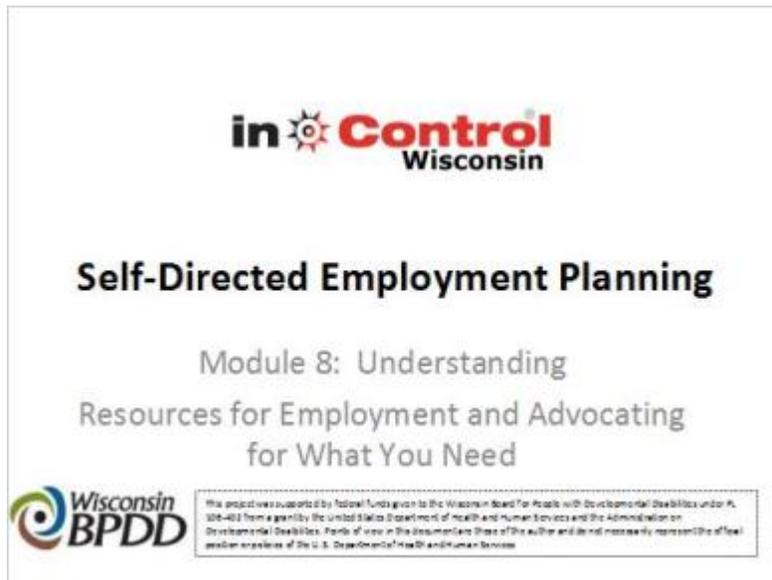


SDEP Module 8-Understanding Resources for Employment and Advocating for What You Need

1. SDEP Module 8 11-13-12

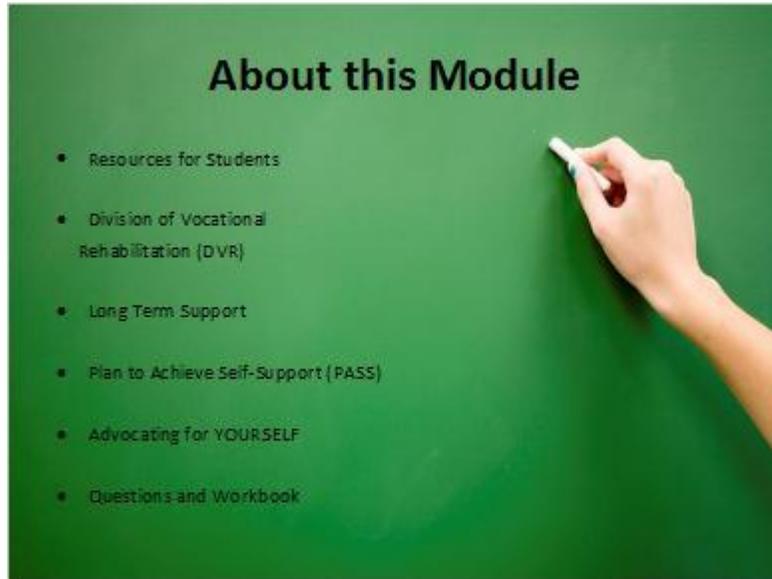
1.1 Title



Notes:

Welcome to Module 8 of the Self-Directed Employment Planning Training. This module is called “Understanding Resources for Employment and Advocating for What You Need.”

1.2 About this Module



Notes:

In this Module, you will learn about the resources that might be available to you and how employment supports and services are funded. These resources can be blended in a way that creates a whole plan that meets your employment planning needs. Although support systems and the rules for funding are always subject to change, this module will help you to understand the basics about funding sources for employment supports, and the ways you can access those resources, and advocate for what you need.

You can find the questions and worksheets that go with this module in section eight of the Employment Planning Workbook that you downloaded after the introduction to this training. If you have not downloaded the workbook yet, you can do that at any time you choose by clicking on the Resources tab in the upper right hand corner of this training.

1.3 School Resources

School Resources

- Classes
- Extracurricular Activities
- Planning
- Goal Setting
- Work Experience
- Credits for Work



Notes:

If you are still in high school, there are a few ways that you can work toward your future goals. The first thing that can help you prepare for employment is to take classes that are about career exploration. Most high schools have classes designed to help all students figure out what they might want to do for work as adults. Another good idea that goes hand in hand with taking career exploration classes is to take extracurricular types of classes in high school that interest you. Your case manager and teachers should have a list of all the classes that are available to you. Topics for such classes might be graphic art, cooking, keyboarding, money management, poetry writing, or sculpting. In addition to these classes, you can also get involved in activities that are available through your school, such as a club or a sport. This is another great way to figure out what really interests you and what subjects and activities you like. Let your parents, teachers, case manager, and other people who help you at school know that you want to take classes and explore your options for after you graduate.

In addition to getting involved in activities and taking classes that sound interesting to you, you can also work with your case manager, teachers, and guidance counselor to make your individual education plan (IEP) and your individual transition plan (ITP) specific to your goals. Your plans are not only about employment, but should have information about what you want to do after you graduate from high school. Part of your transition plan might be to go to college, technical school, or some other job training program after high school. Those are good goals too - and are also part of planning for your future career. The main thing is to make sure that you know about your transition plan from school and that you get to have input based on your interests, skills, and future goals.

Another important step you can take in employment planning during high school is to get work experience. Most people have jobs during high school to make spending money and to save for their future. This is something that can be very helpful in getting

a job after high school and into the future. Lots of jobs that students can get during high school do not require previous experience. Some jobs that people get during high school include: working at stores such as restaurants, grocery stores, movie theaters, and landscaping companies, to mention only a few. Getting actual work experience helps all students begin to build a work history, learn about the responsibilities for a job, and get references for future job search . If you are in school supported transition program past the age of 18, then you can expect to have help with seeking and obtaining community work experiences during that time. Doing as much as you can to learn about your interests and abilities, and to get work experience while you are still in high school will be helpful to your employment planning as you become an adult, even if you do not find your ideal job while you are still in high school - most people don't!

1.4 People at School

People at School

- Teachers
- Case Manager
- Guidance Counselor
- Transition Coordinator



Notes:

If you are currently in high school or a transition program through a school district, then you may already know that your teachers, case manager, school guidance counselor, and maybe a transition coordinator can help you with your employment planning process. Teachers can assist you to choose and succeed in general education classes and vocational classes that interest you and will help you reach your goals. Your case manager can help you with creating your plan and making contacts with others needed to assist you. The guidance counselor at your school can help you find out about different careers and also with a search for post-secondary education (college) options that you might want to consider. Some school districts also have a transition coordinator who can help with planning, finding work experiences, and working with other people, like family, employers, and college staff.

1.5 Division of Vocational Rehabilitation (DVR)

Division of Vocational Rehabilitation (DVR)



- Application Process
- Individual Plan for Employment
- Money for Supports at a Job
- On The Job Training

Notes:

While you are still in high school or a transition program, you can get help from your school and parents to complete an application for services from the Division of Vocational Rehabilitation. There is an option called Youth On the Job Training that might be able to help pay an employer to cover your wages for a period of time if you get a job offer. This can be a good way for youth and young adults to get started working and try out a job that interests them.

If you are past high school, you can also get help from DVR to find a job. DVR works with people with disabilities who are unemployed, underemployed, or fear losing a job or need to make a career change due to disability. DVR is also a source for services for people with disabilities to get education or training in order to get a job and become more self-sufficient. DVR gets money from both state and federal government sources to assist people to work in their communities. This money comes from public sources, like from taxes. DVR's goal is to help people get the support they need to obtain employment. DVR has offices around the state, usually in places called Job Centers. DVR and other Job Center services exist because many people need help with job training and finding employment.

1.6 People at DVR

People at DVR

Rehabilitation Counselor:

- Assigned to your area
- Help with Application
- Meetings to Talk
- Write YOUR Plan for Employment



Notes:

To get started with DVR, you will need to complete an application for services. You might hear someone talk about making a referral to DVR. That is another word for the application process. You can get help to complete your application from someone on your support team or from DVR. After you have submitted an application, a decision will be made about whether or not your local DVR office can help you right away or whether you have to go on a waiting list. If DVR is going to work with you, then you will be assigned a Vocational Rehabilitation Counselor from DVR. That person will work with you to create your Individualized Plan for Employment or IPE. DVR can provide funding to pay for a variety of services to help you address barriers to employment and get the support you need to find the right job. Some examples of things that might be in your plan are:

an agency to complete a vocational assessment with you,
funding for someone to help you look for a job (a job developer),
funding for a work incentives benefits analysis,
tuition expenses to complete a job training program such as certification to be a child care worker or a certified nursing assistant,
funding for assistive technology or equipment to be used in your job search or at work,
transportation help or bus tickets, until you are able to afford these on your own, or
funding for someone to help you with your job training (a job coach).

You may not need these things or you may need different things. DVR also supports business plan development and can provide a limited amount of funding to start-up a self-employment venture. If you work with DVR, your counselor will determine the specific things that DVR can help you with based on your employment plan and your

needs.

DVR is not a source for long term employment supports. DVR will only provide services and funding for supports until you are stable on your new job or with your business. If you need long term job coaching or other supports to maintain employment and are found eligible for Long Term Care through Family Care, IRIS or a county long term care program, this will be your resource for ongoing employment supports. It is important that DVR and your long term care support program work together during the employment planning process in order to blend resources together and make a smooth transition to long term support once you are done working with DVR.

1.7 Long Term Support

Long Term Support

- County Services
 - CIP and COP Waiver Programs
- Family Care
 - Using Self-Directed Supports
- Include Respect, I Self-Direct (IRIS)



Notes:

Long term supports are not just for employment supports. People with disabilities also rely on long term care to provide supports for personal care, home supports, transportation services and more. In Wisconsin, there are 3 long term care programs. Which program in your area depends on the county that you live in. The three long term care programs are called Family Care, the IRIS Program, and the County Long Term Care program (also known as CIP and COP Waivers). You can find out if you are eligible for a long term care program by meeting with the Options Counselor at the Aging and Disability Resource Center in your area. These places are called ADRCs for short. An internet link to all of the ADRCs in Wisconsin is listed in the Resource Guide. The options counselor will ask you questions and will want documentation to determine if you are eligible for long term care. If you are found eligible, the Options Counselor will explain the programs that are available to you.

Much of Wisconsin has Family Care and IRIS as long term care programs. The counties

that do not have these two programs, like Dane County, Rock County and Brown County for example, have the CIP and COP Waiver Programs that were mentioned before.

Family Care is a Managed Care Long Term Care Program. That means that you work with an organization called a Managed Care Organization (or MCO for short). MCO's operate in many counties in Wisconsin to provide services to people with disabilities. The MCO will assign a Care Manager and a Nurse to you. They will meet with you to develop a plan with you. You get help from anyone who is important to you to create your plan. This plan, known as the Member-Centered Plan, should be focused on the things you want to do or achieve in your life, like your employment goals or where you want to live. Once you have shared your hopes and dreams with your Family Care team, they will use a method to allocate resources and services to help you reach your goals.

Another Long Term Care Program is called the IRIS Program. IRIS stands for Include, Respect, I Self-Direct. IRIS is available everywhere Family Care is available. IRIS is a Self-Directed Supports program. This means that once you are found eligible for long term care services with the ADRC, the Options Counselor will tell you how much funding is available to provide your long term care supports. This funding is called an Individual Budget. This budget does not include the help you might need for personal care or for health and medical care. Once you get this budget amount, you can work with an IRIS staff person, and involve anyone else who is important to you, to create an individualized plan that details how much funding you want to spend on supports to reach your goals. For example, if your monthly individual budget is \$1500, you may choose to spend \$500 of that money each month to help you determine what you like to do by getting support to volunteer and hiring an agency to do Discovery. Once that part of the planning process is done, you might then decide to spend your money in different ways, especially if DVR is providing some financial resources to purchase services like Job Development. During that time, the \$500 you were spending could go to help you learn how to ride the bus and improve your skills and increase your involvement in the community in different ways. Once you are on the job and stable, you will need to plan for your transition to ongoing supports in the workplace if you need them. Once again, you will need to revisit your plan and adjust your budget accordingly. IRIS can be flexible and you can be creative with your planning. To get the most out of planning, you might find it helpful to enlist the support of your IRIS Consultant, family members, peers or trusted allies to help you research your options and create a plan that works for you.

Family Care also offers the opportunity for you to self-direct your services if you want to. Family Care members can choose to self-direct one, some or all of their services. If you are interested in self-directing your employment plan, your Managed Care Organization can help you determine what resources are available to you and can provide you with an individual budget to purchase employment supports and services. If you are interested in learning about Self-Directed Support in Family Care, talk with your care manager. Each MCO has a person who specializes in Self-Directed Supports for their organization.

1.8 Different for Everyone

Options for the Support You Need

- Choose Your Service Providers
- Hire Who You Want
- Visit the ADRC to Learn More



Notes:

With Self-Directed Support and Individual Budgets you can use different options to get the support you need. You can work with service providers or you can recruit, provide training for and hire your own support staff. Modules 9 and 10 will help you understand how to choose the services and supports that work best for you.

The first step to find out if long term support services are an option for you is to make an appointment with the Aging and Disability Resource Center (ADRC) or your County Human Services department. If you are in high school you can contact your ADRC at 17 years 6 months old to find out if you are eligible for long term care services. There are websites listed in Section 8 of the Resource Guide to help you to find an ADRC near you and to learn more about adult long term care options like Family Care and IRIS.

1.9 Plan to Achieve Self-Support

Plan to Achieve Self-Support

- Approved by the Social Security Administration
- Can be used to purchase items or services you need to achieve a work goal or start a business
- Examples in Resource Guide



Notes:

In Module 5, the Plan to Achieve Self-Support (called PASS for short) was mentioned. PASS plans are funds from the Social Security Administration that you might be able to use to purchase goods and services to reach your employment goal. This includes using the PASS funds to start a business. The Resource Guide has some internet links that give examples of how people have used PASS plans and what they purchased with PASS funds. You can find out more about PASS by talking to a Work Incentives Benefits Specialist or contacting the Social Security Administration's PASS Cadre. Information on how to contact these people is also in the Resource Guide.

You might find that accessing services and resources from the Division of Vocational Rehabilitation and the Long Term Care programs and writing a PASS plan takes time. You may even be put on a waiting list for important services that you need to find or keep a job. If this happens you and your support team may need to spend more time, seek out other options, and be even more creative when developing your employment plan.

1.10 Advocating for What You Need

Advocating for What You Need

- Know what you want and need
- Think about what is best for you
- Have a list of “non-negotiable's”
- Be flexible on other things
- Know that needs change over time
- Services should be for YOU



Notes:

As you move forward with your employment plan, the rules of these programs and how the funding works can be confusing. Teamwork and regular team meetings keep everyone who is working with you talking about who can provide what and how they can help you. Good self-advocates ask questions, speak up when they don't understand something and ask people to explain how what they are doing is going to help them. You also need to know what you want, and what you need as well as what you don't want, and how to find help when you need it. You might have to give up some things to get other things. You might also find that what you want now is not the same thing that you want in a year or three years or five years.

Schools, DVR and the Long Term Care Programs should be working together to help you reach your goal of employment. These service systems have worked out agreements with one another about how funding should work, who should pay for what, and their roles in supporting you. These three systems follow a Transition Action Guide for Post School Planning. A link to this Transition Action Guide (also called the “TAG”) is in the Resource Guide.

If you are past school, DVR and your long term care program should be working together to help you achieve your goals. To work with you effectively, these two systems follow an agreement called Technical Assistance Guide for Adults Seeking Integrated Employment.

These guides can be extremely helpful to you and your team members. They can help you understand what your responsibilities are with these programs and how these programs should be working with you, and with one another, to help you reach your goals.

If at any point you have questions about DVR services or feel that working with DVR is not going smoothly for you, you can contact the Client Assistance Program. Their contact information is included in section 8 of the Resource Guide. The Client Assistance Program is not attached to the same state agency as DVR. Instead, CAP is an independent resource that can help you to:

Understand vocational services

Determine if appropriate services are being provided to you

Resolve issues and disputes that you may have with DVR, and

Assist with appeal or other legal help when appropriate services have been denied.

Both Family Care and IRIS also have people who specialize in Employment. These people can be a resource to you and your team. If you do not feel that your employment planning process is going smoothly, ask your care manager or IRIS Consultant to contact the employment resource person in their organization for help.

If working with Family Care or IRIS has been difficult for you or you do not feel you are getting the appropriate services based on your needs you can contact the Family Care and IRIS Ombudsman at Disability Rights Wisconsin. This is the advocacy and assistance agency that can help answer questions and help you understand your rights with these programs. Contact information for the Family Care and IRIS Ombudsman is located in section 8 of the Resource Guide.

1.11 Questions and Workbook

Questions and Workbook

- Experiences
- Support Needs
- Current Services
- Ideas of Things to Try
- Getting Information



Notes:

The questions that go with Module 8: Understanding Resources for Employment Supports and Advocating for What You Need are:

1) What classes, extracurricular and work related experiences are you involved in?

If you need help, who helps you?

Where does the funding for your support come from? (School, DVR, IRIS, MCO)

What other things would you like to try?

There is a chart in the Workbook where you will answer questions for various categories.

Those categories include:

Classes and Activities at high school or college

Community Activities and Volunteering

Work Related Experiences

If you do not know where the funding for your supports comes from, ask someone to help you find out. You can advocate for yourself by sharing the list of things you want to try with your teachers, family, case manager, and others on your support team.

2) What would you like to find out more about in terms of funding for employment support services through: (you should check all that apply from the list)

School

DVR

MCO

IRIS

County

Family support

3) What else do you want to know about resources and options for employment supports & who can you ask?

There is a chart in the Workbook for you to list your questions and people you can ask.