

WEBVTT

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All right, thank you so much, and thanks to those who participate in our little chat before things got started, letting us know where you're from. So, it's great to see that we have.

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00:00:15.898 --> 00:00:21.179

A lot of interest in this topic, and that we have, uh.

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Views from all over the state so it's exciting. So, for those of you, that aren't aware. What we've done is we've taken kind of our basic.

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Look into employment supports, and we've broken it down into 3 different chunks that is making up the foundations of coordinating employment supports.

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So, today's topic we're going to be looking at why employment is important what are those state and federal and just.

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00:00:52.170 --> 00:00:57.329

Experiences that make employment such.

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00:00:57.835 --> 00:01:07.734

Hot topic right now something that is extremely important next time. So, next week, we'll be on our employment services.

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So, giving you a tool kit of services to help individuals needing that extra employment support.

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And then, of course, our last session will really give you guys an opportunity to practice to, to put some of this knowledge together. And use it and and.

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Think about how you would coordinate employment supports, or how you would address certain situations.

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So, um, as far as today, it goes, like I said.

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We're going to be taking a closer look into.

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Why employment support,

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so at the end of our time today,

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I want you to really feel like,

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00:01:54.504 --> 00:01:55.135
you know,

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00:01:55.135 --> 00:02:07.015
what employment 1st is and what it's important is I also want you to understand what are the state and federal initiatives that relate to employment and how support coordinators do their job.

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00:02:07.795 --> 00:02:17.094
So, in with that, I want you to get a little glimpse into the role of what a support does and how you influence those employment outcomes.

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00:02:17.485 --> 00:02:25.705
And then also just starting to become familiar with those responsibilities as they relate to employment.

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00:02:27.810 --> 00:02:32.909
So now, kind of tackling our 1st, big question of the day.

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00:02:32.909 --> 00:02:37.409
Why do we work? So, uh, and.

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00:02:37.409 --> 00:02:41.729
Now, I'm not moving on from the slide until there is, at least.

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00:02:41.729 --> 00:02:44.729
A couple of comments in the chat box.

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So, start typing folks. Why do you work.

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All right, I'm seeing quite a few so, um, there's a number of them that's about the money.

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To be to be able to support yourself to be able to provide for your family. Um, some people have said, hey, personal fulfillment to to feel like I belong to have a sense of accomplishment. So, yeah, we all, um.

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We all work for a number of reasons.

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So, Here's what we know from other studies that have been done. So.

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Work leads to that increased income. It works it leads to that improved self esteem. So when you're working, you feel better about yourself.

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00:03:55.224 --> 00:04:00.324

You feel like you have a valued role like, you're a contributor, uh.

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It often also leads to reduced symptoms, so it's kind of interesting. There was a study that was done, or actually a study published in.

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January of 2022, and I am going to.

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00:04:21.029 --> 00:04:27.869

Put something in the chat box that can allow you to go and look up this. If interested.

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So, basically, this study published in January 20,202,022 excuse me in the Journal of applied research and intellectual disability found that participants in that.

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Uh, competitive integrated employment earned more income than those in segregated settings.

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So, individuals working competitive employment versus those working in shelter, employment, those working competitive employment they may have been working, you know.

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20 hours as opposed to 30 hours, but they made more money. Um.

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Community or competitive integrated employment was linked to improvements and locus of control.

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Self determination, personal independence.

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Autonomy adaptive behaviors and quality of life. So when we look at that improved self esteem and that improved quality of life.

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We know that, uh, uh.

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Competitive integrate employment has been directly linked.

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2 improvements, uh, for individuals with disabilities.

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When it came to psychological and physical health.

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Outcomes, basically this study found that.

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Uh, there are positive findings related to those engaged in competitive, integrated employment.

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So, something you may want to check out there kind of. Interesting. So that's going to lead to a moment of reflection or a moment of introspection for us. So, I want you guys to think about your.

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Own work history, um, being in that competitive integrating employment, the different jobs you've had so.

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How has your your work experience your, your, your.

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00:06:32.939 --> 00:06:36.238

Work history how has that.

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Led to improvements in locus of control.

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Self determination, personal independence.

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00:06:45.178 --> 00:06:53.338

Autonomy does Matt mal adaptive behaviors and quality of life. So how how does that competitive integrate employment?

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Having that option of working out in the community.

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Making, at least minimum wage having opportunities for advancement, being able to work alongside coworkers who may, or may not have disabilities and being able to interact with your community at large.

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So, how does that lead.

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00:07:14.098 --> 00:07:23.278

To that improvement in locus of control, self determination, personal, infinite autonomy, um, behaviors and quality of life. So.

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00:07:23.278 --> 00:07:27.838

Again, I'm not moving on until I see at least a few comments in the chat.

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00:07:32.788 --> 00:07:37.918

Yeah, creases your self esteem creases your knowledge base.

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Love that Thank you.

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Being able to work jobs that interest you in, that you enjoy. Um, and the.

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The knowledge that, hey, I don't have to work in a job that I don't like I can, I can leave that job. Awesome. Thank you. Guys so much love the participation.

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Okay, so now let's have a little.

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Reality check moment here. Um.

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So, there is a disparity in employment for people with disabilities versus people without disability.

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So, kind of that blue bar is the graph of people with disabilities and the purple is.

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People with that disability, so when we look at people who are participating in the workforce, um, there are about 67% of individuals without disabilities who are currently working.

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Versus only about 22. 223.

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Of people with disabilities, so big gap there.

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We also see that same gap when we look at the unemployment rate now, with the unemployment rate, it doesn't include people who are.

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Not searching for a job, so people who have given up or afraid to to search. So it's only includes those who are actively doing some kind of job search activities. So, basically, uh.

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For people without disabilities that.

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Our unemployment rate has, you know, really come back down to about 4.5% statewide. Um.

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But for people with disabilities, it's double that.

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It's 9% of those with disabilities that are unemployed, and this was taken from a department of labor office of disability employment programs and I apologize. I mentioned statewide. Uh, this is nationwide.

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So, not just state nationwide. Um, so and this data was taken from September of 2021.

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So now more importantly.

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When we go to look at national court indicators, which natural court indicators, if you aren't aware, this is a survey that goes out to individuals who receive waiver funding.

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So, these are people who already have a Medicaid waiver.

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They are already receiving support of some kind so those individuals.

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Get the survey annually to look at different things so.

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This data was, uh, from the 2016, 2017 national core indicator, Missouri report. So, this is Missouri specific.

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At that time about 8% of those who completed the National core indicator survey stated that they were employed in competitive, integrated employments.

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So only 8%, so you think about earlier the slide earlier, we said there was about 22 to 23% of people with disabilities in the workforce.

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But when we specifically drill it down to people with intellectual and development of disabilities, with waiver, funding, that number went from 22.

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Down to 80 so it's only 8%.

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So, when we looked at the ones that weren't working in competitive, integrated employment, these could be people working in sheltered employment. This could be people work.

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Uh, um, just participating in day program or.

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Not even participating day program, just sitting at home.

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Receiving residential sports, or just receiving support so of the ones not.

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Working in competitive, integrated employment about 44% said I want that type of outcome.

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So, 44% wanted that type of outcome.

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So then the next thing, it's like, okay of those 44% what are we doing to help them.

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How are we helping them achieve that outcome? Well, when we looked at.

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Only 20% of individuals.

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Had an actual outcome for employment in their.

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So, when you can think about it, if you're planning a vacation, if you're trying to give somewhere.

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And you don't plan for that vacation you don't plan for that trip.

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How successful are you going to be in that trip? So, at some point, you you've got to start making plans saving back bunny.

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Making reservations.

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Planning out the itinerary. Where are you going to go? What are you going to see when you're there or what are you going to do when you're there? So.

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You've got to start making some plans at some point if you're going to have that.

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That vacation that you're dreaming of so, again it's the same thing here. If we're not.

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Making an actual outcome if we're not.

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Kind of putting that plan to paper.

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How successful are those individuals going to be in achieving that desired outcome of being employed? So, and even more importantly, when we went.

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And, and looked at the percentage of individuals.

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Taking active steps, so taking classes or participating in a training program, or actually even searching for a job.

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Only 11% of individuals work.

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Taking active steps to obtain employment, so.

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It's kind of that analogy is if I want to lose.

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20 pounds, but I'm not doing any exercising or I'm not changing my diet in any way. I'm still leading.

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Tons of chocolate every day and going out to eat at fast food restaurants and and just.

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Not watching what I put in my mouth, um.

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00:14:02.759 --> 00:14:10.109

The chances of me losing weight are going to be very slim. So it's the same kind of thing here that, you know.

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It's 1 thing to make an outcome.

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But if we don't then act on that outcome, don't do anything with that outcome. We're still not going to get anywhere. So, outcome is is important.

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But so is action, we got to make sure that we are making.

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Active steps to help those individuals.

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Achieve that desired outcome so.

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Kind of with that in mind what's happening to improve things.

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So, um, in 990.

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President H. W, Bush signed into law the Americans with Disabilities Act.

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So this prohibits discrimination of individuals with disabilities and ensures equal opportunity to employment state and local government services, public accommodations, commercial facilities and transportation.

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So then, in 2014, we saw a lot of things happening.

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So,

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President Obama signed into law the workforce innovation and opportunity act this is designed to strengthen and improve our nation's public workforce system and help get Americans,

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including youth and those with significant barriers to employment into high quality jobs and careers and help employers hire and retain skilled workforce.

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So also that same year.

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Centers for Medicare and Medicaid services, their final rule, the home and community based services. Final rule became effective. March, 17th, 2014.

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so this reflects center for Medicare and Medicaid Services intent that individual's receiving services and supports through Medicaid home and community based services programs,

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have full access to the benefits of community living and are able to receive services in the most integrated setting established requirements for humming community.

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Based settings, and it also defined person centered, planning requirements.

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So let's take a deeper dive into the Americans with Disabilities Act here. So the Americans with Disabilities Act is divided into 3 different titles.

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Title 1 prohibits that private employers,

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state and local governments,

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employment agencies and labor unions from discriminating against qualified individuals with disabilities in the job application procedure,

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hiring,

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00:17:00.774 --> 00:17:01.313

firing,

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00:17:01.313 --> 00:17:02.364

advancement,

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00:17:02.453 --> 00:17:03.413

compensation,

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00:17:03.413 --> 00:17:03.774

job,

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training,

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and other terms conditions and privileges of employment.

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So, basically, it's saying, hey, if somebody's playing for your job, you can't just deny them job just because they have a disability.

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So that's what title 1 did it basically said no people with disabilities have every right to apply for and get these jobs just like.

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Everybody else title 2.

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Prohibits qualified individuals with disabilities from discrimination on the basis of disability and services programs and activities provided by state and local government entities.

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So title 2 really basically says that.

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How we support individuals how we fund programs um.

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The the services and supports we provide.

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00:17:53.159 --> 00:18:00.719
We can't discriminate based on disability and we're going to go into that a little bit more cause for our purposes.

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00:18:00.719 --> 00:18:07.828
That's where we're going to focus is on title 2 of the, when we start talking about how.

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00:18:07.828 --> 00:18:11.759
The, um, and support coronation.

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Interact with each other. So title 3 has to do with that accessibility of public buildings. So being able to get in and out of buildings, being able to to use facilities.

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00:18:26.574 --> 00:18:28.943
So, um, I think a lot of us are.

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00:18:29.249 --> 00:18:34.138
Pretty familiar with that title 3 that, um, buildings being.

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Built nowadays there are certain.

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00:18:39.598 --> 00:18:49.558
Accessibility features, they have to have to provide so having that wheelchair accessible bathroom um.

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00:18:49.558 --> 00:18:59.128
You know, having, you know, being able to get in and out of building. So we, we all see, kind of like the curb cuts with sidewalks.

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00:19:00.179 --> 00:19:02.183
And that's all due to the title 3.

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so, like I said, for our purposes, we are going to focus on that title 2 of the, and has that has to do with the coordination of supports to those with disabilities. So.

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Basically, kind of starts with how Department of justice is, um.

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Applying that title to enforcement so it started in 999 with the OEMs, the decision. So a lot of us has heard about own step. So what happened in homestead is you had 2 young ladies that wanted to live out in the community.

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But they had some mental health needs, they had some support needs, and they basically said, hey, we want to have our own apartment and we would like to have the support. Um.

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00:19:58.648 --> 00:20:07.919

Support provided in our own apartment and basically what they were told is they had to choose between.

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00:20:07.919 --> 00:20:19.288

Where they lived and support, so if they wanted to live in apartment fine, go ahead and live in an apartment, but guess what? We can't support you in that if you need support.

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The only place you're going to get it is in this institution, so.

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00:20:23.128 --> 00:20:27.719

Decide do you want to live in an apartment or do you want to get support.

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00:20:27.719 --> 00:20:32.278

Can't have both well, these young ladies suit.

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Day 1, Department of justice got involved, and it became the homestead decision. So, Department of justice said that was a direct violation of that title.

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2 clots. Um, so.

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We all know that onset is applied with a lot of individuals and where they live.

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However, Department of justice has also applied homestead.

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To employment, so in us versus Rhode Island, and the city of Providence, what had happened there.

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Is that 90 individuals were being placed in a sheltered workshop and 85 students.

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Are 85 high school students? Excuse me were being placed in sheltered workshops without any formal transition process that provided competitive integrated employment opportunities.

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So, basically, as they were coming out of high school, it's, it's like, they were.

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It was being decided you're gonna go competitive employment. You're gonna go sheltered workshop. You're going to go day program.

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And then how they spent their high school.

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Was kind of on that track, so if they were determined competitive, employed track.

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They would get some experiences with that competitive integrated.

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Opportunities if they were deemed for the sheltered workshop.

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That's where they spent part of their high school going to the sheltered workshop, getting experience working in a sheltered workshop to help.

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Prepare them for that transition.

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If they were deemed, um.

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Day program track they spent.

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Part of their days in high school, go into a day program to prepare for them for that transition. So.

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But what we, what wasn't found.

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Is individuals weren't given the opportunity to do competitive integrated employment? 1st.

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It was only those that were deemed on that track or ready for that that got those opportunities.

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So, basically, what Department of justice said is, this was a violation of title to.

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And in looking at what was going on in that 1 school district, the city of Providence.

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Department of justice decided to kind of open it up and look at the entire state of Rhode Island.

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So what was found with Rhode Island is that only about 13% of individuals with intellectual and developmental disabilities were in competitive integrated.

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Employment settings, 80% were in some kind of facility based day program and 26 were in sheltered workshops.

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So, just the way that the state was allocating the funding, how.

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There was more people in those segregated settings versus.

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The amount of people in those integrated settings.

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Department of justice basically said you've got to do a better job here.

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It was kind of very similar for Elaine versus brown, which became known as U. S. versus Oregon. So.

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In U. S. versus Oregon, there were about 71% of individuals with an intellectual and developmental disability in a segregated day program or sheltered workshop and of those receiving employment services.

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61% were receiving support in a sheltered workshop versus 16% who are receiving individuals, support employment.

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00:24:22.769 --> 00:24:33.388

More importantly, the state spent more on waiver funds on segregated employment about 57% of their waiver funds were going.

205

00:24:33.388 --> 00:24:38.848

For segregated employment, versus less than 10 that was going on.

206

00:24:38.848 --> 00:24:42.388

Or integrated employment, so again.

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00:24:42.388 --> 00:24:50.519

Just the allocation of funds that coordination of supports, that's where Department of justice was applying.

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00:24:50.519 --> 00:24:56.278

That title to the homestead directly to employment.

209

00:24:56.278 --> 00:25:05.009

Us versus Virginia really wasn't about employment. It was more about, um.

210

00:25:05.009 --> 00:25:19.439

Kind of the options that the state had. So in Virginia they have these learning centers. Um, and that's where the bulk of the state's funds went was to these learning centers. They had.

211

00:25:19.439 --> 00:25:34.433

High wait list for Medicaid waivers. They have very few Medicaid waivers available and basically, so individuals who were needing supports were kind of getting funnel towards these learning centers because that's the only place you could go.

212

00:25:34.884 --> 00:25:36.834

And these learning centers were really like.

213

00:25:37.108 --> 00:25:44.729

Big institutions, it was an, all in 1 type shop facility, based segregated.

214

00:25:44.729 --> 00:25:47.788

So, when Department of justice start looking at that.

215

00:25:47.788 --> 00:25:53.669

You know, again, it's kind of like you need to switch how you're, you're spending your money, your.

216

00:25:53.669 --> 00:25:58.108

How you're allocating your resources so the, uh.

217

00:25:58.108 --> 00:26:01.888

The agreement between Virginia and Department of justice.

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00:26:01.888 --> 00:26:05.009

Was that Virginia was going to increase its.

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00:26:05.009 --> 00:26:14.189

It's waivers, it's waiver funding so that more people would be getting waiver funded supports and then less money would be going to those learning centers.

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00:26:15.269 --> 00:26:23.398

Jay didn't stop there. They, they really pushed for, um.

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00:26:23.398 --> 00:26:37.409

Virginia creating some kind of employment 1st policy, and for Virginia to also work with the state employment leadership network to get.

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00:26:37.409 --> 00:26:40.739

Technical assistance and and.

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00:26:40.739 --> 00:26:48.719

Support with kind of implementing that employment 1st and switching that focus more to integrated.

224

00:26:48.719 --> 00:26:52.858

Type of supports so.

225

00:26:54.449 --> 00:27:01.108

Kind of interesting there. All right so now let's take a dive into the workforce.

226

00:27:01.433 --> 00:27:13.044

And opportunity, workforce, innovation and opportunity act. So, again, just a quick reminder. This went into law in 2014. so.

227

00:27:16.199 --> 00:27:28.679

It stipulated that multiple organizations needed to work together, more effectively serve people with disabilities. So your job centers with your.

228

00:27:29.394 --> 00:27:32.544

Higher education with V. R.

229

00:27:32.844 --> 00:27:36.653

with organizations that support people with disabilities,

230

00:27:36.653 --> 00:27:37.374

they basically said,

231

00:27:37.374 --> 00:27:37.673

hey,

232

00:27:38.094 --> 00:27:50.513

you guys need to all kind of be talking with each other sharing resources interacting with each other so that we can better support those with more significant disabilities in getting into the workforce.

233

00:27:51.834 --> 00:27:57.084

It also increase the ages served under the youth programs.

234

00:27:57.328 --> 00:28:01.409

So, under the workforce investment act, which was.

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00:28:01.409 --> 00:28:06.358

In force from 998 until 2014.

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00:28:06.358 --> 00:28:10.378

Basically.

237

00:28:10.378 --> 00:28:14.489

Individuals between the ages of 16 to 21.

238

00:28:14.489 --> 00:28:18.148

Were being served under those youth programs.

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00:28:18.148 --> 00:28:26.459

So the workforce innovation and opportunity act, replace that work force, investment of 998.

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00:28:26.459 --> 00:28:41.189

And it took the upper limit from 21 years of age to 24. so, now, individuals between 16 to 24 are eligible for those youth programs.

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00:28:42.564 --> 00:28:50.574

It also affords individuals under the age of 24 opportunities to explore competitive integrate employment before seeking sheltered workshop.

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00:28:50.574 --> 00:29:01.314

So, it used to be prior to the workforce innovation and opportunity that people while in high school could go and explore sheltered workshop. And then.

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00:29:02.038 --> 00:29:06.328

Right upon their graduation they could go and get employed in a sheltered workshop.

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00:29:06.328 --> 00:29:10.288

Never having to involve V. R. at all.

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00:29:10.288 --> 00:29:15.328

Well, under the workforce innovation and opportunity act, that says, well, wait a minute.

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00:29:16.409 --> 00:29:20.638

We need to involve so now anyone.

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00:29:20.638 --> 00:29:25.828

Coming out of high school 1, the high schools cannot partner with the sheltered workshops.

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00:29:25.828 --> 00:29:30.659

For sheltered employment opportunities, so.

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00:29:30.659 --> 00:29:36.628

That had stopped. The other thing is that if somebody wanted to seek.

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00:29:36.628 --> 00:29:39.868

Shelter unemployment upon graduation.

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00:29:39.868 --> 00:29:41.513

They have to go through 1st,

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00:29:41.513 --> 00:29:47.663

so basically has to look at things and and make a determination as to whether,

253

00:29:47.663 --> 00:29:54.203

or not an individual has been afforded the opportunity to explore competitive,

254

00:29:54.294 --> 00:29:55.344

integrated employment.

255

00:29:55.344 --> 00:30:01.943

1st. So, this might be just reviewing documents that the school has provided about all the opportunities that.

256

00:30:02.219 --> 00:30:07.378

Was provided to that student for those competitive integrated employment opportunities.

257

00:30:08.634 --> 00:30:18.864

If we are determines that an individual has not really had the opportunity to explore a competitive and great integrate employment then can fund that.

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00:30:18.864 --> 00:30:26.364

So the can provide either that discovery and exploration process or kind of a trial work period, which is.

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00:30:26.969 --> 00:30:32.249

Basically, kind of a a little bit more detailed, um, discovery and.

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00:30:32.249 --> 00:30:36.419

Ah, exploration process, so.

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00:30:36.419 --> 00:30:41.249

So can kind of provide that opportunity to explore that.

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00:30:41.249 --> 00:30:46.769

Competitive integrated employment 1st, before somebody goes into a sheltered workshop.

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00:30:46.769 --> 00:30:52.229

The other thing that it did, um, for individuals who were.

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00:30:52.229 --> 00:30:55.499

In shelter employment, it.

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00:30:55.703 --> 00:30:59.693

Encourages the exploration of competitive, integrated payments.

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00:30:59.693 --> 00:31:03.834

So each year individuals employed in a sheltered workshop,

267

00:31:04.733 --> 00:31:07.193
they're either talking with the counselor,

268

00:31:07.223 --> 00:31:15.443
or maybe 1 of the Pre employment transition specialist through the amuu
hook center to kind of explore.

269

00:31:15.929 --> 00:31:22.259
Their interesting competitive integrating employment and the
opportunities and how they can do things.

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00:31:23.669 --> 00:31:32.334
So, it also established competitive, integrated employment as the
preferred outcome. So it basically said, Here's what we're striving for.

271

00:31:32.663 --> 00:31:41.394
Doesn't mean everybody has to achieve that, but it means that's the goal
we need to have because if we all don't have that same goal.

272

00:31:41.699 --> 00:31:46.769
People aren't going to make it. We've got to have that goal for people to
be able to make it there.

273

00:31:47.574 --> 00:32:02.003
And finally, it created the preemployment transition services, using VBR
funds so under workforce, innovation and opportunity act, it stipulated
that had to spend about 15% of its general revenue serving.

274

00:32:03.749 --> 00:32:11.009
Use, uh, those Pre employment, transition services so.

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00:32:11.009 --> 00:32:22.648
Some of us probably realize that in the summer of, I think it was 2015
started operating its own little summer employment.

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00:32:22.648 --> 00:32:26.429
Opportunity so that.

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00:32:26.429 --> 00:32:32.459
Was part of this, the other thing that was done is specialist.

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00:32:32.459 --> 00:32:38.939

Were hired to work as preemployment, transition specialist.

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00:32:39.263 --> 00:32:51.354

These preemployment transition specialist work with each of the schools to provide students 16 to 21 with education and experience increasing the likelihood of readiness for BR, after high school.

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00:32:51.354 --> 00:33:00.773

So amuu specialists provide counseling and post secondary options, job, exploration, work, readiness and self advocacy.

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00:33:02.604 --> 00:33:14.513

Also, we, we saw independent living centers offering some things too. And this also felt under that 15% preemployment transition services using funds.

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00:33:14.874 --> 00:33:17.693

So, the independent living centers.

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00:33:18.804 --> 00:33:33.384

Now, offer workshops usually these are in the summer, but sometimes you, you might see some offered outside of the summer months. They are designed at providing participants with job exploration.

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00:33:33.659 --> 00:33:37.318

Workplace readiness, training and self advocacy.

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00:33:42.388 --> 00:33:50.608

So also part of that workforce innovation and opportunity act was the formation of.

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00:33:50.608 --> 00:34:01.439

An advisory committee, now, this advisory committee was only short term. Their goal was to come up with some recommendations.

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00:34:01.439 --> 00:34:05.519

About how to.

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00:34:06.929 --> 00:34:12.358

How to help individuals with disabilities achieve that outcome?

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00:34:12.358 --> 00:34:17.579

Of competitive, integrated employment so looking at how youth.

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00:34:18.443 --> 00:34:29.784

The experiences, they have the opportunities they have what what needs to happen with that youth looking at service systems kind of that capacity building. How are they structured expectations?

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00:34:29.784 --> 00:34:44.693

They create how these help or hinder competitive, integrated employment, and how services are delivered, then kind of also looking at complexity and needs focusing uninstal and funding sources.

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00:34:45.443 --> 00:34:55.853

And then also looking at that employer site, the marketplace dynamics, focusing on business outreach, getting businesses to see the value of employing people with disabilities.

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00:34:57.449 --> 00:35:01.528

So, anyway.

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00:35:01.528 --> 00:35:04.559

So, recommendations that that advisory came.

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00:35:04.559 --> 00:35:08.188

Up with 1st, and foremost.

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00:35:08.188 --> 00:35:15.778

Competitive integrate, employment needs to be the priority if we don't have that as.

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00:35:15.778 --> 00:35:21.719

An expectation and a priority we will never achieve it.

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00:35:21.719 --> 00:35:32.878

So that is, is 1 of the, the 1st things, high expectations from family and professionals correlate with better employment outcomes.

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00:35:32.878 --> 00:35:39.298

Um, and that expectations for competitive integrating employment must start early on.

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00:35:39.298 --> 00:35:48.898

So, and this is so true when we're doing support coordination, you know, talking about it with our really young.

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00:35:48.898 --> 00:35:54.119

Kiddos setting that expectation for them having that parent.

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00:35:54.119 --> 00:36:04.559

Those family members have those high expectations empowering them to provide their young child with those experiences that we know.

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00:36:04.559 --> 00:36:08.009

Are going to lead to better employment outcomes.

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00:36:08.009 --> 00:36:17.938

So, they also recommended that transition services should start no, later than 14 years of age. Now, in the state of Missouri.

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00:36:17.938 --> 00:36:22.469

It's still determined that, um.

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00:36:23.518 --> 00:36:28.918

There has to be a transition plan for every student with an.

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00:36:28.918 --> 00:36:40.614

Starting with their when they turned 16 so, um, the, that's in place when that youth turned 16, there should be a transition plan in that.

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00:36:41.813 --> 00:36:44.873

So that's mandated under Deci.

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00:36:45.179 --> 00:36:56.724

But recommendations from the advisory committee were, why are we waiting until 16? We should be doing it at 14 that gives us a few more years to really work on things.

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00:36:57.023 --> 00:37:02.784

Um, and what we know about individuals that have more significant barriers.

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00:37:03.268 --> 00:37:09.809

It's sometimes takes a little bit longer to to gain skills to, um.

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00:37:11.009 --> 00:37:19.949

Become more ready, so, having that additional time can really help lead to those better outcomes.

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00:37:23.909 --> 00:37:29.699

So, now, when we look at the Centers for Medicare and Medicaid services.

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00:37:38.969 --> 00:37:50.489

Um, this they issued technical assistants in 2011, stating that waiver funding could be used to support employment goals. Um.

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00:37:50.753 --> 00:38:02.514

And then in 2014, again, March of 2014, their home in community, based services, final rule went into effect, and it applies to all 19 C waivers. So with damage, that means our.

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00:38:09.809 --> 00:38:13.829

Or so, um.

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00:38:13.829 --> 00:38:26.880

Missouri children's developmental disabilities waiver also known as the Sarah Lopez waiver. Uh, it means our comprehensive waiver, our community support, and our partnership, our hope waiver.

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00:38:26.880 --> 00:38:37.170

So, what are the tenants of the home and community.

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00:38:37.170 --> 00:38:41.670

Uh, services, final rule.

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00:38:43.320 --> 00:38:45.355

Integration into the community,

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00:38:45.565 --> 00:38:48.925

being able to live work and do things in the community,

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00:38:48.925 --> 00:39:03.414

which includes people without disabilities shopping where they want going out with friends and family going to fun places of their choice having friends who live in their community and being a part of making their community better.

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00:39:03.780 --> 00:39:17.099

So, individual choice, deciding where they live with, whom choosing, who provides their support, having privacy in their own home, having a choice about where they get their services.

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00:39:17.099 --> 00:39:20.639

Um, even when they get their services.

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00:39:20.639 --> 00:39:30.150

Individual rights to engage in activities of their choice, talk with friends and family, private, having tenant rights to provide our own homes.

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00:39:30.150 --> 00:39:43.500

Um, with autonomy, it means making choices about how they spend their free time choosing when they perform household tasks, having choice about furnishings and decorations within their own living space.

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00:39:43.500 --> 00:39:50.250

Choice regarding service providers, services and providers, so choosing the services, they get.

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00:39:50.250 --> 00:40:01.949

And the person, and who provides those services and person centered care person, centered planning. So the process occurring at times and locations convenient.

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00:40:01.949 --> 00:40:15.864

For that person plan, being accessible to the individual in a language that they understand, and the process includes people chosen by the individuals.

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00:40:15.864 --> 00:40:21.474

So the person who's getting the choice who comes to their, their plan meeting, um.

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00:40:21.719 --> 00:40:27.510

But the other thing too is when we're providing services, when we're.

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00:40:27.510 --> 00:40:39.239

Funding services that the services that we're funding is based on an assessed need, so it's not just oh, you have a disability all people with a disability have to have this service. No.

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00:40:39.239 --> 00:40:43.920

We need to assess what W, why do they need that service?

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00:40:43.920 --> 00:40:50.880

Um, what what kind of supports do they need with that service?

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00:40:54.119 --> 00:40:57.780

So going to take a moment of reflection here.

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00:40:57.780 --> 00:41:01.409

And basically ask you guys.

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00:41:01.409 --> 00:41:14.789

How does the title 2 of the Americans with Disabilities act the workforce innovation and opportunity and the human community based settings final rule, influence our support coronation.

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00:41:14.789 --> 00:41:20.909

So, how do you think all of those things are going to influence the way you do your job.

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00:41:20.909 --> 00:41:24.300

So, give you guys a moment to respond there.

340

00:42:13.230 --> 00:42:17.039

All right, I'm seeing a couple of things in the chat box, you know, it, it.

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00:42:17.039 --> 00:42:26.579

Um, it sets priorities, gives directions and provides protection and support for the individual. Um.

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00:42:26.579 --> 00:42:40.500

It basically influences our annual planning and leaking efforts, um, providing more choices gives us a better stance for advocacy for the individual. So great things I love that.

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00:42:40.500 --> 00:42:49.409

Uh, so moving forward here now, what is the state of Missouri specifically doing to, uh.

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00:42:49.409 --> 00:42:55.349

Improve things so, back in 2008, the division of development.

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00:42:55.349 --> 00:43:01.710

Disability started working with the state employment, leadership network the.

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00:43:01.764 --> 00:43:11.275

Is a collaborative among 30+States designed to share best practices and policy making data collection, capacity, building, et cetera.

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00:43:11.275 --> 00:43:24.864

So technical assistance is provided by the Institute of community inclusion as well as the National Association of State Directors of developmental disabilities services. And we've specifically used that.

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00:43:26.280 --> 00:43:32.699

Technical assistance to help us redefine our employment services and assist us moving forward.

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00:43:32.699 --> 00:43:36.059

Towards a value based payment system.

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00:43:36.059 --> 00:43:39.719

So, in 2011.

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00:43:39.719 --> 00:43:45.059

The division adapted an employment 1st policy, which we are going to go over next.

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00:43:45.059 --> 00:43:49.380

And we also developed employment services.

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00:43:49.380 --> 00:43:53.070

So then in 2016.

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00:43:53.070 --> 00:44:02.039

We refined those employment service definitions, recreated job development as a stand alone service.

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00:44:02.039 --> 00:44:16.824

Um, we also started our own empowering through employment initiative, which we will also talk about, in a moment, but also in 2016 we obtained an grant, and we started working with other state agencies.

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00:44:16.855 --> 00:44:28.945

So basically several state agencies came together informed the Missouri employment. 1st collaborative this multi state collaborative included B. R. rsp.

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00:44:31.230 --> 00:44:41.340

The division of DD, the division of behavioral health workforce development also known as department of higher education and workforce development and Mo, health net.

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00:44:41.724 --> 00:44:53.605

And basically, with those with that grant, uh, we received technical assistance from that was used to increase capacity, outreach and effective practices.

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00:44:53.635 --> 00:45:03.445

And some of the initiatives we worked on developing during that 2000 to 2018 timeframe was Missouri as a model employer.

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00:45:04.800 --> 00:45:11.849

Customize employment and then creating a tiered approach to benefits planning.

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00:45:11.849 --> 00:45:17.760

So then in 2018.

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00:45:17.760 --> 00:45:26.489

The division of DD contracted with University of Massachusetts Institute for community inclusion. Uh.

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00:45:26.489 --> 00:45:31.559

Our employment 1st, Missouri, so, um.

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00:45:33.894 --> 00:45:43.014

With that contract so the, the contract that we secured with UMass, Boston's into, for community inclusion was designed to build capacity within our providers.

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00:45:43.764 --> 00:45:56.034

We currently have 2 training associates hired through the Institute for community collusion who offer training available at no cost to our service providers. They extend technical capacity.

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00:45:56.460 --> 00:46:03.570

Our technical assistants excuse me? They extend technical assistance and they host community of practice webinars, monthly.

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00:46:04.284 --> 00:46:15.684

So, and then just last year 2021, we once again, revised our employment service definitions and tried to move a little bit closer towards that value based payment system.

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00:46:15.684 --> 00:46:22.135

So, 1 of the things that we did in our service definitions is we included an outcome.

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00:46:25.800 --> 00:46:31.380

Requirement and basically, again, that's just trying to prepare everybody.

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00:46:31.380 --> 00:46:39.570

For that move towards a value based payment system, getting our service providers to kind of think of that outcome.

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00:46:39.570 --> 00:46:43.889

And how they achieve that outcome.

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00:46:43.889 --> 00:46:48.750

And we also created benefits planning as a standalone service.

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00:46:52.380 --> 00:46:56.760

So, now let's talk about employment 1st policy.

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00:46:56.760 --> 00:47:09.360

So, again, this was adopted by damage in 2011 it is a directive in increasing competitive, integrated employment for those with disabilities. So.

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00:47:09.360 --> 00:47:21.510

Our employment 1st policy, the division beliefs, people who want to work can work people that are working age are expected to work. So, there's that expectation that.

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00:47:21.510 --> 00:47:24.929

You are working age, you should be working.

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00:47:24.929 --> 00:47:29.880

Uh, people have the right to achieve their career goals.

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00:47:29.880 --> 00:47:39.030

Should be based on their interests, what they want people should earn prevailing wage in an integrated setting of their choice.

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00:47:39.030 --> 00:47:48.690

And that people should have the opportunity and support to realize economic self sufficiency. So.

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00:47:51.059 --> 00:48:01.800

You know, you think about it with us, you know, a lot of us said, we, we got jobs to help support ourselves to help support our families. So we're able to kind of.

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00:48:01.800 --> 00:48:05.250

Take the jobs that we think are going to help.

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00:48:05.250 --> 00:48:12.630

Achieve that economic self sufficiency for ourselves so, again, making sure that.

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00:48:12.630 --> 00:48:21.630

People with disabilities are no different than us that they're getting getting the opportunities to have the same experience. The same.

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00:48:21.630 --> 00:48:24.840

Opportunities the same choices.

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00:48:24.840 --> 00:48:31.949

That we get to make.

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00:48:31.949 --> 00:48:35.219

In a nutshell, basically, employment.

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00:48:35.219 --> 00:48:45.775

In the general workforce is the 1st and preferred outcome in the provision of publicly funded services for all working age citizens with disabilities,

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00:48:46.164 --> 00:48:53.905

regardless of the level of disability and we're going to take a deeper dive into what that means.

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00:48:55.889 --> 00:48:56.369

So,

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00:48:58.525 --> 00:49:00.445

employment in the general workforce,

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00:49:00.894 --> 00:49:05.605

this is the same work that all Americans Stripe for it's integrated,

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00:49:05.724 --> 00:49:10.014

it's in the community so working alongside coworkers who may,

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00:49:10.014 --> 00:49:12.085

or may not have disabilities,

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00:49:12.894 --> 00:49:20.965

it's being able to interact with your community at large and it's making at least minimum wage,

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00:49:21.954 --> 00:49:23.965

so what we're not talking about.

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00:49:24.210 --> 00:49:28.530

Segregated or making less than prevailing wages.

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00:49:32.099 --> 00:49:36.239

When we talk about 1st and preferred outcome.

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00:49:36.239 --> 00:49:40.619

We're saying that this is the outcome we should be exploring.

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00:49:40.619 --> 00:49:43.949

1st, that resources.

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00:49:43.949 --> 00:49:51.809

Such as waiver, funding waiver funds should be devoted to achieve this outcome before.

401

00:49:51.809 --> 00:49:55.349

Allocating funds for more segregated options.

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00:49:55.349 --> 00:50:04.559

What we're not saying is, that's the only option and we're also not saying it's an either or thing. So individuals.

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00:50:04.559 --> 00:50:12.210

Can be receiving employment supports, can be participating in waiver funded employment programs.

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00:50:12.210 --> 00:50:15.269

Wow, also.

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00:50:15.269 --> 00:50:26.789

Participating in other day services, like, day have or community networking or, you know, individual living skill development. So.

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00:50:26.789 --> 00:50:35.010

It's not, you know, employment or something else. It can be a combination of things.

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00:50:36.119 --> 00:50:41.880

But what we are saying is employment should be considered.

408

00:50:41.880 --> 00:50:48.510

Kind of that 1st, and in that mix of what other supports that person might need.

409

00:50:52.230 --> 00:51:05.579

So then, when we're talking about level of disability, regardless of level of disability, that means it's the presumption that all individuals are capable of working unless proven.

410

00:51:05.579 --> 00:51:11.159

Otherwise, social security really does a wonderful.

411

00:51:11.514 --> 00:51:22.284

Job at this, and it gets a lot of people frustrated because people will apply for social security based on having a disability. And of course they end up getting denied.

412

00:51:22.914 --> 00:51:28.945

And of course, they don't understand why cause they're like I've had this disability my whole entire life. I've got all these.

413

00:51:30.659 --> 00:51:35.280

A year after year, after year of documenting my.

414

00:51:35.280 --> 00:51:44.099

Disability, but yet, social security is saying, I'm not disabled enough and basically, it's that presumption that.

415

00:51:44.099 --> 00:51:50.670

Doesn't matter what label you have doesn't matter what your disability is. Is that presumption that.

416

00:51:50.670 --> 00:51:57.420

Everyone has something to offer the workforce. Everyone can do something.

417

00:51:57.420 --> 00:52:05.219

Unless you can prove otherwise, unless there is overwhelming evidence showing.

418

00:52:05.219 --> 00:52:08.460

Why somebody cannot.

419

00:52:08.460 --> 00:52:14.340

Work, so what it's not, it's not a lack of opportunity.

420

00:52:14.340 --> 00:52:18.329

And, of course, lack of opportunity doesn't equal.

421

00:52:18.329 --> 00:52:23.670

Inability so it just means you, you haven't had a chance, you, you.

422

00:52:25.170 --> 00:52:32.909

You know, for example, I haven't had an opportunity to speak Japanese. It doesn't mean I'm not capable of speaking Japanese.

423

00:52:34.139 --> 00:52:39.929

It just means I haven't been given that opportunity. I haven't learned it.

424

00:52:42.000 --> 00:52:46.079

So now.

425
00:52:46.079 --> 00:52:50.190
With all that, that leads to our actions.

426
00:52:51.539 --> 00:52:59.364
So, as support coroners, you are responsible for insuring that an individual support plan is created each year.

427
00:52:59.724 --> 00:53:07.045
And that includes in assuring that all the necessary components are included in that annual isb.

428
00:53:07.320 --> 00:53:21.659
So means having a, a meaningful conversation around employment, it means monitoring the individual's goals to make sure that progress is being made.

429
00:53:23.489 --> 00:53:34.260
And again, kind of just reminding everybody that each employment service has outcome requirements that support corners must review.

430
00:53:34.260 --> 00:53:39.210
And then, of course, being kept and obvious.

431
00:53:39.210 --> 00:53:44.369
Connecting individuals to appropriate supports so as a support partner.

432
00:53:44.369 --> 00:53:49.199
Those are quite a few things that you guys are responsible for.

433
00:53:51.119 --> 00:53:58.679
So, when we talk about the, what information we must gather in that isb.

434
00:53:58.679 --> 00:54:06.960
isb is must specifically address once interest in employment and needed activity.

435
00:54:06.960 --> 00:54:12.000
And supports to achieve that desired employment outcome. So.

436
00:54:12.000 --> 00:54:19.230
According to our guide, which you can get to using that link at the bottom of this slide. Um.

437

00:54:20.460 --> 00:54:25.079

Any individual school aged and older.

438

00:54:25.079 --> 00:54:33.719

Their must address employment, so at the very least, the should document.

439

00:54:33.719 --> 00:54:38.280

Document what the individual once and the way of work.

440

00:54:38.280 --> 00:54:49.139

You know, don't want to work wants to work, but is afraid is seeking employment is employed and wants to remain there, et cetera.

441

00:54:49.139 --> 00:54:57.210

For young children, it may be just including a statement about what they want to be when they grow up.

442

00:54:57.210 --> 00:55:07.800

What their parents long term goals are, or how the family is fostering independence and developing interpersonal problem solving skills.

443

00:55:07.800 --> 00:55:14.429

So as things change and one's life goals should be a minute to reflect the changes.

444

00:55:14.429 --> 00:55:19.619

If someone is not making any progress goals and action steps may be needed.

445

00:55:19.619 --> 00:55:32.519

To be changed, so we may take a closer look at those goals and action steps and, and kind of maybe throughout the ones that aren't working or revise them in some way, add some new steps.

446

00:55:33.780 --> 00:55:40.320

And, of course, be aware that supports are not always funded support.

447

00:55:40.320 --> 00:55:48.989

So, support coordinators need to help individuals, identify those natural supports that they can use. There needs to be a.

448

00:55:48.989 --> 00:55:53.340
Balance so overreliance on paid supports.

449
00:55:53.340 --> 00:56:06.059
Create some of that segregation it you think about if you take a pen and you wrap it in cellophane and you keep wrapping it. So, you know, so much at some point, it's really going to stand out from the other pins.

450
00:56:06.059 --> 00:56:20.400
It's going to kind of push the pins away from it so something to keep in mind that we don't want to create that overreliance on paid supports. We want to keep things balance. So.

451
00:56:22.019 --> 00:56:29.250
Let's talk about what needs to be in that for people who are employed. So, for people who are employed.

452
00:56:29.250 --> 00:56:40.110
We have to gather information about their current employment place of employment. It may also include the job title or a description of their job duties average number of hours working each week.

453
00:56:40.110 --> 00:56:52.585
Their hourly wage, their satisfaction with their current employment are they happy with it? Are do they wish there were some changes and what might those changes be it might be working more hours.

454
00:56:52.585 --> 00:57:00.894
It might be doing some different job duties, whatever it might be. And what supports might that person need to maintain their employment?

455
00:57:01.170 --> 00:57:07.679
And again, keep in mind, the supports don't have to be paid supports. They could be natural supports too, but.

456
00:57:07.679 --> 00:57:11.760
What supports need to be there so that person is successful.

457
00:57:12.324 --> 00:57:23.065
So, for those, um, employed or even considering employment that could include facilitating connection to benefits planning supports, if they need.

458
00:57:23.485 --> 00:57:31.135

So, um, remember we now have benefits planning as a standalone service but there's also with the service providers.

459

00:57:32.429 --> 00:57:46.855

So, for those, not employed, or too young to be employed, this may include activities and supports currently receiving to prepare 1 for future employment, explore employment interest and or address those barriers to employment.

460

00:57:46.855 --> 00:57:47.605

So.

461

00:57:47.849 --> 00:57:56.460

Kind of thinking about, you know, if somebody's too young or they're, they're not interested being employed. It's kind of like, okay, what are we doing?

462

00:57:56.460 --> 00:58:05.250

How are we helping to set them up for future employment? Um, or how are we helping them to address those fears?

463

00:58:06.389 --> 00:58:09.599

Or explored their employment interest, even.

464

00:58:13.554 --> 00:58:22.704

So that then leads to options that we control the options we offer so we have 5 different employment services,

465

00:58:22.885 --> 00:58:23.304

benefits,

466

00:58:23.304 --> 00:58:23.965

planning career,

467

00:58:23.965 --> 00:58:24.505

planning,

468

00:58:24.534 --> 00:58:24.744

Pre,

469

00:58:24.744 --> 00:58:25.855

vocational services,

470

00:58:25.885 --> 00:58:26.664
job development,

471

00:58:26.664 --> 00:58:30.775
and support employment and they are available through 3 different
waivers.

472

00:58:30.775 --> 00:58:39.264
So partnership for hope, can we support and comprehensive waiver and we
will cover those next time.

473

00:58:39.295 --> 00:58:47.905
So, this is just kind of a teaser kind of letting, you know, hey, we've
got these services come back next week to to learn more about those
services.

474

00:58:50.789 --> 00:59:01.710
So then going back to our priorities, you remember the divisions
employment 1st policy a division believes that people who want to work.

475

00:59:01.710 --> 00:59:07.920
Can work that people of working age are expected.

476

00:59:07.920 --> 00:59:16.500
To work, and that people should have that opportunity and support to
realize that economic self sufficiency.

477

00:59:18.420 --> 00:59:22.679
So, then that leads to our empowering through employment.

478

00:59:22.679 --> 00:59:34.769
Initiative, so, this was launched in November of 2016, and at that time,
we only had 367 individuals or about 3%.

479

00:59:34.769 --> 00:59:42.300
Using waiver funded for employment. So again, if you remember from that
slide on national core indicators.

480

00:59:42.300 --> 00:59:45.420
Only 8% of people on waiver funding.

481

00:59:45.420 --> 00:59:48.570

We're employed and competitive integrating employment.

482

00:59:48.570 --> 00:59:54.030

Settings 44% said they wanted that kind of outcome.

483

00:59:55.050 --> 01:00:02.940

But only 3%, we're using waiver funding, so kind of like 44 want that.

484

01:00:02.940 --> 01:00:07.829

Only 3% are using funding for this.

485

01:00:07.829 --> 01:00:21.719

What can we do to to change things? So the powering through employment initiative was designed to really increase the number of people employed by increasing the number of individuals using waiver funding for employment.

486

01:00:23.215 --> 01:00:35.815

It's set a benchmark for increasing the percentage of individuals using waiver, funding employment services to 35%, and we kind of track this and try to report out about it. Try to make it fun with our, our little ribbons. So.

487

01:00:37.590 --> 01:00:40.920

13% is kind of like the 1st ribbon.

488

01:00:40.920 --> 01:00:52.199

It's red, um, so when you have, like, 13% of individuals using waiver, funding for employment, you get the red ribbon uh.

489

01:00:52.199 --> 01:01:00.329

The next ribbon is a blue ribbon, it's 25% and then, of course, that 35% is a purple ribbon. So that's kind of our.

490

01:01:00.329 --> 01:01:08.730

Goal here. Um, so.

491

01:01:08.730 --> 01:01:13.409

Where can you learn more? So I've got links to.

492

01:01:13.409 --> 01:01:19.889

All the different topics I was covering today, so if you want to learn more about disability employment rates, um.

493

01:01:19.889 --> 01:01:30.000

D. O. L. website, if you want to learn more about national core indicators or specifically Missouri's national core indicator reports.

494

01:01:30.000 --> 01:01:40.019

Uh, if you're interested in learning more about the Americans with Disabilities Act and homestead, and that department of justice enforcement, um, of course.

495

01:01:40.019 --> 01:01:50.849

Department of justice came out with some technical assistants regarding that enforcement of homestead the title to kind of that.

496

01:01:50.849 --> 01:02:03.510

Integration mandate if you want to learn more about the workforce innovation and opportunity act, or the advisory committee, uh, if you want to learn more about home and community based services, final rule.

497

01:02:03.510 --> 01:02:15.809

Our employment 1st, or access our guide, or even kind of learn more about our empowering through employment initiative. There are links on this slide to kind of help you with that. So.

498

01:02:15.809 --> 01:02:23.429

With that kind of look through our chatbox and see what kind of questions we have here.

499

01:02:25.769 --> 01:02:29.250

We've only about 2 questions. Okay.

500

01:02:30.960 --> 01:02:43.914

Do you want me to read those to you? Um, I'm trying. I think 1 of them had to do with, um, when I was talking about workforce innovation and opportunity act, and, um, going into sheltered workshops.

501

01:02:44.605 --> 01:02:46.315

So I think, um.

502

01:02:46.619 --> 01:02:52.739

Haven't gotten to it quite yet here, but I think it had to do with, um.

503

01:02:54.059 --> 01:02:59.280

Who's doing it? Is it or, uh, the sheltered workshops so.

504

01:02:59.280 --> 01:03:02.610

Here's where, um, that.

505

01:03:03.264 --> 01:03:14.844

Making everybody work together a little bit more closely, um, is paying off so it doesn't matter whether an individual goes and applies directly at a sheltered workshop, or goes to be our.

506

01:03:14.844 --> 01:03:27.985

1st, um, if somebody goes to a sheltered workshop that sheltered workshop is then going okay. Wait a minute we got to gather this documentation 1st, they then send it over to to v4. V.

507

01:03:27.985 --> 01:03:34.945

R, to look over is the 1 that makes the decision about whether, or not that person has been afforded.

508

01:03:35.909 --> 01:03:49.735

Enough of an opportunity then a PR says Yep, it looks like you have been given that opportunity that information is then forwarded on to the Department of elementary and secondary education.

509

01:03:49.764 --> 01:03:56.574

And they're the ones who actually certify individuals for the sheltered workshops. So to answer that question.

510

01:03:56.909 --> 01:04:03.960

It doesn't matter where you go 1st, if you go into or if you go into, um, sheltered workshop, it's just.

511

01:04:03.960 --> 01:04:11.190

Basically, what that sheltered workshop doing is, is they're the ones moving that paperwork through the process.

512

01:04:11.190 --> 01:04:18.329

Um, making sure that everything gets done. Um, so let's see um.

513

01:04:18.329 --> 01:04:32.664

The other question is specifically about an individual who is in high school, getting ready to graduate in May, uh, the individual has already accessed and received a letter from BR, stating that he needs X. Y, and Z.

514

01:04:33.324 --> 01:04:34.255

um.

515

01:04:34.559 --> 01:04:41.610

Is this going to be more common as I see it says no later than 14 years old? Um.

516

01:04:43.949 --> 01:04:50.730

So, basically, the advisory committee was saying that that transition planning that schools do.

517

01:04:50.730 --> 01:04:58.800

They were saying that needs to start no later than 14 years of age and we've seen some states take that and run with that.

518

01:04:58.800 --> 01:05:12.775

Again, in Missouri, what I've seen is that department of elementary and secondary education is still saying we're only mandating it for 16 and older. So, individuals turning 16.

519

01:05:13.014 --> 01:05:19.974

now, however, with that said, there are some school districts in Missouri that have.

520

01:05:20.280 --> 01:05:29.159

Take it upon themselves to start that transition planning stage earlier. So some school districts are doing it.

521

01:05:29.159 --> 01:05:35.400

For individuals as young as 14, whereas other school districts might.

522

01:05:35.400 --> 01:05:46.230

Just be waiting until they're 16 and support coordinators. My thought is, you know, hey, this is where we can power the family. There's nothing saying that.

523

01:05:46.230 --> 01:05:52.650

An individual or that individual's family members can't come to that meeting.

524

01:05:52.650 --> 01:05:57.750

With a transition plan, kind of thought, you know.

525

01:05:57.750 --> 01:06:11.760

Developed and say, hey, I want to discuss this at the meeting. I want to include this into my child's or, you know, even better yet, the individual themselves saying, hey, I want to include this in my own.

526

01:06:11.760 --> 01:06:16.260

You know, I'm only 14 or I'm only 15, but, you know.

527

01:06:16.260 --> 01:06:23.730

I want to start talking about this so I think a support is we can encourage.

528

01:06:23.730 --> 01:06:31.440

Those individuals and their family members to kind of start talking to the school and talking about that transition plan.

529

01:06:31.440 --> 01:06:34.710

Prior to that individual, turning 16.

530

01:06:34.710 --> 01:06:41.280

Um, it sounds like what.

531

01:06:41.280 --> 01:06:54.780

Is specifically going in this situation with this high school student, getting ready to graduate basically, what had happened is the school had connected that individual with.

532

01:06:54.780 --> 01:07:01.289

To either kind of do that discovery and exploration process or kind of discuss what.

533

01:07:01.289 --> 01:07:07.739

The school has provided and BR, has basically said, okay for for the person to be.

534

01:07:07.739 --> 01:07:11.519

Um, ready for supports.

535

01:07:11.519 --> 01:07:15.059

Later on these are the steps that need to be taken. 1st.

536

01:07:16.500 --> 01:07:29.489

So, um, if is saying in that letter, that basically that person's not ready for BR, upon graduating from high school. You know, that gives an opportunity that where we can say, okay, but we can fund it then. So.

537

01:07:29.489 --> 01:07:34.139

We are not able to support we can still support that person.

538

01:07:36.329 --> 01:07:40.949

So.

539

01:07:40.949 --> 01:07:46.800

Ken, are you seeing any other questions other than those 2 that I just mentioned?

540

01:07:50.190 --> 01:08:00.840

If an individual does not wish to work, how do we keep addressing? Does the conversations stop there? Since since since it is a person center plan.

541

01:08:01.889 --> 01:08:07.320

So, good question and I think a lot of times with that.

542

01:08:07.320 --> 01:08:17.729

Um, basically, we may need to change the focus of the conversation. So I've been saying recently, you know, if we're asking somebody, hey, do you want to work? But.

543

01:08:17.729 --> 01:08:21.630

Their idea of work what they conceptualize as.

544

01:08:21.630 --> 01:08:26.729

Being work is doing tasks that they really dislike.

545

01:08:26.729 --> 01:08:30.539

Of course that person is going to be like no, I don't want to work.

546

01:08:30.539 --> 01:08:39.630

Work to me means doing something I don't like doing. So I think sometimes we need to be mindful and kind of stop.

547

01:08:39.630 --> 01:08:43.949

And ask ourselves wait a minute when I say work, what does that mean to you?

548

01:08:43.949 --> 01:08:47.850

What do you what are you thinking of when I say, do you want to work.

549

01:08:48.869 --> 01:08:55.949

Um, so it just might mean we need to start asking some different questions.

550

01:08:55.949 --> 01:09:00.479

So, I heard recently a support corner had told me that.

551

01:09:00.479 --> 01:09:03.689

Instead of asking a person, do they want to work.

552

01:09:03.689 --> 01:09:13.829

They ask, um, think of think of at least 1 job 1 or 2 jobs that you would really be interested in doing.

553

01:09:13.829 --> 01:09:20.640

What are those 2 jobs? What do they look like? Um, so, you know, kind of.

554

01:09:21.175 --> 01:09:30.984

Throwing it back, it's like, okay, if you were to be interested in doing something, what would that look like tell me more about that job what kind of tasks would you be doing?

555

01:09:31.975 --> 01:09:36.925

Um, I think also kind of, instead of asking, hey, are you interested in working kind of.

556

01:09:37.229 --> 01:09:46.380

Doing kind of like the, what we call the liker scale so, uh, trying to, to find out how, how much.

557

01:09:46.380 --> 01:09:50.069

Interest are you at, you know um, so.

558

01:09:50.069 --> 01:09:55.829

On a scale of 1 to 5. how it how interested are you in employment?

559

01:09:55.829 --> 01:10:01.529
Um, and the thing is, we might find somebody's at a 1 or 2.

560
01:10:01.529 --> 01:10:05.909
Okay, low interest, um, or maybe that person might say a 0.

561
01:10:05.909 --> 01:10:15.689
Okay, you're at a 0, what would it take to to move you up to a 1 or 2 or even better? What would.

562
01:10:15.689 --> 01:10:22.560
Get you over to that 5 so again, kind of changing up the way we ask things.

563
01:10:22.560 --> 01:10:31.859
Asking different questions might kind of open up some other doors. Um, I also had a support coordinator down in the South.

564
01:10:31.859 --> 01:10:35.880
Uh, when I talked with her.

565
01:10:37.500 --> 01:10:47.430
She told me, you know, if she asks the person, hey, are you interested in work? The person would be like, nope, I don't want to work. No don't want to work, but the person started talking about how they wanted to have a guitar.

566
01:10:49.140 --> 01:10:54.210
So, she's like, do you want me to tar guitar costs money?

567
01:10:54.210 --> 01:11:00.539
Are you going to get a guitar? How are you going to save up money? All your money's going for your living expenses?

568
01:11:01.890 --> 01:11:07.079
You know, so then that led up well, maybe I need to get a job so that I can.

569
01:11:08.220 --> 01:11:22.050
Then be able to save up money to get that guitar. It's like oh, okay. All right. So, again, kind of not saying, hey, do you want a job, but kind of asking? Oh, you want to get tired that takes money. How you, how are you going to get money?

570

01:11:23.550 --> 01:11:28.170

Um, and of course, from there, it kind of led okay, once you get the tar.

571

01:11:28.170 --> 01:11:35.939

Are you going to be able to play it? Do you know how to play the guitar?

Well, no, I'm going to need some lessons. Okay. Do you know anybody that plays guitar?

572

01:11:35.939 --> 01:11:43.050

Well, not really. Okay. So how are you going to learn how to play guitar?

Well, I'm, I'm going to have to go get lessons.

573

01:11:43.050 --> 01:11:51.420

Um, maybe from the music store. Okay. Are those free? No, they're going to cost. Oh, how are you gonna afford that?

574

01:11:51.420 --> 01:12:02.430

So, again, taking that interest of what somebody wanted to achieve, what somebody was motivated for, and then kind of helping that person to see how work.

575

01:12:02.430 --> 01:12:07.170

Could help them achieve that desired personal outcome.

576

01:12:08.609 --> 01:12:17.039

Alrighty, we have another 1 that comes up a lot. Um.

577

01:12:17.039 --> 01:12:21.420

With case managers having to deal and says how to address.

578

01:12:21.420 --> 01:12:24.539

Parental hesitation saying things like.

579

01:12:24.539 --> 01:12:32.130

X cannot work. X can never work. How do you navigate the conversation like this?

580

01:12:32.130 --> 01:12:35.699

So, again, I kind of think it's like when when.

581

01:12:35.699 --> 01:12:41.579

Parents are so adamant that a person cannot work. It's kind of like why, why is.

582

01:12:41.579 --> 01:12:54.239

Why do you feel that what, what scares you? What keeps you up at night or or concerns you about that? So trying to understand where that parent is coming from a little bit more. Um.

583

01:12:54.534 --> 01:12:59.604

And then kind of flipping that. Okay what would change that? No, to a yes.

584

01:12:59.604 --> 01:13:13.704

So, I'm hearing you're saying, you don't feel like your, your loved 1 could ever work because, um, you know, you're afraid of your loved 1 being taken advantage of your concern that your, your loved 1 could get hurt.

585

01:13:13.979 --> 01:13:19.170

Um, at work, so what would it take.

586

01:13:19.170 --> 01:13:24.720

To change that no to a yes or to make you a little bit more open to exploring.

587

01:13:24.720 --> 01:13:32.789

Employment for your loved 1 and and sometimes it might be okay that, that understand that. Yeah.

588

01:13:32.789 --> 01:13:39.600

If your if your loved 1 needs a job coach, 100% of the time that they're at work.

589

01:13:39.600 --> 01:13:43.500

That that can happen. We can do that.

590

01:13:43.500 --> 01:13:46.829

Um, so it just might be kind of looking at.

591

01:13:46.829 --> 01:13:56.460

Where the parent is, and what the, that parent feels needs to be in place for them to say, okay, I'm willing to move over.

592

01:13:56.460 --> 01:14:02.369
Over from that, that no stance to a maybe stance.

593
01:14:06.180 --> 01:14:17.310
And the last question I have is how to address hesitancy when it comes to losing benefits. Ah, good question. So, again.

594
01:14:17.310 --> 01:14:25.710
Brand new this year we have benefits planning so, um, again, that is kind of 1 of those.

595
01:14:25.710 --> 01:14:31.109
Services that can help those individuals that have those fears. Um.

596
01:14:31.109 --> 01:14:34.289
Also in the state of Missouri, we have 2.

597
01:14:34.289 --> 01:14:41.789
Providers and with a stands for work incentive, planning assistance that is.

598
01:14:41.789 --> 01:14:47.520
And Mo, so kind of on the eastern side of the state, um.

599
01:14:48.689 --> 01:14:55.770
Is the the whip provider for that part of the state and then on the western part of the state.

600
01:14:57.175 --> 01:14:59.725
Is the whip a provider for those individuals?

601
01:15:00.204 --> 01:15:00.715
So,

602
01:15:00.744 --> 01:15:03.145
if an individual has social security benefits,

603
01:15:03.145 --> 01:15:03.444
like,

604
01:15:04.194 --> 01:15:04.734
or even,

605

01:15:06.354 --> 01:15:10.645
and they are actively seeking a job,

606

01:15:10.675 --> 01:15:12.564
or they're already in place,

607

01:15:12.564 --> 01:15:13.104
so it can be,

608

01:15:13.104 --> 01:15:16.944
they're employed or it can be that they are seeking employment,

609

01:15:17.034 --> 01:15:17.515
um,

610

01:15:17.545 --> 01:15:22.345
taking active steps to apply for jobs interview for jobs.

611

01:15:22.345 --> 01:15:23.154
Find jobs.

612

01:15:23.550 --> 01:15:29.369
Uh, those individuals can access the web.

613

01:15:29.369 --> 01:15:31.194
Programs now,

614

01:15:31.194 --> 01:15:35.274
if you have somebody that only has Medicaid and not social security
benefits,

615

01:15:35.305 --> 01:15:41.784
or if the person is kind of not even at that stage of looking for a job,

616

01:15:41.814 --> 01:15:44.125
maybe they're just kind of thinking about it,

617

01:15:44.154 --> 01:15:46.314
but that fear keeps coming into mine.

618

01:15:46.314 --> 01:15:52.795

And they're like, Ooh, I don't know part of me wants to look for a job. Part of me wants a job, but.

619

01:15:53.069 --> 01:16:05.850

I'm so afraid of losing these benefits. So, if somebody's early on in that exploration stage, so, maybe they're at the career planning stage or maybe they're in Pre, vocational services. Um.

620

01:16:05.850 --> 01:16:09.960

Key is here that they're considering employment um.

621

01:16:09.960 --> 01:16:13.199

But they're not actively seeking employment yet.

622

01:16:13.199 --> 01:16:18.000

Those individuals to take advantage of our benefits planning service.

623

01:16:19.380 --> 01:16:32.250

So, of course, we also have mode 101, so that's O dot dB 1. Oh, 1 dot org. And I'm gonna put that into the chat box right now.

624

01:16:36.354 --> 01:16:51.264

That is also a great web based resource to help individuals feel a little bit more comfortable with understanding how work is going to impact their benefits. Um, there are 6 different videos.

625

01:16:51.295 --> 01:16:54.864

3 of them are and 3 are on.

626

01:16:56.609 --> 01:17:02.699

And they are short 5 minute videos. They put things in very.

627

01:17:02.699 --> 01:17:11.430

Plain English, down to earth terms, make it very easy to understand. So they kind of explain how.

628

01:17:11.430 --> 01:17:16.529

Work income impacts social security benefits, different work incentives that.

629

01:17:16.529 --> 01:17:28.645

Individuals can tap into so great little videos for individuals who want a little bit more information. There are, then articles that they can then go read.

630

01:17:29.125 --> 01:17:40.015

So, if somebody wanted to take a closer look at specifically, they, they could click on supplemental security income and take a deeper dive into that subject.

631

01:17:40.645 --> 01:17:47.845

And then there's also an Estimator what we used to call the calculator that individuals can use that you can go. And you can put in.

632

01:17:47.875 --> 01:17:57.625

Okay here's how much I'm getting an, and I want to work this many hours and I plan on making at least 12 dollars an hour.

633

01:17:57.899 --> 01:18:03.270

What's that going to do to my that Estimator can take about.

634

01:18:03.270 --> 01:18:16.140

30 minutes to go through, but it does a good job of really kind of laying out how one's perspective work situation is going to impact their current benefits.

635

01:18:17.819 --> 01:18:29.185

So, great questions, keep them government. I do see another question here.

636

01:18:29.545 --> 01:18:42.654

Is it necessary to have an open case with damage to have access to V. R for individuals with developmental disabilities? And? No, it's not necessarily true. How ever.

637

01:18:42.960 --> 01:18:47.880

What I do know, so, funding is temporary.

638

01:18:47.880 --> 01:18:59.550

They go in there, they help somebody kind of identify what's going to make that good job match. They then help them get that job and then they provide that initial job coaching.

639

01:18:59.550 --> 01:19:12.869

When an individual that they feel is going to need long term, supports those, those follow along retention supports. That's when will say, hey, wait a minute. Um.

640

01:19:12.869 --> 01:19:17.279

They're going to have to have a funding stream for that. So, um.

641

01:19:17.279 --> 01:19:25.500

There are a number of cynical, 40 boards, which do provide funding for that. Um, so again.

642

01:19:25.555 --> 01:19:35.994

Like, in the St Louis area, um, individuals have to be eligible for dmhc, in order to access that funding from the Senate bill, 40 board.

643

01:19:36.505 --> 01:19:47.755

So a lot of times people had to go through our intake process to establish that eligibility. So that, that that Senate bill, 40 board would say, okay, we can fund that person's retention services.

644

01:19:48.864 --> 01:19:58.404

There are other parts in the state where maybe they may not have that retention funding and the only way to fund that long term employment support is through our waiver funding.

645

01:19:58.404 --> 01:20:12.835

So, um, it's not necessary to open a case with to access funding for individuals with developmental disabilities. However, if that be our council determines that that person is going to need longterm, follow up supports.

646

01:20:13.079 --> 01:20:19.710

Then at that point, that's where it's going to be pushed that they need to have um.

647

01:20:19.710 --> 01:20:24.449

Excuse me an open case with to, to be able to access.

648

01:20:24.449 --> 01:20:28.649

That long term funding support through another entity.

649

01:20:31.079 --> 01:20:44.220

So all right love these questions guys.

650

01:20:53.579 --> 01:21:02.189

So somebody did make the comment they thought BR, had to assess anyone under the age of 25 for sheltered workshop and yes.

651

01:21:02.189 --> 01:21:14.340

You are right. Um, so again, kind of like what we said, anybody who's wanting to go into a sheltered workshop if they are under the age of, or if they're 24 are under um, they have to.

652

01:21:15.265 --> 01:21:27.145

Basically, BR, has to make a decision about whether or not that person has been afforded enough opportunities. So, sometimes that might be just reviewing paperwork, sent by the school and seeing that.

653

01:21:27.145 --> 01:21:38.545

They had a lot of opportunities while in school. Um, sometimes it could be. That is paying for discovering and exploration or doing trial work.

654

01:21:39.210 --> 01:21:43.289

Uh, period to kind of assess that person.

655

01:21:43.289 --> 01:21:46.770

So, um.

656

01:21:55.164 --> 01:22:07.494

So, I see there's a, a comment here about what about asking, uh, what would a meaningful day life look like, for those who don't want to work and don't need to based on their financial resources.

657

01:22:07.494 --> 01:22:19.585

Yeah, I mean, again, I think all of those things kind of looking at, hey, what matters to you what's important to you sometimes that opens up opportunities um.

658

01:22:20.250 --> 01:22:23.850

The thing I want to caution about, so, um.

659

01:22:23.850 --> 01:22:29.939

Sometimes what I hear from support when yours is oh, they've got social security benefits. They're covered.

660

01:22:31.560 --> 01:22:45.359

Social security, basically, social security doesn't pay a lot for a lot of our individuals. So if you're on the most that you can get a month is 841 dollars.

661

01:22:45.359 --> 01:22:52.680

Think about your own self if you were living on your own, could you make it on 841 alone?

662

01:22:52.680 --> 01:22:58.409

Or would you do you need other income.

663

01:22:58.409 --> 01:23:05.819

So, even people who are are getting more on social security benefits, I mean.

664

01:23:07.199 --> 01:23:13.380

Could be a 1000 dollars could be 11 11,200. that's still not a lot.

665

01:23:13.380 --> 01:23:19.439

To live on and and what we're seeing with individuals, it's kind of like, okay, you gotta have a roommate.

666

01:23:19.765 --> 01:23:32.305

Well, you think about that personal choice and what matters to somebody what, if somebody doesn't like living with others and yet it's like, oh, because of your financial situation you have to live with others.

667

01:23:32.545 --> 01:23:44.604

So, I, I just kind of want to kind of caution on that. When we're looking at financial resources, don't get too comfortable with. Oh, but they've got social security benefits. They've got their, their bases covered. They've.

668

01:23:46.500 --> 01:23:52.380

Their basic needs are being met, so.

669

01:23:52.380 --> 01:24:05.609

What the comments though, what is the maximum an individual can earn and keep social security benefits that really depends on what type of social security benefit 1 is receiving.

670

01:24:05.609 --> 01:24:11.399

Um, so is kind of like being on a, as work income goes up.

671

01:24:11.399 --> 01:24:18.600

The other is going to go down, so is going to be affected immediately.
How ever.

672

01:24:18.600 --> 01:24:24.810

General rule of thumb person's going to come out with more money. I mean,
you think about it I just said.

673

01:24:24.810 --> 01:24:28.260

841 dollars is the most that you can.

674

01:24:28.260 --> 01:24:31.500

Can get in.

675

01:24:31.500 --> 01:24:42.029

Benefits now, let's say somebody goes to work and they're making a 1000
dollars a month. Well, their might be reduced by.

676

01:24:42.029 --> 01:24:48.149

3400dollarsso, instead of getting 841, now they're only getting about.

677

01:24:48.149 --> 01:24:56.189

500 dollars, but they've got a 1000 dollars in work incomes. So now
they've got 1500 dollars.

678

01:24:56.189 --> 01:24:59.670

To to live off of, versus.

679

01:24:59.904 --> 01:25:13.944

841 so went down, it was affected, it was impacted, but they ended up
having more income than they would have had if they had just decided not
to work because they didn't want their going down at all.

680

01:25:16.079 --> 01:25:21.359

On the other hand is an, all or nothing thing.

681

01:25:21.359 --> 01:25:30.119

So, an individual can make up to 1350 dollars per month and still get all
of their social security benefit.

682

01:25:30.119 --> 01:25:44.064

Once they start, start earning at least 1350 dollars or more, then that's when it might be possible that their social security benefit would stop. So, it's either going to be at all or nothing. They're either going to get or they're not.

683

01:25:46.050 --> 01:25:49.890

You'll still get some, they'll just go up and down.

684

01:25:49.890 --> 01:25:53.430

All or nothing, it's 1 or the other.

685

01:25:53.430 --> 01:25:58.710

But think about if you could make up to 1350.

686

01:25:59.064 --> 01:26:10.404

Get your social security benefit, you're better off financially. Um, also note that just because somebody starts earning 1350 dollars doesn't mean that their SS will stop all together.

687

01:26:10.435 --> 01:26:20.725

There are some work incentives that can come into play that allows that person to keep getting their social security benefit. And I know we are getting really close to time.

688

01:26:26.545 --> 01:26:38.574

Okay, so I'm seeing comment that as far as pair Quad, which is 1 of the independent living centers, a lot of their training services don't start until 16, unless they have ai or employment in their.

689

01:26:39.055 --> 01:26:45.055

So, that kind of makes another argument for why wait to 16 to start getting it documented in that.

690

01:26:46.289 --> 01:26:51.960

If you can get it earlier, maybe you can get somebody connected system supports to start.

691

01:26:51.960 --> 01:26:56.220

Again, helping get dumped on the path.

692

01:27:00.840 --> 01:27:06.989

So, um.

693

01:27:13.350 --> 01:27:23.460

Can't are you seeing any other questions? Go ahead about 2 minutes left.

694

01:27:23.460 --> 01:27:36.720

The only question. Go ahead. This is what suggestions do you have for people working in a workshop? We're not interested in leaving for supported employment or other competitive, integrated employment opportunities.

695

01:27:37.164 --> 01:27:51.085

Right and that's a tough 1 because the longer somebody's been in a certain, I mean, we all get it. We all get in our little complacent stages. I mean, I've worked for the state for 17 years now going on 18.

696

01:27:51.835 --> 01:27:53.335

so, um.

697

01:27:53.640 --> 01:28:01.470

I think it's been that long. Yeah, it's it's 2004. yeah, it's been a long time.

698

01:28:02.005 --> 01:28:14.694

Um, yeah, I think it's going on 18 so, you know, we, we all get in our comfort zones and don't want to leave. Um, so, again, kind of no different for people with disabilities.

699

01:28:15.114 --> 01:28:23.064

Um, again, I think, kind of focusing on what their hopes and dreams are, what they find value in kind of.

700

01:28:23.340 --> 01:28:27.720

Exploring what what their fears are, because a lot of times.

701

01:28:27.720 --> 01:28:31.680

People who aren't wanting to leave that that sheltered workshop.

702

01:28:31.680 --> 01:28:40.109

It it might be more of a well, I don't want to lose my friends. Okay well, now, that becomes a different discussion. How can we keep you connected to your friends?

703

01:28:40.109 --> 01:28:44.640

While helping you kind of explore other things.

704

01:28:45.444 --> 01:28:59.784

Um, so Anna, you know, that other suggestion earlier that 1 of the support corners made about, you know, talking about that meaningful day, what does that look like for? Yeah. What, what does quality mean to you?

705

01:29:00.354 --> 01:29:03.835

Um, and kind of looking at it like that um.

706

01:29:04.109 --> 01:29:15.960

So, yeah, we are at time. All right, thank you. All for joining me and hopefully, I will see you next week when we talk about our employment services.

707

01:29:15.960 --> 01:29:17.909

Kat, thank you so much.