What to Expect

This Orientation is in six parts

Part 1 – Overview of Self-Determination

Part 2 – Getting Started with Person-Centered Planning

Part 3 – Creating a Budget for Your Plan

Part 4 – Finding People to Help You

Part 5 – Your Rights and Your Safety

Part 6 – Next Steps

DRAFT

Part 2 – Getting Started

- Meet Jason and Sofia
- What is Person-Centered Planning?
  - Pre-Planning
  - Getting your circle of support together
  - Have a planning meeting
  - Making decisions and setting goals
- Turning Dreams into a Plan

DRAFT

Meet Jason and Sofia

- Jason and Sofia are pretend people
- We'll talk about:
  - The decisions and goals they make with their teams
  - How their individual budgets were made
  - Which FMS they choose
  - What their plans might look like

DRAFT

Take a look at your handouts about Jason and Sofia

A bit about Jason:
Jason is 26 years old
Jason lives at home with his mom but wants to move out someday
Jason has a 24-year old sister who lives in another state
Jason goes to a group day program on weekdays where he loves to work in the garden
Jason loves music and singing
Jason doesn't have a lot of friends and stays home a lot on weekends
Jason has autism and some health issues. He may be getting diabetes

A bit about Sofia:
Sofia is 10-years old
Sofia lives with her parents (who speak only Spanish) and two older brothers
Sofia is in 5th grade at a school that is far from her house
Sofia is very friendly and has a lot of friends at school but she doesn't get to see them outside of school
Sofia loves designing pictures on her computer, reading, being in a pool, watching videos on YouTube, and playing with her dog

Sofia has cerebral palsy and uses a manual wheelchair

How do Jason and Sofia get started? How will you get started?

Person-Centered Planning

Person-centered planning is about your future and reaching your goals

Confirmation

DRAFT

- We are going to take a bit of time to review the importance of person centered planning.
- It really is the doorway to self-determination
- You may have had some extensive training in person centered planning, or person centered practices, or gone to a workshop, or this may be the first time you are really hearing about this-no matter what, we will be taking a some time to review the person-centered planning process and its importance in self-determination.
- We are going to talk about it, review a bit, and even do some activities as we learn how it works for the Self-Determination Program.

Person-Centered Planning

Self-Determination begins with person-centered planning

- You decide what is important to you to feel fulfilled and happy
- You plan for what is important for you to be healthy, safe and comfortable in your community

Freedom

DRAFT

Person-centered planning lets you think about yourself and your future.
It lets you imagine a life for yourself like everyone else is able to do.

Everyone has hopes and dreams. Some we can do on our own and some we need help with. This is true for everyone.
Person-centered planning lets you think about what things you already have and what things you need to reach your goals. Good person-centered planning balances the things you like and the things you need to work towards your goals.

You have the Freedom to decide about your own life.

Important to point out that for children, it's more family-centered planning. As the child gets older, she or he should start making more of their own decisions and learn self-advocacy skills as appropriate to their age.

Person-Centered Planning

Important values of person-centered planning:

- Every person can direct their planning process in their own way
- Every person has strengths
- Every person can express preferences
- Every person can make choices
- Every person can have a meaningful life in the community

Confirmation

DRAFT

•No matter how significantly a person may impacted by their disability, every person can express what they like and dislike in their own way.
•Person-centered planning focuses on a person's strengths, not their deficits.
•Whether it's by smiling, typing, using pictures.....every individual has a right to make choices and communicate those choices to their team.
•Remember that behavior is a form of communication.
•Every person has a right to live a life of their choosing – in the community and with people they choose to be around

Start Thinking

Think about:

- Your strengths, skills and gifts
- Your favorite things
- Things you don't like
- How you want to live your life
- Your family and traditions
- Your hopes and dreams

DRAFT

- What are you good at? What do other people say you're good at?
- What do you like? What places do you like to go to? Who do you like to spend time with? What places or situations make you happy?
- What don't you like? Places you don't like to go and what things don't work for you. Places that are too loud. Places that are too quiet.
- What things are important to you? What's your lifestyle? Do you like to get up early? Do you like being active through out your day or do you need breaks to be successful?
- What things in your culture are important to you? What traditions are important to you? Like going to church or going to family events celebrating holidays, birthdays and anniversaries.
- What would you really like to be able to do?

- What's **your** vision for **your** life?

What did Jason think about?

Strengths and skills

Favorite things

Dislikes

Lifestyle/Culture

Hopes and Dreams

DRAFT

Go to handout on Jason.

Strengths and skills: Great gardener, good singer (especially at church), keeping room neat, laundry, maps and directions
Favorite things: Playing video games, riding roller coasters, hiking in the woods, traveling to National Parks
Dislikes: Crowded places, loud noises, many foods, people thinking he's not smart
Lifestyle/Culture: Gets up early, needs breaks sometimes, needs privacy, not spontaneous – need to have a plan, goes to church every Sunday with his mom
Hopes and Dreams: Living in his own place, having a job, traveling more, having friends, having a romantic relationship

What did Sofia think about?

Strengths and skills

Favorite things

Dislikes

Lifestyle/Culture

Hopes and Dreams

DRAFT

Go to handout on Sofia.

Strengths and skills: Friendliness, computers, math, art
Favorite things: Going to birthday parties, being with family, YouTube videos about putting on makeup, reading stories about great women, water slides
Dislikes: Places hard to get to in her wheelchair, teachers and aides thinking she can't read, when her dog gets too excited and jumps up on her lap
Lifestyle/Culture: Hispanic culture is very important, holidays and celebrations are time to be with family. This family time is important to her.
Hopes and Dreams: Having lots of friends to play with, having a place to hang out with friends, doing well in school and going to college someday

Activity: Hopes and Dreams

- Think about what you are good at, your likes and dislikes, your hopes and dreams
- Think about the things that are most important to you

DRAFT

Handout activity titled Hopes and Dreams: Should take about 10 minutes.

Please write down your answers in the blank boxes below.

These questions help you to start thinking about what's important to you and tells people about who you are. You can use this information to help with person-centered-planning later on.

There are no right or wrong answers! Just take a few minutes and think about what you want other people to know about you.

Preparing for a Planning Meeting

- Have a meeting to plan for your future
- YOU get to direct the meeting and choose who comes
- Create a plan to make your dreams come true
- Have the plan written down to show to others

Confirmation

DRAFT

An important part of person-centered planning is having a meeting to discuss your hopes and dreams and make specific plans to reach them

You can choose a person to help you lead the planning meeting, such as an independent facilitator or your service coordinator.

Ensuring that the participant directs the meeting is confirmation of their important role in their planning for their lives.

Pre-Planning

- When and where do YOU want the meeting to happen?
- What do YOU want to discuss and what do you not want to discuss?
- Who do YOU want to invite?
- Who do YOU want to facilitate the meeting and who will take notes?
- Will anything be needed at the meeting to help YOU?
- Are there issues related to your culture or language for the meeting?

DRAFT

NOTE: Pre-planning should be done well in advance

Important decisions you make before your person-centered planning meeting:

Bullet: Will anything be needed at the meeting to help YOU?
This can include:
•Augmentative or alternative communication and assistive technology including sign language, letter board, iPad, communication device, or anything that helps the individual fully participate in the planning meeting
•Visual supports including a visual schedule, writing notes on a board, using pictures
•Special seating arrangements to ensure that person can see all the participants
•Breaks – taking breaks if needed. Plan in advance

Bullet: Are there cultural issues to be considered
•What is the preferred language of the person and their family?
•Is there a specific way that participants who come to your meeting should dress, such as modestly?
•Are there certain individual or family customs that should be taken into account?

Jason's Pre-Planning

Go to Jason's Handout

DRAFT

Jason decided:
The meeting will take place on a Saturday morning at his house. Saturday morning is best because there is no work that day. Morning is Jason's best time to concentrate.
He wants to discuss his future. He does not want to discuss his past, especially the parts when he had a hard time controlling his body. Even though it makes him uncomfortable, he is willing to talk about his health. Jason wants only positive things said about him at the meeting.
Jason invited: his mom, younger sister, aunt and uncle, and two cousins, a friend from his day program, a former teacher, an elderly neighbor he helps sometimes, and his service coordinator
Jason chose not to invite any staff from his day program
To facilitate his meeting, Jason chose an Independent Facilitator who knows a lot about employment and is familiar with his neighborhood
Jason wants to take breaks every 30 minutes so he can stay calm

Sofia's Pre-Planning

Go to Sofia's Handout

DRAFT

Sofia and her parents decided:
The meeting will take place on a Sunday evening at their church.
They will talk about anything at the meeting concerning Sofia but not concerning the family.
Sofia invited: her mom and dad, two brothers, grandma, an aunt and cousin, her teacher from school, her physical therapist, and her pastor
Sofia chose not to invite her service coordinator because she is new to the family
To facilitate her meeting, Sofia and her family chose an Independent Facilitator who is the mother of another child with cerebral palsy. She speaks Spanish and is familiar with the community.
Sofia wants the meeting to be in Spanish but wants an interpreter for her teacher.
Sofia needs a communication device to type out her wishes in case others can't understand her speech.

Activity: Pre-Planning

- Think about your planning meeting.
- Families, think about how the self-determination participant would answer these questions

DRAFT

Handout activity titled Pre-Planning: Should take about 10 minutes.

Pre-Planning questions includes:

- When and where the meeting will happen that works best for you?
- What you will discuss and what you don't want to discuss?
- Who will be invited to be on the planning team?
  - Family and friends
  - Supporters who are not paid to be there
  - Teachers, therapists, coaches
  - Your service coordinator
  - Potential employers
- Who sends the invitations?
- Who will facilitate the meeting and who will take notes?
- Will anything be needed at the meeting?
- Are there cultural issues to be considered?

Person-Centered Planning Meeting

- Focus on strengths and contributions
- Independent Facilitator lays out the rules at the beginning
- The participant directs the meetings
- Comments should be made to the participant, not about them
- Notes should be kept and timelines made

DRAFT

•Everyone you've invited listens to what your dreams are and works with you to make a plan to help you reach your goals.
•It should be focused on your strengths, hopes, and wishes, not your weaknesses, nightmares, and the preferences of others.
•You should tell everyone if you have any rules based on what you want as well as lay out the schedule with breaks, if needed.
•You lead the meeting with support. For younger children, the parents lead the meeting with the child participating.
•You can receive support to lead your meeting from an independent facilitator or your regional center service coordinator.
•People at your meeting should not talk about you as if you're not in the room. Comments should not be in 3rd person.

•Note that this can be very hard, particularly for professionals who are used to talking to the parents and for parents used to talking on behalf of their son/daughter. For example,

•CORRECT: "Jason, you mentioned you like to travel and would like to make friends. Would you be interested in joining a travel club?"
•INCORRECT: Jason should join a travel club.

•Many planning meetings start with asking the participants: "Introduce yourself and tell us something you admire or surprises you about the person."
•The timeline you set for your goals can be as long as you like, several years even, but at this meeting, you should get very specific for the goals for the upcoming year.

Turning Dreams into a Plan

What dreams do you have for your future?

Job? School? Friends? Health?

* * *

What is getting in the way of your dreams coming true?

Staff hard to find? Need skills for job? Unreliable transportation?

* * *

What do you need to make those dreams come true?

Support from a person? Special equipment?

Education or training? Transportation?

DRAFT

What dreams do you have for your future?

- Get a job – what kind?
- Go to school or a training program – what would you study?
- Live in your own place – alone or with roommates?
- Do fun things in your community – what do you like to do?
- Start your own business – what kind?
- Make friends – what kind of people do you like?
- Get healthy – what kind of exercise or foods do you like?

What is getting in the way of your dreams coming true?

- Can't find the right people to help
- Don't have transportation, public transportation doesn't always come
- Need more help staying calm in stressful situations
- Need more money to pay for support

What do you need to make those dreams come true?

- Someone to help you apply for jobs?
- A job coach to help you at work?
- Someone to help find classes that interest you?

•Someone to help you cook or get ready in the morning?
•Are there tools or devices that will help you with your dreams?
•Transportation to get you places?
•A new computer?

Turning Dreams into a Plan

What are some of the first things that should be done?
Finding the right support staff? Finding experts?
Applying for public benefits?

* * *

Who could help?
Who does the planning team know?
Who has contacts for jobs or an internship?

DRAFT

What are some of the first things that should be done?
Start to create a timeline with deadlines to reach your goals.

Who could help?
Use your circle of support and other people they may know to help you.

Turning Dreams into a Plan

How will you know if your plan is successful?

Create targets, timelines, and goals

Check-ins every few months with Planning Team/Circle of Support

What are the next steps?

Have team take responsibility

Decide who follows up

Give deadlines

Set dates for follow-up meetings

TURN THE RESULTS OF THE MEETING INTO A WRITTEN PLAN

DRAFT

•Plans should be written on notes for all to see with timelines and who takes responsibility to support you with each piece.
•You might need to follow up with those who are supporting you. You can ask others to help you with the follow up: like an Independent Facilitator, a family member, or other person you trust.
•You may want to have a follow up meeting with a smaller group to talk about one part of the plan. Let someone know if you need support to set that up.
•The written plan could be fancy with pictures but could also be a simple document. The important part is that there are clear goals in the plan, people or agencies who will help you achieve those goals, and timelines for you and your team to work towards.

•MOST IMPORTANT is the follow up. **A beautiful plan is just paper. Follow through is critical.**

Jason's Person-Centered Plan

Jason's Overall Goals

- Jason wants to find a job
- Jason wants to move into his own place
- Jason wants to make new friends
- Jason wants to pursue his interest in music
- Jason wants to become healthier

DRAFT

For each of the goals, the planning team discussed:
•Who can help you reach the goals?
•What support or items do you need to reach your goals?
•What are the timelines and follow up?
•What are the barriers?

•REFER TO JASON'S HANDOUT

Sofia's Person-Centered Plan

Sofia's Overall Goals

- Sofia wants to be more independent and comfortable at home
- Sofia wants to hang out with her school friends
- Sofia want to go to a safe and good middle school
- Sofia wants to learn to be an artist or graphic designer

DRAFT

These are Sofia's goals but also her family's goals because she is a child.

For each of the goals, the planning team needs to discuss:
•Who can help you reach the goals?
•What support or items do you need to reach your goals?
•What are the timelines and follow up?
•What are the barriers?

•REFER TO SOFIA'S HANDOUT

Activity: Turning Dreams into a Plan

- Looking at your worksheets from the previous activities, create a goal

- For that goal, you and your team need to answer:
  - Who can help you reach your goal?
  - What support or items do you need to reach your goal?
  - What are the timelines and follow up?
  - What might keep you from reaching your goal?

DRAFT

Handout activity titled Turning Dreams into a Plan: Should take about 15 minutes.

Looking at your worksheets from the previous activities, create a goal. It can be a real goal you have but doesn't have to be a real goal for right now. We can use it just for this exercise.

For that goal, answer the questions on the worksheet to help think about turning that goal into a plan.

Part 3 – Paying for Your Plan

- Your Choice with Service and Supports
- Important rules about what the Self-Determination Program can pay for
- The Individual Budget
- Working with a Financial Management Service

DRAFT

Paying for Your Plan

- Not everything in your Person-Centered Plan costs money
- Ask which parts will cost money
- Others can help you figure out how much it will cost
- Others can help you think about who can pay
- Not everything can be paid for by the Self-Determination Program
- Sometimes other sources will pay

DRAFT

•Lots of things don't cost money or can be provided free in the community
•Your planning team, independent facilitator, service coordinator and/or FMS can help you figure out how much things cost
•There may be other agencies who can pay for some of the services and activities in your plan.

Your Choice with Service and Supports

Many possibilities! Think outside the box!

- Staff to assist you in your own home
- Art class at the community college
- Person to help you start your own business
- Swim class at YMCA
- Taking an Uber or Lyft to a Self-Advocacy Meeting
- Someone to help you make new friends
- AND MANY OTHERS!

DRAFT

2009 restrictions on social-recreational programs do not apply in the Self-Determination Program.

Important Rules about what the Self-Determination Program Can Pay For

You must try to get other sources to pay first
(called "Generic Resources")

Services must be provided in places where you are included in the community

Responsibility

DRAFT

Let's talk about each of these rules in more detail.

Must Try to Get Other Sources to Pay First

"Generic Resources"

Therapy ➔ Medi-Cal or health insurance

Personal care ➔ IHSS

Tutoring ➔ school

- No different than the traditional regional center system.
- Helps you save money in your budget for other things.
- You may find that a generic resource is not unique to your needs.

DRAFT

The Lanterman Act states that regional centers are the payers of last resort. You must try to get other sources to pay first.

For example,
Speech or behavior therapy may be able to be paid by Medi-Cal or private health insurance
A support staff person could be paid by IHSS
Educational services by your school district

- It's no different in the Self-Determination Program.
- Identifying and using services and supports in the community helps you save money in your budget so you have more money for other things.
- If the generic resource doesn't meet your needs, discuss it with your team. It may be that your budget would need to include this unique service and it couldn't be covered through generic services.

Services Must Be in the Community

The Self-Determination Program is designed so that you are included in your community

Inclusion means:

- You make your own choices
- Live in neighborhoods of your choosing
- Opportunity to work and volunteer
- Make friends with people with and without disabilities

DRAFT

In March 2022, all regional center consumers will need to get their services in places that are part of the community. The services and supports you choose in the Self-Determination Program must allow you to live, work and play in places where you have choices in how you spend your time and who you spend your time with.

For participants in the Self-Determination Program, you must follow these rules right when your program starts.

Activity: Community Inclusion Assessment

For every service you want paid for by SDP, you must fill out assessment and have provider sign it.

It's about WHERE you get your services.

1. Will you be in a place that is intended mostly for people with disabilities?
2. Will you be with a group of other people with disabilities?

DRAFT

Handout: Walk through how to use the SDP Community Inclusion Assessment
Discuss picking a service to walk through the tool. If what you pick stops at step 1, choose another to work through step 2.

Walk through how to use the SDP Community Inclusion Assessment

Answer both questions in Step 1:

If you answered NO to BOTH questions, sign the form and add the service to your budget.

If you answered YES to EITHER question, you will need to go to Step 2.

Step 2.

1. Answer all of the questions.
2. Sign the form
3. Have service provider sign form
4. Give form to your service coordinator

Individual Budget

The amount of money you have to buy your services through the Self-Determination Program.

How do you figure this out?

- Amount of money the regional center spent on your services in the last 12 months
- Annual Cost Statement plus may include other expenses
- Your goals determine your individual budget
- Changes in your life and unmet needs

DRAFT

- Based on the amount of money the regional center spent on services in the last 12 months. It's not the amount of money authorized for services. If you were authorized services in your IPP that you didn't use, they will not appear as part of the money spent in the past 12 months.

- You should be getting your Annual Cost Statement regularly, may also be called by other names such as "Statement of Services Provided," etc. You can ask your Service Coordinator for it.
    - Some expenses may not show up on your cost statement, such as:
        - Receiving transportation as a group – there is a group rate and you will get a part of that.

- Your person-centered plan and your IPP goals should determine your Individual Budget. Sometimes you will need less than what you've spent in the last 12 months. This was the case with many people in the pilot.

Changing Your Individual Budget

Change in Circumstances, Needs, or Resources

Your life has changed so you need more or less money to meet your goals.

Changes like:

- Leaving or entering school
- Losing or getting a job
- Getting very sick or getting better
- Having a behavior crisis or becoming more stable
- Moving into your own place or moving back home

DRAFT

Change in circumstances:

- If your life has changed in some way, like leaving school, or getting sick, or getting a job. It's the same as in the traditional regional center system, you would need to talk with your team about more or fewer services because of this change.
- If your needs have gotten higher, you should be able to ask for more money in your individual budget based on those needs.
- If your needs have lowered, your budget may decrease.

Changing Your Individual Budget

Unmet Needs

Show that your needs were not previously being met.

Ask yourself:

Did services get approved that I couldn't use?

Were some of my needs not identified in my previous IPP?

For example:

- No providers who speak your language
- Provider too far from your home
- No provider with appropriate skills
- Waitlist for a provider
- Didn't know about a service to meet a need you had

DRAFT

Did services get approved that I couldn't use? Look at your IPP to see what was authorized or approved. Did you use all of these services? If no, why not?

Were some of my needs not identified in previous IPPs? Even though a need existed, it wasn't asked about or brought up in a previous IPP. For example, significant behaviors could require crisis services. Or a consumer having problems getting around their community college campus could need the supports of a tailored day service.

For example,

- All the providers offered to you didn't have a staff that speaks your language. So you couldn't use that service.
- The provider offered to you was far from your home which made it difficult to use that service.
- The provider offered to you wasn't skilled in the areas you need, such as handling challenging behaviors or helping find a job.
- You had to wait a long time to find a provider because none of them had availability or you couldn't find a respite provider who could work the hours you needed.
- You didn't know that you could ask for a service or additional services at a previous IPP, such as after school child care or additional respite hours

For new regional center consumers or consumers with less than 12 months of services:

- If you don't have 12 months of regional center services, your planning team will develop an individual budget for you based on the services and supports that you need and that can be funded through the traditional system.
    - This is done by taking the average costs of services and supports that have been identified as a need for you during your IPP meeting.

Changing Your Individual Budget

Regional Center

- Reviews your individual budget with you at your IPP meeting
- Works with you to determine amount if there is a change in circumstances or unmet need

The Participant

- Your budget comes from your Person-Centered Plan, your IPP goals, and your needs.
- *Responsibility* – Using taxpayer money
- Trust that the system will help you in the future if your needs change

DRAFT

Regional Center

•Your cost statement may be hard to understand. Your service coordinator will go over it with you.

• For change in circumstances or unmet need, Regional Centers will determine the amount of unmet need based on the average cost of that service. Your service coordinator should explain it to you at your IPP meeting and show you how they are figuring out the amount of your budget.

The Self-Determination Participant

•You should only ask for the funds needed to meet your person-centered planning and IPP goals.

- •This may mean that your budget will be lower than what is available. This was the case with some of the pilot participants.
- •It may also mean that your budget is too low to meet your needs. You must make a case for unmet need. Be prepared before your IPP meeting. Ask for help from your Independent Facilitator or other people on your team.
- • You should show that you are working hard to get funding from other sources or have been denied services from other sources – generic resources

• Self-determination also means you have to take responsibility for using money from the government.

• TRUST – Don't feel you need to ask for everything at once because this is your only chance. It's not. Trust the system that if your needs change, you can go back and change your budget.

Individual Budget Expenses

Specific amount each service costs

- You must explain in detail how you will spend your individual budget
- You can get help in creating your Individual Budget Expenses from your Independent Facilitator, FMS, and Service Coordinator

DRAFT

Figuring Out Your Individual Budget Expenses

1. For each goal, which parts cost money?
2. Who should pay for the different parts? *Remember Generic Resources!*
3. With the help of your independent facilitator and FMS, figure out how much each service costs that you want the SDP to pay for.
4. You have to remember to include all taxes and insurance for your workers – Your FMS will help
5. Your budget will be broken down into monthly expenses

DRAFT

- Don't forget to try to stretch your budget!

- For the parts that you want the SDP to pay for, you need to ask:
    - *Who will provide the service?*
    - *How often will that service will be provided?*
    - *When it will start?*
    - *How long will the service will be provided over the year?*
    - *How much it will cost? Is it a total cost or per hour/day/month?*

    - These include social security/Medicare taxes, state and federal employment taxes, worker's compensation, liability insurance, health insurance if they work more than 30 hours/week.

- You will need to break down your expenses by month so that the FMS knows what to expect. Some months will be higher than others. Remember the individual budget has to last you the whole year!

Jason's Individual Budget

Amount spent in the last 12 months: $63,100

Self-Determination Individual Budget: $62,512

- Based on projected expenses from Jason's Person-Centered Plan and IPP goals

DRAFT

We started with Jason's plan. We figured out what was important to him and for him . Then the plan was written down with specific goals. It became the IPP.
Now, the planning team goes even further with the IPP and figures out more details … by identifying each goal, identifying ***the service*** *needed to get to that goal, who will provide the service, how often that service will be provided, when it will start, how long the service will be provided over the year, how much it will cost, and* ***how it will be paid for/who will pay for it.****"*

All of these steps should be done as part of the process of figuring out your individual budget for your plan.

Go to Jason's handout

Jason's SDP Individual Budget Expenses

SERVICE	AMOUNT
Gardening Coach	$6,480
Coaching on Home Skills	$4,212
Staff for Days in the Community	$43,200
Transportation (Partial)	$1,200
Social Coach and Connector	$4,320
Gym Membership (Partial)	$120
Independent Facilitator	$1,000
Financial Management Service (FMS)	$1,980
Total	**$62,512.00**

DRAFT

So how did we get here? It took some teamwork. Jason and his team sat down and figured it out. They may have had to research some of the costs before the meeting or decided to do the research together as part of the meeting. You and your team can decide how you want to research costs of services when you have your planning meeting. Here's the math....

Gardening Coach – 40 hours/month at job site for 6 months at $27/hour (includes taxes/benefits)

Home skills coaching – 6 hours/week for 12 months @ $27/hour incl taxes

Staff for days – 150/hours per month @ $24/hour incl taxes

Transportation – Uber in addition to public transportation and ACCESS @ $100/month

Social coach and connector – 12 hours/month at $30/hour incl taxes

Gym - $10/month

Sofia's Individual Budget

Amount spent in the last 12 months: $1,176

Self-Determination Individual Budget: $9,800

- Sofia and her family ask for a change in her budget based on unmet need.
- Regional center agrees to the adjusted budget of $9,840 based on what would have been spent on her services and supports in the traditional system
- Based on projected expenses Sofia's Person-Centered Plan and IPP, her Individual Budget becomes $9,800

DRAFT

Current Regional Center Costs: $1,176

Respite – 7 hours/month

Sofia's Case for Unmet Need:

1. Sofia has received the same amount of respite for 5 years, even though her needs have increased since her younger brother was born and Sofia's grandmother moved in, who needs help from her mom.
2. Sofia's parents work fulltime but did not know they could ask for after school child care.

Regional Center Adjusts the Budget:

1. Regional center and your team agrees that respite should have been increased to 30 hours per month = additional $3,864 added to budget
2. Regional center and your team agrees that after school child care is a need for 10 hours per week at $15/hour for 32 weeks (school year)= $4,800

   But the actual amount of Sofia's Individual Budget is based on her Person-Centered Plan and IPP goals.

Sofia's SDP Individual Budget Expenses

SERVICE	AMOUNT
Parent Training	$200
After School Aide and Summer School Aide	$6,000
Summer Camp (partial)	$1,000
Art Class	$200
Independent Facilitator	$1,500
Financial Management Service (FMS)	$900
Total	**$9,800.00**

DRAFT

So let's look at how we got here with Sofia. Her team figured out the following:

Parent training – Group larger trainings

After school aide – 10 hours/week, 32 weeks/year @ $15/hour
Summer School aide – 20 hrs/week, 4 weeks @ $15/hour

Summer camp – Expenses after scholarship

Art Class-cost of local class

Activity: Figuring Out Your Individual Budget Expenses

Individual Budget Expenses Worksheet

- Think of one your goals
- Can another source pay?
- Think about how much those services will cost.
- Paying a person by the hour? How many hours per week?
- Is it a one-time fee? Monthly fee?
- When will the service start and end?
- Do you need to pay taxes or insurance for your workers?

DRAFT

Handout activity titled Figuring Out Your Individual Budget Expenses: Should take about 15 minutes.

Now we are going to use a worksheet that will help you think about your SDP individual budget expenses.

•Think of one your goals you decided on through the person-centered planning process that will go into your IPP.

•Can another source pay for those services instead of your self-determination budget?

•If you want the SDP budget to pay for it, think about how much those services will cost. You can take your best guess for this activity. You will receive help when figuring out your expenses during your planning process.

•Are you paying a person by the hour? How many hours per week? How many weeks per year?

•Is it a one-time fee? Monthly fee?
•When will the service start? When will the service end?

•Do you need to pay taxes or insurance for your workers? Your FMS will help you for your real budget, but for this activity:

- •Add 20% more per hour for taxes, workers compensation, and liability insurance
- •If the staff will work more than 30 hours per week, add $240/month for health insurance

Budget Categories

- Your regional center assigns every expense in your Individual Budget to a service and budget category
- There are only three budget categories:
  - Living Arrangement
  - Employment and Community Participation
  - Health & Safety
- You can transfer up to 10% between categories
- If you need to transfer more, you need to get your team back together to discuss your budget and IPP

DRAFT

One more thing we want to tell you about your Self-Determination Individual Budget:

• Even though you have lots of flexibility with the services you want, the regional center still needs to keep track of how you are spending your money in order to get matching funds from the federal government.

• Your regional center will assign a service code and ALSO a budget category for everything you spend money on from your SDP budget. You don't have to worry about what they call the services. You call your services what you want and the regional centers will figure out how to assign a service code to it.

HANDOUT: SDP Services by Budget Categories

The three Budget categories are very broad.

- **Living Arrangement** – Supports you need in your home, such as care giving and housekeeping
- **Employment and Community Participation** – Services and things you need to have a job and be included in your community, such as a job coach and support to go into your community everyday. Important to look at the services called, "Community Integration Supports," which can mean anyone or anything who helps you in the community activities you want to participate in. Also, "Participant Directed Goods and Services" can be used for many services that you want because they help you meet your goals, such as art lessons, a theater class, or someone to help you make friends.
- **Health & Safety** – These services relate to anything that helps keep you healthy, such as various therapies, interventions, and medical treatments not covered by your health insurance. It also includes things that keep you safe such as alarm systems in your home and vehicle modifications.

When your Individual Budget Expenses are given to your regional center, they will put them into service codes and budget categories. You can change how your budget is spent over the course of the year, but you can't move more than 10% of your budget between categories without permission from your regional center or through an IPP.

For example, let's say you want to spend money on support staff to assist you at a computer class. That would be in the Employment and Community Participation category.

If you change your mind and decide to take an art class instead, that would still be in the same category and there would be no problems.

But if you change your mind and want to use that money on staff to help you at home, if it is more than 10% of your budget, you will need to speak with your regional center.

But don't worry, your service coordinator, FMS, and Independent Facilitator can help you figure this out.

Financial Management Service

Also called "FMS."

- Gets money from the regional center to pay for your services
- Tells you how much you have spent every month
- Makes sure you don't spend more than you have in your budget
- Checks backgrounds and qualifications of your workers
- Pays taxes for your workers

Responsibility

DRAFT

FMS is the only service provider who must be vendored with the regional center. This means they are the only provider who has to have a contract with the regional center.

BUT you still should have choices, according to the law. You can use any FMS vendored with any regional center

- The FMS holds all the money for you.
- They send you information every month about how much money you have spent from your budget.
- They will let you know if you have spent too much and will help you make sure you don't overspend.
- You don't have to check the backgrounds of your workers or pay their taxes. The FMS will do that for you.

Financial Management Service

There are three different types of models of FMS.

You choose which type you want based on your needs.

1) Bill Payer
2) Sole Employer
3) Co-Employer

In all of these types, you are still picking all of your providers and workers.

DRAFT

- Bill Payer also known as Fiscal Agent
- Sole Employer also known as Fiscal/Employer Agent (F/EA)
- Co-Employer

Think about the services you want funded by the SDP and think about the level of support you want from your FMS.

Pyramid handout has a brief description on each FMS model and shows the level of participant responsibility each FMS model

FMS: Bill Payer

This model may be for you if:

- You only want someone to pay the bills
- You do not want to be the employer of your workers
- The people who help you work for an agency
- You are purchasing items from a company

DRAFT

- The Bill Payer service is for someone who doesn't want to hire any employees and just wants someone to pay the bills for their services.
- It's for services where you don't have employees that you hire. Any direct care workers would work for an agency.
- You can pay for a karate lesson, or an aide from an agency, a computer, summer camp, or theater, etc.

FMS: Sole Employer

This model may be for you if:

- You want to have full control of the employment process for your workers
- You must arrange for liability, workers comp, and health insurance for your workers
- FMS receives workers' timesheets and sends paychecks (including taxes)
- Includes Bill Payer Model responsibilities

This type gives you the most responsibility and control

DRAFT

- The Sole Employer service is for you if you want to be in control and responsible for your workers
- You will be the only employer of your workers.
- Insurance can be paid out of your SDP Individual Budget, but you must arrange for it.
- For staff who work more than 30 hours per week, they must receive health insurance, which is paid for by your SDP individual budget. But you must arrange for it.

- You will have the most responsibility and most authority with this model.
- The FMS can help you be in charge of:
    - Your workers' timesheets
    - Makes sure that your workers are eligible to work for you and pass criminal background checks
    - Helps you give paychecks to your workers
    - Helps you manage your workers' taxes
    - Pay the bills
    - Also pays for general services like in the Bill Payer model

FMS: Co-Employer

This model may be for you if:

- You want more help with being the employer of your workers with your FMS.
- You want the FMS to help you with:
  - Arranging for the insurance, workers comp, and health insurance
  - Following employment laws
  - Receiving your workers' timesheets and send paychecks
  - FMS takes the liability of having the employee
- Includes Bill Payer Model responsibilities

Less responsibility than Sole Employer Model.

DRAFT

- The FMS will not find the workers – you will. You will still have control over who you hire and fire.

Jason's FMS

Jason chooses the Co-Employer Model because:

- He will have workers that he wants to employ
- He wants assistance in paying their taxes and insurance

DRAFT

Sofia's FMS

Sofia's family chooses the Bill Payer Model because:

- She will only be paying bills to agencies or organizations

DRAFT

FMS Discussion

What type of FMS help do you think you'll need?

Think about what your needs are.
Think about the level of responsibility you want.

What type of FMS would you choose and why?

DRAFT

Have people pair up to talk about:
Ask:

•Will you be employing workers directly?
•If yes, do you want all of the responsibility or control or do you want to share it with the FMS?
•Will you only hire people who work for agencies or only purchasing items?

•Until you've identified what services and supports you want for your plan, you may not be able to decide this right now. What's important to consider now, is what level of responsibility you want to have with your FMS.

Let's take just 2-3 minutes to think about this.