Living My Dream

As a student with a disability, how do I prepare for life *after* high school?

Where does the student want to live?

How will the student spend their day?

How do they manage their health?

How will they achieve their employment goals?

Student, Family, and Teacher Resource for Transition, Publicly Funded Long Term Care, Integrated Employment and Achieving Personal Goals after High School in Wisconsin Counties with

Waiver Programs

What's In This Guide?

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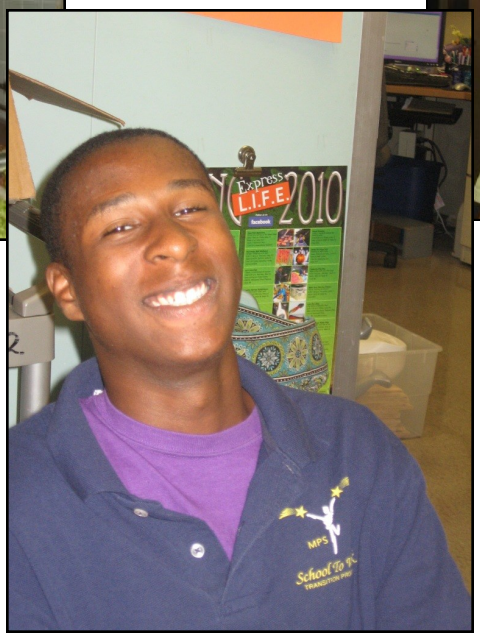
How to Use this Manual

This manual was designed to be used as a resource for a wide audience. It can be read cover to cover or simply used as a resource for information on a specific topic such as Social Security or Integrated Employment. Because of the varied audience and intended use of this manual, keeping the following points in mind will help add clarity as you use the manual:

- Because of the detailed nature of the material, students will likely benefit from the assistance of a parent/ guardian or teacher /school staff as they review the material.

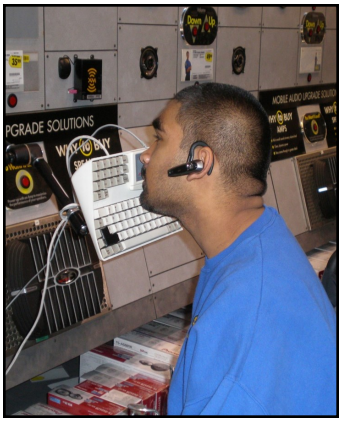
- "Self Checks" are scattered throughout the manual and are intended to serve as a tool to measure or provide feedback on the reader's understanding of the material. Knowing the answers to these key questions will help ensure that the reader has a firm grasp on the material.

- Since the manual can be used as a reference on specific topics, some material is repeated in different sections of the manual.



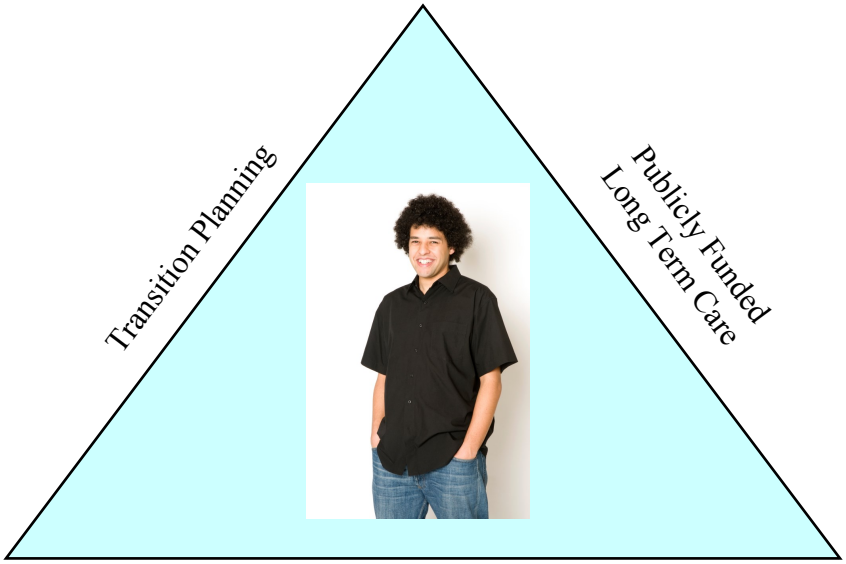
Overview

Completing high school is a very important transition time for all students. This is especially true for students with disabilities as they move into adult life.



What options do students have after high school? What supports are available? How do students plan for employment, independent living, and postsecondary education and training? These questions are part of the transition planning process.

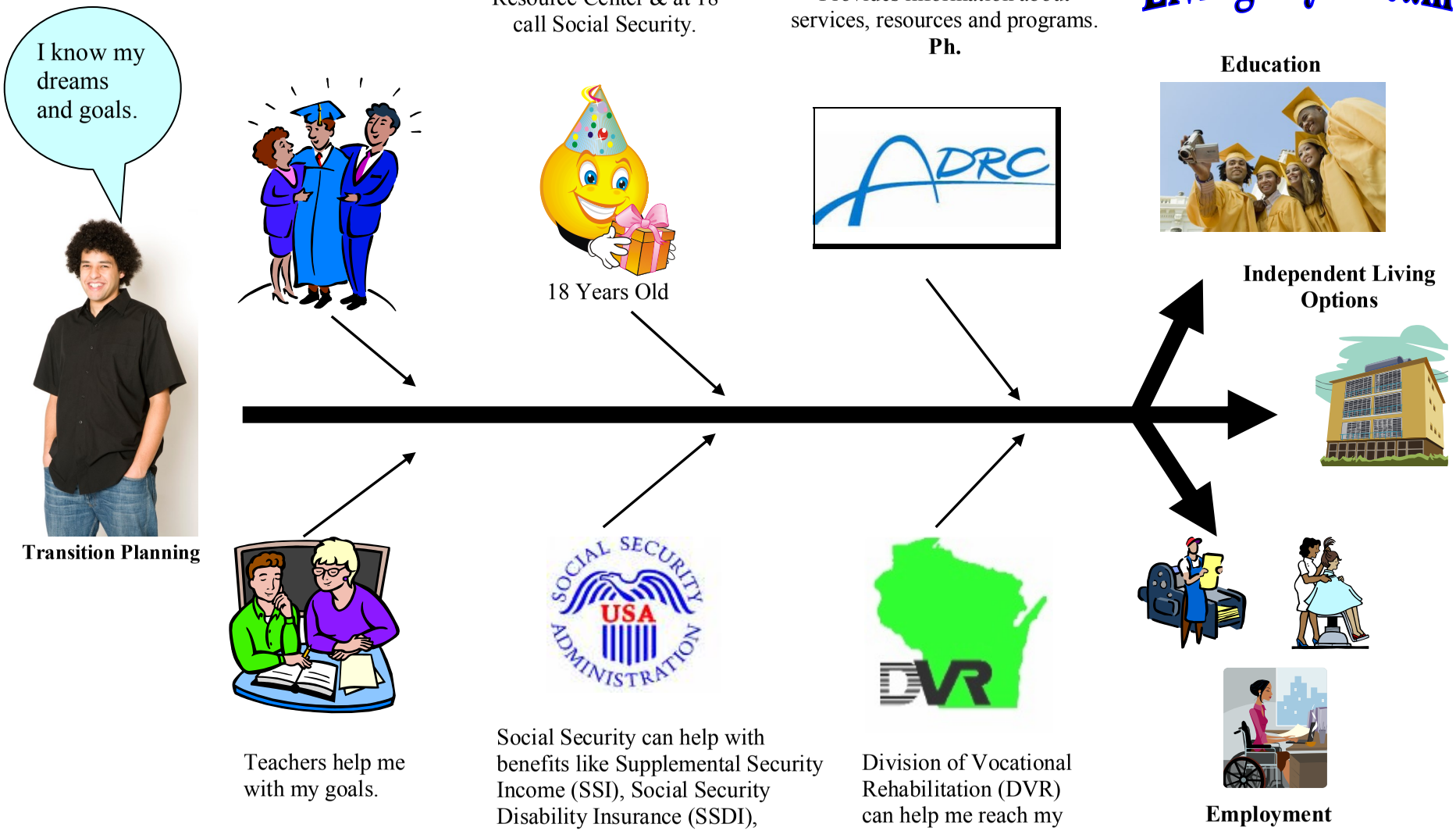
This resource guide is designed to provide information for students with disabilities and their family* and teachers, as they prepare for adult life. The following areas are covered in this manual:



*Family is defined as one or more people close to the young adult or student who has an interest in their future and may include biological/foster parents, guardians, grandparents, uncles, aunts, siblings, and spouses.

Transition Flowchart

Living The Dream: Transitioning to Life After High School



Transition Planning

Good Transition Planning Includes a Role for Everyone!

Transition Services

Individual Education services and activities that support students with disabilities in reaching their postsecondary goals regarding education, training, employment, and independent living.

Student Role

- Identify my interests, talents, and passions to pursue after leaving high school.
- Actively participate in the Individualized Education Plan (IEP) process and identify my employment and independent living goals.
- Work towards achieving my goals.
- Identify supports (people and resources) that can help me achieve my goals.
- Stay in school.
- Develop self-determination and self-advocacy skills*.

Parent/Family Role

- Help my son/daughter identify his/her interests, talents, and passions.
- Work with the IEP team to address transition related goals (e.g., employment, independent living).
- Work with my son/daughter to complete activities toward achieving their post school goals.
- Collaborate and communicate with identified support systems (e.g., school, adult services).
- Support my son/daughter in advocating for him/herself*.

Teacher Role

- Develop an understanding of the student's abilities, interests, and passions.
- Develop and implement transition plan with student and family.
- Work with student and family to complete activities toward achieving post school goals.
- Collaborate and communicate with identified support systems (e.g., families, school, adult services).
- Support the student in advocating for him/herself*.

*Why Self-Determination and Self-Advocacy?

- To live life as you choose in accordance with your interests, needs, and abilities.

What is Self-Determination?

- Exercising the right to make choices and direct your own life.
- Promoting self-determination includes choice making, decision making, and problem solving.

What is Self-Advocacy?

- Knowing and standing up for your rights.
- Promoting self-advocacy, includes knowing your strengths, interests, weaknesses, and understanding your disability and the support you need.

Transition Planning Timeline

Grades 8-9	Grades 9-10
• Continue to learn basic academics (reading, math, & writing); • Develop self-determination and self advocacy skills; • Discover and identify interests, passions, and abilities; • Learn about your disability and its impact on your learning; • Explore employment options (volunteering, job shadowing, and career exploration); • Be an active participant in the IEP process; • Complete a 4, 5, or 6 year plan for high school; and • Consider college prep classes if appropriate.	• Continue to build on academic skills; • Continue to develop self-advocacy skills (be able to describe your disability and your needs); • Learn more about how your interests and goals relate to your disability and your job/career goals; • Learn more about your disability and begin to express needed learning supports; • Volunteer in your community and/or begin looking for a part time job; • Become a more active participant in your IEP; • Begin a career portfolio (resume, letters of reference, copies of job applications); and • Participate in a functional vocational evaluation.
Questions to consider What's *your* answer?	**Questions to consider** What's *your* answer?
Students • What do I do well? • What do I like to do? • What do I want to do after high school? • What do I do for fun? • What do I need help with and who can help me?	Students • What are my dreams for my future? • What accommodations for my disability do I need in school, at home, or on the job and can I describe them? • Where do I want to live after high school?
Parents • What are my son/daughter's strengths, weaknesses, and interests? • Do I help develop self-advocacy and self-determination by providing opportunities to make decisions and choices at home? • Do I help my son/daughter develop goals for education, employment, and independent living?	Parents • What do I know about guardianship and adult rights and responsibilities? • Where will my son/daughter live after high school? • How will I support my son/daughter in finding and keeping a job?

Got Dreams?

Students need to express their goals and desires whenever and **however** possible. This expression may include:

- Observations
- Interviews
- Picture based inventories

Families may provide insight and assist with transition planning.

Transition Planning Timeline

Grade 11	Grade 12
• Continue career exploration based upon areas of interest and abilities; • Take college admissions tests for 2-4 year colleges, if appropriate; • Begin to understand adult rights and responsibilities; • Contact Department of Vocational Rehabilitation (DVR) 4 semesters before graduation; • Begin to investigate and visit adult service agencies*; • Continue exercising self-advocacy skills; and • Develop strategies for transportation (driver's license, independent travel skills, public or para transit, with or without an attendant).	• Finalize post high school goals for employment, vocational training, and housing; • Apply to a technical school, or 2-4 year college; • Consider staying in school through age 21 to gain additional work experiences and complete educational objectives; • At 17 years & 6 months, to get information, determine eligibility and, if appropriate, apply for services contact your local ADRC. **ADRC of** **Ph.** • Update and maintain career portfolio; • Complete final IEP addressing graduation and life after high school; • Participate in school sponsored work activity or in paid community based work programs; and • At 18, contact Social Security (800-772-1213) for adult disability determination.
Questions to consider What's *your* answer?	**Questions to consider** What's *your* answer?
Students • How will I deal with my transportation issues? • What have I learned about the required training to achieve my career/job goals? • What caring adults do I know that may act as mentors for me in the school and community?	Students • How much money will I need after high school? • What do I see myself doing immediately after completing high school? • What do I like to do with my free time? • How will I manage my health needs?
Parents • Have I resolved the issue of guardianship? • Do I encourage positive talk about the future (jobs, family, and housing)? • What do I anticipate my son/daughter's living arrangements will be?	Parents • What do I know about adult service agencies? • What supports (people, accommodations, technology) will my son/daughter need in order to succeed in work or postsecondary education?

***Adult Service Providers**

"Adult service providers are agencies, some run by the government others run by private individuals, that assist individuals with disabilities with employment , housing, recreation, and other skills needed to live as independently as possible."

Opening Doors to Employment, Laura Owens, Ph.D. and Mary Ann Beckman, Ph.D., 2008

Self Check #1: What Have I Learned?

1. Transition planning should begin no later than _____.

   A. 5th grade

   B. After graduation

   C. 9th grade

   D. 12th grade

2. What questions should students consider during transition planning?

   A. a, c, and d

   B. b and c

   C. a and c

   D. b and d

   a. What are my strengths and interests?

   b. What are my favorite foods?

   c. How will I deal with transportation issues?

   d. Where do I want to live after high school?

3. Which of the following describes a role of the student in transition planning?

   A. Contact the Division of Vocational Rehabilitation (DVR) to discuss independent living arrangements.

   B. Develop self-determination and self advocacy skills.

   C. Identify my interests, talents, and passions to pursue after high school.

   D. Both B and C.

4. Knowing and standing up for your rights is known as _____.

   A. Self awareness

   B. Self defense

   C. Self-advocacy

   D. Self preservation

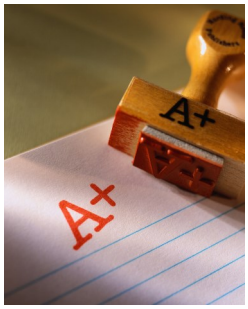
5. Making decisions and choices at home and school helps to develop _____.

   A. Loyalty

   B. Trust

   C. Self-determination

   D. Dependency



Answers 1. C 2. A 3. D 4. C 5. C

What's So Important About Turning 18?

In Wisconsin, you are considered an adult after turning 18 except for criminal law purposes (age 17) and for purchasing alcohol (age 21).

What does it mean to be an adult?

- You have certain new rights which are associated with being completely independent.
- You also have certain new responsibilities and are held personally accountable for your actions.

What are some of your rights?

- Vote in national, state, and local elections;
- Create a will;
- Marry without the consent of your parents or guardian;
- Obtain medical treatment without your parents' permission;
- Apply for credit;
- Serve in the armed forces;
- Support yourself because your parents are no longer required to support you; and
- Sign contracts and other legal documents.

Action Steps to Take at 18

- Males - Selective Service Registration
- If appropriate, obtain adult disability determination through Social Security Administration, ph. 800-772-1213, and apply for Supplemental Security Income (SSI) and Medical Assistance (MA)
- At 17 years & 6 months, call to get information directly from your local Aging and Disability Resource Center (ADRC)

  ADRC of **Ph.**

Guardianship: What's It All About?

Did you know?

- When students turn 18, parents no longer automatically have legal control over their son/daughter's affairs regardless of the nature or severity of their disability.
- Acquiring guardianship is a legal process that may take several months and involves lawyers, judges, healthcare providers, and the court system.
- Without guardianship, parents cannot make medical or financial decisions for children 18 or older.

Caution: Wisconsin law generally encourages that protective supports, including guardianship, be the least restrictive necessary to provide the required protection. Many people with disabilities may not need a guardian. The need for a guardian is established by assessing a person's ability to understand the decisions he or she needs to make.

Guardianship is the legal power to care for another person and manage his or her affairs.

There are two basic kinds of guardians

- Guardian of the estate - controls finances
- Guardian of the person - arranges for personal needs such as food, shelter, social services, or medical care
- If necessary, a court may appoint the same person for both kinds of guardianship or the responsibilities may be divided.

A judge makes the determination that guardianship is necessary, indicating that the person is *incompetent*. It is important to note that an individual is not considered incompetent simply because they have a physical or developmental disability or make what others may consider poor decisions. Individuals are not considered incompetent even if they do not fully understand instructions. Extra effort may be needed to explain something in a way that the individual understands.

Parents should consider the issue of guardianship and related alternatives at least six months prior to their son or daughter's 18th birthday.

Guardianship: What's It All About?

Things to think about when considering guardianship:

- It's helpful to breakdown an individual's need for support and decision making ability into functional areas such as medical care, safety, financial, and personal needs.
- Evaluate the decisions that need to be made in these areas.
- Is the individual able to understand the information related to these areas and then make decisions?
- Is there support in the form of an advocate to help the individual make these decisions and protect them from exploitation?
- Remember, there are less restrictive forms of guardianship and alternatives to guardianship that enable the individual to retain the most control over their life.

Alternatives to guardianship include:

1. **Health Care Power of Attorney** – allows an individual to make healthcare decisions for another person.

2. **Conservatorship** - If the person is competent to understand his or her action, then he or she can request the court to appoint a conservator who has exactly the same powers and responsibilities as a guardian of the estate. Conservatorship is different from guardianship in that there is no finding of incompetence and the person can ask the court to end the conservatorship at any time.

3. **Representative Payee** - A representative payee is an individual or organization appointed by the Social Security Administration (SSA) to receive Social Security and/or Supplemental Security Income (SSI) benefits for someone who cannot manage or direct someone else to manage his or her money. The main responsibilities of a payee are to use the benefits to pay for the current and foreseeable needs of the beneficiary and properly save any benefits not needed to meet current needs. A payee must also keep records of expenses. When SSA requests a report, a payee must provide an accounting to SSA of how benefits were used or saved. In order to be a payee a person or organization must apply for and be appointed by SSA.

4. **Dual Signature Accounts** - These accounts allow the person to make out his or her own checks, but requires the individual to get another person's signature before the checks can be used. Both individuals are required to sign a check before it will be paid.

Adapted from http://www.dhs.wisconsin.gov/publications/P2/p20460.pdf

Understanding Adult Service Systems

Now that I'm out of high school, how do services change?

Entitlement	Eligibility
High School	Adult Service Systems
• Special Education Services are free	• Adult services are based on eligibility and vary by agency
• Services based on the Individualized Education Plan (IEP) initiated by the school district	• Services are based on the Individualized Service Plan (ISP) and/or Individualized Plan for Employment (IPE) which are developed with the adult consumer
• Progress toward IEP goal is monitored and communicated to parents and students	• Progress toward goals is monitored by the consumer and requires self-advocacy
• Required by the Individuals with Disabilities Education Act (IDEA)	• Required by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA)

What does this mean for me?

- I need to be determined eligible for supports and work with a team to develop an individual plan.
- I can find my own adult service providers and determine if their services are right for me.
- This means I have to understand adult rights and responsibilities.
- I need to use my self-advocacy and self-determination skills.

Self Check #2: What Have I Learned?

1. At what age are you considered an adult in Wisconsin?

   A. 21

   B. 18

   C. 17

   D. 20

2. True or False

   At 18 you can apply for Supplemental Security Income (SSI) and Medical Assistance (MA).

3. True or False

   Parents always have legal control over their son/daughter's affairs if they have a severe disability and are 18 or older.

4. When should parents begin to explore the issue of guardianship?

   A. After the student leaves high school

   B. After the student turns 18 years old

   C. No later than 11th grade or during the year before the student turns 18 years old

   D. When the student is 21 years old

5. Which of the following are cautions related to guardianship?

   A. Wisconsin law encourages the least restrictive protection for adults.

   B. Many people with disabilities may not need a guardian.

   C. Guardianship does not involve a legal declaration of incompetence.

   D. Both A and B.

6. Adult services are based on _____.

   A. My weaknesses

   B. Eligibility

   C. Entitlement

   D. Lottery system

Answers 1. B 2. True 3. False 4. C 5. D 6. B

Publicly Funded Long Term Care

The Path to Publicly Funded Long Term Care Services

At 17 years & 6 months, Call your local **ADRC.**

Aging and Disability Resource Center (ADRC)
Provides information about services, resources, and programs.
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Eligibility Determination
Functional Screen & Financial Screen

Options/Enrollment Counseling
Counsel individuals about eligibility for various Programs.

Community Options Program-Waiver (COP-W)
Community Integration Program (CIP– IA, IB, II)

Provide long term care assistance that help eligible persons with physical or developmental disabilities live in their own homes or communities.

Medicaid (Title 19)
"Forward" Card

Aging and Disability Resource Center (ADRC)
Living with a Disability?

Services provided include but are not limited to:

- Offers the general public a single entry point for accurate and unbiased information and assistance on issues affecting students and adults with disabilities regardless of income such as:
    - Adult Service Agencies and Providers
    - Independent Living Options
    - Respite Care
    - Transportation
- Information and access to publicly funded long term care benefits and options, if eligible.
- Eligibility determination
    - Functional Screen
    - Financial Eligibility
- Disability benefits counseling
    - Information when applying for benefits
    - Dealing with a denial of benefits
    - Working and keeping Social Security benefits while working
- ADRC services can be provided via telephone by calling the local ADRC or through a home visit.
- General information can be obtained at any age by calling the ADRC.

At age 17 years & 6 months, to determine eligibility and, if appropriate, apply for publicly funded long term care services, contact your local Aging and Disability Resource Center (ADRC).

ADRC of

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Defining Disability

Why is this important?

Definitions used by the world of adult services are very specific and different from those that are used by educators in the high school setting. An understanding of these definitions is helpful when navigating the adult system. The following definitions are taken from Wisconsin Statutes:

Physical Disability

"...means a physical condition, including an anatomical loss or musculoskeletal, neurological, respiratory or cardiovascular impairment, which results from injury, disease or congenital disorder and which significantly interferes with or significantly limits at least one major life activity of a person"

(WI Statutes 15.197(4)(a) 2).

Major Life Activity means *any* of the following:

A. Self-care

B. Performance of manual tasks unrelated to gainful employment

C. Walking

D. Receptive and expressive language

E. Breathing

F. Working

G. Participating in educational programs

H. Mobility, other than walking

I. Capacity for independent living

(WI Statutes 15.197(4)(a)1).

Developmental Disability

"...means a disability attributable to brain injury, cerebral palsy, epilepsy, autism, Prader-Willi syndrome, intellectual disability, or another neurological condition closely related to an intellectual disability or requiring treatment similar to that required for individuals with an intellectual disability, which has continued or can be expected to continue indefinitely and constitutes a substantial handicap to the afflicted individual. "Developmental disability" does not include dementia that is primarily caused by degenerative brain disorder."

(WI Statutes 51.01(5)(a))

What is Publicly Funded Long Term Care?

Long Term Care (LTC) is any service or support that a person may need as a result of a disability that limits the ability to do the things that people need to do throughout the course of the day. This includes bathing, getting dressed, making meals, going to work and paying bills.

Long Term Care Target Groups:

- Adults with physical disabilities;
- Adults with developmental disabilities;
- Adults who meet functional and financial eligibility for Medicaid Assistance (MA).

Eligibility:

- **Financial**
  - Based on applicant's income.
  - Generally individuals eligible for Medicaid will be financially eligible for publicly funded LTC.
- **Functional Screen -** http://dhs.wisconsin.gov/LTCare/FunctionalScreen/
  - Inventory of needs or list of activities that people need to perform, or have performed for them, in the course of everyday life.
  - Gathers information about whether a person needs help, and how much help they need, in performing the activities of everyday life.

Options/Enrollment Counseling

- Eligible individuals receive counseling about the different options under publicly funded LTC (pg. 19).

Publicly Funded LTC Services May Include But are Not Limited To the Following*	
Adaptive Aids	Adult Day Care
Communication Aids	Daily Living Skills Training
Financial Management Services	Home Delivered Meals
Personal Emergency Response System Services	Prevocational Services
Respite Care	Skilled Nursing Services
Specialized Medical Equipment and Supplies	Specialized Transportation
Supported Employment	Supportive Home Care

*Note: LTC Services can be used to support a flexible approach to employment and other daily activities. This allows for the selection of a blend of activities between employment support and support for other activities such as daily living skills training.

Contact your local Aging and Disability Resource Center (ADRC) to determine eligibility and, if appropriate, apply for publicly funded long term care services.

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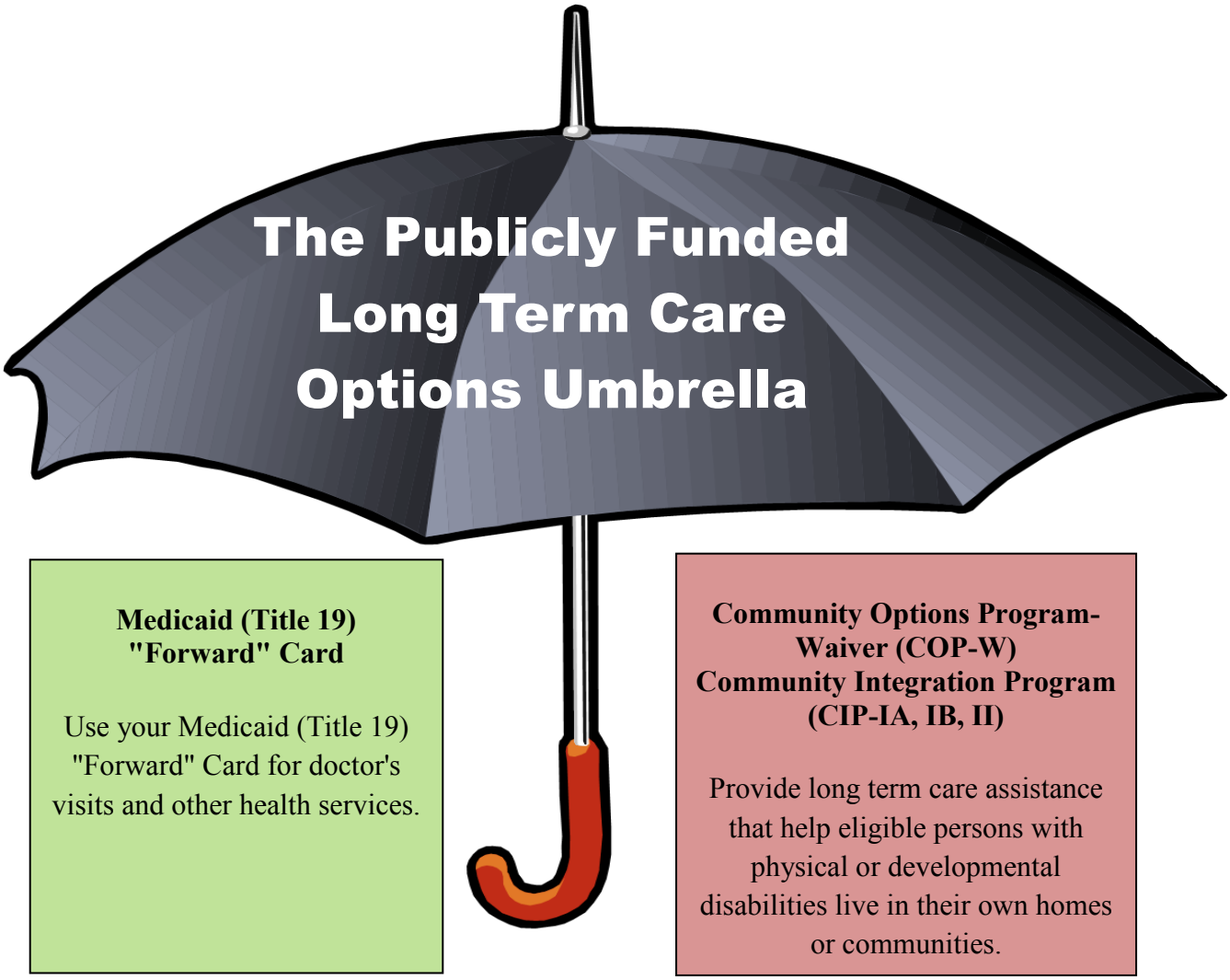
Publicly Funded Long Term Care Options



Medicaid (Title 19)
"Forward" Card

Use your Medicaid (Title 19) "Forward" Card for doctor's visits and other health services.

Community Options Program-Waiver (COP-W)
Community Integration Program (CIP-IA, IB, II)

Provide long term care assistance that help eligible persons with physical or developmental disabilities live in their own homes or communities.

To learn more about these programs contact your county Aging and Disability Resource Center (ADRC).
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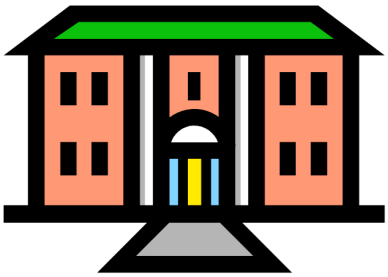
Independent Living

What Are Some Options?	
Support Services in the Home	Individual continues to live at home (own home or family member's home) and receives support services.
Supervised/Supported Apartments	Onsite staff supervision and support available from a few hours a day to 24 hours a day. This support may include personal care assistance, making meals, assistance in budgeting, help with connecting to community leisure activities, or other areas needing attention..
Community Based Residential Facility (Group Home)	A place where five or more unrelated people live together in a community setting. Services provided include room and board, supervision, support services, and may include up to three hours of nursing care per week.
Adult Family Care Homes	A place where adults who are not related to the operator reside and receive care, treatment, or services that are above the level of room and board and that may include up to seven hours per week of nursing care per resident. This applies to three or four bed homes regulated by the state. One and two bed homes are certified by the county.
For more information contact the **ADRC of** **Ph.**	



Independent Living Centers	
Eight Independent Living Centers in Wisconsin	Assist people with disabilities to live independently and to be active participants in community life.

Self Check #3: What Have I Learned?

1. What is the phone number for *your* local Aging and Disability Resource Center (ADRC)?

   Ph. _____

2. What kind of information can you get by calling the ADRC?

   A. Information about living with a disability in my county.

   B. Information about how to apply for publicly funded long term care benefits.

   C. Disability benefits counseling.

   D. All of the above.

3. To receive publicly funded long term care support, you must _____.

   A. Demonstrate that you have a severe disability.

   B. Be financially eligible.

   C. Be at least 25 years old.

   D. Pass a functional screen and be financially eligible.

4. True or False

   Long Term Care can include bathing, getting dressed, making meals, going to work and paying bills.

5. Select the answer that is *not* an option under the publicly funded long term care options umbrella.

   A. Community Options Program/Community Integration Program

   B. Free advice from Dear Abby

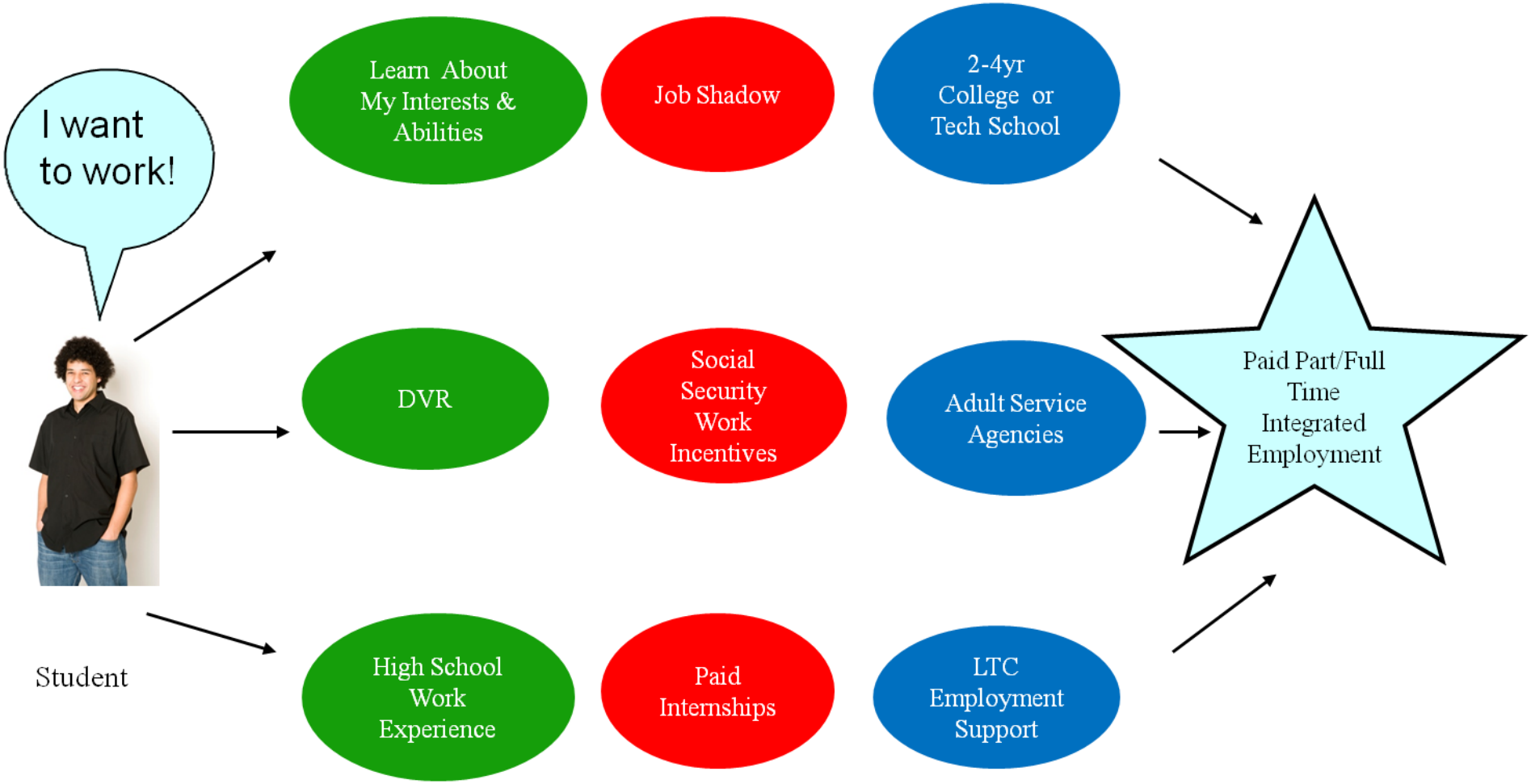
   C. Medicaid/Title 19 Services

6. True or False

   Independent living options should be considered when planning for transition.

Answers 1. _____ 2. D 3. D 4. True 5. B 6. True

What Can I Do if I Want to Work?



There are many ways and resources available to help you achieve your goal of working.

Employment Strategies and Options

Working with a Disability? Everyone Can Work!

It's *your* future: Plan for It!

Learn as much as possible about your abilities and interests.

Set employment goals: jobs vs. careers.

Share your dreams and vision for the future.

What do I want to do right after high school? What about five years later?

What can I do if I want to work?

- Participate in work experience through the high school.
- Volunteer.
- Job shadow.
- Complete a Career Inventory.
- Develop and demonstrate self-advocacy skills: be able to explain your disability, strengths, and how you learn new things.
- Learn about employment support available through adult service providers.
- Learn what skills are necessary for specific careers.
- Apply to Division of Vocational Rehabilitation (DVR) for assistance four semesters prior to completing high school***.**
- Know what you can do with and without assistance.
- Know the impact of your healthcare needs at work.
- Contact the ADRC for information about long term care services including employment support.

*****Regardless of the nature of your disability, the only requirement to apply for DVR services is the desire to work. You don't have to know what type of work you want.

Employment First: Strategies and Options

Key Definitions

- *Employment* - regular employment in the workforce on the payroll of a company (unless self employed) at the minimum or prevailing wages with commensurate benefits.
- *Integration* - interaction with co-workers without disabilities and customers is assured.

Employment First

Although no universal definition of "employment first" exists; the policies, practices, and strategies of this initiative focus on integrated, community-based employment as the preferred outcome for individuals with disabilities.

Employment First initiatives highlight the need to raise expectations and implement better practices around employment for individuals with disabilities. To that end, many state initiatives have taken additional steps to define what "employment" means to ensure the goal of integrated jobs in the workforce at competitive wages and benefits.

Employment first initiatives center on holding individuals with disabilities to the same employment standards, responsibilities, and sets of expectations as any working-age adult.

Employment First is about raising expectations!

Funding Resource

Social Security Administration - has work incentives such as Plan for Achieving Self Support and Ticket to Work that can be used to assist individuals in obtaining and maintaining employment.

Service Resources

Adult Service Providers - agencies run by the government or private individuals that assist individuals with disabilities with employment, housing, recreation, and other skills needed to live as independently as possible.

Job Centers - part of the state Department of Workforce Development which provides assistance to employers and job seekers to strengthen Wisconsin's workforce.

Funding and Service Resources

Division of Vocational Rehabilitation (DVR)- state agency that provides employment and counseling services to individuals with disabilities; provides or arranges services to assist individuals in obtaining and maintaining employment.

Publicly Funded Long Term Care - long term supports funded through the county's human services department for individuals with disabilities which may assist with supported employment and vocational futures planning.

Employment Strategies & Options

Competitive Employment	Questions for Competitive Employment
• Working in an integrated setting with coworkers on a job you compete for in your local community. • Job obtained with or without the assistance of an adult service provider. • You are paid at least minimum wage and may receive benefits.	• Are job accommodations available if needed? • Will I need assistance to successfully meet job requirements? • What is/are the pay, work schedule, and job requirements? • How will I get to work?
Supported or Customized Employment	**Questions for Supported or Customized Employment Providers**
• Working in a job found in your local community with the assistance of an adult service provider. • Jobs are based on your interests and abilities and are sometimes negotiated with employers by the adult service provider. • Jobs are designed to meet the specific needs of the employee and employer. • You are paid wages and may receive benefits. • Support on the job from a job coach or co-worker that may or may not be paid.	• What are the eligibility requirements and how do I apply? • How long does it generally take to assist someone in getting a job? • How many permanent vs. temporary placements in the last 12 months? • How many placements in my field of interest? • Does the provider accompany me on interviews and assist with completing forms if necessary? • How frequently does the provider communicate with me during the job search? • What is the average pay for individuals who get jobs through your agency?

Adapted from Opening Doors to Employment, questions developed by Dr. Laura Owens, 2003

Employment Strategies & Options (Continued)

Self Employment & Micro-Enterprise	Questions for Self Employment & Micro-Enterprise
• Owning, managing, and/or operating your own business to earn money. • Gives you a chance a create your own work based on your talents and work you want to do. • More flexible work hours. • Micro-Enterprise has 1-5 people running a business • Adult service providers may provide assistance.	• Am I a self starter and self reliant? • What business am I interested in and why? • How much do I know about this type of business? • How well do I plan and organize? • What special training is required for this business? • Do I have the physical and emotional strength to run a business?
Community Rehabilitation Programs **(This is not integrated employment)**	**Questions for Community Rehabilitation Providers**
• Work done in a group setting with supervision and co-workers with or without disabilities. • Job provided by an adult service provider who acts in the role of employer and adult service provider. • Previously known as sheltered workshops. • Wages are earned based on piece rate or productivity.	• What are the eligibility requirements? • How do I apply to participate? • What are the types of jobs available and what are the requirements? • What are wages based on? • Are there a variety of work tasks or duties? • Are employees helped to move to community based integrated employment?

Adapted from Opening Doors to Employment, questions developed by Dr. Laura Owens, 2003

Education Options and Resources

- **Technical College/Two Year College**
  - ◊ Smaller class size
  - ◊ Hands on education
  - ◊ Get into field of study sooner
  - ◊ Less expensive
  - ◊ Credits often transfer to a four year college

- **Four Year College**
  - ◊ More expensive than technical or 2 year college
  - ◊ May take more than 4 years to graduate
  - ◊ More academic and less hands on

- **Apprenticeships**
  - ◊ Instruction in a skilled trade

- **Degree and Certification Programs**
  - ◊ Generally offered at community and technical colleges

Special considerations when selecting postsecondary education and training options:

- Know why you want to go to college.
- Know what your career goals are.
- Begin planning as early as 9th grade.
- Understand your disability and how to be a self-advocate.
- Understand your unique academic needs associated with your disability and what type of academic support is offered by the college.
- Understand the application process and what the entrance requirements are for a student with a documented disability.
- Learn the expectations for students who need access to student support services.
- Develop good study habits, self–discipline, and time management skills.

Resources

- **Division of Vocational Rehabilitation (DVR)** may assist students in achieving post school employment goals.
- **Disability Service Offices** provide on campus support at universities or two year colleges for students with disabilities.
- **Social Security** offers incentives to save benefit/entitlement money to pursue postsecondary educational options.

Self Check #4: What Have I Learned?

1. Select the activity that *will not* help the student prepare for employment.

   A. At age 17 years & 6 months, contact the local Aging and Disability Resource Center (ADRC) to begin the eligibility determination process for long term care services including employment support.

   B. Apply to the Division of Vocational Rehabilitation (DVR) for employment assistance 4 semesters prior to completing high school.

   C. Don't worry about setting employment goals after high school, things will just work out by themselves.

   D. Develop and demonstrate self-advocacy skills and be able to explain your disability , strengths, and how you learn new things best.

2. True or False

   Only individuals with *mild* disabilities can work.

3. Employment First is an initiative that focuses on _____ for all individuals with disabilities.

   A. Specialized training

   B. Integrated community based employment

   C. Employment in workgroups

   D. Job coaching

4. True or False

   Students with disabilities can only attend two year colleges.

5. Planning for college should begin _____.

   A. in 12th grade

   B. after Graduation

   C. in 9th grade

   D. after the junior year

Answers 1. C 2. False 3. B 4. False 5. C

Social Security:
A Few Things You Should Know

The Social Security Administration (SSA) administers benefits paid through Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI).

Disability Determination is a finding made by disability examiners and medical professionals that an individual has an illness, injury, or condition that meets the legal definition of disability in the Social Security Act. This may take 60-120 days or longer. Contact SSA at age 18 even if this determination process occurred as a child.

Supplemental Security Income (SSI) makes cash assistance payments and medical benefits (Medicaid) available to persons with a disability who have limited income and resources.

Social Security Disability Insurance (SSDI) makes cash assistance payments and medical benefits (Medicare) available based upon an individual's prior work or a family member's prior work contributions to the SSA Trust Fund.

Social Security Employment Supports
Employment supports help you to enter, re-enter, or stay in the workforce by protecting your eligibility for cash payments and/or health care as you move from dependency to independence.

"Ticket to Work"
The Ticket to Work Program is an innovative program for individuals with disabilities who want to work and participate in planning their employment. A Ticket increases your available choices when obtaining employment services, vocational rehabilitation services, and other support services you may need to get or keep a job. It is a free and voluntary service.

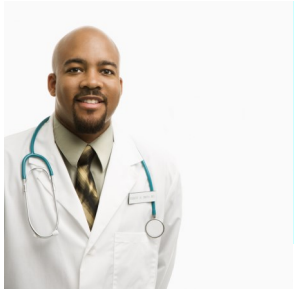
Plan to Achieve Self-Support (PASS)
To be eligible you must receive SSI (or SSDI and be eligible for SSI) and want to set aside money to pursue an employment goal.

SSDI Employment Supports
The SSDI employment supports provide help over a long period of time to allow you to test your ability to work, or to continue working, and gradually become self-supporting and independent.

SSI Employment Supports
The SSI employment supports offer ways for you to continue receiving your SSI checks and/or Medicaid coverage while you work. Some of these provisions can increase your net income to help cover special expenses.

Student Earned Income Exclusion
Under age 22 and regularly attending school (i.e. high school or college), SSI will exclude up to $1700/month or up to $6840/year of earned income when calculating your SSI payment amount.

For more information, contact Social Security offices at Ph. **(800) 772-1213.**



Medical Assistance: A Few Things You Should Know

Medical Assistance (MA) is also known as Medicaid, Title XIX (19), and "Forward" Card.

Medical Assistance provides coverage for the cost of services such as:

- Doctor services;
- Hospital stays;
- Prescriptions;
- Other medical needs;
- Transportation; and
- Personal care assistants.

US citizens or legal immigrants may qualify for Medicaid if they meet the financial eligibility requirements and are in one of the following categories

- Age 65 or older;
- Blind or disabled;
- Under age 19; or
- Pregnant.

Under certain circumstances, it is possible to continue receiving Medical Assistance while working. Contact Social Security for specific details and qualifications.

If you currently receive Medical Assistance or SSI (under 18 child's benefit), then you will need to contact Social Security **ph. 800-772-1213** at age 18 to reapply for Medical Assistance or SSI as an adult.

Division of Vocational Rehabilitation (DVR)

The role of DVR is to:

- Provide employment services and counseling to people with disabilities;
- Provide or arrange for services to enable an individual to go to work; and
- Provide training and technical assistance to employers regarding disability employment issues.

Two separate determinations must be made before an individual with a disability receives DVR services:

- Eligibility determination; and
- Placement on the order of selection waiting list.

To be eligible for DVR:*

- The individual has a physical and/or mental disability.
- The disability makes it difficult for the person to obtain, retain, and/or advance in employment.
- The individual requires DVR assistance to achieve an appropriate employment goal.

Order of Selection*

Because DVR may not have sufficient resources to provide services to everyone who is eligible, the Rehabilitation Act *requires that people with the most significant disabilities be served first*. This is the reason for the second determination noted above, placement on the order of selection waiting list. Once an individual has met the test for the eligibility determination, DVR must assess how significantly disabled the individual is. DVR has three categories of severity:

- Most significantly disabled (category 1)
- Significantly disabled (category 2) - an SSDI beneficiary or SSI recipient is automatically considered to be, at least, an individual with a significant disability
- Disabled (category 3)

Services Provided by DVR	
Career guidance and Counseling	Job Search and Placement Assistance
Information and Referral Services	Transition to work services for students with disabilities in high school
Supported Employment services for persons with severe disabilities; includes time limited on the job supports	Rehabilitation Technology
Vocational and other Training	Disability and Employment Assessment
Transportation	Occupational licenses, tools and other equipment
Assistance in small business plan development	Interpreter services
Rehabilitation teaching services	Diagnosis and treatment
Post-employment services	

***An individual with a disability may apply or be referred to DVR *regardless of the significance* of their disability.**

Division of Vocational Rehabilitation (DVR)

Specialized Program and Service Areas

Business Enterprise Program (BEP) is for people who are legally blind to become self-employed.

Self-Employment Business Startup Toolkit is designed to assist DVR consumers to pursue their goal of starting a business. A consumer version is also available.

Supported Employment (SE) for persons with severe disabilities to find a job suited to their specific skills and abilities.

The Wisconsin Telework Loan Program is a statewide, alternative loan program that allows Wisconsin residents with disabilities to purchase computers and other equipment needed to work from home or from other remote sites away from the office, such as work on the road or at a telework center. This program is administered by Independence First.

Ticket to Work is a voluntary program that offers Social Security beneficiaries with disabilities a variety of choices in finding the support and services they need to help them go to work and achieve their employment goals.

Transition Services for students transitioning from high school to postsecondary education, work, and community services.

To Contact DVR Call 1-800-442-3477 or visit
http://dwd.wisconsin.gov/dvr/locations/default.htm
Or Call the ADRC of
At Ph.

Self Check #5: What Have I Learned?

1. At age 18 contact _____ for adult disability determination, Supplemental Security Income (SSI), and Medical Assistance (MA).

   A. Division of Vocational Rehabilitation

   B. Selective Service

   C. Social Security Administration

   D. Disability Rights of Wisconsin

2. Which agency provides employment supports that encourage work without a complete loss of benefits?

   A. Department of Housing and Urban Development

   B. Department of Health Services

   C. Department of Labor

   D. Social Security Administration

3. True or False

   Medical Assistance is also known as Medicaid, Title XIX (19), and "Forward" Card.

4. Individuals with disabilities who want to work may qualify to receive employment services and counseling from _____

   A. Division of Vocational Rehabilitation

   B. iwantajob_realbad.com

   C. New York City Health Department

   D. Bureau of Economic Analysis

5. Students or adults with the most significant or challenging disabilities will be assisted _____ by DVR.

   A. Last

   B. In the order the request for assistance is received by DVR.

   C. First

   D. Random order

6. True or False

   There is only one DVR office in Wisconsin.

Answers 1. C 2. D 3. True 4. A 5. C 6. False

Transition Checklist

Resource	Phone# or Website	Call or Contact	Completed On
DVR	**http://dwd.wisconsin.gov/dvr** Ph. 800-442-3477	For assistance with post school *employment goals*, contact 4 semesters prior to leaving high school.	
Job Centers	Ph. 888-258-9966	Call for list of employment opportunities.	
Guardianship	https://www.dhs.wisconsin.gov/clientrights/guardianship.htm Contact the **ADRC of** **Ph.**	If needed, begin process at least six months prior to turning 18.	
Social Security Benefits (SSI or SSDI) Disability Determination	Ph. 800-772-1213 **www.ssa.gov**	At 18 years old; If already receiving SSI as a child then contact SSA to receive benefit as an adult.	
Medical Assistance	Ph. 800-772-1213 **www.ssa.gov**	At 18 years old; If already on MA as a child then contact SSA to receive benefit as an adult.	
Aging and Disability Resource Center (ADRC)	Contact the **ADRC of** **Ph.** .	Call at any age for general information: At age 17 years & 6 months contact the County Dept of Human/Social Services or ADRC to determine eligibility and, if appropriate, apply for long term care services.	

Resources

Self Advocacy and Determination

- Opening Doors to Self Determination
  http://dpi.wi.gov/sped/pdf/tranopndrs-self-determination.pdf
- http://www.waisman.wisc.edu/naturalsupports/pdfs/Self-Determination.pdf
- http://www.ncset.org/publications/researchtopractice/NCSETResearchBrief_2.1.pdf

Transition

- Transition Action Guide and other resources
  http://dwd.wisconsin.gov/dvr/pdf_files/tag.pdf
  http://dpi.wi.gov/sped/transition.html
- Wisconsin Statewide Transition Initiative
  http://www.wsti.org/
  Note: Effective Transition Planning for Students PowerPoint located under Professional Development Modules

Legal Rights and Responsiblities in Wisconsin

- Previously known as "On Being 18"
  http://www.legalexplorer.com/resources/database/pubpdfs/54-onb18.pdf

Guardianship

- http://www.dhs.wisconsin.gov/clientrights/guardianship.htm

General Information about Publicly Funded Long Term Care

- http://dhs.wisconsin.gov/LTCare/

Employment

- Division of Vocational Rehabilitation
  http://dwd.wisconsin.gov/dvr/
- Opening Doors to Employment
  http://dpi.wi.gov/sped/pdf/tranopndrs-employmt.pdf
- APSE - Advancing Employment. Connecting People.
  http://www.apse.org/
- Employment Supports for Individuals with Disabilities
  http://www.ssa.gov/redbook/

Education

- University of Wisconsin System Coordinators of Service for Students with Disabilities
  http://www.uwsa.edu/acss/disability/cssd/index.htm
- **W**isconsin **T**echnical **C**ollege **S**ystem (WTCS) Key Contact Persons for Students with Disabilities
  http://www.dwd.wisconsin.gov/dvr/pdf_files/wtcs_contact_persons.pdf
- Opening Doors to Postsecondary Education and Training
  http://dpi.wi.gov/sped/pdf/tranopndrs.pdf

Division of Vocational Rehabilitation

- http://dwd.wisconsin.gov/dvr/tran.htm
- http://dwd.wisconsin.gov/dvr/policy/vr_program_policy.pdf

Social Security Administration

- http://www.ssa.gov

Notes

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Reach For Your Dream!

Created/Designed by

Laura A. Owens, Ph.D.
Jenice Burrell, M.S.
David. B. Richards
Phyllis A. Richards, M.S.

Wisconsin
Department of Health Services

STATE OF WISCONSIN
DEPARTMENT OF HEALTH SERVICES
Division of Public Health
Office of Resource Center Development
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