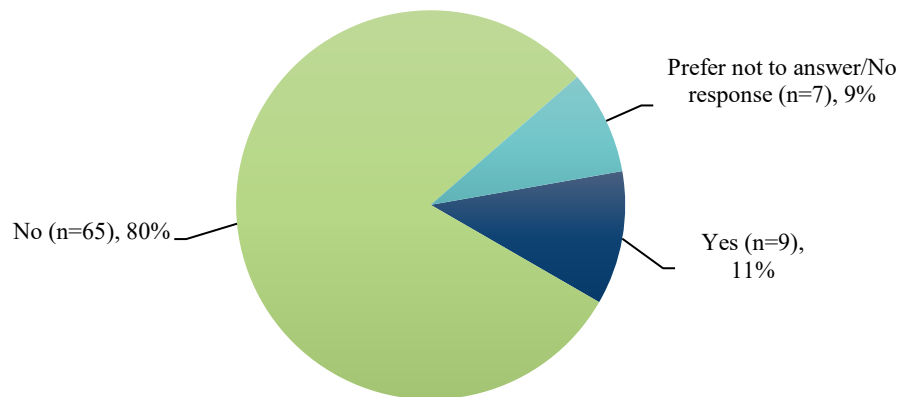
### Age



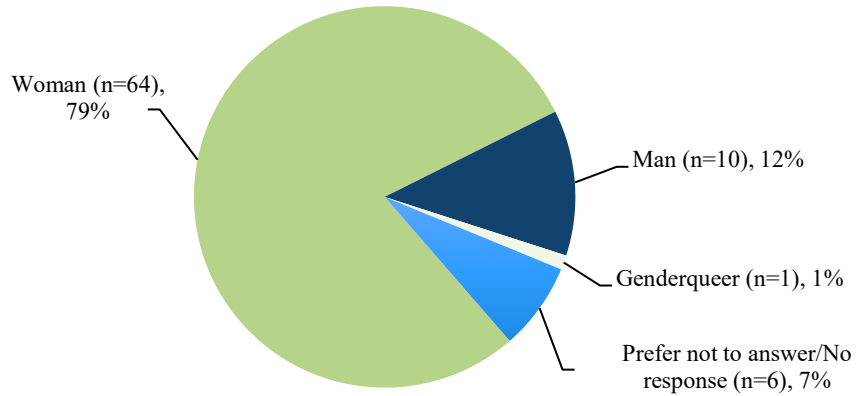
### Race



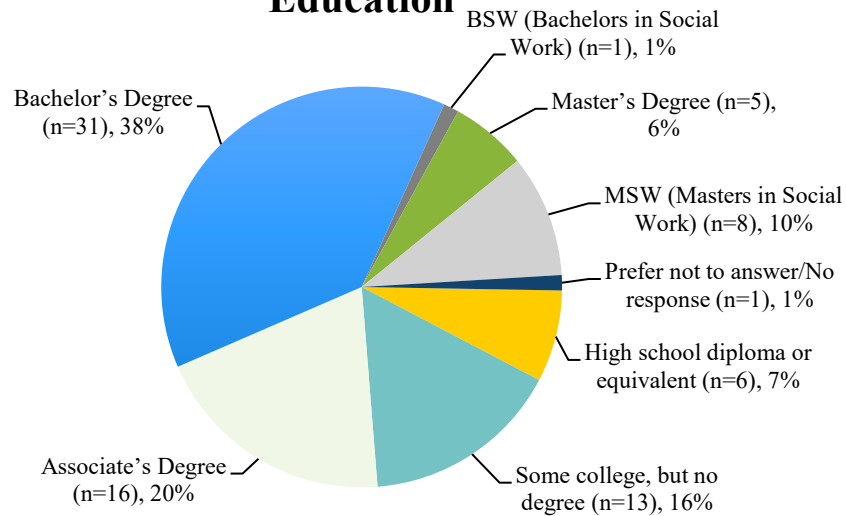
### Hispanic or Latino/a/x



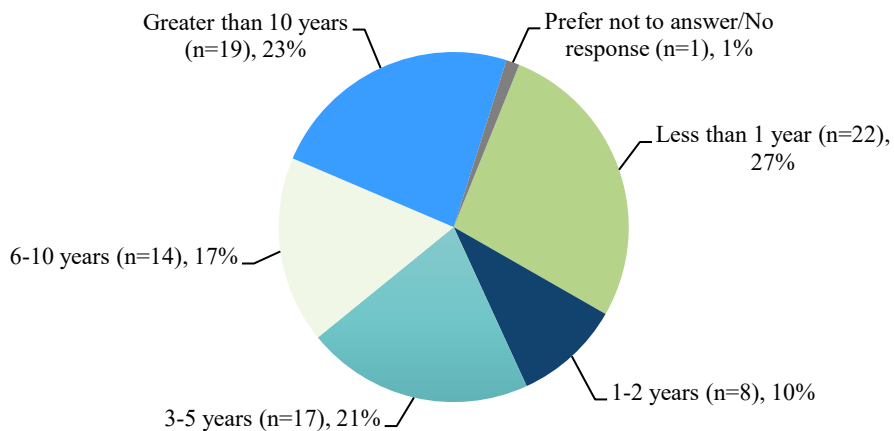
### Gender



### Education



### Years of Experience Working in the Aging and/or Disability Field



**D. Results**

The following sections provide evaluation results by course. The evaluation results include:

- **Competency Results:** At the beginning and end of each course, learners were asked to rate their skill level on competencies using the following scale: 0 - Not skilled at all; 1 - Beginning skill; 2 - Moderate skill; 3 - Advanced skill; 4 - Expert skill. See the Appendix for a list of all competencies for each course along with applicable means, percent increases, and p-values.
- **Course Evaluation Results:** At the end of each course, learners were asked how much they agreed or disagreed with a series of course evaluation statements using the following scale: Strongly disagree; Disagree; Neutral; Agree; Strongly agree; Not-applicable.
- **Learner Feedback:** Learners answered three open-ended questions upon completion of each course:
  - What changes do you anticipate making after taking this course?
  - What did you find most helpful about this course?
  - Your feedback is very important to us! Please share any comments about this course with us in the space provided.

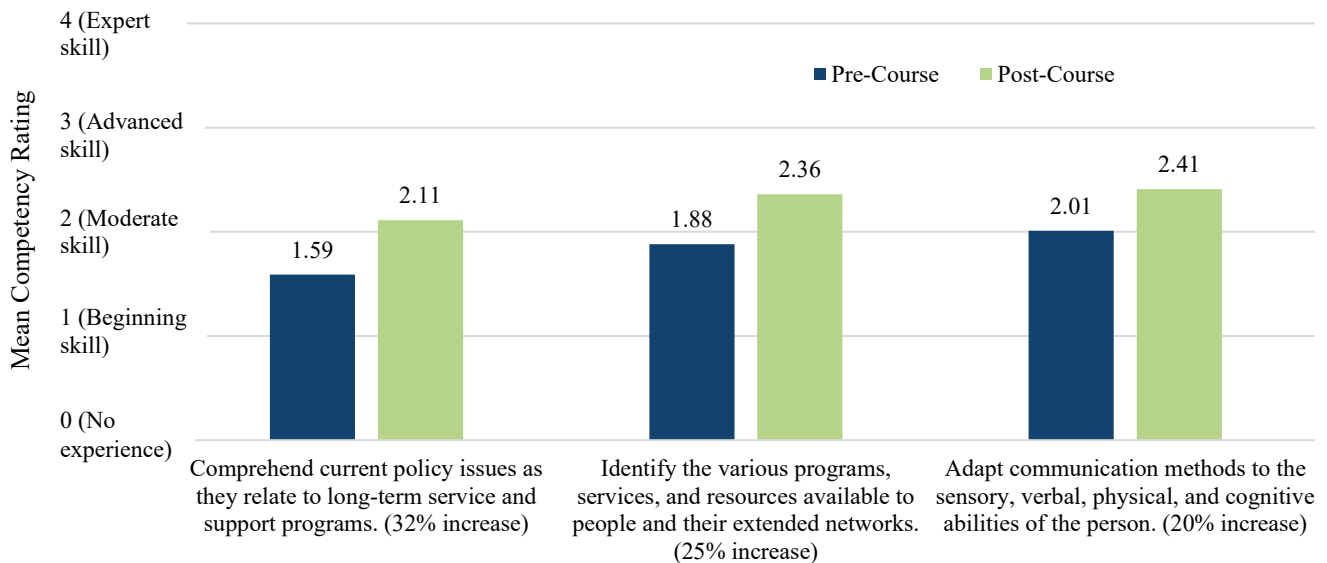
**1. Core Issues in Aging and Disability**

This course covered key issues in aging and disability, including the influence of cultural, ethnic, and personal identities; the philosophy of consumer choice; functional capacity; and resources and programs for supporting older adults and people with disabilities.

*Competency Results*

For five out of the six course competencies, mean competency ratings significantly increased ( $p < .05$ ) from the pre-course competency self-assessment to the post-course competency self-assessment. Percent increases ranged from 4% to 32%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.

**Core Issues in Aging and Disability Mean Competency Ratings**



*Course Evaluation Results*

The percentage of learners who agreed or strongly agreed with each course evaluation statement is provided in the table below.

Evaluation Statement	Percentage of Learners Who Agreed or Strongly Agreed
The course content was relevant to my profession.	90%
The course expanded my knowledge and understanding of the topic area.	87%
The course will enable me to provide high quality care and services to older adults.	88%
The course will enhance my practice skills in the topic area.	93%
The course will help me feel more confident in my job role.	89%

*Learner Feedback*

When asked how the course will impact their practice, learners described being more aware of cultural differences and listening better to the individuals they serve.

*“Becoming more cognizant of how I interact with others from different backgrounds.”*

*“I anticipate incorporating more awareness of cultural differences.”*

*“Asking questions, listening to individuals and what they want and need.”*

Learners said that the course provided helpful information that they will be able to apply to their work.

*“This course had A LOT of VALUABLE information. It was broken down per subject matter. Grateful to be able to download some of the information to be able to reference it in the future. Definitely, a lot of information to absorb, however very clear, concise and useful.”*

*“This course was very helpful for my job role especially in interacting with the disability and aging population.”*

*“The course was extremely informative and educational.”*

*“The most helpful part of the course was learning how to apply person-centered care principles and understanding the impact of cultural and social factors on aging and disability.”*

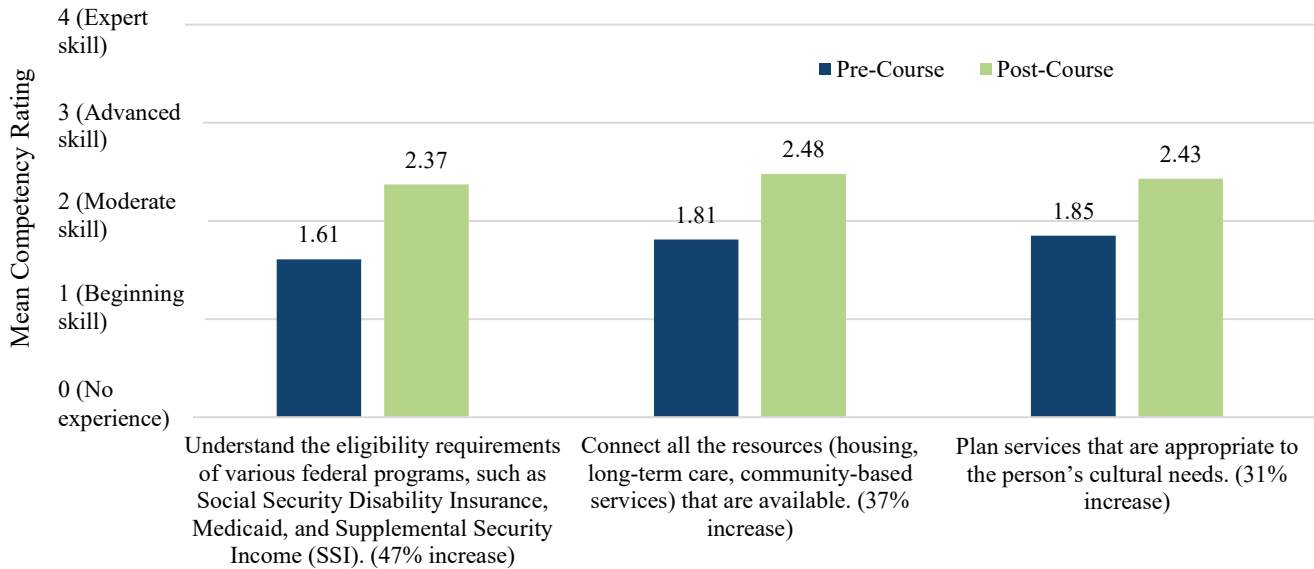
**2. A Guide to the Aging and Disability Networks**

This course identified key resources for older adults, people with disabilities, and their families at federal, state, and local levels. It also discussed eligibility, methods for identifying and accessing resources, and key terminology for navigating aging and disability networks.

*Competency Results*

For all course competencies, mean competency ratings significantly increased ( $p < .05$ ) from the pre-course competency self-assessment to the post-course competency self-assessment. Percent increases ranged from 11% to 47%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.

***A Guide to the Aging and Disability Networks Mean Competency Ratings***



*Course Evaluation Results*

The percentage of learners who agreed or strongly agreed with each course evaluation statement is provided in the table below.

Evaluation Statement	Percentage of Learners Who Agreed or Strongly Agreed
The course content was relevant to my profession.	94%
The course expanded my knowledge and understanding of the topic area.	94%
The course will enable me to provide high quality care and services to older adults.	92%
The course will enhance my practice skills in the topic area.	93%
The course will help me feel more confident in my job role.	90%

*Learner Feedback*

Many learners stated that the most helpful aspect of the course was the resources it provided. Learners completed the course with a better understanding of the range of resources available to older adults and people with disabilities.

*“The most helpful thing about this course was learning in more detail about the federal, state and local resources.”*

*“The most helpful aspect was learning how to coordinate care across multiple services and understanding the full spectrum of available resources.”*

*“I anticipate being able to easier identify the levels of resources available to aging adults and people with disabilities.”*

Learners appreciated the course format, including the ability to complete the course at their own pace.

*“The course provided a transparent and well-defined path toward developing specific skills, so you know exactly what is expected of you to succeed. Personalized learning: Instead of a one-size-fits-all model, you can progress at your own pace and spend more time on areas where you need to improve.”*

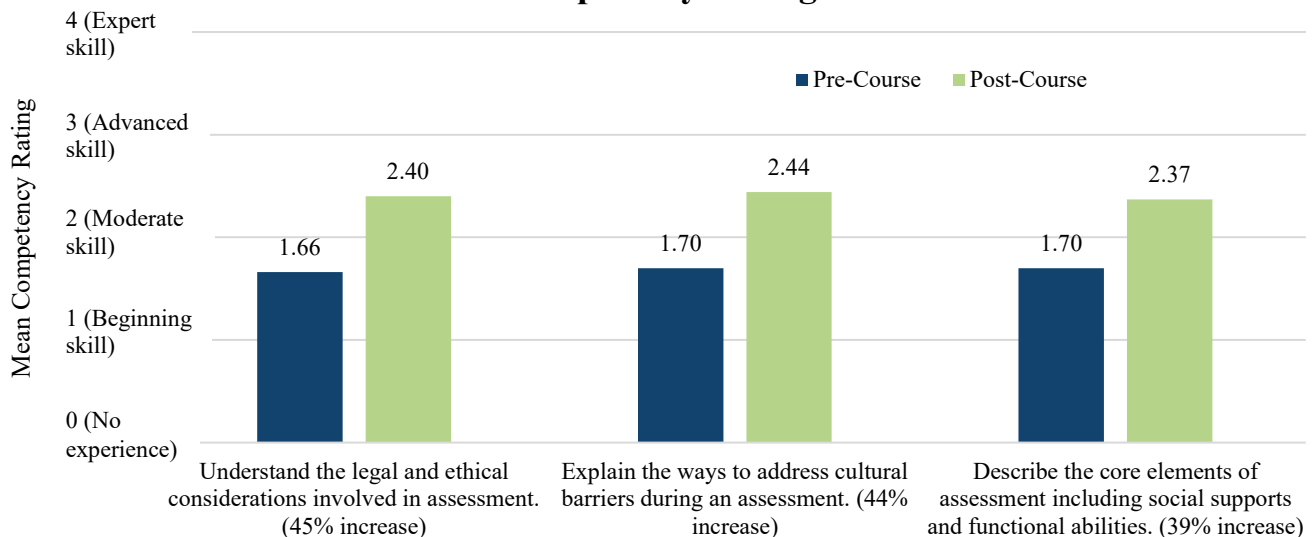
### 3. Assessment with Older Adults and Persons with Disabilities

This course explored the importance of facilitating choice, self-determination, and participation in the assessment process. It also considered legal and ethical aspects of performing assessments and explained the need for cultural humility.

#### Competency Results

For five out of the six course competencies, mean competency ratings significantly increased ( $p < .05$ ) from the pre-course competency self-assessment to the post-course competency self-assessment. Percent increases ranged from 6% to 45%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.

**Assessment with Older Adults and Persons with Disabilities Mean Competency Ratings**



*Course Evaluation Results*

The percentage of learners who agreed or strongly agreed with each course evaluation statement is provided in the table below.

Evaluation Statement	Percentage of Learners Who Agreed or Strongly Agreed
The course content was relevant to my profession.	96%
The course expanded my knowledge and understanding of the topic area.	92%
The course will enable me to provide high quality care and services to older adults.	96%
The course will enhance my practice skills in the topic area.	91%
The course will help me feel more confident in my job role.	92%

*Learner Feedback*

After completing the course, learners will show more cultural humility during assessments and will be more aware of their biases.

*“I anticipate being more aware of cultural differences with consumers.”*

*“Incorporating more cultural humility into each assessment by actively acknowledging my own biases and remaining open to learning from consumers’ experiences.”*

*“I anticipate being more careful with my words during an assessment and making sure that I am being as unbiased as possible.”*

Learners indicated that the course content was relevant to their job role and helped them develop skills that they can apply to their work.

*“The material was well-organized and easy to follow, and it helped deepen my understanding of how to conduct assessments in a more person-centered and respectful way. Overall, this training strengthened my skills and provided tools I can apply immediately in my work.”*

*“Very important information for my profession.”*

**4. The Universe of New York State Programs: Identifying Sources of Support**

This course provided information about the resources available in New York State from three offices: the Office for People with Developmental Disabilities (OPWDD), the Office of Mental Health (OMH), and the Office of Addiction Services and Supports. After completing the course, learners submitted a quiz. There were no competencies or course evaluation questions.

**5. New York No Wrong Door in Action**

This course guided learners through multiple video-based scenarios utilizing actors to portray situations that learners may encounter in their work, teaching learners to navigate different circumstances and to provide resources to individuals based on their unique needs. Learners submitted reflections and responded to discussion prompts. There were no competency questions.

*Course Evaluation Results*

The percentage of learners who agreed or strongly agreed with each course evaluation statement is provided in the table below.

Evaluation Statement	Percentage of Learners Who Agreed or Strongly Agreed
The course content was relevant to my profession.	99%
The course expanded my knowledge and understanding of the topic area.	97%
The course will enable me to provide high quality care and services to older adults.	97%
The course will enhance my practice skills in the topic area.	99%
The course will help me feel more confident in my job role.	97%

*Learner Feedback*

The video-based real-world scenarios received strong positive feedback from learners, who noted the applicability to their day-to-day work.

*“The last lesson with the example phone calls. I was able to see all of the skills we learned being used with a client. It was very helpful.”*

*“The information provided was very relevant to the daily work and calls.”*

*“The examples, scripts, and step-by-step explanations were extremely helpful. I appreciated the focus on person-centered thinking, diversity, and real-world scenarios that reflect the work NY Connects Specialists do every day.”*

Learners intend to strengthen their person-centered approach when providing care.

*“I anticipate using more in-depth person-centered approaches to assess needs and provide solutions.”*

*“After completing this course, I plan to use a more structured, person-centered approach, apply the NWD screening consistently, and strengthen my use of probing questions to identify client needs more effectively. I will also be more intentional about reviewing eligibility criteria and providing warm handoffs when appropriate.”*

### III. New York Connects Person-Centered Options Counseling Program

#### A. Program Overview

The NY Connects PCOC program is an online, self-paced certificate program that includes four courses:

1. Understanding Consumer Control, Person-Centered Planning, and Self-Direction
2. Care Transitions
3. Mental Health Training in Options Counseling
4. A Foundation in Ethics, Critical Thinking, and Problem Solving

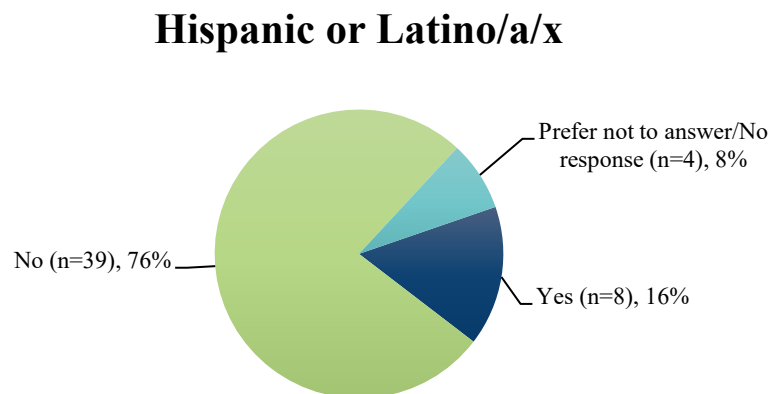
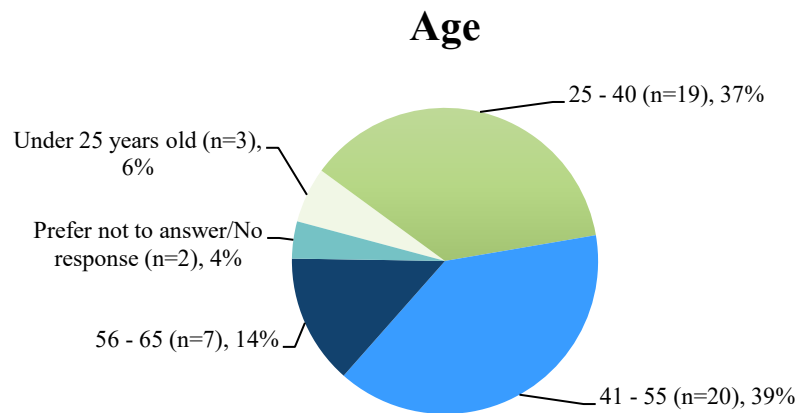
#### B. Program Participation

Out of the 56 learners who enrolled in the program, 51 completed it. The completion rate was 91%.

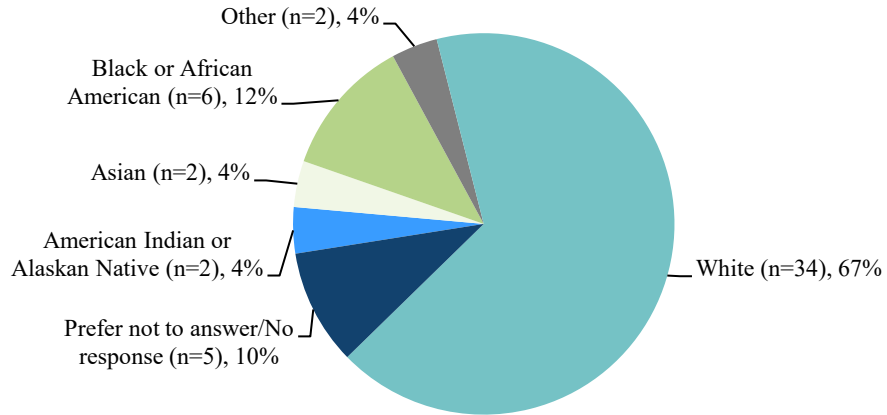
These learners were options counselors who completed this program after completing the I&A Program (three of the 51 learners completed the I&A Program in the 2024 cohort).

#### C. Learner Demographics

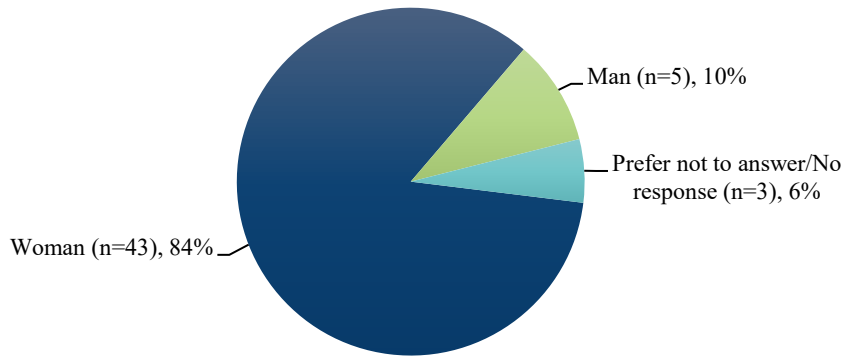
Learners self-reported demographic information during program registration. The following charts provide demographics (age, gender, ethnicity, race, educational attainment, and years of experience working in the aging and/or disability fields) for the 51 learners who completed the program.



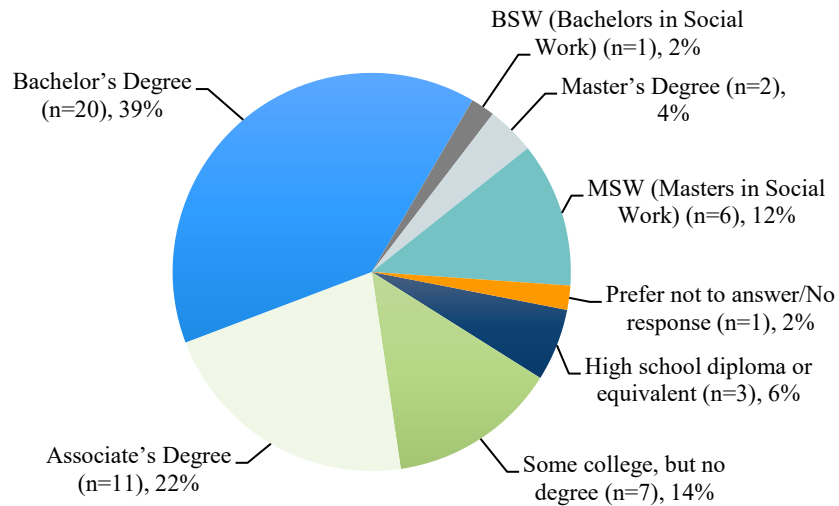
### Race



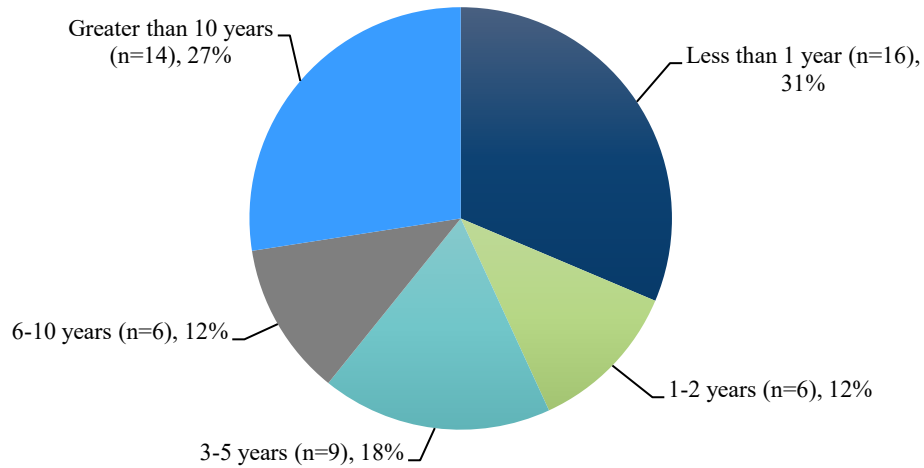
### Gender



### Education



## Years of Experience Working in the Aging and/or Disability Field



### D. Results

The following sections provide evaluation results by course. The evaluation results include:

- **Competency Results:** At the beginning and end of each course, learners were asked to rate their skill level on competencies using the following scale: 0 - Not skilled at all; 1 - Beginning skill; 2 - Moderate skill; 3 - Advanced skill; 4 - Expert skill. See the Appendix for a list of all competencies for each course along with applicable means, percent increases, and p-values.
- **Course Evaluation Results:** At the end of each course, learners were asked how much they agreed or disagreed with a series of course evaluation statements using the following scale: Strongly disagree; Disagree; Neutral; Agree; Strongly agree; Not-applicable.
- **Learner Feedback:** Learners answered three open-ended questions upon completion of each course:
  - What changes do you anticipate making after taking this course?
  - What did you find most helpful about this course?
  - Your feedback is very important to us! Please share any comments about this course with us in the space provided.

#### ***1. Understanding Consumer Control, Person-Centered Planning, and Self-Direction***

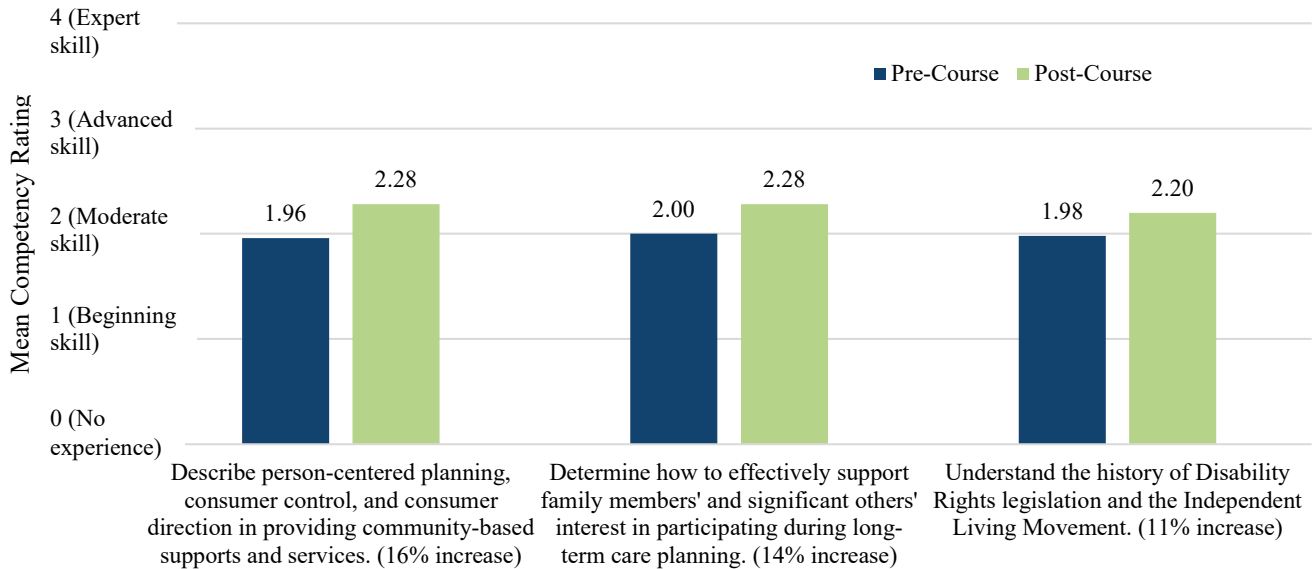
This course described the importance of consumer control to empower individuals to make informed decisions. The course provided learners with decision-making tools that they can utilize to support consumers in navigating their choices effectively.

##### *Competency Results*

For two out of the six course competencies, mean competency ratings significantly increased ( $p < .05$ ) from the pre-course competency self-assessment to the post-course competency self-assessment. Percent

increases ranged from 7% to 16%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.

***Understanding Consumer Control, Person-Centered Planning, and Self-Direction Mean Competency Ratings***



***Course Evaluation Results***

The percentage of learners who agreed or strongly agreed with each course evaluation statement is provided in the table below.

Evaluation Statement	Percentage of Learners Who Agreed or Strongly Agreed
The course content was relevant to my profession.	90%
The course expanded my knowledge and understanding of the topic area.	85%
The course will enable me to provide high quality care and services to older adults.	90%
The course will enhance my practice skills in the topic area.	88%
The course will help me feel more confident in my job role.	82%

***Learner Feedback***

Learners indicated that the course will guide them in providing better, more person-centered care.

*“This course will help me assist older adults better in the future.”*

*“I anticipate using a more person-centered approach when communicating with consumers and families.”*

*“I anticipate that I will be more skilled in providing options without bias.”*

Learners said that the course was applicable to their job roles.

*“I feel like I am learning a lot pertaining to my job.”*

*“I enjoyed this course and it will be beneficial in my role.”*

*“The information presented was detailed and pertained to the job.”*

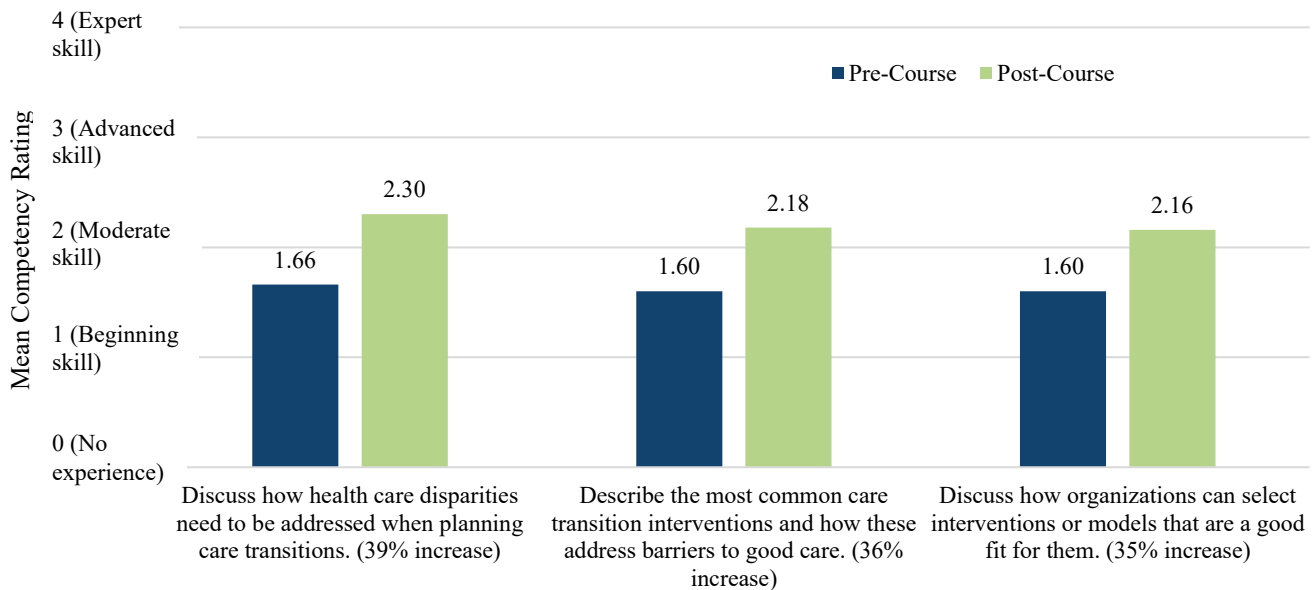
## 2. Care Transitions

This course prepared learners to provide comprehensive support during care transitions through selecting appropriate care transition models, addressing healthcare disparities, enhancing communication, and understanding cultural factors.

### Competency Results

For five out of the six course competencies, mean competency ratings significantly increased ( $p < .05$ ) from the pre-course competency self-assessment to the post-course competency self-assessment. Percent increases ranged from 3% to 39%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.

**Care Transitions Mean Competency Ratings**



### Course Evaluation Results

The percentage of learners who agreed or strongly agreed with each course evaluation statement is provided in the table below.

Evaluation Statement	Percentage of Learners Who Agreed or Strongly Agreed
The course content was relevant to my profession.	86%
The course expanded my knowledge and understanding of the topic area.	90%
The course will enable me to provide high quality care and services to older adults.	82%
The course will enhance my practice skills in the topic area.	88%
The course will help me feel more confident in my job role.	82%

*Learner Feedback*

Learners said that the course contained a lot of helpful and engaging information.

*“I found the information in this course very interesting.”*

*“It was informative and worthwhile.”*

*“The information was very detailed and helpful for the job.”*

Learners will be more cognizant of the impact of health disparities.

*“Be aware of health disparities when serving clients.”*

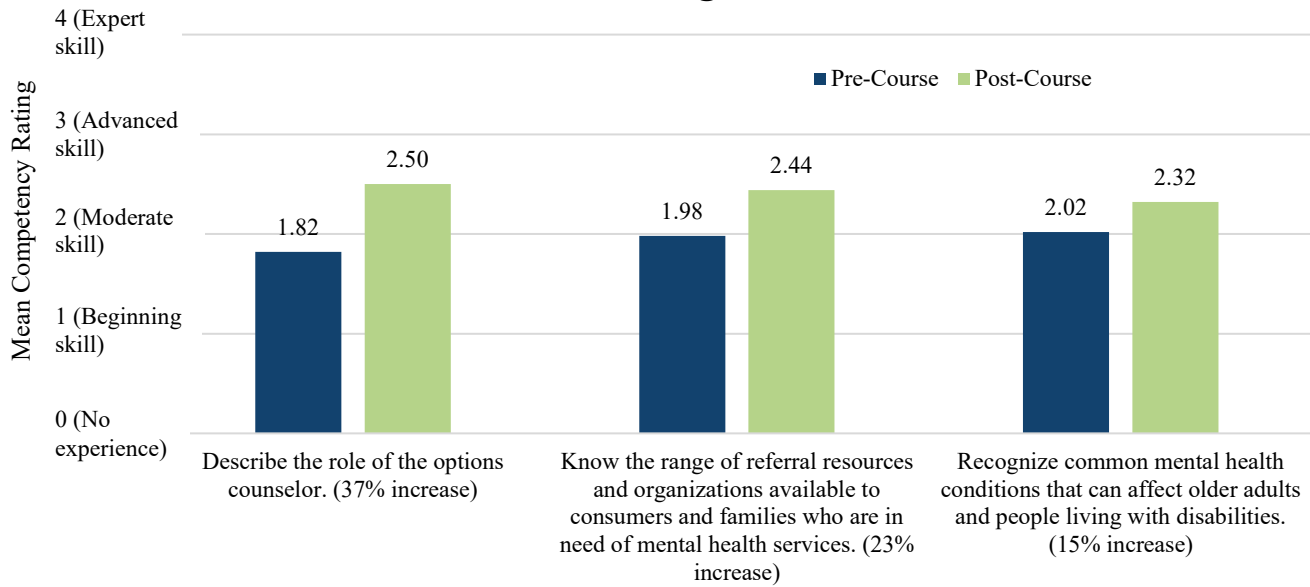
**3. Mental Health Training in Options Counseling**

This course provided learners with an understanding of diverse mental health terminologies and explored utilizing options counseling to enhance consumer choice and participation. The course acknowledged various perspectives on mental health and emphasized the importance of communication when working with clients with mental health concerns.

*Competency Results*

For four out of the six course competencies, mean competency ratings significantly increased ( $p < .05$ ) from the pre-course competency self-assessment to the post-course competency self-assessment. Percent increases ranged from 9% to 37%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.

### ***Mental Health Training in Options Counseling Mean Competency Ratings***



#### *Course Evaluation Results*

The percentage of learners who agreed or strongly agreed with each course evaluation statement is provided in the table below.

Evaluation Statement	Percentage of Learners Who Agreed or Strongly Agreed
The course content was relevant to my profession.	88%
The course expanded my knowledge and understanding of the topic area.	86%
The course will enable me to provide high quality care and services to older adults.	86%
The course will enhance my practice skills in the topic area.	84%
The course will help me feel more confident in my job role.	82%

#### *Learner Feedback*

Learners described the skills that they gained from the course that will help them communicate with and effectively support the individuals they serve.

*“The course was clear, practical, and provided actionable strategies for working effectively with consumers, including self-reflection and communication skills.”*

*“Learning practical techniques for building rapport, understanding lived experience, and supporting self-determination.”*

*“Will apply strategies to better support consumers with mental health challenges, respect their self-determination, and connect them to appropriate resources.”*

*“I anticipate asking a wider range of questions when addressing callers concerns.”*

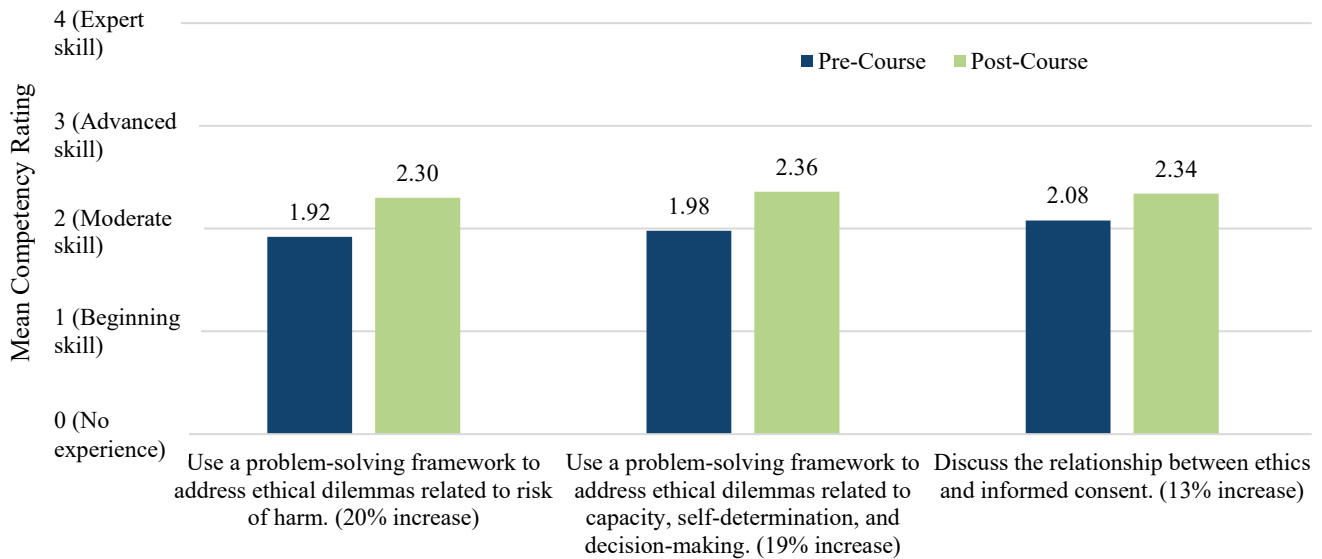
**4. A Foundation in Ethics, Critical Thinking, and Problem Solving**

This course discussed ethical principles including autonomy, beneficence, non-maleficence, and justice, as well as the importance of informed consent and confidentiality. Case studies were utilized to illustrate problem-solving for difficult ethical situations.

*Competency Results*

For three out of the six course competencies, mean competency ratings significantly increased ( $p < .05$ ) from the pre-course competency self-assessment to the post-course competency self-assessment. Percent increases ranged from 9% to 20%. The following graph shows mean competency ratings for the three course competencies with the greatest percent increases.

***A Foundation in Ethics, Critical Thinking, and Problem Solving***  
**Mean Competency Ratings**



*Course Evaluation Results*

The percentage of learners who agreed or strongly agreed with each course evaluation statement is provided in the table below.

Evaluation Statement	Percentage of Learners Who Agreed or Strongly Agreed
The course content was relevant to my profession.	86%
The course expanded my knowledge and understanding of the topic area.	82%

Evaluation Statement	Percentage of Learners Who Agreed or Strongly Agreed
The course will enable me to provide high quality care and services to older adults.	82%
The course will enhance my practice skills in the topic area.	78%
The course will help me feel more confident in my job role.	80%

*Learner Feedback*

Learners appreciated the example scenarios included throughout the course which helped them understand how the content can be applied in their practice.

*“The examples and case studies made the concepts easier to understand and apply in my professional practice. Overall, it was engaging, relevant, and has given me valuable tools to improve my ethical and culturally responsive practice.”*

*“Real life scenarios were given to ground theory into real life implications.”*

Overall, learners found the course informative and straightforward.

*“Everything mentioned in this course was extremely informative and helpful.”*

*“The information presented was very detailed and easy to follow.”*

**IV. Additional Assessments**

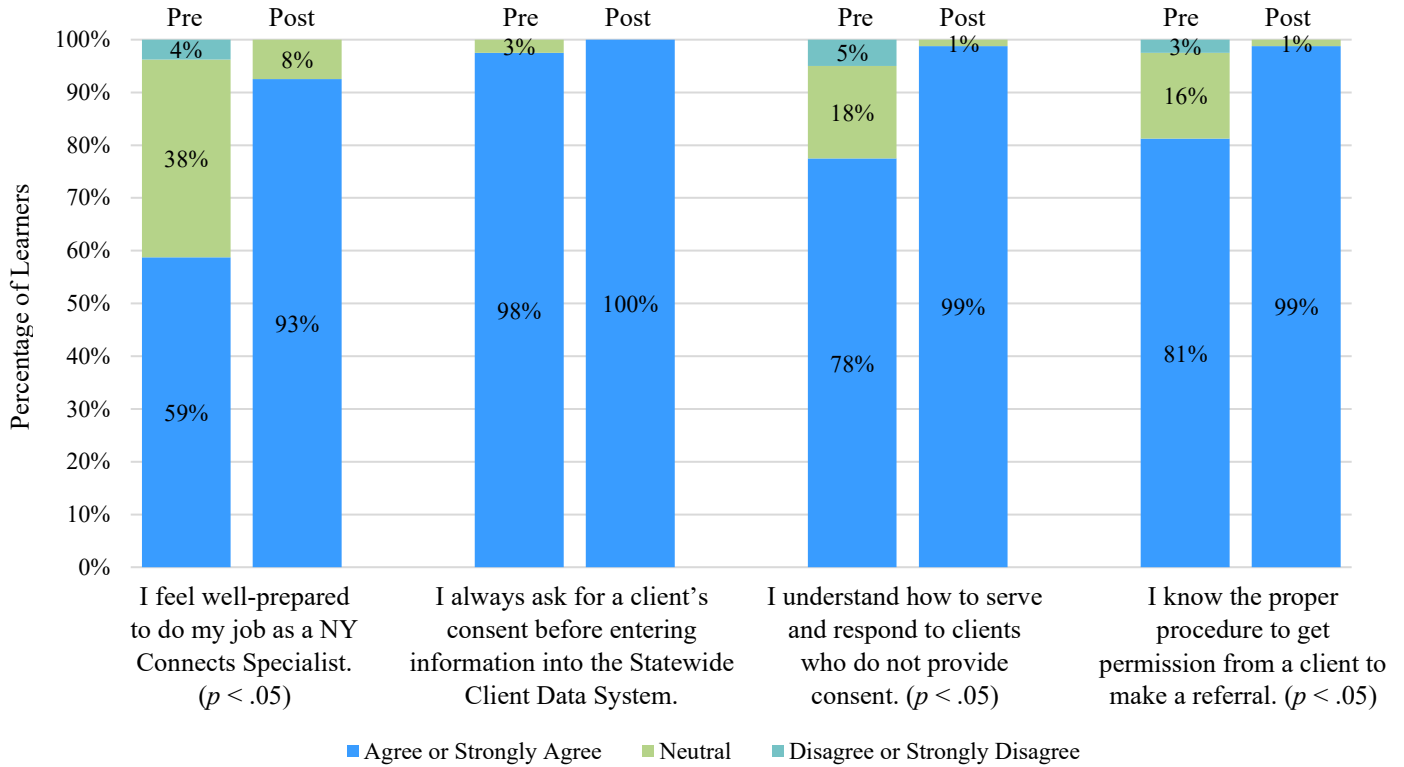
Two additional assessments were included in the training programs as described below.

**A. Workforce Readiness Assessment**

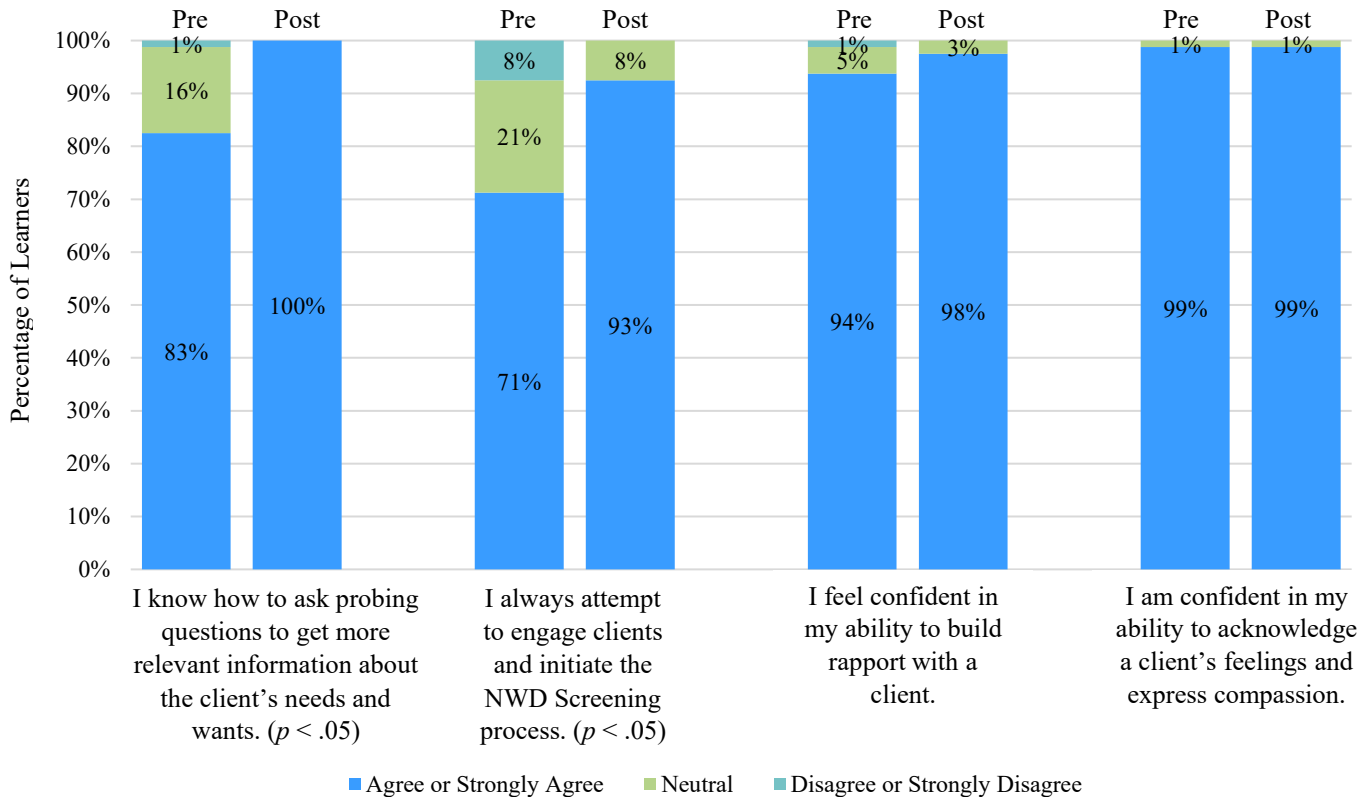
To assess workforce readiness, learners indicated how much they agreed or disagreed with twenty job readiness statements using the following scale: Strongly disagree; Disagree; Neutral; Agree; Strongly agree. Learners responded to the statements twice: before starting the I&A Program and after completing the I&A Program. The following charts show the distribution of learners’ responses.

For 16 out of the 20 workforce readiness statements, there was a statistically significant change in learners’ agreement with the statements. In the charts below, the statistically significant statements are shown with ( $p < .05$ ). Learners reported higher agreement with the statements after completing the I&A Program, indicating that the program had a positive impact on their readiness and ability to perform key job functions.

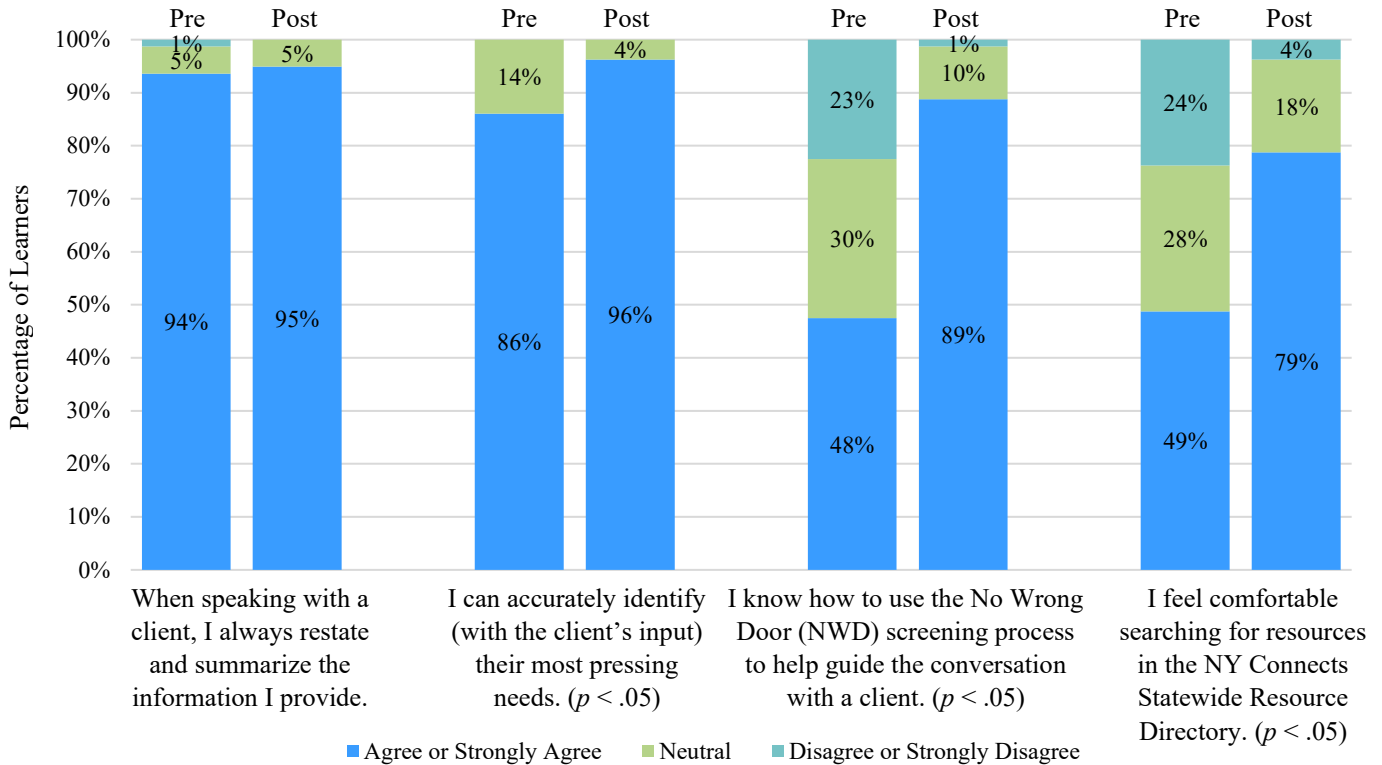
### Workforce Readiness Pre and Post



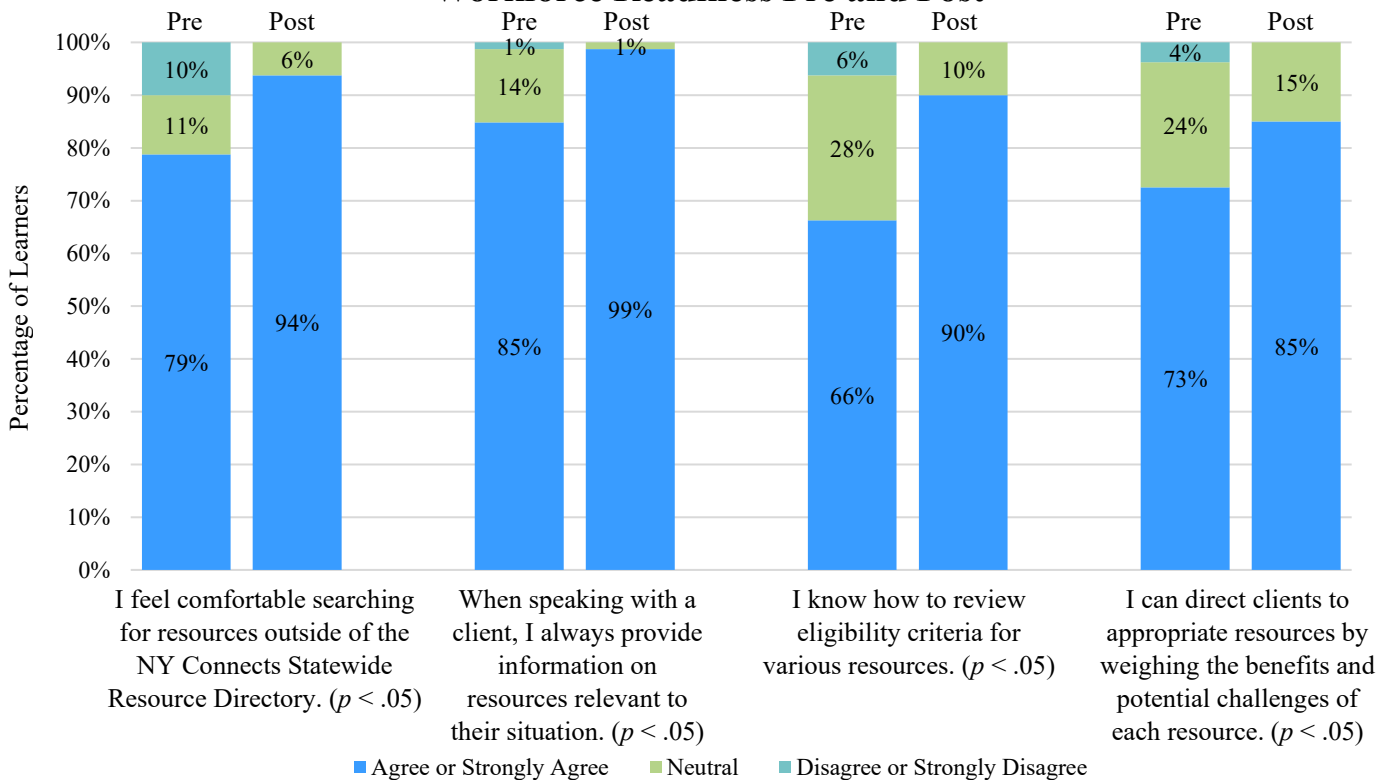
### Workforce Readiness Pre and Post

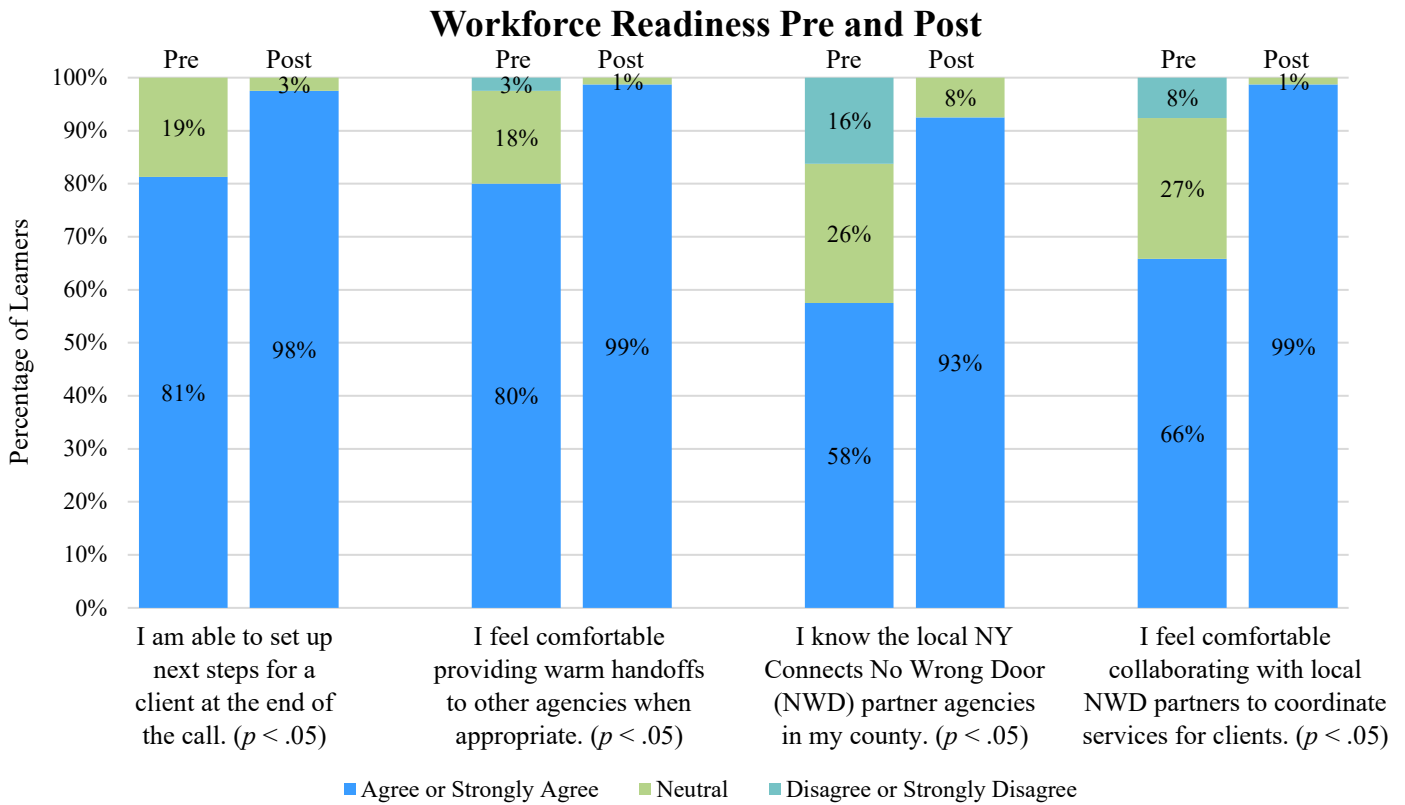


### Workforce Readiness Pre and Post



### Workforce Readiness Pre and Post





## B. Job Role Assessment

To examine whether learners understood the difference between I&A and options counseling job roles, learners responded to a series of job role questions before completing the I&A Program and after completing the I&A Program. The table below shows each job role question, the answer choices (the correct answer choice is bold and highlighted), and the percentage of learners who responded correctly.

Question	Answer Choices	Percentage of Learners Who Responded Correctly	
		Pre-I&A Program	Post-I&A Program
<b>True or False:</b> When a client needs information on available resources, an options counseling session is needed.	True <b>False</b>	60%	74%
<b>True or False:</b> When a client requires supported decision-making to decide what services and resources are the best fit, an options counseling session may be needed.	<b>True</b> False	97%	98%
<b>True or False:</b> When a client wishes to discuss their goals, preferences,	<b>True</b> False	88%	84%

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Question	Answer Choices	Percentage of Learners Who Responded Correctly	
		Pre-I&A Program	Post-I&A Program
and values, an options counseling session may be needed.			
Which of the following scenarios presents an opportunity or cue to provide options counseling?	<p>A. An individual who is transitioning from a hospital back to their home.</p> <p>B. An individual experiencing multiple complex challenges who requires an in-depth conversation about the services available to meet their needs.</p> <p>C. A caregiver who needs help caring for their loved one.</p> <p>D. An individual who experienced a sudden decline in health and needs immediate assistance to create a long-term care plan.</p> <p><b>E. All of the responses are correct.</b></p>	86%	88%
<p><b>Please select the job role that best corresponds to the following task:</b></p> <p>Assisting the client with developing a person-centered plan detailing their decisions, immediate next steps, and long-term objectives.</p>	<p>A. Information &amp; Assistance</p> <p><b>B. Options Counseling</b></p>	89%	94%
<p><b>Please select the job role that best corresponds to the following task:</b></p> <p>Conducting the No Wrong Door screening process and linking the client to supports as indicated.</p>	<p><b>A. Information &amp; Assistance</b></p> <p>B. Options Counseling</p>	78%	89%
<p><b>Please select the job role that best corresponds to the following task:</b></p> <p>Providing the client with information on publicly and privately funded long-term services and supports, along with eligibility and financial requirements.</p>	<p><b>A. Information &amp; Assistance</b></p> <p>B. Options Counseling</p>	82%	85%
<p><b>Please select the job role that best corresponds to the following task:</b></p> <p>Following up with a client over time to ensure they are meeting their</p>	<p>A. Information &amp; Assistance</p> <p><b>B. Options Counseling</b></p>	66%	80%

Question	Answer Choices	Percentage of Learners Who Responded Correctly	
		Pre-I&A Program	Post-I&A Program
objectives and accessing desired services.			
<p><b>Please select the job role that best corresponds to the following task:</b>                      Conducting a person-centered interview to discover what is important to and important for the client.</p>	<p>A. Information &amp; Assistance  <b>B. Options Counseling</b></p>	82%	77%

### V. Summary and Conclusion

The New York Connects training program was designed to ensure that the No Wrong Door workforce (specifically information and assistance specialists and options counselors) is trained and prepared to support individuals accessing the NWD system. The training program consists of two certificate programs: the New York Connects Information and Assistance Program and the New York Connects Person-Centered Options Counseling Program, incorporating seven existing CADER courses and two custom courses.

Course competency results showed that learners gained key skills related to working with older adults and people with disabilities. Results from the workforce readiness assessment indicated that upon completing the training, more learners were prepared and able to perform key job functions. Learner feedback throughout the training was positive, particularly for the custom *New York No Wrong Door in Action* course, which learners found highly relevant to their work and engaging. Learners indicated that the training helped them feel more confident and will enable them to provide higher quality care and services to older adults.

CADER looks forward to continuing the New York Connects training program, preparing information and assistance specialists and options counselors to provide high-quality care and services to individuals accessing the New York No Wrong Door system.

## VI. Appendix

**Table 1. Competency Results: New York Connects Information and Assistance Program**

At the beginning and end of each course, learners were asked to rate their skill level in various competencies using the following scale: 0 - Not skilled at all; 1 - Beginning skill; 2 - Moderate skill; 3 - Advanced skill; 4 - Expert skill. Mean competency ratings, percent increases, and p-values are shown in the table below for all course competencies for the 81 learners who completed the program.

Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	p-value
<b>Core Issues in Aging and Disability</b>				
Adapt communication methods to the sensory, verbal, physical, and cognitive abilities of the person.	2.01	2.41	20%	<.001
Comprehend current policy issues as they relate to long-term service and support programs.	1.59	2.11	32%	<.001
Identify the various programs, services, and resources available to people and their extended networks.	1.88	2.36	25%	<.001
Respect and promote self-determination, consumer choice, and participation during interactions with people and their extended networks.	2.31	2.65	14%	<.05
Respect diversity and address cultural values and beliefs of people.	2.69	2.79	4%	.30
Understand the scope of physical, psychological, and social challenges that occur throughout the life cycle.	2.06	2.46	19%	<.001
<b>A Guide to the Aging and Disability Networks</b>				
Connect all the resources (housing, long-term care, community-based services) that are available.	1.81	2.48	37%	<.001
Ensure that all information is available to and understood by the person and family.	2.33	2.58	11%	<.05
Know what federal, state, and local resources are available to older adults, people with disabilities, and their families.	1.80	2.32	29%	<.001
Make referrals to appropriate community-based services and programs.	2.15	2.58	20%	<.001
Plan services that are appropriate to the person's cultural needs.	1.85	2.43	31%	<.001
Understand the eligibility requirements of various federal programs, such as Social Security Disability Insurance, Medicaid, and Supplemental Security Income (SSI).	1.61	2.37	47%	<.001
<b>Assessment with Older Adults and Persons with Disabilities</b>				
Demonstrate authentic communication during assessment.	2.49	2.63	6%	.11
Describe the core elements of assessment including social supports and functional abilities.	1.70	2.37	39%	<.001
Explain the ways to address cultural barriers during an assessment.	1.70	2.44	44%	<.001
Recognize one's own attitudes and the impact of your attitudes on assessment.	2.30	2.59	12%	<.05

Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	p-value
Respect the consumer's right to choice and self-determination throughout the assessment process.	2.57	2.77	8%	<.05
Understand the legal and ethical considerations involved in assessment.	1.66	2.40	45%	<.001

**Table 2. Competency Results: New York Connects Person-Centered Options Counseling Program**

At the beginning and end of each course, learners were asked to rate their skill level in various competencies using the following scale: 0 - Not skilled at all; 1 - Beginning skill; 2 - Moderate skill; 3 - Advanced skill; 4 - Expert skill. Mean competency ratings, percent increases, and p-values are shown in the table below for all course competencies for the 51 learners who completed the program.

Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	p-value
<b>Understanding Consumer Control, Person-Centered Planning, and Self-Direction</b>				
Describe person-centered planning, consumer control, and consumer direction in providing community-based supports and services.	1.96	2.28	16%	<.05
Determine how to effectively support family members' and significant others' interest in participating during long-term care planning.	2.00	2.28	14%	<.05
Develop strong interpersonal communication skills to support the consumer in the decision-making process, including active listening, paraphrasing, and effective ways to ask questions.	2.22	2.40	8%	.18
Recognize the impact of one's own values and biases on one's ability to provide quality services related to aging and disabilities.	2.20	2.36	7%	.12
Understand the history of Disability Rights legislation and the Independent Living Movement.	1.98	2.20	11%	.06
Understand the importance of cultural inclusion and cultural humility when working with consumers.	2.30	2.54	10%	.06
<b>Care Transitions</b>				
Demonstrate the ability to communicate with other health and human service team members.	2.42	2.50	3%	.55
Demonstrate the ability to coordinate care, including when assisting in planning discharges and post-discharge follow up.	1.62	2.18	35%	<.001
Describe the most common care transition interventions and how these address barriers to good care.	1.60	2.18	36%	<.001
Discuss how health care disparities need to be addressed when planning care transitions.	1.66	2.30	39%	<.001
Discuss how organizations can select interventions or models that are a good fit for them.	1.60	2.16	35%	<.001

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Competency	Pre-Course Mean Competency Rating	Post-Course Mean Competency Rating	Percent Increase	p-value
Understand the importance of end-of-life conversations and planning (when appropriate) as consumers transition through multiple settings.	1.70	2.20	29%	<.001
<b>Mental Health Training in Options Counseling</b>				
Describe the role of the options counselor.	1.82	2.50	37%	<.001
Know the range of referral resources and organizations available to consumers and families who are in need of mental health services.	1.98	2.44	23%	<.05
List techniques that are used to establish rapport when working with consumers.	2.26	2.46	9%	.14
Recognize common mental health conditions that can affect older adults and people living with disabilities.	2.02	2.32	15%	<.05
Recognize the importance of respecting strengths, values, and preferences of consumers with mental health issues.	2.26	2.56	13%	<.05
Utilize effective ways to ask questions while providing resources.	2.14	2.40	12%	.06
<b>A Foundation in Ethics, Critical Thinking and Problem Solving</b>				
Apply ethical decision-making and problem-solving processes to practice situations.	2.16	2.36	9%	.21
Discuss the relationship between ethics and informed consent.	2.08	2.34	13%	<.05
Explain the importance of confidentiality as it relates to ethical practice.	2.40	2.64	10%	.13
Understand how culture can influence ethical approaches to problems.	2.22	2.46	11%	.10
Use a problem-solving framework to address ethical dilemmas related to capacity, self-determination, and decision-making.	1.98	2.36	19%	<.05
Use a problem-solving framework to address ethical dilemmas related to risk of harm.	1.92	2.30	20%	<.05