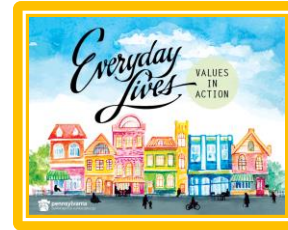


Networks 17th Employment Supports Symposium

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Deputy Secretary
Office of Developmental Programs
May 24, 2017



What is Driving Change in the Waivers?



1. Everyday Lives Recommendations

2. Waiting lists

More supports for independent living
More supports for people living with families
Adopting the Life Course Approach



3. Fully accepting responsibility for people with Autism



4. Community Inclusion Mandate

Employment
Community Participation





VALUES IN ACTION: RECOMMENDATIONS

I SAC recommendations for *Values in Action* are built on the values, goals, expectations, and aspirations of people with disabilities and their families. The recommendations are a guide for ODP to develop policy and design programs for people with disabilities, families, providers of service, and advocates who support people to have an everyday life.

1. ASSURE EFFECTIVE COMMUNICATION



Every person has an effective way to communicate in order to express choice and ensure their health and safety. All forms of communication should consider and include the individual's language preferences and use of current technology.

living, and how to have fun all are key choices in life, as are seemingly small choices, such as what to eat, what to wear, when to wake up in the morning, and when to go to bed. It is important to be able to trust the people who provide assistance, to feel confident that they respect you and your right to manage your life, and to enjoy each other's company.

2. PROMOTE SELF-DIRECTION, CHOICE, & CONTROL



Personal choice and control over all aspects of life must be supported for every person. Choice about where to live, whom to live with, what to do for a

Self-direction works when individuals have clear and understandable information, opportunities to exercise choice, and assistance with making decisions when needed. Self-direction is only possible when family, friends, and people who provide supports respect the individual's preferences and their right to make mistakes and facilitate the implementation of the individual's decisions.



3. INCREASE EMPLOYMENT

Employment is a centerpiece of adulthood and must be available for every person. The benefits of employment for people with disabilities are significant and are the same as for people without disabilities.

EMPLOYMENT IS:

- Feeling proud
- Meeting new people
- Having self-confidence
- Building new skills
- Getting a paycheck
- Paying taxes

4. SUPPORT FAMILIES THROUGHOUT THE LIFESPAN



The vast majority of people with disabilities in Pennsylvania live with their families. Families need support in order to make an everyday life possible. Families need information, resources, and training. They need connections with other families and support services. Listening to people with disabilities and their families is key to providing supports that help them achieve an everyday life.

5. PROMOTE HEALTH, WELLNESS, AND SAFETY



Promote physical and mental health, wellness, and personal safety for every individual and their family. Promoting physical and mental health means providing information about health and wellness, emotional support, and encouragement. Tools that help every individual adopt a healthy lifestyle — including good nutrition, healthy diets, physical activity, and strategies to reduce and manage stress and protect oneself from all types of abuse and exploitation — must be provided.

6. SUPPORT PEOPLE WITH COMPLEX NEEDS



People with disabilities who have both physical and behavioral health needs receive the medical treatment and supports needed throughout their lifespans. When individuals, families, and providers plan and modify supports as people's needs change to meet these challenges, people are more able to live an everyday life. Opportunities for a full community life are dependent on adequate supports and the commitment to build capacity within the larger human service delivery system.



7. DEVELOP AND SUPPORT QUALIFIED STAFF



People with disabilities receiving services benefit when staff who support them are well trained. Values, ethics, and person-centered decision-making can be learned and used in daily practice through mentorship and training. Providing professional training that strengthens relationships and partnerships between individuals, families, and direct support professionals will improve the quality of support.

8. SIMPLIFY THE SYSTEM



The system of supports and funding of those supports must be as straightforward and uncomplicated as possible. This will allow for greater understanding and use of the system by everyone — most importantly the individual needing and receiving supports.

9. IMPROVE QUALITY



Together we must plan and deliver services and supports that adhere to our values, measure person-centered outcomes, and continuously improve an individual's quality of life. All stakeholders must be engaged in the process of measuring how well services assist people in achieving an everyday life.

10. EXPAND OPTIONS FOR COMMUNITY LIVING



Expand the range of housing options in the community so all people can live where and with whom they want to live. Listening to people with disabilities and their families, providers, and support coordinators will help people locate affordable and accessible housing, find housemates, and identify housing resources/supports and other government benefits that, when blended with natural supports, will promote an everyday life.

11. INCREASE COMMUNITY PARTICIPATION



Being involved in community life creates opportunities for new experiences and interests, the potential to develop friendships, and the ability to make a contribution to the community. An interdependent life, where people with and without disabilities are connected, enriches all of our lives.



12. PROVIDE COMMUNITY SERVICES TO EVERYONE

Some people with disabilities — whether living on their own, with families, or in institutions — are waiting for community services. The goal is to build a system that has the capacity to provide services in a timely fashion for all people who need supports.



13. EVALUATE FUTURE INNOVATIONS BASED ON *EVERYDAY LIVES* PRINCIPLES

Future consideration of service models and reimbursement strategies must be based on the principles of person-centered planning, individual choice, control over who provides services and where, and full engagement in community life. Innovative approaches should be evaluated based on the recommendations of *Everyday Lives*, including: employment, recognizing and supporting the role of families, and meeting the diverse needs of all individuals. Stakeholders should be fully engaged in designing, implementing, and monitoring the outcomes and effectiveness of innovative service models and service delivery systems.

Goal #3 Employment First



Employment First Executive Order Summary



RAISE THE EXPECTATIONS OF EMPLOYMENT GOALS FOR CHILDREN WITH A DISABILITY AT AN EARLY AGE.

PREPARE YOUNG PEOPLE WITH A DISABILITY TO BECOME WORKING ADULTS WITH A DISABILITY.

TRANSITION STUDENTS FROM SECONDARY EDUCATION TO ADULT LIFE.

ASSIST INDIVIDUALS WITH A DISABILITY IN GETTING AND KEEPING A JOB.

<http://www.dhs.pa.gov/priorities/focus-on/index.htm>



Employment Services

- **Supported Employment**
- **Advanced Supported Employment - New**
- **Small Group Employment (replaces Transitional Work)**
- **Benefits Counseling - New**



Supported Employment



- Career assessment, job finding or development, and job coaching and support.
- Companion at same time for ADLs when cannot be provided by co-workers or natural supports
- Ratios 1:1 and 1:2
- It is not allowable for providers of Supported Employment services to also be the employer of the participant to whom they provide Supported Employment services.
- New certification requirements - CESP credential from APSE, or Basic Employment Services Certificate of Achievement or a Professional Certificate of Achievement in Employment Services from an ACRE organizational member that has ACRE-approved training



Supported Employment

Limitations:

- When not provided with any other employment service (Small Group Employment or Community Participation Support) and the participant is not competitively employed, the hours of authorized Supported Employment cannot exceed 40/week.
- When not provided with any other employment service and participant is competitively employed or when services are provided in conjunction with Community Participation and/or Small Group Employment the total number of hours for these services (whether utilized alone or in conjunction with one another) cannot exceed 50 hour/week.

3 Components: Discovery, job development, systematic instruction

Providers are paid for three separate outcomes.

1. The production of a detailed written Discovery Profile and the production of a visual resume and individualized plan for employment, using a standard template prescribed by the Department or one that meets the professional credential required for this service.
2. A job evidenced by documentation from an employer offering the participant employment that meets the definition of competitive integrated employment or evidence of self-employment.
3. Successful retention, **evidenced by the participant working a minimum of 5 hours per week** , on the job for at least 4 months.

Discovery, job development, systematic instruction for participants for whom supported employment unsuccessful. Specifically, the participant:

1. Found ineligible for or closed case with OVR services and chooses not to be re-referred or it has been determined that OVR services are not available; and
2. **Has never had job skills training or development, has never had any work related experiences (including volunteer experiences) or in the past 2 years, with the use of supported employment services,** has not been able to secure a competitive integrated job or unable keep a competitive integrated job for more than 6 months, and
3. Meets one of the following criteria:
 - a) Is currently in an activity receiving a sub-minimum wage, or
 - b) After consulting with a credentialed provider, it is the opinion of the ISP team that the level of support provided through this service is needed to secure sustained competitive integrated employment.

(formerly Transitional Work)

- Work that participants perform during the provision of Small Group Employment services must be paid at least minimum wage and the compensation must be similar to compensation earned by workers without disabilities performing the same work.
- Defined Affirmative Industry - a business that sells products or services where at least 51% of the employees do not have a disability.
- Small Group Employment includes supporting the participant with personal care needs that cannot, or would be inappropriate to, be provided with the support from coworkers or other natural supports.
- Same Ratios 1:1; 1:1-1:13.5; 1:3.5-1:6; 1:6-1:10

Benefits Counseling



- Through accurate individualized assessment, this service provides information to the participant regarding the full array of available work incentives for essential benefit programs including Supplemental Security Income, SSDI, Medicaid, Medicare, housing subsidies, food stamps, etc.
- Provided by Certified Work Incentive Counselor
- Limit 10 hours annually
- Available only after service sought and unavailable through PA's Work Incentive Planning and Assistance programs (WIPAs)



Community Participation

COMMUNITY PARTICIPATION SUPPORTS

(REPLACES PREVOCATIONAL AND DAY HABILITATION SERVICES)

- Flexibly wrap around and support community life secondary to employment, as a primary goal.
- This service involves participation in integrated community settings, in activities that involve persons without disabilities who are not paid or unpaid caregivers.



- Prevocational skill development.
- Building and maintaining relationships and social networks.
- Selection and participation in community activities, volunteer activities, groups, associations, or clubs to develop social networks with community organizations and clubs.
- Opportunities related to the development of hobbies and interests
- Promote personal health and wellness.
- Opportunities focused self-determination and self-advocacy.
- Learning to navigate the local community, including using transportation.
- Assisting individuals with disabilities and family caregivers with providing mutual support to one another (through service/support exchange) and contributing to others in the community.

Where does Community Inclusion come from?



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- ❖ 1972 Right to Education – PARC Consent Decree
- ❖ 1972 PARC Pennhurst Consent Decree
- ❖ 1975 IDEA – Least Restrictive
- ❖ 1986 Part C – Early Intervention
- ❖ 2000 – EI Natural Environment Requirement
- ❖ 1990 Americans with Disability Act
- ❖ 1999 Olmstead decision
- ❖ 2015 WIOA – Education and OVR focus on employment
- ❖ 2015 HCBS Rule

Service Settings



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For prevocational services

Program specialists and supervisors must have one of the following by 1/1/19 or within 60 days of hire if hired after 11/1/18:

- Hold a Certified Employment Support Professional (CESP) credential from the Association of People Supporting Employment First (APSE), or
- Have been awarded a Basic Employment Services Certificate of Achievement or a Professional Certificate of Achievement in Employment Services from an Association of Community Rehabilitation Educators (ACRE) organizational member that has ACRE-approved training.

For all staff

Within 12 months of the effective date of this waiver, all staff must complete the Department approved training on Community Participation Support. After July 1, 2018, all new hires must complete the Department approved training on Community Participation Support within 60 days of hire and during that time they must be supervised by someone who has completed the training.



Expectation for the provider to offer community activity:

- Provider will offer community integration for no less than **25%** of program time and up to the amount people choose effective September 2018. This is not a requirement imposed on individuals.
- The person and their team will explore the person's interests/preferences and develop a plan for meaningful community engagement that will support the person's lifelong learning and growth, including the type of community activities and the frequency.
- No requirement for **50%** or **75%**.



Exceptions to the Standard for Time in the Community:

- Exceptions for medical, behavioral health, or conditions that affect the person's ability to participate or impacts the person's health and safety. The determination will be made by the person's team. There is no additional review.
- When individuals choose not to engage in community activity, we must be sure that they have adequate and relevant information and experience on which to base their choice.



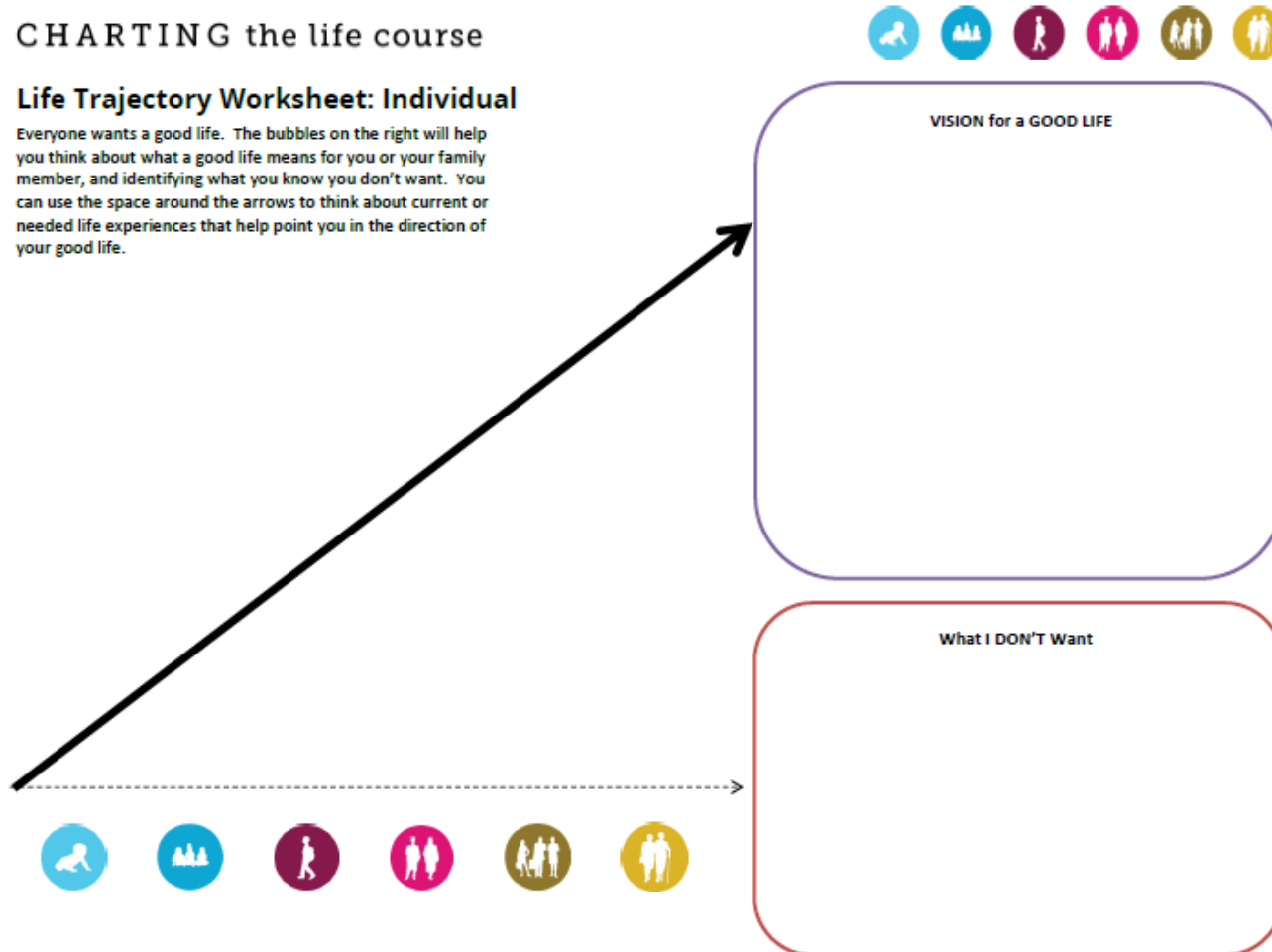
Life Course Approach



CHARTING the life course

Life Trajectory Worksheet: Individual

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.

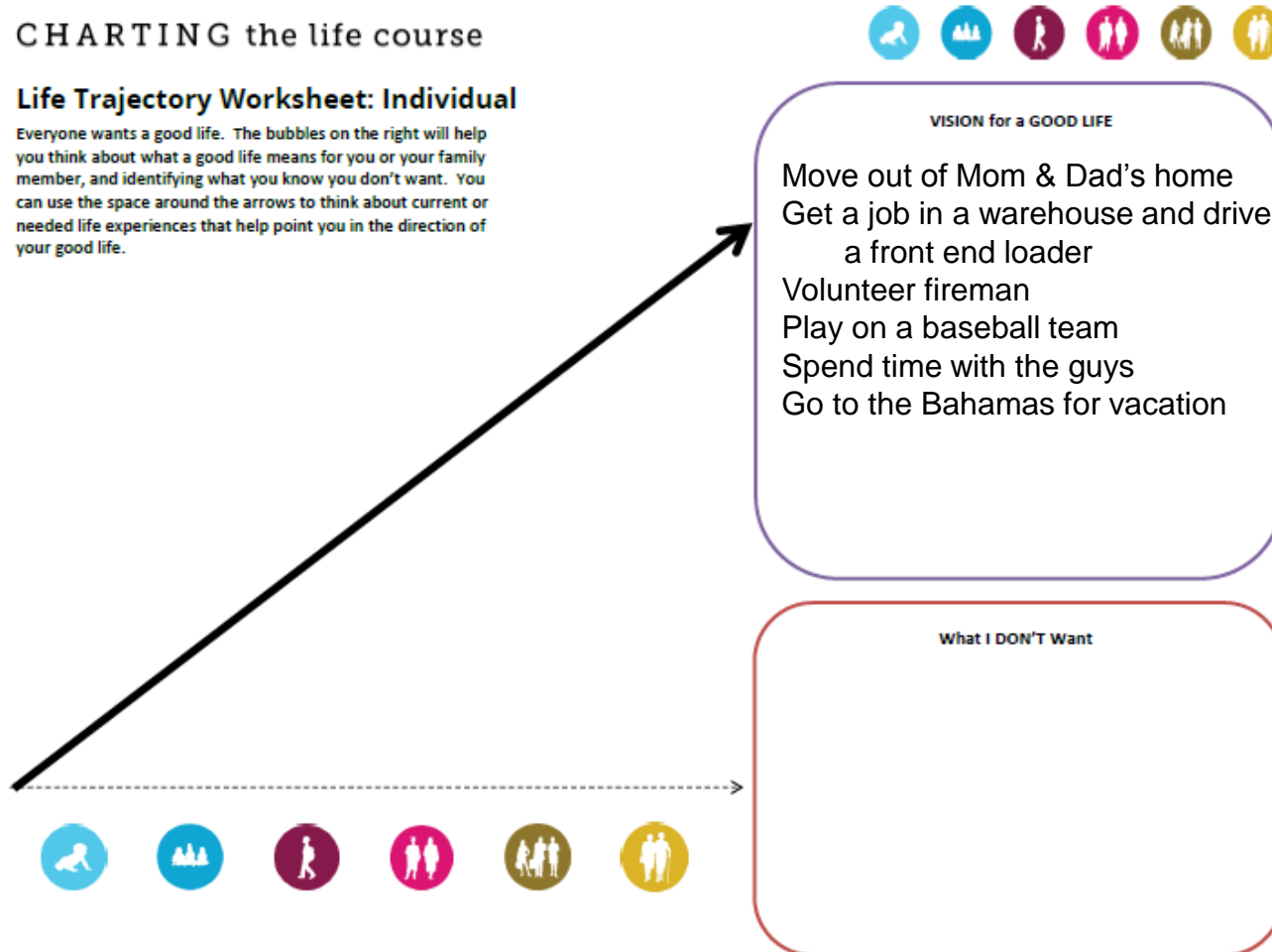


The diagram illustrates a life trajectory worksheet. It features a large black arrow pointing from the bottom-left towards the top-right. A dashed horizontal arrow points from the start of the main arrow to the right. On the right side, there are two large rounded rectangular boxes. The top box is purple and labeled "VISION for a GOOD LIFE". The bottom box is red and labeled "What I DON'T Want". Above and below the boxes are rows of six circular icons each, representing different life stages or family structures: a person, a family, a person with a cane, a couple, a family, and a family with a person with a cane.

CHARTING the life course

Life Trajectory Worksheet: Individual

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Integrated Supports



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CHARTING the LifeCourse



Integrated Supports

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.



Access the LifeCourse framework and tools at lifecoursetools.com

Developed by the UMKC Institute for Human Development, UCEDD. More tools and materials at lifecoursetools.com

MAY 2016



Integrated Supports Daily Life

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This star will help families and individuals think about how to work in partnership to support their vision for a good life.

Technology

- Electronic reminders
- Alarm clock
- Cell phone
- iPad educational/life skills apps
- Online resume builders
- Online classes or training
- Internet job search
- Calculator
- Computer
- iPhone or smart phone apps

Personal Strengths & Assets

- Work/volunteer experience
 - Summer jobs
- Vision or dream for job or career
- Responsibilities at home or school
 - Makes choices and decisions
- Communicates ideas, needs, thoughts to others
- Knowledge of a variety of different jobs/careers
 - Good social skills
- Practices everyday living skills

Relationships

- Coworkers
- Parents, siblings, spouse, children, grandparents, other family
 - Friends
 - Teacher
 - Mentors
- Parents/family of friends
- Business partner



- Volunteering
- Competitive employment/careers
- Colleges, universities, tech school
- Micro-enterprises
- Self employment
- Tutors
- Parent/Teacher Association (PTA)
- Summer Reading Program (library)

Community Based

- Work crews/endaves
 - Job coaches
- Supported employment
- Special college programs
- Special Education/IEP's
 - HeadStart
- Vocational Rehabilitation
- Case manager/support coordinator
- Sheltered workshops
 - Day habilitation

Eligibility Specific

Access the LifeCourse framework and tools at lifecoursetools.com

Example Domain Specific

Daily Life and Employment

- **More supports to families**
 - Family/Unpaid Caregiver Training and Consultation
 - Consultative Nutritional Services
 - Art, Music and Equine-Assisted Therapy
 - Participant goods and services for self-directed services
 - Communication specialist
 - Expanding respite options – allowable setting, changes in rates
 - Shared Living enrolling families
- **More supports for people living on their own**
 - Supported Living – provider operated/daily rate
 - Housing Tenancy and Tenancy Sustaining Services

- **Increase community participation - comply with the HCBS rule**
- **Promote employment = comply with the HCBS rule**
 - Advanced Supported Employment
 - Benefits Counseling
 - Transportation for those in group homes with a job
 - PFDS limit extended for those who need employment service
- **Open opportunities for people with Autism and not ID**
 - Adding Autism eligibility to both waivers



36