Guidebook

A Resource for:

Community Based Case Managers
Care Managers
Service Coordinators
and
Integrated Health Home Care Coordinators

2nd Edition
January, 2017

This publication is developed by staff from Iowa Vocational Rehabilitation Services, Iowa Department of Human Services, Iowa Department for the Blind, the Center for Disabilities Development, Iowa Department of Human Rights and Iowa APSE. Staff support for this work is through the Employment First State Leadership Mentoring Project (EFSLMP) sponsored by the U.S. Department of Labor, Office of Disability Employment Policy (ODEP).

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This Guidebook is available electronically at
https://uihc.org/ucedd/sites/uihc.org.ucedd/files/iowa_employment_first_guidebook.pdf

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Why This Guidebook Was Created

The Iowa Department of Human Services and our Employment-1st partners are committed to ensuring all people with disabilities have the opportunity to work in the general workforce, and to enjoy the many benefits that are associated with having employment. We recognize that case managers, care managers, service coordinators and integrated health home coordinators have a critical role to play in enabling more Iowans with disabilities to find and keep employment in the general workforce. However, we also recognize that case managers, care managers, service coordinators and integrated health home care coordinators may not have all of the knowledge, resources and tools they need to ensure each person with a disability they work with can achieve employment in the general workforce, earning at least minimum wage.

This Guidebook was created to provide case managers, care managers, service coordinators and integrated health home care coordinators with critical information, resources and tools to help them do the best possible job of assisting transition-age youth and working-age adults with disabilities they support to work. Iowa DHS welcomes feedback and suggestions on how to improve this Guidebook. Please send your ideas to: lnibbel@dhs.state.ia.us (Lin Nibbelink, IDHS Division of MHDS).

Note to the Reader:

Throughout this Guidebook, when the terms “employment” and “competitive integrated employment” are used, this is what is meant:

> *Work that is performed (including self-employment) for which an individual of working age is paid at or above minimum wage and not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by employees who are not disabled, where the employee interacts with other persons who are not disabled to the same extent as others who are in comparable positions, and that presents opportunities for advancement that are similar for those who are not disabled. In the case of an individual who is self-employed, the business results in an income that is comparable to the income received by others who are not disabled and are self-employed in similar occupations.*

For more information on increasing employment opportunities for people with disabilities and to read personal success stories from individuals who have used HCBS services and supports to successfully meet their employment goals, please the Center for Disabilities and Development Employment Initiatives at https://uihc.org/ucedd/employment-first-initiatives , the MHDS Employment homepage at: http://dhs.iowa.gov/mhds/disability-services/employment ,and the IME HCBS Waiver homepage at: http://dhs.iowa.gov/ime/members/medicaid-a-to-z/hcbs/waivers

Chapter One:

Why Employment First?

What is Employment First?

Across the nation, **Employment First** is a declaration of both philosophy and policy stating that: **"Employment** is the **first** priority and preferred outcome of publicly funded services for people with disabilities." Momentum for making Employment First (E1st) a reality in Iowa continues to grow, which helps propel systems change that can support full access to employment for all Iowans with disabilities.

E1st is also a "framework for systems change that is centered on the premise that **all** citizens, including individuals with significant disabilities, are capable of full participation in integrated employment and community life." (US Department of Labor, Office of Disability Employment Policy at: http://www.dol.gov/odep/topics/EmploymentFirst.htm)

The National Movement Towards Employment First

This section is excerpted and summarized from Lisa Mills' "2015 Vision Quest Phase One Assessment" report to IVRS.

Over the past 20 years, trends in federal legislation, federal policy guidance, regulatory changes and legal interpretations of states' obligations under the Americans with Disabilities Act (ADA), along with state policy-making have created a new environment with different expectations and rules for the provision of employment and day services for people with disabilities. At the same time, the general public is becoming more aware of the issues as local and national media cover this topic more than in the past.

The Supreme Court's 1999 decision in *Olmstead v. L.C.* (Lois Curtis) affirms Title II of the ADA and prohibits unnecessary segregation of people with disabilities. Olmstead requires that people with disabilities receive services in the "most integrated setting" appropriate to their needs. The ADA "integration mandate" is administered by the Civil Rights Division of the U.S. Department of Justice (DOJ). Recent Olmstead enforcement actions by the U.S. DOJ include July 2011 Statement and Technical Assistance Guide making clear public entities' obligations regarding integration, 2012 Virginia Settlement Agreement, confirming that the priority service option should be individual supported employment in integrated work settings.[1], 2014 Rhode Island Settlement[2] requiring increased opportunities for integration, and the 2015 Oregon Settlement Agreement[3].

A second major force is the **Centers for Medicare and Medicaid Services** (CMS), which administers Medicaid including home and community-based services (HCBS) through

[1] http://www.ada.gov/olmstead/documents/virginia_settlement.pdf
[2] http://www.ada.gov/olmstead/documents/ri-olmstead-statewide-agreement.pdf
[3] http://www.ada.gov/olmstead/documents/oregon_findings_letter.doc

waivers or State Plan services. Support for integrated employment services from CMS includes the September 2011 Guidance on Employment for Individuals in Medicaid Home and Community Based Waiver Programs, which updated the pre-vocational definition and more clearly illustrated how waiver services could be used to increase community employment opportunities[4]; and the January 2014 Final Rule on Home and Community Based Services, intended to ensure that individuals receiving HCBS "have full access to the benefits of community living and the opportunity to receive services in the most integrated setting appropriate,"[5] and the CMS 2015 HCBS Technical Guide.[6]

Other support comes from the following:

- ✓ the U.S. Department of Education's **Individuals with Disabilities Education Act (IDEA) Transition Amendments**, whose purpose is "to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living." [20 U.S.C. 1400(d)(1)(A)]
- ✓ the **Rehabilitation Act** (the Federal law governing provision of vocational rehabilitation services), which has a "presumption of employability" in integrated settings for all individuals with disabilities, including those with the most significant disabilities, and does not count placements in segregated settings as successful placements since 2001 [34CFR361.5(b)1]
- ✓ the **Workforce Innovation and Opportunity Act** of July, 2014, which requires state agencies to work together to improve community-integrated, competitive wage employment opportunities for youth and adults with disabilities and expands the role of VR agencies with transition-aged youth, limits the number of transition-aged youth entering sheltered workshops and working for sub-minimum wages, and enhances the roles of the Workforce system in meeting the needs of people with disabilities.

Iowa's Commitment to Employment First

People with disabilities, including those with the most significant disabilities, can and want to work! Demand is increasing for integrated, community-based and inclusive services, including employment. Demand for competitive integrated employment and other integrated supports is especially high among younger service recipients and their families.

In the fall of 2009, Iowa APSE held a Summit and released a White Paper entitled "Iowa's Employment First Initiative – A Call for Change of Historical Proportion."[7] This Summit and White Paper represented some of the earliest E1st activities in our state. Iowa APSE is the state chapter of the National Association of People Supporting Employment First

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[4] http://downloads.cms.gov/cmsgov/archived-downloads/CMCSBulletins/downloads/CIB-9-16-11.pdf

[5] http://www.medicaid.gov/Medicaid-CHIP-Program-Information/By-Topics/Long-Term-Services-and-Supports/Home-and-Community-Based-Services/Home-and-Community-Based-Services.html

[6] https://www.medicaid.gov/Medicaid-CHIP-Program-Information/By-Topics/Waivers/Downloads/Technical-Guidance.pdf

[7] Find the White Paper at: http://www.iowa-apse.org/first/character.htm

(APSE) – an organization solely focused on advancing Employment First policies and practices.[8] APSE has many state chapters across the country, including one in Iowa.

In 2012, Iowa's Department of Human Services adopted the following employment outcome vision statement:

> "Employment in the general workforce is the first priority and the expected and preferred outcome in the provision of publically funded services for all Iowans with disabilities."

In January 2013, Iowa's Olmstead Consumer Task Force (OCTF) adopted a position statement endorsing Iowa's inter-agency E1st initiatives.[9] The OCTF also established employment as a policy goal and defined employment as *"Regular or customized employment in the general workforce, where employees with disabilities are paid by the business (unless self-employed), earning at least minimum or prevailing wages and benefits."*

Recently, Iowa's OCTF wrote a "Fact Sheet" for families and policy-makers on this topic.[10]

One of the key highlights ascribed by E1st involves a positive view of every individual's employment potential. Iowa systems no longer ask whether a person *can* work, but instead asks *what employment best matches the person's strengths, skills, interests and conditions for success.* **The cornerstone of E1st in Iowa has been to change our expectation(s) and realize that <u>everyone can work with the right job match and the right supports.</u>** Recent state collaborative projects, including the Iowa Employment First State Leadership Mentoring Program (EFSLMP) and the Iowa Coalition for Integrated Employment (ICIE), have shown that people with disabilities CAN work in community-integrated employment at competitive wage when our systems and service providers focus on this as the goal! In 2016, these projects (involving 18 service providers) assisted 725 Iowans with significant disabilities to secure community-integrated employment at competitive wages. One hundred and fifty of the jobs were obtained through customized employment strategies. The 725 individuals work an average of 16 hours per week, and earn an average wage of $8.31 per hour.

> *"The Employment First movement is sweeping the country because of the urgent need to ensure that citizens with disabilities have access to the same quality of life as the rest of us. Working gives life meaning and the means to achieve our dreams."*
>
> --Sherry O. Becker, on Iowa APSE website

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[8] APSE lists seven basic principles and ten characteristics necessary for successful implementation of Employment First, at http://www.apse.org/wp-content/uploads/2014/04/APSE-Employment-First-Statement.pdf

[9] http://www.olmsteadrealchoicesia.org/wp-content/uploads/2013/02/Employment-Fact-Sheet-for-Families.pdf"

[10] See the Fact Sheet at: http://olmsteadrealchoicesia.org/resources/employment-services/

Chapter Two:

Employment of People with Disabilities in Iowa

Everyone Benefits When Iowans with Disabilities Work

- ✓ Competitive integrated employment provides individuals with disabilities with increased income, an opportunity to achieve economic self-sufficiency, better quality of life, and more involvement in their community.
- ✓ The Iowa economy as a whole also benefits when people with disabilities are in the workforce, paying taxes and spending their earnings in our local communities. Research by Dr. Robert Cimera of Kent State University indicated that for every $1 spent on supported employment, $1.62 is returned to Iowa's economy.[11]
- ✓ The state benefits as the result of reduced costs to Medicaid and other income support programs. In fact, research by the University of Iowa Public Policy Center showed that Medicaid members covered under Medicaid for Employed Persons with Disabilities (MEPD) incur ***21.5% less*** in claims than members with the same definition of disability who receive SSI and do not work.[12]
- ✓ Businesses benefit from the talents and contributions of Iowans with disabilities. As baby boomers retire, a labor shortage is predicted.

Multiple Iowa state agencies have community-integrated employment at competitive wages as a priority in their work with Iowans who have disabilities.

Iowa Vocational Rehabilitation Services

The mission of the Iowa Vocational Rehabilitation Services (IVRS) is to work for and with individuals who have disabilities to achieve their employment, independence and economic goals. IVRS helps people with disabilities to prepare for, find and keep community-integrated jobs that pay competitive wages. The vision and focus of IVRS is competitive integrated employment in the community.

Iowa Vocational Rehabilitation Services serves individuals with a wide variety of significant disabilities including physical disabilities, developmental disabilities, mental illness, autism, traumatic brain injuries and vision and hearing impairments. Persons who receive

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[11] Cimera RE. The national cost-efficiency of supported employees with intellectual disabilities: 2002 to 2007. American Journal on Intellectual and Developmental Disabilities. 2010b;115:19-29.
[12] https://uihc.org/ucedd/sites/uihc.org.ucedd/files/Cost%20of%20Health%20Care%20Study.pdf

vocational rehabilitation services can receive a variety of employment-related services based upon their individual needs and goals.

Vocational Rehabilitation is a program funded jointly by the State and Federal governments. The Iowa Rehabilitation Services Bureau has 14 area offices and 32 service units across the state. For more information, see Chapter Three of this Guidebook and visit the IVRS website: http://www.ivrs.iowa.gov/

Iowa Vocational Rehabilitation Services
Jessie Parker Building
510 East 12th Street
Des Moines, I A 50319-0240
1-800-532-1486 Toll Free
515-281-4211 V/TTY
Fax: 515-281-7645
http://www.ivrs.iowa.gov/

Iowa Department for the Blind

Nearly 69,000 Iowans have experienced vision loss. But that doesn't mean accepting "limitations" that many people think accompany blindness and visual impairment. The Iowa Department for the Blind (IDB) believes all Iowans can lead productive, fulfilling lives – including those who happen to be blind or low vision. IDB supports and encourages independent living and full participation in life – at home, at work and in communities. Vision loss should not and does not need to limit accomplishment in whatever a person wishes to do. The IDB helps educate, train and empower blind and low vision individuals to pursue lifelong goals. With offices in Des Moines and field staff operating statewide, IDB is committed to three goals:

- *To improve skills so the blind and low vision may obtain or retain competitive integrated employment paid at competitive wage.*
- To increase confidence and independence in all aspects of daily life.
- To improve access to information, activities and opportunities.

IDB is recognized as a leading provider of services in the United States. These services include innovative and effective vocational rehabilitation and independent living programs as well as world-class library services. The benefits to clients are profound in terms of impact on attitudes, confidence and independence. The collective social and economic impact is also significant. Productive citizens pay taxes and contribute to society and Iowa's economy – lessening their reliance on state and federal support. For more information, visit the IDB website: https://blind.iowa.gov

Iowa Department for the Blind
524 Fourth Street
Des Moines, IA 50309-2364
Local Phone: 515-281-1333
Toll free (in Iowa): 800-362-2587
Fax: 515-281-1263
E-mail: information@blind.state.ia.us
https://blind.iowa.gov/

Department of Human Services, Iowa Medicaid Enterprise (IME) and Mental Health and Disability Services (MHDS)

The Department of Human Services (DHS) is involved with a number of initiatives intended to increase the number of people with disabilities in competitive integrated employment.[13] DHS' goal is to unify and coordinate these efforts in conjunction with the Olmstead plan, MHDS Regions, Iowa Medicaid, stakeholders and state agency partners so demonstrable improvement can be made in the number of persons with disabilities in competitive integrated employment. This effort will include the evaluation of any new or innovative approaches that can be adopted to help achieve the goal.

Iowa Medicaid (Title XIX) provides healthcare and community supports and services for financially eligible children and adults with disabilities as well as a number of other target groups. The goal is for members to live healthy, stable, and self-sufficient lives. Long term community services and supports for people with disabilities, ***including employment services,*** are funded through the Medicaid 1915 (c) Home and Community Based Services (HCBS) waivers and the 1915(i) State Plan HCBS Habilitation program. See Chapter 3 for more information on the services that can support employment available through each of these options.

Iowa Medicaid's Money Follows the Person (MFP) Initiative also has employment as a priority. The Partnership for Community Integration Project is a federal Medicaid demonstration grant to assist persons with intellectual disabilities or brain injuries who are currently residing in Intermediate Care Facilities for Persons with Intellectual Disabilities (ICF/ID) or Nursing Facilities (NF) to transition to the communities of their choice. Employment plays an integral part in community inclusion and the goals of the project. For more information visit: http://dhs.iowa.gov/ime/members/medicaid-a-to-z/mfp

Iowa Medicaid's Buy-In Program or the Medicaid Program for Employed People with Disabilities (MEPD) is a Medicaid coverage group that allows persons with disabilities to work and continue to have medical assistance. For more information visit: http://dhs.iowa.gov/ime/members/medicaid-a-to-z/mepd

MHDS is responsible for planning, coordinating, monitoring, improving and partially funding mental health and disability services for the State of Iowa. The division engages in a wide variety of activities that are designed to promote a well-coordinated statewide system of high quality disability-related services and supports including employment.

Iowa's community-based, person-centered mental health and disability services system provides locally delivered services, regionally managed with statewide standards. MHDS Regional leaders[14], guided by the regional management plan, coordinate quality community services that support individuals with disabilities not otherwise eligible for Medicaid in obtaining their maximum independence. Employment is a key to independence for all of us.

Iowa Department of Human Services,

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[13] http://dhs.iowa.gov/mhds/disability-services/employment
[14] https://dhs.iowa.gov/mhds-providers/providers-regions/regions

Iowa Medicaid Enterprise (IME)
100 Army Post Road
Des Moines, IA 50315
http://dhs.iowa.gov/ime/about/aboutime

Iowa Department of Human Services,
Division of Mental Health and Disability Services (MHDS)
1305 E. Walnut Street, 5th Floor SE
Des Moines, Iowa 50319-0114
515-281-7277
http://dhs.iowa.gov/mhds

Iowa Workforce Development

Iowa Workforce Development (IWD) has a goal to provide high quality employment services to all individuals. IWD is designed to be able to improve accessibility for job seekers with disabilities. Each IowaWORKS Center offers accommodations and assistive technology to increase or improve the functional capabilities of individuals with disabilities.

Job seekers disclosing a disability also have access to additional services and supports. All IowaWORKS Centers are Social Security Administration-approved Employment Networks under the Ticket to Work program. This is one of many work incentives for beneficiaries of Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) available through the Social Security Administration. Job seekers with a disability are encouraged to connect with the IowaWORKS Centers throughout Iowa and identify yourself as having Social Security benefits or a Ticket to Work when you come to the workforce center. Ticket to Work is one of many work incentives offered through Social Security.

Iowa Workforce Development
1000 E Grand Ave.
Des Moines, IA 50319
Phone: 515-281-5287
https://www.iowaworkforcedevelopment.gov/

Iowa Department of Education

The Mission of the Iowa State Board of Education and Department of Education is directly tied to all students, including students with disabilities, finishing school and successfully participating in Iowa's workforce. The mission reads:

> "To champion excellence in education through superior leadership and services. We are committed to high levels of learning, achievement and performance for all students, so they will become successful members of their community **and the workforce**." [Emphasis added]

For students qualifying for special education, the goal of the Individualized Educational Plan (IEP) process is to "direct the student toward high expectations and toward becoming a successful member of his or her community **and the workforce**." [Emphasis added]

Iowa Department of Education
400 E. 14th Street
Des Moines, IA 50319-0146
Phone: 515-281-5294
Fax: 515-242-5988
https://www.educateiowa.gov/

Iowa Department of Human Rights

The mission of the Iowa Department of Human Rights is to ensure basic rights, freedoms and opportunities for all by empowering underrepresented Iowans and eliminating economic, social and cultural barriers. We help individuals attain economic independence by ensuring access to government services and advancing educational achievement and entrepreneurial success consistent with their aspirations. The Iowa Department of Human Rights (DHR) brings strength to our rich Iowa heritage. Our three divisions - Community Action Agencies, Community Advocacy and Services, and Criminal and Juvenile Justice Planning - come together in a unified effort to serve, connect, advocate, empower, and inform. We work to reduce cultural, social, and economic barriers and provide opportunities for upward mobility. We are the voice for many.

The Iowa DHR advocates for underrepresented Iowans and fosters hope within our communities by educating individuals, businesses and government entities about the needs, rights and responsibilities of all Iowans. As a state agency, we have a special responsibility to ensure accessibility to government in order to improve Iowans' quality of life.

The Division of Community Action Agencies (CAA) addresses issues facing low-income families by bringing resources to the community level. We link state and federal programs with 17 existing Community Action Agencies and other community-based organizations across the state to effectively serve elderly, disabled and low-income Iowans.

The Division of Community Advocacy and Services (CAS) celebrates and serves diverse populations and communities within the state that may need additional resources. CAS houses seven offices: Native Americans, African Americans, Asian and Pacific Islanders, Latinos, Women, Persons with Disabilities, and Deaf Services. The offices work in synergy, assisting and supporting individuals and underserved communities as they relate to each other.

The Division of Criminal and Juvenile Justice Planning (CJJP) conducts research, planning, data coordination, and information clearinghouse functions for the state's justice system. By overlaying research and statistics on policies and practices, we often see ways to gain better results. Then we work with internal and external partners to advise, assist, inform and advocate.

Iowa Department of Human Rights
Lucas State Office Building
321 E. 12th Street
Des Moines, IA 50319
Phone: (515) 242-5655

Fax: (515) 242-6119
https://humanrights.iowa.gov/contact-us

Iowa Developmental Disabilities Council

Iowa's Developmental Disabilities Council (the DD Council) was created in response to a federal law, the Developmental Disabilities Assistance and Bill of Rights Act. The purpose of the law is to assure that people with developmental disabilities and their families help design and have access to necessary services, supports and other assistance.

The DD Council is a federally funded state agency that advocates for the development of services and supports so that Iowans with developmental disabilities can make choices and take control of their lives. The Council is made up of 20+ volunteers who represent Iowans with disabilities, family members, service providers, state agencies and organizations concerned with developmental disability issues.

The DD Council promotes the development of a coordinated system of services and supports that provide opportunities for people with developmental disabilities to be independent, productive, integrated and included in their communities.

Employment is a strong area of emphasis for the DD Council. As part of this effort, the Council coordinated and supported a grant for the Iowa Coalition for Integrated Employment (ICIE).[15] ICIE's purpose is to prioritize employment as the first and preferred option for youth and young adults with intellectual and developmental disabilities (IDD). The Iowa DD Council is working to enhance collaboration across existing state systems, including programs administered by the Iowa Department of Health Services, Iowa Medicaid Enterprise, Iowa Vocational Rehabilitation Services, Iowa Department of Education, and other entities to increase competitive integrated employment outcomes for youth and young adults with IDD. The goals of ICIE include:

- Developing policies that support competitive integrated employment
- Removing barriers to competitive integrated employment
- Implementing strategies and best practices to improve employment outcomes for youth and young adults with IDD
- Enhancing statewide collaborations to facilitate the transition process from the school setting to the employment setting

Every October - National Disability Employment Awareness Month – the Iowa DD Council coordinates the *Take your Legislator to Work Campaign*. This campaign is intended to increase awareness that every Iowan with or without a disability should have opportunities and choices to have meaningful employment in the community.

Iowa DD Council
700 Second Avenue, Suite 101
Des Moines, Iowa 50309
Phone: 515-288-0463
http://iddcouncil.idaction.org/

[15] More information on the Coalition is available at: http://partnershipsinemployment.com/?page_id=23

Center for Disabilities and Development

The Center for Disabilities and Development at University of Iowa Stead Family Children's Hospital is dedicated to improving the health and independence of people with disabilities and creating a life with opportunities for everyone.

People who come to the center's clinic often have complex needs, which is why we use a team approach, bringing together the right experts to help families find answers. At the heart of each team are the patient and family.

The center has been designated the state's University Center for Excellence on Disabilities and strives to be the state's most trusted resource for health care, training, research, and information for people with disabilities.

Center for Disabilities and Development
University of Iowa Stead Family Children's Hospital
100 Hawkins Drive, 213 CDD
Iowa City, Iowa 52242-1011
Phone 877-686-0031 (toll free)
Phone 319-353-6900 (local)
https://uichildrens.org/medical-services/**center-disabilities-and-development**

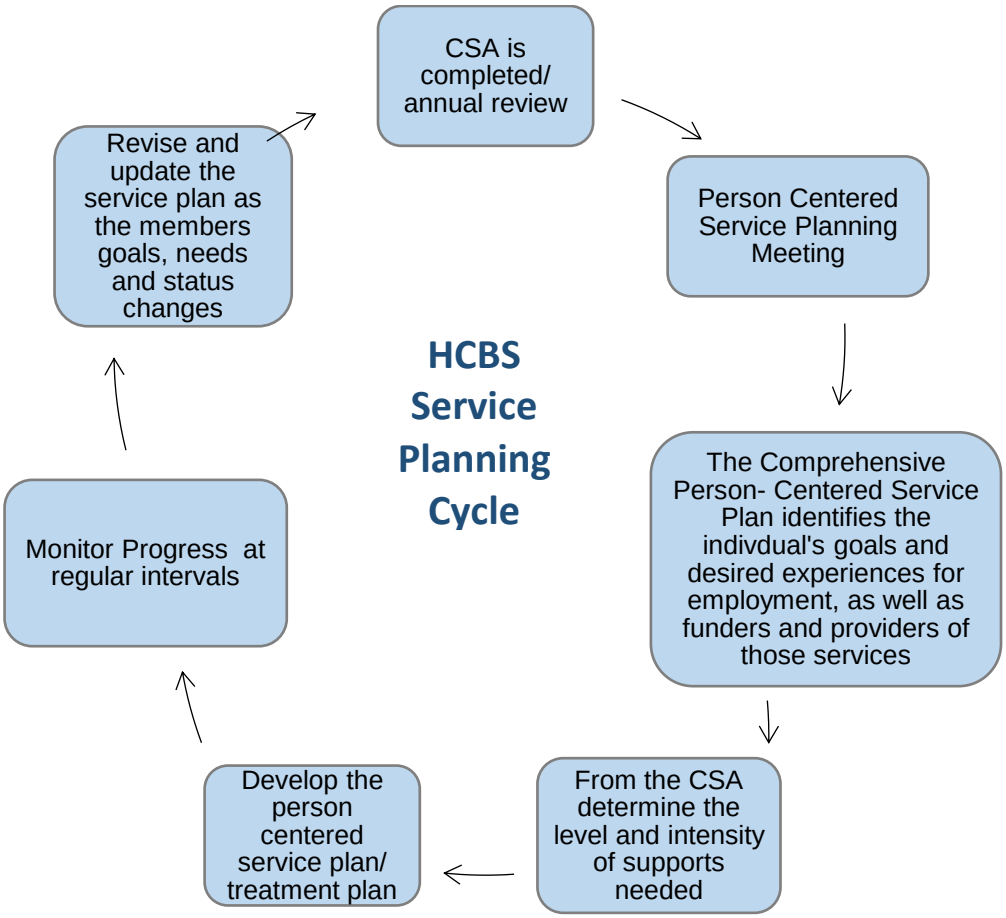
Chapter Three:

Service Planning for Employment

The primary sources of employment services for the individuals with disabilities are IVRS, IDB, and the Medicaid Home and Community Based Services (HCBS) Waivers and the State Plan HCBS Habilitation Program. Refer to Appendix A for a listing of HCBS services, and Appendix C for a listing of IVRS services.

Service Planning for HCBS Waivers and Habilitation

Medicaid HCBS services are individualized to meet the needs of each member, and involve person-centered planning, a Core Standardized Assessment (CSA), and annual review. *Career Exploration* can occur any time in this cycle, and inform an update to the Person Centered Plan.



- Core Standardized Assessment is a Comprehensive functional assessment that indicates the HCBS member's needs for services and supports, including employment services and supports.
- The service planning process represented above applies equally to members who receive their Medicaid HCBS waiver services through a Managed Care Organization (MCO), or those who receive services through Medicaid Fee for Service (FFS).
- Comprehensive Person-Centered Service plan or Treatment Plan identifies employment service needs and plan for employment as well as funders and providers of those services.
- Service Prior Authorization ensures that the service is appropriate based on the member's assessed needs, employment goals of the member and other funding sources that may be available to pay for employment supports
- Annual re-assessment and review of the member's assessed needs ensures the member receives services designed to help the member meet their goals.

For Members Enrolled In Prevocational Services Prior to 5/1/16: Can Prevocational Services Be Re-Authorized?

1. START HERE: Does the member have a goal to work in individual, competitive integrated employment in a job that pays at least minimum wage?

If NO, then Prevocational Services can continue to be authorized. However, the member will be asked to participate in Career Exploration as part of continuing in Prevocational Services. When this occurs depends on the service plan developed by the member with their team and the authorization given by IME or a managed care entity.

If after Career Exploration, the member still does not wish to pursue individual, competitive integrated employment that pays at least minimum wage, then it can be determined that the member does not have a goal that matches the intended outcome and purpose of the service. Next step would be to identify a more appropriate service given the member's goals. The member has 90 days after Career Exploration to transition to more appropriate service. END

2. START HERE: Does the member have a goal to work in individual, competitive integrated employment in a job that pays at least minimum wage?

If YES, a) If the member is 24+ years old, authorize Career Exploration and assist them to apply to IVRS. If member is 23 or younger, assist them to apply to IVRS. END

If YES, b) Does the member have a need for skill building opportunities and experiences related to pursuing individual, competitive integrated employment in a job that pays at least minimum wage?

If NO, Assist the member to apply to IVRS. Prevocational services are unnecessary. END

If YES, The member may be authorized for prevocational services. Prevocational services may include work that is paid at sub-minimum wage under the appropriate license held by the service provider or employer. The member must be told (and confirm they

understand) that prevocational service is time-limited and expected to lead to individual, competitive integrated employment in a job that pays at least minimum wage. Therefore, the member will be expected to seek an integrated community job (with assistance as needed) by the time the 90 day limit on prevocational services is reached. This time limit can be extended to continue beyond 90 service days after completing Career Exploration if one or more of the following conditions apply:

1. The member is working in individual or small group community employment for at least the # hrs / week they want & as identified in their current service plan; or
2. The member is working in individual or small group community employment for less than the # hrs / week in their current service plan and has a defined employment goal to increase the # hrs / week their working; or
3. The member is actively engaged in seeking individual or small group supported employment or self-employment, or similar services funded through another identifiable funding source documented in their service plan; & evidence of a plan to obtain individual employment through one of these funding sources is submitted with the request for prior authorization; or
4. The member has requested supported employment services and has been denied or placed on a waiting list within the past 24 months by another identifiable funding source; or
5. The member has been receiving supported employment service for at least 12 of the past 24 months without obtaining individual or small group employment and evidence of this is submitted with the request for prior authorization; or
6. The member is participating in career exploration activities as described in 78.27 (9) a (1). END

For Members NOT Enrolled In Prevocational Services Prior to 5/1/16: Can Prevocational Services Be Authorized? (EFFECTIVE Thru 7/21/16)

1. START HERE: Does the member have a goal to work in individual, competitive integrated employment in a job that pays at least minimum wage?

IF NO, then Prevocational Services cannot be authorized because the member does not have a goal that matches the intended outcome and purpose of the service. Identify a more appropriate service given the member's goals. Career Exploration, which is a time-limited service under prevocational, should be authorized to give the member an opportunity to make an informed choice about pursuing individual, competitive integrated employment that pays at least minimum wage. END

2. START HERE: Does the member have a goal to work in individual, competitive integrated employment in a job that pays at least minimum wage?

IF YES, a) If the member is 24+ years old, authorize Career Exploration and assist them to apply to IVRS. If member is 23 or younger, assist them to apply to IVRS. END

IF YES, b) Does the member have a need for skill building opportunities and experiences related to pursuing individual, competitive integrated employment in a job that pays at least minimum wage?

IF NO, Assist the member to apply to IVRS. Prevocational services are unnecessary. END

IF YES, The member may be authorized for prevocational services. Prevocational services may include work that is paid at sub-minimum wage under the appropriate license held by the service provider or employer. The member must be told (and confirm they understand) that prevocational service is time-limited and expected to lead to individual, competitive integrated employment in a job that pays at least minimum wage. Therefore, the member will be expected to into seek an integrated community job (with assistance as needed) before or at the point the time limit on prevocational services is reached. The time limit is 24 calendar months. This time limit can only be extended if one or more of the following conditions apply:

1. The member is working in individual or small group community employment for at least the number of hours per week desired by the member and as identified in the member's current service plan; or
2. The member is working in individual or small group community employment for less than the number of hours per week identified in the member's current service plan and has a defined employment goal to increase the number of hours the member is working; or
3. The member is actively engaged in seeking individual or small group supported employment or self-employment, or similar services funded through another identifiable funding source documented in the member's service plan; and evidence of a plan to obtain individual employment through one of these funding sources is submitted with the request for prior authorization; or
4. The member has requested supported employment services and has been denied or placed on a waiting list within the past 24 months by another identifiable funding source; or
5. The member has been receiving supported employment service for at least 12 of the past 24 months without obtaining individual or small group employment and evidence of this is submitted with the request for prior authorization; or
6. The member is participating in career exploration activities as described in 78.27 (9) a (1). END

For Members NOT Enrolled In Prevocational Services After 5/1/16: Can Prevocational Services Be Authorized?

Any worker who is employed at a subminimum wage (regardless of age) and newly hired

WIOA prohibits employers who are section 14(c) certificate-holders from continuing to pay a subminimum wage to any individual with a disability, regardless of age, unless he or she is provided with career counseling and with information about training opportunities every six months for the first year of employment and annually thereafter. **There are stricter provisions in place for youth ages 24 or younger hired after July 22, 2016.**

Beginning July 22, 2016, WIOA prohibits employers who are 14(c) certificate-holders from hiring and paying a subminimum wage to any individual with a disability who is 24 years of age or younger, unless the employer has reviewed, verified, and maintained copies of documentation that the youth has completed three requirements:

1. **Transition services** under the Individuals with Disabilities Act (IDEA) and/or pre-employment transition services under WIOA,
2. **Vocational rehabilitation** (VR), as follows:
   a) The youth applied for VR services and was found ineligible OR
   b) The youth applied for VR services and was found eligible AND
      i) had an individualized plan for employment (IPE) AND
      ii) worked toward an IPE employment outcome for a reasonable period without success AND;
      iii) the VR case was closed, and
3. **Career counseling, including information and referrals** to Federal and State programs and other resources in the employer's geographic area.

Guidance for Case Managers Providing Information, Referral, and Career Counseling to People in Subminimum Wage Settings

It Starts with You

Case managers are often the front line field staff coordinating and authorizing services for individuals who may be employed at subminimum wage. Your role is extremely valuable and important, especially in helping individuals and their families make informed decisions regarding employment. Some tools have been developed that you can use to help facilitate conversations about the transition from sheltered employment to community employment. Additionally, you will be asked to provide documentation to IVRS and CRPs to demonstrate that Career Counseling and Information & Referral have been provided to individuals on your case load who are employed at subminimum wage. This can be rolled into the work you are already doing by incorporating your discussion on employment and making referrals for appropriate services.

Conversations Create Change

Competitive integrated employment means full or part-time work at minimum wage or higher, with wages and benefits similar to those without disabilities performing the same work, and fully integrated with co-workers without disabilities. Competitive integrated employment should always be discussed when meeting with an individual working at subminimum wage. There may be individuals who are interested immediately in pursuing services to help them attain a career in the community-- great! Those individuals should be referred for Vocational Rehabilitation services by contacting your local office, http://www.ivrs.iowa.gov/ContactUs/counties.html.

Other individuals may need to have several conversations about the benefits of community employment. Discussions about their interests, what they like to spend money on, and how they like to spend their time are a good way to get them to start thinking about community employment. Helping individuals understand that they do not have to quit their current job to explore competitive employment options may help reduce their apprehension, or their families.

Be Prepared for Resistance

The transition from subminimum wage employment to community employment may be scary for individuals, their families, and support staff. Change can instill fear, uncertainty, and even anger. However, it is important to remember that helping individuals gain information about all of the options for employment, support, and resources is the only way to ensure that they are making an informed choice about the type of work they choose and the setting in which they choose to work. Initial resistance may subside when individuals and their families are provided with guidance about the resources and supports available to facilitate a smooth and often gradual transition from sheltered employment to competitive integrated employment in the community.

What if a Person Wants to Work in the Community but their Legal Guardian is not Supportive?

The right to choose community employment over sheltered employment is one that every individual deserves to exercise. Helping guardians understand that the transition is gradual and reassuring them that supports will be in place may help reduce their anxiety and persuade them

to allow the exploration of community-based employment. Some CRPs are discontinuing their sheltered employment programs, so individuals will no longer be able to continue working there. Discussing the benefits of competitive employment, providing information on Social Security Benefits Planning, and connecting hesitant guardians with others who have already transitioned may be helpful solutions. One tool provided to you is a video testimonial of a father whose son transitioned gradually from subminimum wage employment to competitive integrated employment. In it, he talks about his fears, the supports he sought, his experience working with the various providers, and advice he has for other families. Showing this short video while guardians and family members are present with you may open up more dialogue and help them hear the information from a different perspective.

An individual can still be referred for Vocational Rehabilitation services without the consent of a guardian. The VR staff will contact the guardian and provide additional information to help them understand the range of services available to support individuals in competitive integrated employment. However, if the guardian is not willing to support the provision of VR services, the individual will need to seek legal advocacy before pursuing services or will remain in subminimum wage employment.

How should I use the tools?

1. When you are meeting with individuals who are currently employed at subminimum wage, discuss the option of community employment and explain the resources and services available to support them (VR, supported employment, etc.) The linked power point presentation and talking points included in the power point can serve as a guide as you develop your own approach to these conversations. "Jobs" - Department of Human Rights Parents
2. Provide this family packet to guardians, family members, and supports and discuss the contents with them. "Working Together so All Can Work" Information and Resources - Iowa Department of Human Rights
3. Refer anyone who is interested in learning more about community employment or receiving employment services to VR using the general application provided in the resource tool kit.
4. If individuals are reluctant, uninterested, or not willing to explore community employment, continue to have conversations during your meetings with them, as required. It may take some individuals more time to come around to the idea of community employment, but it is important to continue discussing the options and to present the information in a variety of ways to ensure they understand.

The parent-to-parent video is short and can be shown to family members during your appointments. http://www.youtube.com/watch?v=POfxgWxW86w

Don't be Afraid to Ask for Help!

There are a number of professionals available to answer your questions and assist you. Please feel welcome to reach out to any of the individuals on the contact list below at any time. We are here to support you in your work as you serve individuals with disabilities. Thank you for your hard work and service to individuals with disabilities!

Description of Tools

Power Point: This tool can be shown to individuals employed at subminimum wage and their support staff. It contains talking points to help guide you as you provide career counseling. "Jobs" - Department of Human Rights Parents

Parent Packet: This information should be provided to families and support staff of individuals employed at subminimum wage. It contains information on Social Security work incentives, myths about working while receiving benefits, an application for VR services, and frequently asked questions. "Working Together so All Can Work" Information and Resources - Iowa Department of Human Rights

Parent-to-Parent Video: This short video shows an Iowa parent's reflection on his son's transition to community employment. In it, he provides advice for other families and shares information he learned along the way. http://www.youtube.com/watch?v=POfxgWxW86w

Professionals Who Can Answer Questions

Page Eastin, Client Assistance Program
Iowa Department of Human Rights
Lucas State Office Building
321 E. 12th St., Des Moines IA 50319
Ph: 515-281-3088
Email: Page.Eastin@iowa.gov

Brandy McOmber
IVRS, West Central Area Office
Ph: (319) 830-0423
Email: brandy.mcomber@iowa.gov

Richard Clark, Supervisor
IVRS, West Central Area Office
510 East 12th St., Des Moines IA 50319
Ph: 515-281-4211 (Voice/TTY)
Email: richard.clark@iowa.gov

Lee Ann Russo, Resource Manager
IVRS
510 East 12th St., Des Moines IA 50319
Ph: (515) 281-4144
Email: leeann.russo@iowa.gov

Mary Jackson
IVRS, Waterloo Office
Ph: (515) 725-2055
Email: mary.jackson@iowa.gov

Managed Care Organizations (MCOs)

IA Health Link https://dhs.iowa.gov/iahealthlink brings together physical, behavioral and long-term care under one program across Iowa which is covered by a managed care organization (MCO) that you choose. Most existing Medicaid members were enrolled in IA Health Link on April 1, 2016, and most new Iowa Medicaid members who become eligible after April 1, 2016, will also be enrolled in IA Health Link.

Managed Care Organization	Member-Specific Contact Information
Amerigroup Iowa, Inc.	Email: MPSWeb@amerigroup.com Phone: 1-800-600-4441 Operating Hours: 8 AM - 8 PM, Monday to Friday Website: http://www.myamerigroup.com/IA Employment contacts: Eastern IA: Marsha Eighmey, marsha.eighmey@amerigroup.com Western IA: Denise Juhl, Denise.Juhl@amerigroup.com
AmeriHealth Caritas Iowa, Inc.	Email: members@amerihealthcaritasia.com Phone: 1-855-332-2440 Operating Hours: 24 hours a day /7 days a week Website: http://www.amerihealthcaritasia.com Employment contact: Marissa Eyanson, meyanson@amerihealthcaritasia.com
UnitedHealthcare Plan of the River Valley, Inc.	Phone: 1-800-464-9484 Operating Hours: 7:30 AM - 6 PM, Monday to Friday Website: http://www.uhccommunityplan.com Employment contact: Jeffrey Lund, jeffrey_lund@uhc.com

Managed Care Ombudsman

What is the Managed Care Ombudsman Program and who does it serve?

The Managed Care Ombudsman Program, in the Iowa Department of Aging (IDA), advocates for the rights and needs of Medicaid managed care members who receive care in health care facilities, assisted living programs and elder group homes in Iowa, as well as members who are enrolled in an HCBS waiver program. Approximately 57,000 Medicaid managed care members in Iowa are included within this scope. Go to https://dhs.iowa.gov/iahealthlink for more information about Medicaid managed care.

What does the Managed Care Ombudsman Program do?

The Managed Care Ombudsman Program:

- Acts as an advocate for Medicaid managed care members who live or receive care in a health care facility, assisted living program or elder group home;
- Acts as an advocate for Medicaid managed care members enrolled in one of the seven HCBS waiver programs;
- Investigates complaints made by, or on behalf of, members;
- Serves as a resource for answers regarding managed care rules and members rights
- Provides information, education, awareness and training about managed care options and members' rights and
- Promotes policy changes to improve the quality of life and care for Medicaid managed care members.

Contact the Managed Care Ombudsman Program to:

- Ask for assistance resolving a concern with your MCO;
- Ask for assistance resolving a concern with a health care provider;
- Learn more about the rights of Medicaid members enrolled in a managed care plan;
- Clarify state or federal regulations on Medicaid managed care policies;
- Obtain information about or assistance with a specific topic, such as the process for choosing or changing a MCO or care planning;
- Learn about other resources available to Iowa Medicaid managed care members and their families, such as legal assistance and advocacy services or home and community-based services.

How do I contact the Managed Care Ombudsman Program?

Visit the Ombudsman web site https://www.iowaaging.gov/long-term-care-ombudsman/managed-care-ombudsman or call (866) 236-1430 or email ManagedCareOmbudsman@iowa.gov to speak to a Managed Care Ombudsman.

Chapter Four:

Encouraging People to Pursue Integrated Employment

Below are links to selected stories or videos that can be used for your own professional development or shared with others to encourage pursing competitive integrated employment.

Resources for Professional Development

Competitive Integrated Employment in Iowa
There are many webinars from the Employment First State Leadership Mentoring Project (ESFLMP) and the Iowa Coalition for Integrated Employment (ICIE), such as "Customized Employment Start to Finish", "Mental Health & Employment Best Practices", and many more. They are all located on the IVRS website http://www.ivrs.iowa.gov/cesframeset.html

http://ndi-inc.org/ Webinars including how Work impacts Benefits, and an Online Classroom with courses at no cost to you.

www.ruralinstitute.umt.edu/transition/default.asp Hosted by the University of Montana, this web site shares information about the Rural Institute for Inclusive Communities. Menu items include: Customized Employment, Social Security, Self Employment, Emerging Leader Stories, and archived webinars.

http://www.dei-ideas.org/ Disability Employment Initiative (DEI). The website shares information about the DEI which is a collaborative effort between the Department of Labor's Employment and Training Administration and the Office of Disability Employment Policy (ODEP).

Sharing with Parents and Individuals with Disabilities

Benefits of Competitive Integrated Employment

You'll find four short videos per year at http://www.jobhonor.org/media-iowa. The Job Honor Awards site says, "Our society celebrates lottery winners, celebrities and professional athletes. We rarely hear inspiring stories of individuals whose lives are transformed through the hard work and perseverance that leads to meaningful

employment. By publicly honoring these individuals we inspire others. We promote the programs that offer a helping hand. Perhaps most importantly, we rekindle hope and energize the work ethic by shining a spotlight on successful role models. It's time for a new kind of hero." Watch these short, inspirational videos of individuals, support organizations, and employers who are changing the face of employment today!

http://www.idaction.org/videos/
Videos of various people with disabilities living and working in their communities.

"Top Ten Actions Parents Can Take". http://www.kfimaine.org/articles-other-resources/the-top-ten-actions-you-as-parents-can-take-today

http://www.ivrs.iowa.gov/IowaSelfEmploymentProgram/ISEClientSuccessStories.html
Iowa self-employment success stories.

www.realworkstories.org/about-us **Real People, Real Jobs** site features employment success stories of individuals with intellectual and developmental disabilities working in paid jobs in their communities. Their aim is to show what's possible for people with disabilities, their families, and front-line employment-support professionals.

www.iowa-apse.org/sucess.htm Individual and organizational success stories are featured quarterly on the Iowa-APSE website.

18 success stories of self-employed Iowans with various disabilities are linked here: "Thinking Outside the Employment Box" - Self-Employment Success Stories

https://uihc.org/ucedd/sites/uihc.org.ucedd/files/zach_and_discovery.pdf
Zach Becker was born and grew up in Iowa and now lives in Kissimmee, Florida where he is a horse trainer and performer in the Arabian Nights Show. This is his success story.

"If Everybody Works-" Wage Earners
"If Everybody Works-New Entrepreneurs" New Entrepreneur
Six Iowa success stories are highlighted in two videos produced by Iowa Medicaid Infrastructure Grant (MIG), one featuring Iowa wage earners with disabilities and delivering a strong Employment First message and the other featuring Iowa business owners with disabilities.

How to Involve Providers in Encouraging and Supporting People to Make an Informed Choice to Pursue Competitive Integrated Employment

1. The Workforce Innovation and Opportunity Act (WIOA)

Imposes limitations on people working for subminimum wage.

- Under the Workforce Innovation Opportunity Act, if an individual with a disability, regardless of age, wants to maintain his or her employment at subminimum wage with an entity holding a special wage certificate under the FLSA, he or she must obtain from the Designated State Agency (in Iowa that is IVRS): Career counseling and referral services.
- IVRS may provide these services directly or may contract with another provider of such services in the community.
- In Iowa, IVRS works closely with DHS case managers and Managed Care Organizations, who meet at least quarterly with individuals who are earning subminimum wages. Case managers provide these individuals comprehensive information regarding working in competitive integrated work. The work of the case managers and case coordinators - whether employed by DHS or a MCO - is comprehensive and focuses on competitive integrated employment opportunities, which satisfies WIOA requirements as long as this is addressed in an Individual's Service Plan. The requirements for these services includes:
    - They are provided in a manner that facilitates independent decision-making and informed choice; and
    - May include benefits counseling, particularly with regard to the interplay between earned income and income-based financial, medical and other benefits.
    - The individual is provided with the documentation, which is also included as part of the record maintained by the CRP entity.
    - Individual, parent/guardian sign a statement indicating they are refusing to consider work outside of the subminimum wage placement if they are electing to remain in subminimum wage as part of informed choice options.
- For individuals employed at subminimum wage prior to July 22, 2016, the services listed above must be carried out once before July 22, 2017 and annually thereafter.
- For individuals with disabilities hired at subminimum wage on or after July 22, 2016, required services must be carried out every 6 months for the first year and annually thereafter for as long as the individual is employed at subminimum wage.

- In the State of Iowa, IVRS has determined that the following documentation is needed by the provider to satisfy Section 511 documentation requirements of counseling on competitive integrated employment and referral services:
    1. Case manager's plan for the individual and/or bi-annual reports on the individual that discusses:

       a. the individual's interest in competitive integrated employment

       b. information and referral to other programs (State, Local, Federal)
    2. CRP progress reports on the individual earning subminimum wages.
    3. If the individual, parent or guardian states they do not want to work in the community in competitive employment, that statement must be in the record and signed by the individual, parent or guardian. This document should be completed at the appropriate benchmark review date and retained as a part of the record.
    4. This information should be provided to the individual participant and/or their representative.
- There is a separate process necessary for Youth with a disability (defined as an individual aged 14 to 24) and what is required prior to the youth beginning work at subminimum wage.
- Individuals of any age who desire employment in the community should be referred to IVRS for services. Such referral may simply be a phone call to the local office or a completed application sent in with corresponding documentation of disability to expedite the VR intake process.

2. Suggestions on how to involve <u>existing</u> providers in a person's life:

- If involved, ask the residential provider, day habilitation provider and/or prevocational service provider to help the person learn about competitive integrated employment as an option. Career exploration is a subservice of Prevocational services that members are encouraged to access in order to identify their employment goals.
- Make learning about and exploring competitive integrated employment a goal attached to the authorizations for these services.
- Education and exploration of competitive integrated employment can be done within the time these other services are being delivered. Competitive integrated employment can be explored as a topic.

  <u>Example</u>: when the residential, day habilitation or prevocational provider is supporting people in the community, the staff person can point out the people employed in that place. The staff person can assist the people being supported to recognize what jobs are available in that place (e.g. bank, grocery store, hairdresser, medical clinic, bowling alley, etc.). The staff person could help the people being supported to learn about the jobs and what tasks they specifically

involve. They could help the people request a tour of the place to learn about the jobs being done, an informational interview with the owner, manager or supervisor where the different jobs are explained, or an opportunity to shadow one of the employees for a period of time (e.g. an hour or half day) to see first-hand what the job is like.

- Support people in volunteer opportunities which can help people consider the kinds of interests they have which could lead to a job.

3. Suggestions on how to involve <u>integrated/supported employment providers</u> who may not yet be involved in a person's life:

- An integrated/supported employment provider can be asked to attend an ISP meeting to provide information and education on the benefits of competitive integrated employment. This can include things like:
  - Explaining how the supported employment process works and what the first steps would involve;
  - Sharing success stories (verbally, through video or other means) of others who they have helped obtain and maintain competitive integrated employment;
  - Answering questions and addressing concerns the individual, his/her guardian or family members may have about competitive integrated employment and supported employment services; and
  - Providing information and an application for IVRS, and assisting with completion of this application if the individual, guardian or family requests this.
- An integrated/supported employment provider may also be able to host the individual for a visit (e.g. an hour or a half-day) where the person (and his/her guardian or family) can meet people who are working in competitive integrated employment and visit them at their workplace with advance notice to the employer.
- If supported employment is included in the ISP and approved, the integrated/supported employment provider could engage the person in a time-limited career exploration process.

All of the above activities help an individual to make a truly informed choice about when to pursue competitive integrated employment.

"The dignity, responsibility and economic independence resulting from gainful employment is one of the most effective ways of enhancing self-reliance, changing attitudes, reducing dependency on public benefits and promoting community acceptance of people with disabilities." (USDHHS 2001. Report to the President: *"Delivering on the Promise: Preliminary Report of Federal Agencies' Actions to Eliminate Barriers and Promote Integration*". Washington, D.C.: U.S. Department of Health and Human Services.)

Myth Busting to Advance Employment First

Studies show that family members are the most important early influence on a person with disability with regard to work. Family members function as role models for working, and influence expectations about working. They also have unique insights that can help planners during career development.[16]

Here are some common myths that people with disabilities or their families may present to you, and some suggestions for challenging those myths.

MYTH: "My son (daughter, loved one) can't work; who will hire them?"

TALKING POINTS:

- ✓ Assume that everyone can try employment.
- ✓ Your loved one may need assistive technology, a simple accommodation, or may need an employment specialist to accompany them to work in the beginning; with the properly identified and supplied supports, most people can, in fact, work.
- ✓ "Your disability may impact the kinds of jobs you can do and the number of hours you're able to work. However, many people with disabilities are finding that with good, thoughtful preparation and support, they are able to succeed at jobs that are satisfying and meaningful to them." http://mo.db101.org
- ✓ Customized Employment is a strategy available that matches an individual's strengths and interests with a business need in the community; it's a win-win for business and a person with a disability.
- ✓ Employers value reduced turnover, reduced time-to-hire, increased productivity, and leveraged resources – all these are things that people with disabilities have to offer.
- ✓ There's lots more information available at Missouri's Ticket to Work website, http://mo.db101.org/mo/situations/workandbenefits/myths/article2.htm

MYTH: "It's not safe for me (my son, daughter, loved one) to work in the community."

TALKING POINTS:

- ✓ Customized Employment offers the opportunity to define "safe" in the context of an individual's needs, and negotiate job matches with those conditions. No one wants to put your loved one at risk or place them into an unsafe situation.
- ✓ IVRS can help you to find, prepare for, and keep the job which is right for you. To find your local IVRS office click on: http://www.ivrs.iowa.gov/ContactUs/counties.html.
- ✓ Competitive integrated employment is the FIRST choice, not the only choice.
- ✓ Connect families with others' success stories, such as these, also linked previously:
  "Thinking Outside the Employment Box" - Self-Employment Success Stories
  http://www.ivrs.iowa.gov/IowaSelfEmploymentProgram/ISEClientSuccessStories.html
  "If Everybody Works" Wage Earners and New Entrepreneur

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[16] Wolfe, A. & Hall, A.C. [2011]. The Influence of Families on the Employment Process. Tools for Inclusion Brief, Issue No. 24, Boston, MA: Institute for Community Inclusion, University of Massachusetts Boston.

MYTH: "I'm afraid I (my daughter, son, loved one) will fail or be rejected when working in the community."

TALKING POINTS:

- ✓ It's natural to try to protect your loved one from negative experiences; instead you could focus on maximizing their chances for success by focusing on their strengths, staying involved in the job development phase, share your networks, problem-solve the supports they'll need to be successful, and help them practice soft skills.
- ✓ Persons with disabilities have a right to participate in the full range of human experiences including success and failure. Employers should have the same expectations of, and work requirements for, all employees. If this is a good job match for the person and the employer, give them the same opportunity to try that you would give anyone else.
- ✓ Walgreens, Costco, Bank of America, Lowe's, and other companies recognize the value of recruiting and hiring people with disabilities. Studies show that people with disabilities can offer businesses increased diversity, an ability to address unmet needs, resourcefulness, innovative thinking, and improved morale and productivity throughout their organizations[17] . Research has found that people prefer to do business with companies who employ people with disabilities[18].

MYTH: "Social Security Administration will say I'm not disabled anymore if I work."

TALKING POINTS:

- ✓ A Ticket to Work website[19] says "Social Security ordinarily reviews your medical condition from time to time to see whether you are still disabled, using a process called the medical Continuing Disability Review, or medical CDR. If you participate in the Ticket program with either an Employment Network or your State Vocational Rehabilitation Agency, and make 'timely progress' following your individual work plan, Social Security will **not** conduct a review of your medical condition", during the time your Ticket is assigned.
- ✓ Also see the information available at Missouri's Ticket to Work website, http://mo.db101.org/mo/situations/workandbenefits/myths/article2c.htm

MYTH: "If I (my daughter, son, loved one) work, I'll lose my benefits – or if I lose my job then I'll lose my services & insurance."

TALKING POINTS:

- ✓ This is a big concern for many people. There are lots of ways established to help you keep your benefits, services, and insurance while you're working or during a transition period. A qualified Benefits Planner can explain these to you. Find one

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[17] http://www.dol.gov/odep/topics/Employers.htm
[18] http://digitalcommons.ilr.cornell.edu/edicollect/1292/
[19] http://www.ivrs.iowa.gov/TTW/2015TicketToWork.html

through your service provider, Vocational Rehabilitation or the Department of Human Rights: http://www.ivrs.iowa.gov/TTW/2015TicketToWork.html or visit http://disabilityrightsiowa.org/resources/benefit-planning-resources/

- ✓ Social Security has "work incentives" that are only available to people with disabilities who are working—such as the Impairment Related Work Expense (IRWE), which helps pay for expenses that are needed to work (such as special transportation); the Plan for Achieving Self Support (PASS), the Earned Income Exclusion, and Iowa's Medicaid for Employed Persons with Disabilities (MEPD). A qualified Benefits Planner can explain how these incentives could work for your family member. Social Security's guide to employment support is called "The Redbook" (www.ssa.gov/redbook), and it gives additional information and calculators.
- ✓ More information is available at Missouri's Ticket to Work website, http://mo.db101.org/mo/situations/workandbenefits/myths/article2a.htm, http://mo.db101.org/mo/situations/workandbenefits/myths/article2b.htm, http://mo.db101.org/mo/situations/workandbenefits/myths/article2f.htm

MYTH: Certain jobs are more suited to persons with disabilities.

TALKING POINTS:

- ✓ While we can all think of obvious bad job matches, be careful not to stereotype people based on a disability. Just because you can only think of one way to do something does not mean that other ways do not exist that are equally effective. As with all of us, certain jobs may be better suited to some than to others.

MYTH: Supports in the workplace would be too costly.

TALKING POINTS:

- ✓ Accommodations are generally not expensive. Statistics show that 15% of accommodations cost nothing and 50% of accommodations cost less than $500. The vast majority workers with disabilities do not require accommodations.
- ✓ Employers make accommodations daily, for people with and without disabilities. "The most requested accommodation is a flexible work schedule, which costs nothing." *–Marian Vessels, ADA & IT Information Center for the Mid-Atlantic Region*
- ✓ "Any operation that has more than a handful of workers is going to have to make accommodations. This might include not asking an employee with a bad back to lift a heavy box or not requiring an employee with poor eyesight to read fine print. You're not doing something unusual. You're accommodating the people you work with, without even thinking about it." *–Bradley Bellacicco, Salisbury Area Chamber of Commerce*
- ✓ Employers can help create disability-friendly environments for workers and customers with disabilities. They may be eligible for use tax credits, deductions, or other assistance to help them do so. A partial list:

- Work Opportunity Tax Credit http://www.doleta.gov/business/incentives/opptax/ Welfare to Work Tax Credit http://www.accountingweb.com/welfare-to-work-tax-credit-can-benefit-your-company
- Veterans Employment and Training Service http://www.dol.gov/vets/

✓ In addition, other tax credits and deductions are available to employers, including
- Disabled Access Credit (http://www.irs.gov/pub/irs-pdf/f8826.pdf)
- Architectural/Transportation Tax Deduction (http://www.irs.gov/Businesses/Small-Businesses-%26-Self-Employed/Tax-Benefits-for-Businesses-Who-Have-Employees-with-Disabilities),
- and others (see http://hrpeople.monster.com/training/articles/31-hiring-people-with-disabilities-the-tax-code-is-on-your-side).

TTW Website: http://www.ivrs.iowa.gov/TTW/SSA_3_Biggest_Myths_Flyer-Final-2.pdf

T-TAP "Q&A on Customized Employment: Addressing Parental Concerns": https://uihc.org/ucedd/sites/uihc.org.ucedd/files/addressing_parental_concerns_-_q_and_a_on_customized_employment.pdf

ABLE Act Offers New Options to Iowans[20]

✓ Individuals with disabilities often struggle financially, because they are forced to live in poverty in order to remain eligible for programs that pay for the supports and services they need to live independently. But these programs do not pay for everything that is needed, and do not allow people to save for a day when other family members may not be around to help with their daily living needs. That's why Congress approved and the President signed the ABLE (Achieving a Better Life Experience) Act.

✓ The ABLE Act allows individuals to establish savings accounts that allow the individual or their friends and family to save up to $14,000 each year. The savings account can be used to pay for education, transportation, housing, assistive technology, employment support and training, personal support services, health care expenses, and other "qualified disability expenses." In addition, these accounts can grow to $100,000 without risking eligibility for Social Security and other government programs, and people are able to keep their Medicaid coverage no matter how much money they save in an ABLE account.

✓ Iowa passed its ABLE legislation in the 2015 session, including it in the Health and Human Services Budget Bill. It was signed by the Governor, and directs the State Treasurer to develop and administer the program. Some things you need to know about Iowa's program that is in development:

[20] http://www.ablenrc.org/

- Iowans with disabilities (and friends/families) can contribute a total of $14,000/year.
- You may save up to a total of $320,000 in an Iowa ABLE account.
- Only the first $100,000 in the account will be exempted from SSI. If you save more than that, your SSI cash benefit will be suspended. ABLE account savings (up to $320,000) do not affect Medicaid eligibility.

For more information about the ABLE Act, visit the ABLE National Resource Center at http://www.ablenrc.org/

Chapter Five:

Resources for Others

Resources for Employment while on a Waiting List for HCBS Waiver

Most resources listed below are also available for Integrated Health Homes and people with mental illness/chronic mental illness diagnoses if they're not yet receiving Medicaid State Plan Habilitation services.

When you work with IVRS or IowaWORKS, services available may include:

- career assessments,
- skills testing,
- employment workshops,
- resume development,
- application and interviewing tips,
- computer classes or tutorials available,
- job training programs for eligible applicants.

- IVRS
  Even if a person is on a HCBS waiver waiting list, they may access services through IVRS. These services are available to anyone having a barrier to employment as defined by the agency. See http://www.ivrs.iowa.gov/

- One-Stop System (IowaWORKS)
  To enhance services for individuals with disabilities some One-Stops have Disability Resource Coordinators (DRCs). Currently these Regions are 3 and 4 (who share one DRC), 7, 11, and 16. These DRCs provide information and referral to appropriate services. IowaWORKS also has job listings as well as a number of training courses to help job seekers. For more information about the One-Stops and disability and employment, go to:
  http://www.iowajobnetwork.com/jobcast_partners.asp?s.agent_category_id=17

- A list of Disability Resource Coordinators for each region with contact information can be found at https://www.iowaaging.gov/adrc-iowa%E2%80%99s-aging-and-disability-resource-center

- DEI through IWD, see http://www.dol.gov/odep/topics/DEI.htm

- Ticket to Work (TTW)
  Every Social Security beneficiary between the ages of 16 and 64 is considered a Ticket Holder. The person can take his/her "Ticket" to any Employment Network

(EN), assign his/her ticket and receive services. In Iowa we typically we think of IVRS and IowaWORKS as the major ENs. In reality however an EN is any entity that has been approved by the Social Security Administration (SSA) to provide employment services. Some EN's serve multiple states and are not located in Iowa. For a list of current ENs go to http://www.iowawins.org/wipa-ticket.html.

Other helpful TTW websites are:
www.choose**work**ttw.net/resource/jsp/searchByState.jsp
http://www.ivrs.iowa.gov/TTW/2015TicketToWork.html
http://www.iowaworkforce.org/access/employmentnetwork.htm

Ticket to Work is one of many work incentives offered through Social Security. Assigning your Ticket could allow you to be exempt from SSI/SSDI Medical Reviews.

Information and Referral

- Aging and Disability Resource Centers (ADRC)
  Iowa currently has six ADRCs. Some ARDCs have Employment Specialists. These Employment Specialists can provide information and referral to potential job seekers. Others may also provide short-term services. If there is not an Employment Specialist, other personnel should be able to assist.
  https://www.iowaaging.gov/sites/files/aging/documents/ADRC%20Handout%202013.pdf

- Iowa COMPASS
  Iowa COMPASS offers information and referral, a Used Equipment Referral Service, and legal advocacy and representation (Assistive Technology Legal Project) for Iowans with disabilities and their families, friends and service providers. See www.iowacompass.org

Links to Medicaid and Other Service and Resource Sites

- Medicaid State Plan services http://dhs.iowa.gov/ime/about/stateplan

- MHDS Regions Core services per their Management Plans (includes employment) http://dhs.iowa.gov/mhds-providers/providers-regions/regions scroll down and click "Regional Service System Management Plans" and "Annual Service and Budget Plans"

- Benefits Planning http://disabilityrightsiowa.org/who-we-are/funding-partners/work-incentives-planning-assistance-wipa/ see also http://www.iowawins.org/index.html

- Link to selected pages of the User Manual for the Supports Intensity Scale (SIS)
  http://dhs.iowa.gov/sites/default/files/SIS_User_Manual.pdf

- Link to interRAI information http://www.interrai.org/instruments.html

- Managed Care Organizations (MCOs)
  IA Health Link https://dhs.iowa.gov/iahealthlink brings together physical, behavioral and long-term care under one program across Iowa which is covered by a managed care organization (MCO) that you choose. Most existing Medicaid members were enrolled in IA Health Link on April 1, 2016, and most new Iowa Medicaid members who become eligible after April 1, 2016, will also be enrolled in IA Health Link. See Chapter 3 for contact information.

Resources for Employment for Individuals with Physical Disabilities

While the employment rate for all individuals with disabilities is much lower than their peers without disabilities, statistics for individuals with physical disabilities is even lower. Sometimes service providers, case managers as well as parents and the individuals themselves might not see employment as a possibility due to their physical disability. Since the person may not be able to perform all the essential functions of many existing job descriptions they, and others, often believe employment is not an option for them. However, as for any person with a disability, those experiencing physical disabilities have the same right to work in the community as others.

One strategy that is currently being researched by the Rehabilitation Research and Training Center (RRTC) of Virginia Commonwealth University (VCU) to improve the employment outcomes for this group of individuals is Customized Employment. This strategy involves matching the unique strengths, needs and contributions of the job seeker to the identified needs to the business. It is especially applicable for individuals who cannot meet all the requirement of an “off the rack job”—meaning they typically are not successful using “demand-side” employment strategies.

Regardless of the specific strategy used, questions related specifically to accessibility and potential assistive technology need to be asked. Examples include:

- What type of accessible transportation will this person need?
- If there is personal care-related assistance needed on the job how will that be handled? Can the work place handle it or do we need outside assistance?
- How can we best use Assistive Technology?
- What specific job tasks are problematic due to the physical limitations? What accommodations can we make?
- Is there assistive technology that the person uses at home that might be helpful at the work place?

Service providers benefit from thinking of the individual with physical disability first as a person and their abilities, and only then should limitations be noted and the potential support needs for success be identified. One critical component of determining the impact of any noted limitations is a thorough job analysis. The essential functions of the job must be identified so potential accommodations can be brainstormed. This job

analysis must consider factors not only of the workplace and the specific workstation, but also of the individual. Questions such as the following must be asked (not an exhaustive list):

- What duties must be performed and can they be performed differently?
- What equipment is typically used, can it be modified or can different equipment be used?
- What is the workspace/station like? Can it be altered?
- What psychosocial factors should be considered? Issues such as the personality of the worker, personal goals, the culture of the workplace as well as the worker, are examples of psychosocial factors that should help determine appropriate accommodations.

How these accommodations should be provided is another consideration. While the Americans with Disability/ies Act (ADA) puts some responsibility on the employer, the employer should not be expected to fund all accommodations. For example, a wheelchair is typically considered a personal need and therefore the employer is generally not responsible for providing the item. Likewise with personal attendant care in the workplace. Since the employer is not responsible for personal needs or services in the workplace for employees without disabilities, they are generally not responsible to cover the cost of personal attendant care for an employee with a disability.

As with all individuals with disabilities seeking employment, Benefits Counseling should be offered. Currently there are multiple options to find these services including:

Disability Rights Iowa
Disability Employment Initiative operated through the Workforce Centers
IVRS

Potential funding sources:

Iowa Vocational Rehabilitation Services: As the State agency whose mission is to assist eligible individuals to find and maintain competitive integrated employment IVRS should be considered a potential funding partner. They could possibly fund a number of needed services to help the person prepare for, find and maintain employment as well as necessary accommodations.

Waiver for Individuals with a Physical Disability (PD Waiver): While there are no specific competitive integrated employment services available under this Waiver, there are services that could be used to assist the person. These include:

Consumer Choices Option: CCO could be an option for providing accommodations and supports and is available under the PD Waiver. Using this service the individual could hire a person of their choice to provide the needed supports.

Consumer Directed Attendant Care: CDAC, also available through the PD waiver, is an option for providing personal attendant care at the job site while the person is working.

Specialized Medical Equipment: There might be instances where the PD Waiver purchased specialized medical equipment that could be used not only at home but also in the work place.

Home/Vehicle Modifications: The PD wavier will pay for modifying a vehicle (there is a cap). Such a vehicle would make getting around in the community easier and that could include getting to work.

Transportation is a service allowed under the PD Waiver that could help the person get to and from work.

It is also important to note that the **Regions** may fund services for individuals with physical disabilities who also experience an intellectual disability or have a mental illness diagnoses and are not currently on a waiver. See: http://dhs.iowa.gov/mhds-providers/providers-regions/regions for more information. A Regional map is at http://dhs.iowa.gov/sites/default/files/MHDS-Regions-Approved-Map.pdf. Regional Service Plans are at http://dhs.iowa.gov/mhds-providers/providers-regions/regions/service-budget

Other Resources:

JAN (Job Accommodation Network): www.askjan.org. One particularly helpful document is the "Accommodation and Compliance Series: Employees who use Wheelchairs". However, their entire website is very valuable.

Social Security Work Incentives: Social Security Administration (SSA) Work Incentives such as Plan to Achieve Self-Support (PASS), Impairment Related Work Expense (IRWE) and Subsidies and Special Conditions. www.ssa.gov/redbook/ Using subsidies and special conditions might be particularly applicable for individuals with physical disabilities.

RRTC on Employment of People with Physical Disabilities: http://www.worksupport.com or http://vcurrtc.org/ This project is funded from 2013 through 2018. Contact Pamelia C. Hinterlong pchinterlong@vcu.edu

Resources for Older Adults Who Want to Work

Senior Community Services Employment Program (SCSEP)
https://www.iowaaging.gov/senior-community-services-employment-program-scsep

SCSEP participants are paid minimum wage while they gain marketable job skills working part-time in non-profit and public organizations, including senior centers, schools and libraries. The program provides a win-win for participants and their communities. Participants help communities extend their capabilities, while developing their own job skills, self-confidence and a restored sense of self-worth.

Iowa Area Agencies on Aging (AAA)
https://www.iowaaging.gov/area-agencies-aging

Iowa's Area Agencies on Aging provide expertise at a local level to guide individuals to a multitude of services, including nutrition, long-term care, legal aid and caregiver assistance, among many others. There is no charge to the consumer for information and referral services.

Iowa Department on Aging
www.iowaaging.gov

The mission of the Iowa Department on Aging is to develop a comprehensive, coordinated and cost-effective system of long-term living and community support services that helps individuals maintain health and independence in their homes and communities.

One-Stop system (IowaWorks)
http://www.iowajobnetwork.com/jobcast_partners.asp?s.agent_category_id=17

Through this program, groups and organizations that directly work with One-Stop Career Centers receive open job notifications on a daily basis that match the criteria they specifically requested. These notifications can be customized by location, profession, education and experience.

Iowa Vocational Rehabilitation Services (IVRS)
http://www.ivrs.iowa.gov/ContactUs/maincontact.html

Iowa Vocational Rehabilitation Services mission is to work for and with individuals who have disabilities to achieve their employment, independence and economic goals. IVRS assists eligible individuals with disabilities to become employed. Persons who receive vocational rehabilitation services have a wide range of disabilities. There is no age requirement for an individual to receive services.

Benefits Planning
http://disabilityrightsiowa.org/who-we-are/funding-partners/work-incentives-planning-assistance-wipa/

Disability Rights IOWA (DRI) staff members provide benefits planning services to assist Social Security beneficiaries who receive Social Security Disability Insurance (SSDI) and/or Supplemental Security Income (SSI), who want to pursue gainful employment or self-employment.

Frequently Asked Questions

Q1. What's behind all this recent talk about employment for people with disabilities?

A: There is increasing national expectation, attention, and recognition of competitive integrated employment as a civil rights issue of the day. The 1999 Olmstead Decision by the U.S. Supreme Court (Olmstead) and the U.S. Department of Justice (DOJ) require States to direct their funding to integrated settings. The federal Centers for Medicare and Medicaid Services (CMS) issues guidance on how federal Medicaid HCBS Waiver funds are used. CMS, as well as the DOJ, do not support using Medicaid funds for segregated settings. The Iowa Department of Human Services (Department) must be clear that competitive integrated settings are the preferred location for the delivery of Home and Community Based employment supports. Additionally, there are economic benefits to the State for increasing the number of people with disabilities employed. Research by Robert Cimera (Kent State) indicates that Iowa sees a $1.62 return on investment for every $1.00 of employment services[21].

Q2. Why is now the right time to talk about employment?

A: According to the Administration for Community Living (ACL), it is more evident than ever that employment affects not only income, but also well-being and self-esteem, in powerful ways. "The confidence and growth that come with successful employment are huge, and the empowerment that comes with controlling your own resources is an important part of living a self-determined life."[22]

Q3. Where do enclaves fit, in all this?

A: Enclaves (also called group employment or small group employment) are considered community-based employment by some systems and not by others. They may have value for the job seeker in providing opportunities to gain exposure to work tasks and the work environment in a structured and supportive setting. Vocational Rehabilitation can't financially support enclaves as it is not competitive, community employment. Enclaves may, however, be used as a stepping stone to further develop work behaviors and work skills that will lead to competitive integrated employment.

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[21] Cimera, RE. The national cost-efficiency of supported employees with intellectual disabilities: 2002 to 2007. American Journal on Intellectual and Developmental Disabilities. 2010b;115:19-29.

[22] http://www.acl.gov/NewsRoom/Blog/2013/2013_03_15.aspx

Q4. There's a gap between prevocational services and competitive integrated employment services. Are there any services that can bridge the gap?

A: Opportunities for individuals to move from prevocational services to integrated community employment can include job shadows, volunteer work, on-the-job-training (OJT), temporary employment, enclaves, mobile work crews, plus various specific training curriculum being developed in partnership with business and/or community colleges. Two such examples present in various locations throughout Iowa are Walgreen's Retail Employees with Disabilities Initiative (REDI) program (retail), and Project SEARCH within healthcare and other industries.

Q5. Why is it always about "the money" instead of the best interests of the people we serve?

A: It is about how to make the money serve the best interests of people with disabilities. The goals of Employment First and all these efforts are about providing community based services with positive outcomes for those served.

Questions about Medicaid

Q6: What is "CMS"?

A: The federal Centers for Medicare and Medicaid Services is referred to as "CMS". This is the federal agency that grants authority to the States to provide Medicaid services including Home and Community Based Waiver employment services, and guides how Iowa's Medicare and Medicaid programs are operated and how funds are used.

Q7. Will prevocational services go away?

A: No.

Q8. What are the differences between prevocational and sheltered work, and other wrap-around or day services?

A: According to the federal regulations found at 42 CFR 440.180(c)(2)(i), prevocational services are "services that prepare an individual for paid or unpaid employment and that are not job-task oriented but are, instead, aimed at a generalized result." People who receive prevocational services may also receive educational, supported employment, and/or day habilitation services.

The federal CMS rules for Medicaid prevent DHS from using Medicaid funds for sheltered workshop services. In addition, the DOJ Olmstead enforcement actions are clear that it is the State's responsibility to ensure people have opportunities to choose to live and work in integrated community settings.

Day programs funded by Medicaid include day habilitation, day care, supported employment, or prevocational services.

Likewise, prevocational services are designed to prepare a person for more competitive integrated employment. As such, CMS does not allow Medicaid funding for

this service to continue indefinitely without demonstrating that the person is progressing toward his or her vocational goals.

The ID and BI Waivers, in addition to the State Plan Habilitation program, offer other day services such as day habilitation, home-based habilitation, supported community living, or adult day care for people who do not desire employment or are not working toward employment. For those who are interested in becoming competitively employed, other individualized services such as supported employment, are available to assist in meeting this need.

Iowa's Department of Human Services (DHS) intent is to ensure that Medicaid members continue to receive services for which they are eligible and based on the identified need of the member. In addition, DHS must assure CMS that service plans are authorized and utilized appropriately through ongoing service plan reviews.

Q9. If a person with a disability is not on a waiver but wants to work, would they still be able to receive employment training?

A: Iowa Vocational Rehabilitation Services and IowaWORKS serve Iowans with disabilities who aren't on Medicaid but need support to work.

Questions about expectations and family involvement

Q10. What jobs do you expect people with significant disabilities to take when they can't compete with other unemployed people who are more qualified and don't have disabilities?

A: We understand that not everyone will be able to get jobs right away. We also need to start having an expectation – and honoring the career dreams and aspirations of people with disabilities– especially when they include working in the community. We know that a person's first job is usually not their last job. Customized Employment is an avenue to help carve out or create jobs for people with significant disabilities who may not be able to compete in the same way others compete for jobs. You can learn about Customized Employment at these websites,
http://www.dol.gov/odep/topics/CustomizedEmployment.htm
http://www.griffinhammis.com/customizedemployment.html
http://www.ruralinstitute.umt.edu/transition/

Q11. How do I convince capable individuals to get out of a sheltered workshop environment into competitive integrated employment with less favorable hours, when their mentality is "I don't need a job, I have SSI money"? What do I do when parents support this mentality too?

A: Parents may be afraid to try something new; they need to understand the options and how their loved one will be supported. You can do this by providing Benefits Planning early in a person's life before they get comfortable in a sheltered work environment. Competitive integrated employment should be their first stop before they are placed in workshops. Funding for these services needs to be available earlier, for this to happen. Benefits Planning is essential to understanding how someone can

receive benefits and work. By providing Benefits Planning early, parents will be able to see that their son/daughter will live a better life by earning more and still be able to have what they need. It's often most powerful for family members to see others' success stories. Watching someone work in the community is very powerful.

Iowa's Work Incentive and Self Employment Seminars have produced many successes. Six Iowans' stories are highlighted in two "Success Story" videos, produced by the Iowa Medicaid Infrastructure Grant (MIG). One video features Iowa workers with disabilities, and the other features Iowa business owners with disabilities: "If Everybody Works-Wage Earners" and "If Everybody Works-New Entrepreneur."

Other stories of Iowans with disabilities who are successfully self-employed are at "Thinking Outside the Employment Box" - Self-Employment Success Stories

Q12. Do parents and family members support competitive integrated employment for their loved ones with disabilities? What about those who have come to rely on facility-based employment for their sons and daughters, what will happen to those folks?

A: Employment in the general workforce is the overwhelming choice for Iowa's parents of children receiving special education services. A 2009 Department of Education study found that more than 90% of Iowa parents, regardless of their child's disability, expect them to work in the community after graduating from high school. Many parents are supportive, but they need to be made more aware of the options available. With a change in funding structure and support to providers, we hope to create more choices in our communities. "Systems change" is a slow process, and the change needs to start the day a child with a disability is born. (Iowa Department of Education, Transition Survey 2009)

Questions about providers

Q13. How can Iowa's employment provider agencies lead this change?

A: Community rehabilitation providers throughout Iowa are involved in Employment First conferences, focus group conversations, IA-APSE conferences, activities conducted under our State Employment Leadership Network (SELN) membership, Mental Health and Disability Services Redesign, as well as in the Iowa Coalition for Integrated Employment (ICIE), and the Employment First Leadership State Mentor Program (EFSLMP). They provide consultation and data to state leaders.

Employment providers can make sure they hire people with disabilities, have people with disabilities on their board of directors, and ask them to participate in staff recruitment and retention activities. Employment organizations can stand as a model to other community businesses for how to interact with people with disabilities.

Employment organizations can contribute by sending a consistent message to the community that people with disabilities are competent employees, and valued members of the communities in which they live and work.

Q14. Is the plan to eliminate the subminimum wages?

A: That is not part of DHS' efforts. However, that is an important topic being discussed across the country, and of course there are strongly held feelings and opinions on both sides of the issue. It is not simply a civil rights issue or simply a business and labor issue; it's complex, with very real implications for persons' lives as well as a businesses' financial well-being.

Q15. How can we work with Ticket to Work?

A: IVRS can develop Partnership Plus agreements with businesses or agencies interested in becoming an Employment Network (EN). This would allow IVRS to hand-off cases to an EN partner for follow-up services at the time their IVRS case is closed. Benefits Planning services are provided to beneficiaries by IVRS staff to discuss options and incentives available under Ticket to Work. Additionally, IVRS is able to contract for benefits planning services with external vendors as needed.

Questions that people you serve may have about working

These are compliments of Bethel University, St. Paul, Minnesota.

Q16. Do I have to disclose to my supervisor if I have a medical condition or disability?

A. No. You do, however, need to make known to your supervisor your needs for accommodation/adjustment resulting from your medical condition or disability. You have the right to self-disclose to those with whom you feel comfortable.

Q17. What can I do if I believe my supervisor unfairly evaluated my performance in my annual performance review because of my disability?

A. If you believe your performance has been unfairly evaluated because of your disability, you should talk with your supervisor about their appraisal of your performance to resolve the matter. You may also obtain advice from the company's employee relations office, a union official, or the US Office of Equal Employment Opportunity.

Q18. I was recently diagnosed with {name illness or disease}. Is that considered a disability?

A. Disability determination is not made by diagnosis alone. The functional limitations associated with your diagnosis are of greater importance in determining whether someone has a "disability" as defined by disability law.

Q19. What is a "reasonable accommodation"?

A. A reasonable accommodation is an adaptation to the job site or job functions for a person with a disability, to enable them to enjoy equal employment opportunities. However it does not require the employer to lower the work standards or change the job requirements. There are three types of accommodations:

- Modifications to a job application process to permit an individual with a disability to be considered for a job (such as providing application forms in Braille);
- Modifications necessary to enable an individual with a disability to perform the essential functions of the job (such as providing sign language interpreters); and
- Modifications that enable employees with disabilities to enjoy equal benefits and privileges of employment (such as removing physical barriers in an office cafeteria).

Q20. I was just diagnosed with a chronic illness, and I'm learning how to cope with my new symptoms. How do I know if there is an accommodation to assist me?

A. Adjustment to a chronic medical diagnosis is challenging. One of those challenges is determining the impact of this condition on your job. You and your team will determine what, if any, reasonable accommodation/ adjustment is suitable, and then facilitate its implementation.

Questions about businesses and employers

Q21. Is the State offering incentives to employers to hire people with disabilities? Businesses need financial incentives to hire. Who provides this?

A. There are incentives available to employers who hire people with disabilities. One example is the Work Opportunity Tax Credit (WOTC). Another used frequently by IVRS is On-the-Job Training (OJT). An OJT is a customized program in which a business provides training but other costs (like a stipend) may be covered by IVRS. Some OJT's involve a direct reimbursement of a training wage meaning the employee is hired by the business, but the business is reimbursed up to 50% of the wages during a training period. Additional tax incentives available to employers include tax deductions, such as the Barrier Removal Tax Deduction and/or tax credits like the Small Business Access Tax Credit. Every IVRS office has staff able to discuss incentives available to employers who hire individuals with disabilities (and interested parties).

If Supported Employment Services (SES) are needed to facilitate an individual's employment, IVRS is able to pay a community rehabilitation partner (CRP) to provide these services to a business. IVRS relies on CRPs to help serve job candidates who are most significantly disabled and require SES. Businesses who hire an individual involved in SES derive a benefit in using CRP services (paid in part by IVRS) for training, job coaching and follow-up services.

Q22. How do I change attitudes of prospective employers?

A. You can connect them with other businesses and employers who have had a good experience employing people with disabilities. You can help educate them that it is "good business": A recent Gallup poll found a strong correlation between companies' diversity efforts and their employees' satisfaction (Bright Hub "Fostering Diversity by

Recognizing All the Benefits"[23]). Other research found that 92% of people view businesses who employ people with disabilities more favorably than those who do not[24].

Questions case managers or service providers may hear from employers, about hiring people with disabilities

These are compliments of IVRS and the US Office of Personnel Management

Q23. Why should I hire someone with a disability?

A. People with disabilities represent a significant pool of potential applicants who repeatedly get high marks from managers on job related issues. It's good business to hire from a potentially underutilized source of outstanding workers. For more information on the advantages of hiring persons with disabilities, see Cornell University's School of Industrial and Labor Relations (ILR), Yang-Tan Institute on Employment and Disability. http://www.yti.cornell.edu/

Q24. Will employees with disabilities be absent more than employees without disabilities?

A. No. A study by International Telephone and Telegraph of a 2,000-member plant with 125 employees with disabilities found these employees had fewer absences than their co-workers. Sears Credit of West Des Moines, Iowa found their associates with disabilities had above average attendance records.

Q25. Will hiring people with disabilities cause my workers compensation rates to rise?

A. No. Workers Compensation rates are based upon injury experience for a company, not upon the composition of the workforce. Given the excellent safety record of people with disabilities, there is no reason to expect rates to increase.

Q26. Do employees with disabilities perform as well as employees without disabilities?

A. Yes. According to many employers who've hired people with disabilities, these individuals are motivated, capable and dependable. A local Harris poll found that almost 90% of workers with disabilities received good or excellent performance ratings from their managers.

Q27. Do employees with disabilities have good safety records?

A. Yes. National studies find that its employees with disabilities are ranked by supervisors higher on safety issues than their non-disabled peers. U.S. Department of Labor Studies supports this finding.

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[23] http://www.brighthub.com/office/human-resources/articles/90910.aspx
[24] 2005 study published in the Journal of Vocational Rehabilitation

Q28. Is it expensive to make adjustments to the workplace for employees with disabilities?

A. Generally, no. In fact, a Harris survey found that nearly 70% of adults with disabilities who are working or are willing to work do not need special equipment or technology. Of those needing accommodation, 20% were at no cost and 51% were less than $50.00. In addition, there are a number of resources available to employers to assist with accommodations.

Q29. How do I accommodate a service animal in the office environment?

A. People with disabilities who work in offices have been using service animals successfully for many years. Service animals may accompany a person with a disability to the office, cafeteria, meetings, and on travel. Since service animals are alert to the needs of their owner, it is important not to interfere or distract them while they are working. Most service animals sleep when not providing service and need to have a safe rest area of adequate size located near their owner. The person with a disability should be allowed to provide water and food rewards for their animal. Offices that are already wheelchair accessible usually have wider hallways and doorways that are accessible enough to provide the individual full access while walking with their animal. Individuals with disabilities who use service animals must be allowed time to attend to their basic needs. It is not the responsibility of office colleagues to provide care for the service animal.

Q30. How do I locate an IVRS office in my area?

A. Please use this link to find the IVRS office nearest you. http://www.ivrs.iowa.gov/ContactUs/counties.html.

Q31. How can I find out more?

A. Feel free to contact the following staff:

Iowa Department of Vocational Rehabilitation Services
Lee Ann Russo
Resource Manager
510 E 12th St., Jessie Parker Bldg.
Des Moines IA 50319
PH 515.281.4144
leeann.russo@iowa.gov

Iowa Department of Human Services, Medicaid:
LeAnn Moskowitz
IME Bureau of Long Term Care
100 Army Post Road
Des Moines, IA 50315
PH 515.256.4653
FAX 515. 725.1360
lmoskow@dhs.state.ia.us

Iowa Department of Human Services, Mental Health:
Lin Nibbelink
Division of MHDS
Hoover Bldg. 1305 E Walnut St.
Des Moines IA 50319
PH 515.281.3023
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There are many other good questions and answers you may want to look at-- this link from the US Equal Employment Opportunity Commission is specific to persons with intellectual disabilities:
http://www.eeoc.gov/laws/types/intellectual_disabilities.cfm

Acronyms

AAA	Area Agency on Aging
ABLE	Achieving a Better Life Experience
ACT	Assertive Community Treatment
ADA	Americans with Disabilities Act of 1990
ADD	Administration on Developmental Disabilities (federal)
ADD	Attention Deficit Disorder
ADRC	Aging and Disability Resource Center
APSE	Association for Persons Supporting Employment-1st
ASD	Autism Spectrum Disorders
AT	Assistive Technology
ATD	Assistive Technology Device
BI	Brain Injury
CCO	Consumer Choice Option
CDAC	Consumer Directed Attendant Care
CFR	Code of Federal Regulations
CM	Case Manager
CMS	Centers for Medicare and Medicaid Services
DD	Developmental Disabilities
DHS	(Iowa) Department of Human Services
DOJ	(U.S.) Department of Justice
DRI	Disability Rights Iowa
E1st	Employment First
EFSLMP	Employment First State Leadership Mentoring Program
HCBS	Home and Community Based Services
HoH	Hard of Hearing
ICF	Intermediate Care Facility
ICF/ID	Intermediate Care Facility for Persons with Intellectual Disabilities
ICF/PMI	Intermediate Care Facility for Persons with Mental Illness
ICIE	Iowa Coalition for Integrated Employment
ID	Intellectual Disability
IDB	Iowa Department for the Blind

IDD	Intellectual and Developmental Disabilities
IDEA	Individuals with Disabilities Education Act
IDHR	Iowa Department of Human Rights
IEP	Individualized Education Program
IHH	Integrated Health Home
IME	Iowa Medicaid Enterprise
IRWE	Impairment Related Work Expense
ISP	Individualized Service Plan
IT	Information Technology
IVRS	Iowa Vocational Rehabilitation Services
IWD	Iowa Workforce Development
LD	Learning Disability

ME	Medically Exempt
MEPD	Medicaid for Employed Persons with Disabilities
MFP	Money Follows the Person
MH	Mental Health
MHDS	Mental Health and Disability Services
MI	Mental Illness
MIG	Medicaid Infrastructure Grant
OCTF	Olmstead Consumer Task Force
ODEP	(U.S.) Office of Disability Employment Policy
PASS	Plan to Achieve Self-Support
PD	Physical Disability
PWD	Person with a Disability
SE	Supported Employment
SELN	State Employment Leadership Network
SSA	Social Security Act
SSA	Social Security Administration
SSDI	Social Security Disability Insurance
SSI	Supplemental Security Income
TCM	Targeted Case Management
VR	Vocational Rehabilitation

Appendix A

Appendix A: Medicaid Home and Community Based Waivers Habilitation Program Limitations

	State Plan Habilitation Program	Brain Injury Waiver	Intellectual Disability Waiver
Age	No Age Limit	No Age limit	No Age Limit
Target Population **Income Financial Eligibility** **Level of Care Non-financial eligibility** **Waiver Cost Limitations**	Adults who meet the needs based and risk based criteria Eligible for Medicaid and have income below 150% of the Federal Poverty Level Meet Need and risk based criteria See Iowa Plan for Behavioral Health Contractor	Diagnosis of brain injury per Iowa Administrative Code (IAC) 83 definitions Eligible for Medicaid Institutional level of Care Nursing facility (NF), skilled nursing facility (SNF), intermediate care facility for persons with intellectual disabilities (ICF/ID) $3,059.29 per month	Primary disability of intellectual disability determined by a psychologist or psychiatrist Eligible for Medicaid Institutional level of Care Intermediate Care Facility for Persons with intellectual disabilities (ICF/ID) N/A
Supported Employment Age and Budget Limitations (Individual SE or Group SE)	Age 16 or older $3,059.29 per month maximum for all Supported Employment services	Age 16 or older $3,059.29 per month maximum for all Supported Employment services	Age 16 or older $3,059.29 per month maximum for all Supported Employment services
Individual Supported Employment Service and Limitations (Job Development/ Initial Coaching & Training)	Initial authorization 40 Hours per year; if needed an additional 20 Hours may be authorized. Not to exceed 60 Hours per year.	Initial authorization 40 Hours per year; if needed an additional 20 Hours may be authorized. Not to exceed 60 Hours per year.	Initial authorization 40 Hours per year; if needed an additional 20 Hours may be authorized. Not to exceed 60 Hours per year.
Individual Long Term Job Coaching	Tier 1: Minimum 1 contact/month Tier 2: 2 -8 hours/month Tier 3: 9 -16 hours/month Tier 4: 17-25 hours/month Tier 5: 26 or more hours per month	Tier 1: Minimum 1 contact/month Tier 2: 2 -8 hours/month Tier 3: 9 -16 hours/month Tier 4: 17-25 hours/month Tier 5: 26 or more hours per month	Tier 1: Minimum 1 contact/month Tier 2: 2 -8 hours/month Tier 3: 9 -16 hours/month Tier 4: 17-25 hours/month Tier 5: 26 or more hours per month
Small Group Supported Employment (2-8 individuals)	Maximum 160 15 min-units per week	Maximum 160 15 min-units per week	Maximum 160 15-min units per week
Prevocational Service and Time Limitations	Age 16 or older New Entrants: 24 calendar months Existing Participants (as of 5/1/16): 90 days after Career Exploration Exceptions apply	Age 16 or older New Entrants: 24 calendar months Existing Participants (as of 5/1/16): 90 days after Career Exploration Exceptions apply	Age 16 or older New Entrants: 24 calendar months Existing Participants (as of 5/1/16): 90 days after Career Exploration Exceptions apply
Prevocational - Career Exploration Activity and limitation	34 hours over a 90 day period of time One authorization unless member leaves and subsequently reenters prevocational services.	34 hours over a 90 day period of time One authorization unless member leaves and subsequently reenters prevocational services.	34 hours over a 90 day period of time One authorization unless member leaves and subsequently reenters prevocational services.

NEW RULES regarding Medicaid funded employment services went into effect May, 2016. They include updated and new service definitions, provider qualifications and quality assurance standards, and new reimbursement methodology and rates for services, to align service provision with E1st and CMS standards. The definitions below are from the *new* rules.

Medicaid Employment Service Definitions

Benefits education is providing basic information to understand and access appropriate resources to pursue employment and knowledge of work incentives and Medicaid for employed persons with disabilities (MEPD). Gathering information needed to pursue work incentives, and offering basic financial management information to members, families, guardians and legal representative.

Career Exploration is a person-centered, comprehensive employment planning and support service that provides assistance for waiver program participants to obtain, maintain or advance in competitive employment or self-employment. It is a focused, time limited service engaging a participant in identifying a career direction and developing a plan for achieving competitive, integrated employment at or above the state's minimum wage. The outcome of this service is documentation of the participant's stated career objective and a career plan used to guide individual employment support.

Career Plan is defined a written plan documenting the member's stated career objective and is used to guide individual's employment support services for achieving competitive, integrated employment at or above the state's minimum wage.

Customized Employment is an approach to supported employment which means individualizing the employment relationship between employees and employers in ways that meet the needs of both. It is based on an individualized determination of the strengths, needs, and interests of the person with a disability, and is also designed to meet the specific needs of the employer. It may include employment developed through job carving, self-employment or entrepreneurial initiatives, or other job development or restructuring strategies that result in job responsibilities being customized and individually negotiated to fit the needs of individuals with a disability. Customized employment assumes the provision of reasonable accommodations and supports necessary for the individual to perform the functions of a job that is individually negotiated and developed.

Individual Employment is employment in the general workforce where the member interacts with the general public to the same degree as non-disabled persons in the same job, and for which the member is paid at or above minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by persons without disabilities.

Individual Placement and Support is an evidenced based supported employment model that helps people with mental illness to seek and obtain employment.

Individual Supported Employment involves supports provided to, or on behalf of, the member that enable the member to obtain and achieve stabilization in individual employment. Services are provided to members who need support because of their

disabilities and who are unlikely to obtain and advance in individual employment absent the provision of supports.

Individual supported employment strategies include but are not limited to: customized employment; individual placement and support, supported self-employment. Service activities are individualized and may include any combination of the following:

(1) Benefits education
(2) Career exploration (e.g. tours, informational interviews, job shadows)
(3) Employment assessment
(4) Assistive technology assessment
(5) Trial work experience
(6) Person-centered employment planning
(7) Development of visual/traditional resumes
(8) Job seeking skills training and support
(9) Outreach to prospective employers on behalf of the member (e.g. job development, negotiation with prospective employers to customize, create or carve a position for the member, employer needs analysis)
(10) Job analysis (e.g. worksite assessment or job accommodations evaluation)
(11) Identifying and arranging transportation
(12) Career advancement services (e.g. assisting a member to make an upward career move or seek promotion from existing employer)
(13) Re-employment services (if necessary due to job loss)
(14) Financial Literacy and asset development
(15) Other employment support services deemed necessary to enable the member to obtain employment
(16) Systematic instruction and support during initial on-the-job training
(17) Engagement of natural supports during initial period of employment
(18) Implementation of assistive technology solutions during initial period of employment
(19) Transportation during service hours between work sites

Competitive integrated employment means work that is performed (including self-employment) for which an individual with a disability is paid at or above minimum wage and not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by employees who are not disabled, where the employee interacts with other persons who are not disabled to the same extent as others who are in comparable positions, and which presents opportunities for advancement that are similar for those employees who are not disabled. In the case of an individual who is self-employed, the business results in an income that is comparable to the income received by others who are not disabled and who are self-employed in similar occupations.

Long-Term Job Coaching is support provided to, or on behalf of, the member that enables the member to maintain an individual job in competitive, customized, or self-employment in an integrated work setting in the general workforce.

Service activities. Long-term job coaching services are designed to assist the member with learning and retaining individual employment, resulting in workplace integration, and independence with co-workers and supervisors, and which allows for the reduction of long-term job coaching over time. Services are individualized and may include any combination of the following activities with or on behalf of the member;

(1) Job analysis

(2) Job training and systematic instruction
(3) Training and support for use of assistive technology/adaptive aids
(4) Engagement of natural supports
(5) Transportation coordination
(6) Job retention training and support
(7) Benefits planning and on-going support
(8) Supports for career advancement
(9) Financial Literacy and asset development
(10) Employer consultation and support
(11) Negotiation with employer on behalf of the member (e.g. accommodations, employment conditions, access to natural supports; wage and benefits)
(12) Other workplace support services including services not specifically related to job skill training that enable the waiver member to be successful in integrating into the job setting
(13) Transportation during service hours between work sites

Small Group Supported Employment services are training and support activities provided in regular business, industry and community settings for groups of two (2) to eight (8) workers with disabilities. The outcome of this service is sustained paid employment experience, skill development, career exploration and planning leading to referral for services to obtain individual integrated employment for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals without disabilities.

Service Activities. Small group supported employment services may include any combination of the following activities:

(1) Employment assessment
(2) Person-centered employment planning
(3) Job placement (limited to service necessary to facilitate hire into individual employment paid at minimum wage or higher for a member in small group supported employment who receives an otherwise unsolicited offer of a job from a business where the member has been working in a mobile crew or enclave)
(4) Job analysis
(5) On-the-job training and systematic instruction
(6) Job coaching
(7) Transportation planning and training
(8) Benefits education
(9) Career planning services leading to career advancement outcomes
(10) Other workplace support services may include services not specifically related to job skill training that enable the waiver member to be successful in integrating into the individual or community setting
(11) Transportation during service hours between work sites

Supported Self-Employment includes services and supports that assist the participant in achieving self-employment through the operation of a business; however, Medicaid funds may not be used to defray the expenses of starting up or operating a business. Assistance for self-employment may include aid to the individual in identifying potential business opportunities; assistance in the development of a business plan, including potential sources of business financing and other assistance in developing and launching a business;

identification of the supports necessary for the individual to operate the business; and ongoing assistance, counseling and guidance once the business has been launched.

Prevocational Services means services that provide career exploration, learning and work experiences, including volunteer opportunities, where the member can develop non-job-task-specific strengths and skills that lead to paid employment in individual community settings. Prevocational services include **Career Exploration** activities which are designed to develop a career plan and facilitate the member's experientially based, informed choice regarding the goal of individual employment. Career exploration may be authorized for up to 34 hours, to be completed over a 90-day period in the member's local community or nearby communities and may include but is not limited to the following activities: business tours, informational interviews, job shadows, benefits information, assistive technology assessment, and attendance at career fairs or other job exploration events.

Concurrent Services

A member's individual service plan may include two or more types of non-residential habilitation services (e.g. Individual supported employment, long-term job coaching, small group supported employment, prevocational services, and day habilitation); however, more than one service may not be billed during the same hour.

Prevocational Time Limitations

Prevocational services are intended to lead towards individual employment, per the approved service definition in place in Iowa. **The time limit of 90 days after the completion of Career Exploration <u>only</u> applies to individuals already receiving prevocational services as of May 4, 2016 <u>and</u> only applies if the person completes Career Exploration and decided he/she does <u>not</u> want to pursue individual community employment.** The reason for this time limit is, if an individual makes an informed choice (through the completion of a Career Exploration process) <u>not</u> to pursue individual community employment, prevocational services are not appropriate services because the purpose and intended outcome of these services does not fit with the individual's goals. The 90 day period allows sufficient time for the individual to be transitioned into a different service that is more appropriate in relation to the person's goals.

If an individual, who is already receiving prevocational services on May 4, 2016, completes Career Exploration and decided s/he <u>does want to pursue individual community employment</u>, the 90 day time limit would not typically apply. If any <u>one</u> of the following is true, the 90 day time limit would not apply:

1. The member who is in Prevocational Services is also working in either individual or small group community employment for <u>at least</u> the number of hours per week desired by the member, as identified in the member's current service plan; or
2. The member who is in Prevocational Services is also working in either individual or small group community employment for <u>less than</u> the number of hours per week the member wants, as identified in the member's current service plan and has documented a defined employment goal to increase the number of hours the member is working; or
3. The member is actively engaged in seeking individual or small group community employment or self-employment, and services for this are included in his/her current service plan, or services funded through another identifiable funding source (e.g. IVRS) documented in the member's service plan; and evidence of a plan to obtain individual

employment through one of these funding sources is submitted with the request for prior authorization; or

4. The member has requested supported employment services and has been denied and/or placed on a waiting list within the past 24 months by another identifiable funding source (e.g. IVRS); or

1. The member has been receiving supported employment service for at least 12 of the past 24 months without obtaining individual or small-group employment, and evidence of this is submitted with the request for prior authorization; or
2. The member is participating in career exploration activities as described in subparagraph 78.27(9)”a”(1)

For individuals not receiving prevocational services as of May 4, 2016, the time limit for prevocational services is 24 months. This time limit can be extended if any of the above six situations apply. The 24 month time limit should be sufficient for individuals who wish to participate in Project Search or similar internship programs as part of prevocational services. If an extension of prevocational services is needed to complete Project Search, the member should begin actively seeking individual community employment or individual self-employment no later than 24 months after prevocational services starts so the exception #3 noted above would apply. Note that Project Search should not result in small group community employment as that is inconsistent with the Project Search philosophy and approach.

Appendix B

Appendix B: Medicaid HCBS Consumer Choices Option (CCO)

Iowa HCBS Programs offer the **Consumer Choices Option (CCO)** which gives members the opportunity to convert available HCBS services to a monthly budget. Using the CCO budget, the member can then purchase goods and services to assist in meeting their employment goals.

HCBS Services by Program that can be Converted to a CCO Monthly Individual Budget	Brain Injury Waiver	Health and Disability Waiver	Intellectual Disability Waiver	Physical Disability Waiver	How the Service can support community-integrated employment
CDAC	**X**	**X**	**X**	**X**	This service could be used to meet an individual's personal care assistance needs while on the job such as mealtime assistance, personal hygiene, repositioning and ambulation.
Day Habilitation	N/A	N/A	**X**	N/A	This service could be used to develop community connections that may lead to employment such as volunteering, networking, attending job fairs.
Home/Vehicle Modifications	**X**	**X**	**X**	**X**	This service helps make the member's home and/or vehicle accessible.
Prevocational Services	**X**	N/A	**X**	N/A	This service may be used to provide career exploration that would lead to discovery of the person's interests, skills and goals. Activities could include networking, attending job fairs to learn about the job market, visiting workforce development office.
Respite: Basic Individual	**X**	**X**	**X**	N/A	This service is intended to give the caregiver a break. If the caregiver directs it, the Respite provider could assist the member to develop community connections, to explore jobs, network, identify employers who are hiring, pick up applications if this is what the primary caregiver would do with the member.

Specialized Medical Equipment	**X**	N/A	N/A	**X**	This service could be used to purchase specialized medical equipment that is used in the home and on the job when not covered by the employer reasonable accommodations.
Supported Community Living (SCL)	**X**	N/A	**X**	N/A	This service could be used to transport the member to & from work, assist them to make community connections through volunteerism, and networking.
Supported Employment (SE)	**X**	N/A	**X**	N/A	This service could be used to transport the member to and from work, assist the member with identifying their employment goals and desires as well as skill evaluation, work with employers on behalf of the job seeker and provide ongoing assistance on the job. Job development uses assessment information about the strengths and interests of the person seeking employment to target the types of jobs available from potential employers in the local labor market. Typical job development activities include reviewing local employment opportunities and developing potential employers/ customers through direct and indirect promotional strategies.
Transportation	**X**	N/A	**X**	**X**	This service may be used to transport the person to and from work, to pick up and drop off job applications, to apply for jobs, and to go to and from job interviews.

Please visit the Consumer Choice Option (CCO) homepage at: http://dhs.iowa.gov/ime/members/medicaid-a-to-z/consumer-choices-option

Appendix C

Appendix C: IVRS Services

Service Item

Apprenticeship training
Assessment services
Assistive Technology
Benefits Counseling
Career Exploration services
Consumer/family education and training
Counseling and Guidance
Customized Employment services
Diagnosis and Treatment
Disability-related training
Discovery Services
Employer Development
Information and Referral
Interpreter services
Job Coaching
Job Development
Job Readiness training
Job Shadowing
Job Search activities
Job Seeking Skills training
Occupational Skills Training
On-the-job supports
On-the-job training
Personal Assistant services
Post-Secondary Training
Remedial/Literacy training
Restoration services
Self-Employment services
Supported Employment
Transportation services - Non-medical transportation
for school, work and community participation
Transportation training
Vocational Evaluation services
Work Adjustment training

Appendix D

Appendix D: Iowa Department for the Blind, Services

The Iowa Department for the Blind is responsible for providing most of the services Iowans who are blind or low vision need to live independently and work competitively. Its mission is to be the means for persons who are blind or low vision to obtain for themselves universal access and full participation as citizens in whatever roles they may choose.

Because the Department is funded primarily through state and federal tax dollars, most of the services are provided to eligible Iowans at no cost to them.

Department services and programs include:

- **Vocational Rehabilitation Program**
  - Training to help individuals achieve the vocational goals they have selected
  - Assessment, demonstration, and training in the Assistive Technology Resource Center
  - Job placement services
  - Rehabilitation technology services
  - Post-employment follow up
- **Independent Living Program**

  The Independent Living (IL) program serves individuals with vision loss caused by a condition that cannot be corrected with glasses and has affected the person's ability to complete daily activities such as driving, reading the mail, dialing a telephone, cooking safely and more. Individuals served under this program do not wish to pursue paid employment and are at least age 55 or have other disabilities in combination with their vision loss. Rehabilitation Teachers in the IL program travel throughout the state to help individuals obtain the skills needed to live independently and participate in family and community life
- **Adult Orientation and Adjustment Center**

  The Orientation Center is a residential training program for adults who are blind or low vision. Located in Des Moines, the Center provides in-depth, individualized blindness training to students so that they can return to their home communities to live independently and work competitively in the careers they choose. Students receive training in four areas:
  - Development of self-confidence
  - Blindness skills
  - Job readiness
  - Public education
- **Library for the Blind and Physically Handicapped**

  The Library for the Blind and Physically Handicapped provides reading materials free of charge to Iowans who cannot use standard print because of blindness, physical disability, or reading disability. The library:
  - Circulates books and magazines on cassette tape, in Braille, and in large print to eligible borrowers throughout the state. The Library maintains a collection of over 88,000 book titles and makes available to its borrowers over 120 different magazines. Because the Library is a cooperating member of the National Library Service for the Blind and Physically Handicapped (NLS), its borrowers have access to all NLS services.
  - Transcribes print materials into Braille and recorded formats. Employment-related, educational, and leisure materials not already available in alternative media are transcribed upon request. The Library also transcribes other magazines and books appropriate for its collection.
  - Acquires instructional and employment materials for students and workers. The Library's instructional

Materials Center (IMC) locates textbooks and other educational materials for Iowa's K-12 and college students who cannot use standard print. The IMC also locates job-related materials for employed Iowans for whom standard print is not an option.

- Provides independent access to the Library's collection through the On-Line Public Access Catalog (OPAC). Linked to the Department's web site, OPAC allows borrowers to search the Library's collection, select books, and put them on reserve.
- Circulates videos enhanced with audio descriptions. These videos range in subject from popular movies to documentaries and in audience from children to adults.

•Business Enterprises Program

The Business Enterprises Program (BEP) provides opportunities for legally blind clients of the Vocational Rehabilitation program to manage their own businesses. These blind entrepreneurs manage a wide variety of food-service operations, including restaurants, coffee bars, vending locations, highway rest area vending sites, and catering. These businesses can be found at federal, state, county, municipal, and private locations throughout Iowa.

•Aids & Devices Store

Located at the Department's central office in Des Moines, the Aids & Devices Store sells adapted items useful to persons who are blind or low vision. White canes, Braille and talking watches and clocks, Braille-writing equipment, magnifiers, measuring devices, Braille and large-print playing cards, games, cooking and sewing aids, and other items are available.

•Public Education and In-Service Training

Because it is important to educate the public about blindness and the competence of people who are blind, the Department is eager to participate in public education activities. The Department can make arrangements to:

- Give presentations about the Department's services and blindness to schools, churches, civic organizations, and other interested groups.
- Provide in-service training about the Department's services and blindness skills to care centers, community rehabilitation programs, and other community service providers.
- Participate in fairs, expos, displays, and other public events

Appendix E

Appendix E: Resource Sharing between Iowa Medicaid and Iowa Vocational Rehabilitation Services

Resource Sharing for Employment Services

People are more likely to succeed in employment when funding and services available through both IVRS and Medicaid are shared. Each program has limitations but together they can provide holistic support for someone with a disability who wants to find and keep community-integrated employment.

The following ***Resource Sharing*** document was developed between IVRS and the DHS/Iowa Medicaid Enterprise in January of 2015. This "cheat sheet" is the result of a collaborative effort by both agencies to satisfy the requirement each had to explore "comparable benefits and services" and address the "payer of last resort" issue.

By establishing this **Resource Sharing** document, IVRS and DHS/IME have outlined their respective funding obligations when paying for Supported Employment Services (SES) for a mutual client served by both agencies. The document has been updated to reflect the new (2014) IVRS policy to fund the necessary employment services (including Supported Employment Services when needed) to help an eligible individual with a disability **under the age of 24** to get a community-integrated job paying at least minimum wage.

The ***Resource Sharing*** document also outlines procedural information for individuals on a DHS/IME waiver waiting list who are eligible to be served by IVRS, including options for long-term follow-up services if waiver services are not immediately available.

Some additional items to be aware of:

- Individuals can receive State Plan Habilitation or Waiver funded services (including employment services) during the same time period that IVRS is also providing services to them as long as the services provided through State Plan Habilitation or Waiver do not duplicate the services provided by IVRS.
- When IVRS closes a case for someone enrolled in State Plan Habilitation or a Waiver, the person may have a need for on-going supports to maintain their competitive integrated employment. The IVRS Counselor is expected to inform you in advance of the case closure date so that you can submit a timely request for prior authorization for the services that may be needed. **There should be no gap in the availability of supports.** A gap could jeopardize the person's ability to maintain his/her job; therefore, this should be avoided at all costs.

Appendix E: Resource Sharing Between DHS and IVRS for Supported Employment Services

This document explains how Supported Employment Services (SES) are funded for mutual job candidates who are eligible for both **IVRS** Services and **DHS State Plan HABILITATION or WAIVER** Services. Funding braided between **IVRS** and **DHS HABILITATION OR WAIVER** for SES depends on whether an individual is on or off a waiting list, their age, and the service responsibilities agreed to by each agency.

SES for individuals under age 24 (IVRS)

Effective 11/13/14, for job candidates under age 24 who are eligible for both **IVRS** and **DHS State Plan HABILITATION or WAIVER** and who require Supported Employment Services, **IVRS** implemented a ***Memorandum of Agreement*** with **DHS** to establish IVRS as the payer of first resort for individualized services necessary to obtain and stabilize in competitive integrated employment. Services can include any of the following:

Job Development	**Customized Employment**	**Job Coaching ****
IVRS **15 minute units:** **$16.53/unit** Initial authorization: 160 units with one extension of 80 units, not to exceed 240 units **$66.12/hour** Up to 40 hours with one extension of 20 hours, not to exceed 60 hours total	**IVRS** **15 minute units:** **$16.53/unit** as part of SES to negotiate with employer up to 40 units **$66.12/hour** Up to ten hours	**IVRS** **15 minute units:** **$11.29/unit** based on the number of hours a job candidate works - to be negotiated between IVRS and team for up to a two month period of time. **$45.16/hour** Up to 120 hours

There is no requirement that people must get a job of at least 10 hours a week in order to receive services to obtain a job from IVRS. IVRS cases in which a job candidate works less than 10 hours a week require an explanation of why this individual cannot work more than 10 hours and supervisory review/approval prior to closure.

The MOA between **DHS** *and* **IVRS** *is found on this link:*
http://www.ivrs.iowa.gov/partners/MOAforDHSIVRSAugust262014.pdf

****NOTE: THE AGREEMENT BETWEEN IVRS AND THE DEPARTMENT of EDUCATION TAKES PRECEDENCE OVER THIS DHS AGREEMENT FOR STUDENTS IN TRANSITION RECEIVING SES UNDER AN IEP!**

SES for individuals age 24 and above (DHS/IVRS)

Effective 11/13/14 for job candidates age 24 and above, the **WAIVER** pays for Job Development, and Job Coaching. **IVRS** funds may pay for Customized Employment and employment services not listed (Discovery, Workplace Readiness Assessment, etc.). IVRS also supplements **WAIVER** funds providing Job Development as deemed necessary, such as when **WAIVER** funds end. This is in accordance with the Memorandum of Agreement with **DHS** and **IVRS.**

Job Development	Customized Employment	Job Coaching
State Plan HABILITATION or WAIVER (T2018) **15 minute units:** **$16.53/unit** Initial authorization: 160 units Limit 240 units per calendar year.	**IVRS** **15 minute units:** **$16.53/unit** as part of SES to negotiate with employer up to 40 units **$66.12/hour** Up to ten hours	**State Plan Habilitation or WAIVER (H2025)** **Unit = One Month** Payment varies depending on amount of support needed: Tier 0: Minimum 1 contact/month Payment = $67.67/month Tier 1: 2 -8 hours support/month Payment = $361.58/month Tier 2: 9-16 hours support/month Payment = $722.15/month Tier 3:17-24 hours support/month Payment = $1,129.18/month Exception = 25 or more hours support/month Payment: Hourly @ $45.16/hour

There is no requirement that people must get a job of at least 10 hours a week in order to receive services to obtain a job from IVRS. IVRS cases in which a job candidate works less than 10 hours a week require an explanation of why this individual cannot work more than 10 hours and supervisory review/approval prior to closure.

Additional SES information can be found in the 2015 ***Menu of Services* Manual** *on this link:*
http://www.ivrs.iowa.gov/partners/CRP/CRPmanualDec24.docx

SES for IVRS-Eligible Individuals Waiting for WAIVER

A job candidate eligible for **IVRS** who is waiting for services from **WAIVER** can be served by **IVRS.**

Until **WAIVER** funds are available**, IVRS** may fund all SES employment services which may include Job Development, Customized Employment and Job Coaching. (*See table below*). Services for SES are authorized by **IVRS** until the time **WAIVER** funds become available. If/when that occurs, **IVRS** would cancel any unused authorization(s) for remaining services so that **WAIVER** funding could begin, except in **IVRS** cases involving SES for individuals under age 24.

SES for IVRS-Eligible Individuals Ineligible for State Plan HABILITATION or WAIVER

For **IVRS-eligible** job candidates who do not qualify for **State Plan HABILITATION or WAIVER, IVRS** may fund all SES employment services which can include Job Development, Customized Employment and Job Coaching. (*See table below*).

Job Development	**Customized Employment**	**Job Coaching**
IVRS **15 minute units:** **$16.53/unit** Initial authorization: 160 units with one extension of 80 units, not to exceed 240 units **$66.28/hour** Up to 40 hours with one extension of 20 hours, not to exceed 60 hours	**IVRS** **15 minute units:** **16.53/unit** as part of SES to negotiate with employer up to 40 units **$66.28/hour** Up to ten hours	**IVRS** **15 minute units:** **$11.29/unit** based on the number of hours a job candidate works - to be negotiated between IVRS and team for up to a two month period of time. **$45.16/hour** Up to 120 hours

Identified source for long-term job coaching services, to the extent needed by the individual, is required for IVRS Supported Employment Services. Funding (or sources) to provide these services can include county funding, natural supports, PASS, IRWE, MH worker, Independent Living, or other no-cost resources. The source providing long-term job coaching, to the extent needed by the individual, is identified on the IVRS Plan for Employment (IPE) and SES Placement Agreement (Section IV. of Employment Analysis form). A plan for natural supports requires a detailed description of how the natural support will be trained and the agreement on how to connect with the long-term provider when difficulties arise requiring more continued involvement by the CRP.

Appendix F

www.apse.org "APSE is the only national organization with an exclusive focus on integrated employment and career advancement opportunities for individuals with disabilities. APSE is a growing national non-profit membership organization, founded in 1988 and is now known as Association of People Supporting EmploymentFirst (APSE)."

APSE Statement on Employment First

Employment in the general workforce is the first and preferred outcome in the provision of publicly funded services for all working age citizens with disabilities, regardless of level of disability.

Underlying Principles

- The current low participation rate of citizens with disabilities in the workforce is unacceptable.
- Access to “real jobs with real wages” is essential if citizens with disabilities are to avoid lives of poverty, dependence, and isolation.
- It is presumed that all working age adults and youths with disabilities can work in jobs fully integrated within the general workforce, working side-by-side with co-workers without
- disabilities, earning minimum wage or higher.
- As with all other individuals, employees with disabilities require assistance and support to ensure job success and should have access to those supports necessary to succeed in the workplace.
- All citizens, regardless of disability, have the right to pursue the full range of available employment opportunities, and to earn a living wage in a job of their choosing, based on their talents, skills, and interests.
- Implementation of Employment First principles must be based on clear public policies and practices that ensure employment of citizens with disabilities within the general workforce is the priority for public funding and service delivery.
- Inclusion or exclusion of the specific term “Employment First” does not determine whether a public system or agency has adopted Employment First principles. Such a determination can only be made in examining whether the underlying policies, procedures and infrastructure are designed for and ultimately result in increased integrated employment in the general workforce for citizens with disabilities.

Characteristics of Successful Implementation of Employment First

- There are measurable increases in employment of citizens with disabilities within the general workforce, earning minimum wage or higher with benefits.
- Greater opportunities exist for citizens with disabilities to pursue self-employment and the development of microenterprises.

- Employment is the first and preferred option when exploring goals and a life path for citizens with disabilities.
- Citizens with disabilities are employed within the general workforce, regardless of the severity of disability and assistance required.
- Young people with disabilities have work experiences that are typical of other teenagers and young adults.
- Employers universally value individuals with disabilities as an integral part of their workforce, and include people with disabilities within general recruitment and hiring efforts as standard practice.
- Individuals with disabilities have increased incomes, financial assets, and economic wealth.
- Citizens with disabilities have greater opportunities to advance in their careers, by taking full advantage of their individual strengths and talents.
- Funding is sufficient so that quality services and supports are available as needed for longterm employment success.
- A decision not to consider employment in the community for an individual is re-evaluated on a regular basis; the reasons and rationale for this decision are fully documented and addressed in service provision.

Adopted by the APSE Executive Board on October 11, 2010.

Appendix G

www.tash.org "TASH advocates for human rights and inclusion for people with significant disabilities and support needs.... TASH works to advance inclusive communities through advocacy, research, professional development, policy, and information and resources for parents, families and self-advocates."

partnerships in employment

What Matters Most: Research on Elevating Parent Expectations

TASH Town Hall, December 2014

Erik W. Carter

As I read the Individuals with Disabilities Education Improvement Act (2004), my short paraphrase of the central purpose of special education is that our primary charge is to equip young people with disabilities to flourish after high school. This is at the very heart of why we send students to school for up to 21 or 22 years.

So let me begin with a provocative statement: ***The most powerful force*** in changing transition outcomes for young people with significant disabilities is not ultimately found in the transition plans we craft, the educational services we offer, the instruction we provide, or the systems we build, but rather in the expectations and aspirations individual parents hold for their sons and daughters. All of these other efforts are no doubt essential, but absent families equipped with a clear and compelling vision for a "good life" after high school, we are missing something utterly essential.

Efforts to change the post-school landscape must include a heavy investment in equipping families to hold high expectations from an early age, to aspire toward and advocate for enviable outcomes after high school, and to share this vision with every person whose life intersects with the lives of their sons and daughters.

Put simply, efforts to change the post-school landscape must include a heavy investment in equipping families to hold high expectations from an early age, to aspire toward and advocate for enviable outcomes after high school, and to share this vision with every person whose life intersects with the lives of their sons and daughters.

Such a statement should not be at all surprising to this audience. Parents have long assumed the roles of allies and advocates—for their own children and for others traveling a similar road. It is not an overstatement to say that our field—and this organization called TASH—exists because of parents who held a different set of expectations for their sons and daughters that fundamentally challenged prevailing views of what was possible.

Which brings me to my role on this panel. My charge is to emphasize the very strong empirical support for making an investment in elevating parent expectations. And to affirm that what we intuitively know to be so important actually does make a noticeable difference in the lives of young people.

Research on Parent Expectations

In a recent study (Carter, Austin, & Trainor, 2012), my colleagues and I analyzed data from a nationally representative, longitudinal study involving more than 11,000 youth in all 13 special education categories. Our interest was in pinpointing which student, family, school, and community factors predicted the early post-school employment outcomes of young adults with significant disabilities. And so we focused our attention on the subset of students with intellectual disability, autism, or multiple disabilities who were eligible for the alternate assessment and/or who had lower ratings on a set of questions related to functional skills. We carefully considered a number of factors during high school that might influence whether or not students were working for pay in the community during the first two years after high school. And what we learned surprised us.

We found that young adults with significant disabilities whose parents definitely expected them to obtain post-school work way back in high school were more than five times as likely to have paid, community employment within two years after exiting. When other factors were combined into our model, parent expectations still increased the odds of post-school employment more than three-fold. The unexpected finding was that these expectations

were a stronger predictor than anything else we examined—student demographics; the social, communication, and independence skills youth possessed; even access to school programs and transition experiences. Do you want to more than triple the odds that students will find a place to share their gifts and talents in the workplace? Focus on the expectations parents hold long before graduation day.

Other studies echo this these findings with other groups of students with disabilities and other transition outcome areas. For example, Bonnie Doren and her colleagues (2013) found that parent expectations predicted not only work, but also gradation rates and postsecondary education enrollment for students with high-incidence disabilities.

So what are the aspirations parents hold as they relate to their child's life after high school? In Tennessee, we are in the midst of a five-year systems change project (Carter & McMillan, 2014). And we considered it critical early on to understand what these parental expectations are, to learn what shapes them, and to invest heavily in elevating them.

Over the past 10 months, we have been carrying out a statewide study that has thus far involved more than 2,300 parents living in almost every county in our state. Parents with sons and daughters of all ages served under the special education categories of intellectual disability, autism, and multiple disabilities. Here is what they are telling us.

More than 80% of parents of school-age children with disabilities say they consider it somewhat or very important for their son or daughter to work for real pay, part- or full-time, in the community. Yet only about two thirds (64%) actually expect this to happen. These numbers are almost double those of parents who consider sheltered employment to be an important and likely outcome. The short take-away: More and more parents are aiming for integrated, community employment. A similar portrait emerged in the area of postsecondary education. And so we likewise have to aim our services and supports—both formal and informal—at these inclusive post-school experiences.

What Do We Know?

Before mentioning a few possible points of influence, let me share some reflections on important aspects of tese expectations.

1. **Expectations are formed early and over time.** Waiting until high school to begin casting and supporting a vision of post-school college and careers simply means waiting too late. Early messages—including those heard at first diagnosis and throughout elementary school—can often be "course shifting."
2. **Expectations shape experiences.** The expectations parents hold influence the types of early exposure and experiences provided to children with significant disabilities. With particular post-school goals in mind, parents may be more likely to require household responsibilities, have conversations about future careers, involve their child in extracurricular and community activities, advocate for rigorous learning opportunities at school, and connect their child to early volunteer and work experiences. All of this takes place long before transition planning emerges at age 14 or 16.
3. **Experiences also shape expectations. The influence is bidirectional.** Involving students in general education courses, hands-on work experiences, and other inclusive activities may help parents (along with others in the community) catch a first glimpse of what might be possible when their child is provided the right opportunities, supports, and encouragement. Particularly when they have seen few other examples of other young people with disabilities involved in these ways.
4. **Expectations are influenced by opportunities and supports.** Expectations tend to dip as families approach the "post-school precipice" and all that can be seen is waiting lists, segregated services, and eligibility requirements. And so these transition years do become all the more critical to work to align services and supports to high expectations, rather than letting expectations re-align to prevailing services and supports. We must make sure we get the direction of the pull right.

Where Should We Go?

With limited time, let me conclude with four modest suggestions for where we might invest in this area of our work.

1. **We must connect families with ordinary examples of what is possible.** Too often, our parents have seen few examples of young people with significant disabilities working, going to college, or contributing in other ways within their community. Whether by linking parents to families who are a little further along in this journey or showing "success stories" of how others have made it happen, new portraits of possibilities get formed. In our state, for example, we are creating print and video-based "success stories" that illustrate how other Tennessee families are navigating these issues. All can be found at www.tennesseeworks.org. Parents need avenues through which to hear from other parents.
2. **We must invest in expectations.** It strikes me as unethical to encourage parents to catch a vision and pursue it with vigor only to withhold the very services and supports needed to make it happen. An overarching theme of this town hall is that we need a much greater investment in transition if we have any chance of changing the post-school landscape. I absolutely agree.
3. **We must catch and communicate a collective vision.** Parent aspirations are powerful, but so are the expectations of educators, employers, service providers, members of faith-based organizations, community leaders, and youth themselves. Indeed, every child with a significant disability in every state should hear the message from multiple sources—that they have something of value to contribute within the workplace and something essential they bring to their community.
4. **Finally, we must let parent expectations challenge ours.** There is a tension here we must release. Professionals are sometimes reluctant to encourage parents to "hope large" because it ultimately will require us to do things differently, demand us to invest differently. We must be willing to let families show us what is possible when their vision exceeds our own. Indeed this is how the field has always moved forward fastest.

Thank you for investing your time in this town hall. And for your work on behalf of young people with significant disabilities and their families.

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About the Author

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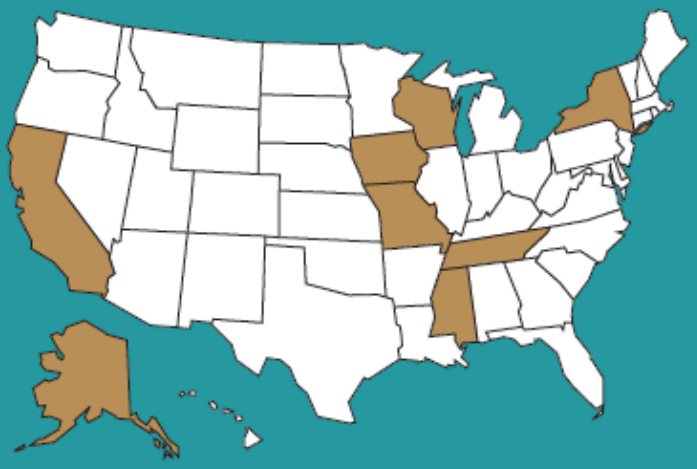
partnerships in employment



Projects are occurring in eight states:

Alaska
California
Iowa
Mississippi
Missouri
New York
Tennessee
Wisconsin

www.partnershipsinemployment.com

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ADMINISTRATION ON INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

Appendix H

Summary of SELN's Online Discussion Series
Role of Case Managers and Service/Support Coordinators

SERIES 2, SESSION 1
SEPTEMBER 23, 2014

Qualities of a High-Performing Case Manager

For the past year, the State Employment Leadership Network has been hosting a series of online events about the role case managers can play in improving employment outcomes for people with intellectual and developmental disabilities (IDD).

The role of the case manager/support coordinator is changing and becoming more complex. Case management requires knowledge and expertise in many areas, and community-based employment is just one of them.

An effective case manager/services/supports coordinator must demonstrate new competencies to meet community-based employment outcomes. The recent SELN online series, including the September 23, 2014 session, provides an overview of these competencies and examples of best practices of high-performing case managers/support coordinators. You may view the recording and materials, as well as past sessions, at:

http://selnmembers.org/webinars/casemanagement

The State Employment Leadership Network (SELN) is a cross-state cooperative venture of state intellectual and developmental disabilities that are committed to improving employment outcomes for adolescents and adults with developmental disabilities. SELN online discussions are chosen based on conversations with individual member states, as well as high profile and critical issues circulating around the country. Summary documents provide an overview of the sessions and highlight the resources available and knowledge required to achieve best practices.

The SELN is a joint program of the Institute for Community Inclusion at UMass Boston and the National Association of State Directors of Developmental Disabilities Services.

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www.seln.org

Key takeaways:

Today's case managers and service/support coordinators:

- Recognize that families are the nation's true long-term care systems of support. Case managers must partner with and rely on families by cultivating trust and open communication. Presenting new ideas may take time and might be rejected many times before the ideas are accepted into a family's culture.
- Understand challenges to community-based employment for people with IDD, including difficulty navigating available resources, which system provides which services, and a local community's cultural attitudes and biases.
- Listen, interpret, and assimilate the information gathered day to day with individuals and families. Person-centered thinking is evident in all activities with the individual.
- Emphasize specific and concrete employment goals in the individual service plan (ISP), and uses tools to discover an individual's needs and interests and to plan long-term objectives. These tools include relationship mapping, communication charts, and learning logs.
- Have a basic understanding of work incentives and Social Security benefits, and know where to point families and individuals to delve deeper into the specifics and details.

State IDD agencies depend upon strong case managers/service coordinators to improve employment outcomes. Therefore, agency leaders must hire people who believe in and are committed to employment for all individuals with disabilities. These staff members must also be able to build relationships, network, negotiate, and manage conflict.

To ensure that case managers are successful, organizations should orient and train new staff, and provide ongoing professional development opportunities. With this support, staff members can build upon their current skills and learn new best practices in the field.

Summary of SELN's Online Discussion Series
Role of Case Managers and Service/Support Coordinators

SERIES 2, SESSION 2
OCTOBER 30, 2014

Raising Awareness & Providing Education Around the Value of Employment

For the past year, the State Employment Leadership Network has been hosting a series of online events about the role case managers/support coordinators can play in improving employment outcomes for people with intellectual and developmental disabilities (IDD).

The role of the case manager/support coordinator is changing and becoming more complex. Case management requires knowledge and expertise in many areas, and community-based employment is just one of them.

An effective case manager/services/supports coordinator must demonstrate new competencies to meet community-based employment outcomes. The session on October 30, 2014 reviewed different communication strategies and provided tips on how to build those skills. You may view the recording and materials, as well as past sessions, at http://selnmembers.org/webinars/casemanagement.

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Key takeaways:

- The message that needs to be communicated is simple and universal: everyone has the right to, and can, work in the community, regardless of disability type and severity.
- The case manager/support coordinator understands that different approaches must be used with agencies, employers, or individuals to meet unique needs.
- Successful communication strategies to share the core message about work use multiple approaches. These may include training and community forums, social media, printed materials, or public service announcements. Before implementation, review current modes of communication to evaluate their effectiveness.
- Allow stories of real people working in the community to deliver the message. Success stories offer hope and give inspiration. Put them on your website or other distribution outlets.
- Plug the role of employment in people's lives wherever you can. Mention it at every meeting, in guides, and when exploring future goals with people with disabilities and their families. Use the success stories to convey the creative options used by others. Culturally and generationally, having a job is the "new norm" for people with disabilities, and support staff play a role in outlining what this can and should look like.
- Raise awareness with individuals and their families through conversations. Case managers/support coordinators should express high expectations about employment, communicate that work is fundamental to earning the means to exercise our freedoms, and emphasize that everyone has the right to work in the community. Conversations about jobs should start at a young age.

Summary of SELN's Online Discussion Series
Role of Case Managers and Service/Support Coordinators

SERIES 2, SESSION 3
DECEMBER 2, 2014

Qualities of a High-Performing Case Manager

For the past year, the State Employment Leadership Network has been hosting a series of online events about the role case managers can play in improving employment outcomes for people with intellectual and developmental disabilities (IDD).

The role of the case manager/support coordinator is changing and becoming more complex. Case management requires knowledge and expertise in many areas, and community-based employment is just one of them.

An effective case manager/services/supports coordinator must demonstrate new competencies to meet community-based employment outcomes. The session on December 2, 2014 emphasized the importance of earning income through work and understanding the impact of working on public benefits. See the attached word doc. You may view the recording and materials, as well as past sessions, at:

www.selnmembers.org/events/casemanagement

Key takeaways

Today's case managers and service/support coordinators:

- Explain that there are various work rules and incentives to help people try and work while protecting their benefits. These rules are complicated, but before people can make a decision about working, they need to understand the big picture.
- Make sure clients see the potential monetary benefits of employment, which can be a path to long-term financial well-being.
- Convey the message that work has value beyond a paycheck. A job increases autonomy and choice, improves self-esteem, and promotes skills development. Working also facilitates social connections.
- Understand that earnings and benefits are not an either/or choice. Articulate the ways individuals can generally maintain necessary benefits while they are adjusting to working and earning a paycheck.
- Identify some potential work incentive opportunities that could fit the individual's needs.
- Remain honest and transparent. You don't need to have all the answers, and you shouldn't make guarantees. But reassure the person that you can connect them to resources that will help them make informed decisions about working.
- Provide individuals and families with a clear and consistent message about the importance of work. While earned income from work may have an impact on public benefits, it is important to realize the potential for the combination of the two to generate a higher total monthly income. The only path out of poverty and toward financial well-being is through employment. A life surviving on benefits means the person will never get ahead—they'll just get by.
- Build awareness of and a relationship to local benefits specialists, ideally certified work incentive coordinators/specialists.
- Know that aspects of benefits management vary by state, and people moving from out of state will need assistance ensuring everything is in order.
- Understand how benefits may fluctuate over time, based on earnings and other circumstances. Benefits specialists can help the individual determine when to seek reinstatement, when to reapply, and how changes in income or other status impact benefits and adjustments that need to be made.

Terms to be familiar with:

- **PASS (Plan for Achieving Self Support)**
  www.ssa.gov/disabilityresearch/wi/pass.htm
  Plan for Achieving Self Support is an earned income and resource exclusion that allows a person who is disabled or blind to set aside income and/or resources to reach an occupational goal. (Applies to SSI).

- **IRWE (Impairment Related Work Expense)**
  www.ssa.gov/ssi/spotlights/spot-work-expenses.htm
  Impairment Related Work Expenses allow an individual to deduct certain work-related items and services that are needed to enable the beneficiary to work. The cost of expenses must be paid out of pocket with the income earned, not paid by some other agency providing services. (Applies to SSDI and SSI).

- **SGA (Substantial Gainful Activity)**
  www.ssa.gov/redbook/eng/definedisability.htm#a0=1
  Substantial Gainful Activity is the performance of paid work in which countable income exceeds SGA per month. This monthly SGA amount will change annually based on the national wage index.

- **SSDI (Social Security Disability Insurance)**
  www.ssa.gov/planners/disability/
  Social Security Disability Insurance is a program under Title II of the Social Security Act. It is a cash benefit program for individuals who have worked and paid into F.I.C.A. (Federal Insured Contribution Act) and who meet the medical eligibility criteria and the SGA Test.

More definitions are available on the Social Security Administration's online glossary:
www.ssa.gov/redbook/eng/glossary.htm

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The SELN is a joint program of the Institute for Community Inclusion at UMass Boston and the National Association of State Directors of Developmental Disabilities Services.

www.seln.org

Appendix I

TOOLS FOR INCLUSION

ISSUE NO. 24
2011

The Influence of Families on the Employment Process

By Ashley Wolfe and Allison Hall

INTRODUCTION

Family is important for many reasons: family members can motivate people to work, and can help them understand why work is important. Families can also have a big influence on self-determination and empowerment, helping people develop a real understanding of themselves and their place in the workplace. Their involvement is important throughout a person's life.

What is Self-Determination?

Self-determination is the ability for people to:

- *Control their lives*
- *Reach set goals*
- *Take part fully in the world around them*

The right to self-determination includes individuals with all types of disabilities.

Source: Center on Self-Determination, Oregon Institute on Disability & Development. www.ohsu.edu/oidd/CSD/aboutcsd.cfm

The information for this Tools for Inclusion came from a research study in Massachusetts. We interviewed 16 people with intellectual disabilities and their families and employment staff to understand how they make decisions about work and how their family members help them make decisions. "Family" can mean: two parents, one parent, step-parents, older and younger siblings, or extended family members such as aunts, uncles or grandparents.

The purpose of this Tools for Inclusion is to share people's thoughts and feelings about how their families help them make decisions throughout their lives. We also include tips so that families can be more involved in helping people find and keep jobs. Findings and ideas for families are offered for each of the four phases:

Phase One: The Early Years

Phase Two: Planning for Work

Phase Three: The Job Search

Phase Four: Making the Decision to Accept a Job

Phase One: The Early Years

The first part of the employment path is called "the early years" or during childhood. People's family was the most important influence at this time in his/her life. Families were influential because they role-modeled employment, and set up the expectation that adults should work.

Role-modeling employment. One person's family set the expectation that he should work hard, just like the other adults in his family. His mother and sister talked to him about their first jobs. Another individual watched his two older brothers go to work, and then move out on their own. He wanted to do the same.

Family members talked about work as a way to make money and then become more independent. They also role-modeled employment, showing by their own example why it's important to work.

One parent said:

> *"He [my son] knew I've always worked. He grew up knowing that I was at work every day. Never missed*

work. Always had to do it. And I always told him I have to work so I can support you. I have to work so you have a roof over your head. I said, 'You're going to have to do the same.' And it's just how I brought him up."

His son said:

"...my father always said to me that I could have a good life if I try and get a job and I could have money to spend, like my own money to spend..."

Setting the expectation that adults should work. Through years of watching their family members work, expectations about work became deeply rooted. One family member said: "[Working] is what he sees around him, and he thinks that's the normal way to grow up."

Tips for families during the early years:

- Encourage simple tasks at home (for example, helping to clean up after dinner). With each year, increase responsibilities for family chores.
- Read books and view videos about different types of jobs. Exploring websites such as www.kidsnewsroom.com or www.kids.gov can encourage young learners to investigate different careers.
- Participate in "Take your Child to Work" day so early on s/he is exposed to what it's like to go to work.
- Talk about what your family member might want to do for work and begin to document the steps it will take to achieve this goal.

Phase 2: Planning for Work

Planning for work begins when an individual is deciding what type of job to look for. It is sometimes referred to as "career planning." During this phase, families in our study ranged from being very involved to being less involved. Those that were less involved talked about: not wanting to be thought of as a hovering parent, receiving limited communication from employment staff, and being concerned that employment staff are the "experts" and not wanting to get in the way. One parent talked about how she felt that the employment staff person knew more than she did:

"I liked the fact that [the job coach] prepared her and taught her how to interview, because she respected what they said a lot more than what we said because, of course, we're Mom and Dad...These people are trained. They know better; you don't."

Family members have considerable insight about the job seeker, and can contribute a great deal to the process of planning for work without getting in the way. They should see themselves as an important resource during the career development process.

Tips for families when planning for work:

- Stay connected to employment staff and share what you know about your family member and what he or she likes to do.
- Talk regularly about what your family member likes and doesn't like about their experiences at work, their goals, and their dream job. Every new experience teaches more about what makes a good job match.
- Talk to families of people who are working in the community to understand what was important to them when planning for their job.
- Encourage your family member to participate in community-building opportunities like volunteering. This will help him or her meet more people and be exposed to different types of jobs.

Phase 3: The Job Search

Many family members in the study had opinions about good job matches. However, at times family members acknowledged needing help raising their expectations:

> *"Well, she's been asking for a particular job since she was in school, and we really didn't think that was going to be a reality because most people who work in that field need accreditation of some kind. They need training; they need to pass a couple of courses at college...[But the employment staff] actually had kept feelers out looking for her and kept trying to find something in her field."*

Some parents tried to protect their family members from negative experiences. They were aware of their family members' strengths, but also talked about how they were afraid for them to fail. One parent watched her son get fired from his first job because the right supports were not in place. She did not want this one experience to shape his expectations:

> *"He was just put in a place and no one really worked with him...It was his first job, and I didn't want him to come away with, 'I worked at a place three days and I got fired.'"*

So what can families do to better support individuals and their employment staff as they look for jobs?

Tips for families during the job search:

- Stay involved in the job search through communication with the job developer. Although job developers are professionally trained, families also have valuable resources to offer.
- Share your personal or professional networks with job developers so that there is a wider net available to help your family member find job leads. Provide introductions to friends or acquaintances and see what opportunities may develop.
- Don't get stuck on what your family member can't do. Focus on what s/he can and/or wants to do, and what supports will be needed to make this happen.
- Help your family member become skilled at job interviewing. Talk about practice interview questions, how to dress, and how to make a good first impression on a potential employer.

Phase 4: Making the Decision to Accept a Job

This phase seemed to be the time when family members were least involved. Family members were influential in whether or not the individual chose to work, but less involved in the job search and helping a person decide whether to take a particular job. During Phase 4, family may be able to help make a job possible by supporting transportation, or helping the person make sure that a potential job would be a good fit.

Tips for families when supporting individuals to make a decision to accept a job:

Accepting a job is a choice. Help your family member make a list of the pros and cons for accepting a position s/he is considering. Some questions to think about:

- What about this job will make you happy?
- Is this job a good fit for your skills and your interests?
- What might be difficult about this job?
- How easy is it to get to? How will you get there?
- What other opportunities might this job lead you to?

Sometimes choosing to not take a job offer is the right thing. Be careful to keep all job options open.

Conclusion

Having family members involved is important throughout a person's life. In the early years, parents can introduce the idea of work, be role models, and set the expectation of work for the future. While a person is searching for a job, families can help them explore their options, extend their networks, and make informed decisions about jobs. This should be done together with employment staff. Acknowledging everyone's expertise and building relationships between the family, individual, and employment staff will help individuals to use all of the resources available to them to find meaningful and fulfilling jobs.

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