

# It's up to you!



*A planning guide for persons with developmental disabilities, and their families and teachers, who want to work and be active in the community*

# It's up to you!

*A planning guide for persons with developmental disabilities,  
and their families and teachers,  
who want to work and be active in the community*



With information about support services, local agencies and community resources

Introduction . . . . . 4

Timelines for action . . . . . 5

- Prepare for life after high school
- An important checklist
- Timelines for connections during high school
- Guide for parents & teachers for identifying services for each age group
- Pathways to Employment

Figuring out what you want . . . . . 17

- Get started
- Work with others
- Identify your interests, strengths, and needs



Understanding the services . . . . . 23

- Individual Supported Employment
- Group Supported Employment
- Specialized Industries/Pre-Vocational Employment
- Community Access
- Person to Person
- Individual and Family Assistance

Funding your supports . . . . . 25

- The nature of public funds
- The role of case managers and DDD
- Other funding possibilities
- Social Security
- The squeaky wheel



Benefits Planning & Analysis . . . . . 33  
 How a Benefits Specialist may help you  
 Social Security Work Incentives



Interviewing the agencies . . . . . 35  
 What do you need to know about the agency?  
 What does the agency need to know about you?  
 Make the appointments

Closing the deal . . . . . 39  
 About your paperwork  
 Setting your goals  
 Measuring your progress  
 The County role

Local service provider agencies . . . . . 41  
 Columbia Industries . . . . . 42  
 Goodwill Industries of the Columbia, Inc. . . . . 44  
 Horizons, Inc. . . . . 46  
 The Arc of Tri Cities . . . . . 48

My Plan . . . . . 51

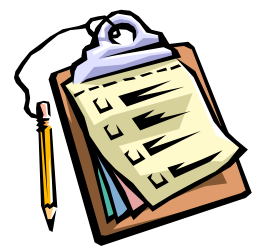


Resource Guide . . . . . 53  
 State and federal agencies  
 Community resources

Glossary of terms . . . . . 59  
 Alphabet soup and other mumbo-jumbo

**Worksheets**

Helpful people . . . . . 17  
 Things I like . . . . . 19  
 Things I am proud of . . . . . 19  
 Things that worry me and things that might help . . . 20  
 Summing it up . . . . . 21  
 My plan . . . . . 51



# Introduction

Getting a good job that pays the bills may seem out of reach and new friends can be hard to find. Making changes and learning new things can be tough, but if you are willing to do a little work, a good job and new friends could be just around the corner. Ask yourself, wouldn't it be worth it?

This guide is your introduction to some of the services and supports that are available in Benton and Franklin Counties. It was put together to help you organize your ideas, explain the local programs that might meet your needs, help you understand the service system, and offer a way for you to pick an agency. This workbook will help you bypass the confusion and problems that people have when they look for help. Taking the process one step at a time will help you manage your own choices and services.

Inside you'll find descriptions of local provider agencies that are currently qualified to work with adults with a developmental disability. People in these agencies can help you find a job, volunteer in the community, and arrange for you to take classes in the community.

Finding your place in the community begins with you. Agencies may play an important part but they need to know who you are and what you want. We encourage you to write down important information in this guide. Don't be shy about your ideas and be sure to ask your friends and family to help - sometimes they have important information!

Community participation - work, friendships, independence, a chance to learn, and the opportunity to contribute - can be attained once you make the commitment and get started. We hope this guide is just the beginning.



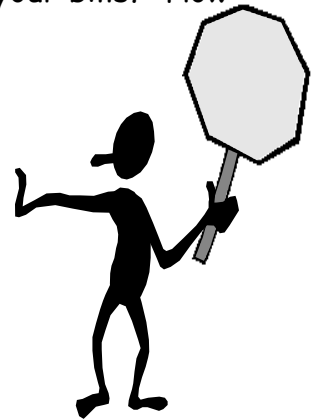
Best wishes,  
*Benton / Franklin Counties*  
*June 2005*

# Timelines for action

## Prepare for life after high school

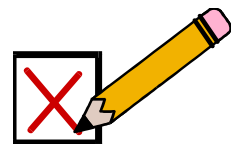
Becoming a young adult is an exciting time, when you leave the familiar structure and support of school, and enter the new world of adult life. There are teachers and counselors at school to guide you through the education path, but in the adult world the teachers are gone and it is very important for you to become your own guide. Do you know today what you will do after graduating from high school? Where will you live? What would you like to do with your time? How will you pay your bills? How will you get around town?

It is very important to start looking for the answers to these questions **BEFORE YOUR LAST YEAR OF HIGH SCHOOL**. Adults usually wait for several months to over a year for the service they want because there is not enough money in the community service systems to support all adults in getting a job. If you sign up for the services you need **BEFORE** you need them, you will be better prepared to put the skills you learned at school into action as soon as you graduate.



It is also important to work with your school teachers and counselors to design a school program through age 21. This is because employment and social support from the Division of Developmental Disabilities is not available before the year you turn 21. Staying in a school program doesn't need to mean staying in a classroom. Ask your teacher about life skills and work experience in the community.

## What you can do – an important checklist



- ✓ Stay in school until you are 21
- ✓ Connect to funding sources well **BEFORE GRADUATION**
- ✓ Have many different work experiences **BEFORE GRADUATION**
- ✓ Have a paid job **BEFORE GRADUATION**
- ✓ Use public transportation **BEFORE GRADUATION**
- ✓ Make guided decisions about your own life
- ✓ Take supported risks
- ✓ Surround yourself with people who believe in you
- ✓ **HAVE A PLAN BEFORE GRADUATION!!!**
- ✓ Know what questions to ask before you choose a support agency

# Timelines for connections to be ready for life after school TIME WAITS FOR NO ONE!!!

**DDD** - Make this contact as soon as possible. If you have lost the connections that you once had with DDD (Division of Developmental Disabilities), be sure to reconnect at high school transition time. Make sure that you are eligible for services. Find out who your current case manager is and let that person know when you will be graduating. The phone number for the local DDD office is (509) 374-2111.



**DVR** - Make contact with the Division of Vocational Rehabilitation at the latest by October of your last year of high school. Although DVR can take students at 18 years of age, there is no long term support until DDD (through Benton/Franklin Counties) picks up the funding at age 21. The best option is to stay in school gaining work experience until you are 21 years old. Remember that staying in school doesn't necessarily mean staying in the classroom. School credits can be earned while earning money on the job or gaining life skills in the community. The phone number for the local DVR office is (509) 374-2151.

**Social Security Administration** - This connection can be made at any age. If you were not eligible at a younger age because of your family income, the rules change on your 18<sup>th</sup> birthday. Only your income (and not your parents) is considered for SSI, or Social Security Income, once you are 18. Please talk to your Social Security

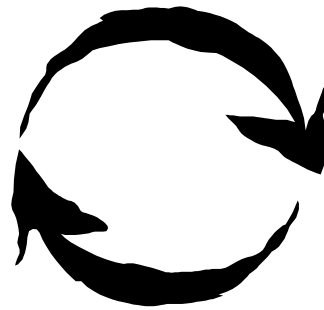


Administration and read the **Social Security** section of this guide for more information. This is a chance for you to be covered by Medicaid. Medicaid is very useful for those with physical disabilities or other major medical or care needs. SSI may be needed to pay for long term employment supports in the future. If you wait too long and you graduate and begin earning a good paycheck, you may not qualify for SSI. The phone number for the local SSA office is (509) 783-8777.

**Employment or Community Agencies** - In the last year of high school, parents and students should start shopping together for an employment or community support agency. You should get word of mouth recommendations from former students who are now working and actively participating in the community. You should also interview several agencies to see if they are compatible with your vision of life after high school. Some of these agencies are described later in this booklet.



HOW DO I KNOW IF MY  
CHILD NEEDS HELP?



WHAT KIND OF HELP  
CAN I GET FOR MY CHILD?





# Birth to Age 3

## DOES MY CHILD MEET DEVELOPMENTAL MILESTONES?

## IS MY CHILD GROWING LIKE OTHER CHILDREN THE SAME AGE?

~ Call Benton/Franklin Early Intervention Services at  
The Arc of Tri Cities (509) 946-5157

*A referral may be made to assess whether or not the child needs Child Development Services:*

- **If eligible, s/he will receive Child Development Services through age 3, or until milestones are met**
- **If developmental milestones are not met by age 3, then services switch to the School District**
- o If the child is not eligible, s/he may be referred to other pertinent services

*A referral may also be made to assess whether or not the child needs services through the Division of Developmental Disabilities:*

- **If eligible, the child will receive DD services as needed, such as Family Support and Community Supports**
- **The child is assessed again at age 3 to check if they still need services through DDD**
- o If the child is not eligible, s/he may be referred to other pertinent services



# Ages 3 to 6



## DOES MY CHILD NEED EXTRA HELP BEFORE STARTING SCHOOL?

### IS MY CHILD GROWING LIKE OTHER KIDS THE SAME AGE?

*Call your School District to see if the child needs extra help to reach developmental milestones:*

- **If eligible, s/he will receive Early Childhood Development Services through age 6, or until milestones are met**
- **An Individual Education Plan (IEP) is written for the child's goals to meet developmental milestones**
- o If the child is not eligible, s/he may be referred to other pertinent services

*Call the Division of Developmental Disabilities @ (509) 374-2111 to see if the child needs other help outside of school:*

- **If eligible, the child will receive DD services as needed, such as Family Support and Community Supports**
- **The child is assessed again at age 6 to check if they still need services through DDD**
- o If the child is not eligible, s/he may be referred to other pertinent services

Ages 6 to 14



DOES MY CHILD NEED EXTRA HELP IN SCHOOL?

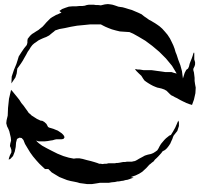
IS MY CHILD LEARNING LIKE OTHER KIDS THE SAME  
AGE?

*The School District will assess whether the child needs extra help in school:*

- **If eligible, s/he will receive Special Education Services with an Individual Education Plan (IEP)**
- **School Transition Services begin at age 14 if the child still needs Special Education Services**
- o If the child is not eligible, s/he will be enrolled in a regular classroom

*Call the Division of Developmental Disabilities @ (509) 374-2111 to see if the child needs other help outside of school:*

- **If eligible, the child will receive DD services as needed, such as Family Support and Community Supports**
- **Services continue as long as they are needed**
- o If the child is not eligible, s/he may be referred to other pertinent services



# Transition Services

## Ages 14 to 16

### WHAT WILL MY CHILD DO AFTER GRADUATION FROM SCHOOL SERVICES?

### HOW WILL I PLAN FOR MY CHILD'S FUTURE?

*Contact your school counselor to see if the child needs additional help from Special Services programs:*

- **If eligible, an Individual Education Plan (IEP) is written with individualized goals**
- **A Transition Team is recruited (e.g., DDD, Division of Vocational Rehabilitation (DVR), Arc of Tri Cities, employment providers, family, etc.)**
- **The Transition Team writes an Individual Transition Plan (ITP) with planning and goals for graduation**
- **Under the ITP, the student may participate in Special Education classes, Employment, or Socialization Programs**
- o **If the child is not eligible, s/he will be enrolled in a regular classroom**

*Call the Division of Developmental Disabilities @ (509) 374-2111 to see if the child needs other help outside of school:*

- **If eligible, the child will receive DD services as needed, such as Family Support and Community Supports**
- **Services continue as long as they are needed**
- o **If the child is not eligible, s/he may be referred to other pertinent services**

# Transition Services

## Ages 16 to 21



### WHAT SHOULD MY CHILD BE DOING BEFORE GRADUATING FROM SCHOOL?

### WILL MY CHILD BE READY FOR ADULT LIFE?

#### *Help from the School District:*

- 2 years before graduation, Division of Vocational Rehabilitation (DVR) checks on employment needs
- If eligible for DVR services, DVR works with the student's Transition Team to plan for Adult Services
- With the School District, DVR develops an Individual Plan for Employment (IPE) to plan for Adult Services
- **NO JOB/PROGRAM THROUGH SCHOOL AFTER STUDENT GRADUATES - ADULT SERVICES PLAN NEEDS TO BE IN PLACE!!!**
- o The student will receive Vocational or Life-Skill training from the School District until graduation (***SEE NEXT PAGE***)

#### *Help from the Division of Developmental Disabilities (DDD):*

- If not already eligible, the student needs to apply for services from DDD at least two years before graduating
- DDD works with DVR and School District to support DVR services to help student plan for adulthood while student is still in school
- **NO JOB/DAY-PROGRAM THROUGH DDD BEFORE YEAR OF 21<sup>ST</sup> BIRTHDAY** (family support and community supports through DDD may continue)
- **EARLY APPLICATION FOR DDD WILL HELP WITH A FASTER JOB/DAY-PROGRAM AT AGE 21**
- o If the child is not eligible, s/he may be referred to other pertinent services

# School Transition Services

## Ages 16 to 21

### HOW WILL THE SCHOOL DISTRICT HELP MY CHILD TRAIN FOR ADULT LIFE?

~ Students receiving Special Education Services receive Employment or Life-Skill training to prepare for transition to life after graduation

#### ***TRAINING IN SCHOOL SETTING:***

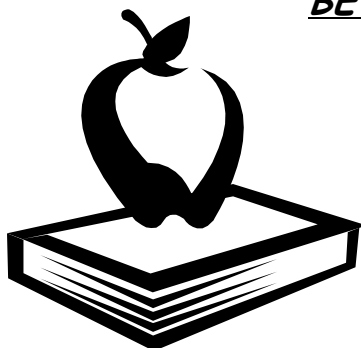
- Life-Skills classroom  
AND/OR
- Community Access  
AND/OR
- In-School Work  
Experience

o **SCHOOL SERVICES  
END AT GRADUATION  
OR AGE 21 - PLAN FOR  
ADULT LIFE NEEDS TO  
BE IN PLACE!!**

#### ***AND/OR TRAINING IN COMMUNITY SETTING:***

- Volunteer Work  
Experience AND/OR
- Work Experience with  
Employment Agency  
AND/OR
- Community Transition  
with The Arc of Tri Cities

o **SCHOOL SERVICES  
END AT GRADUATION  
OR AGE 21 - PLAN FOR  
ADULT LIFE NEEDS TO  
BE IN PLACE!!**



# Adult Services - Age 21 & up



## WHAT WILL MY CHILD DO AFTER GRADUATION FROM SCHOOL?

### WILL MY CHILD BE PREPARED FOR ADULT LIFE?

*Avoid long waiting lists for Employment/Day Program Services by applying with DDD at **LEAST** two years before student graduates:*

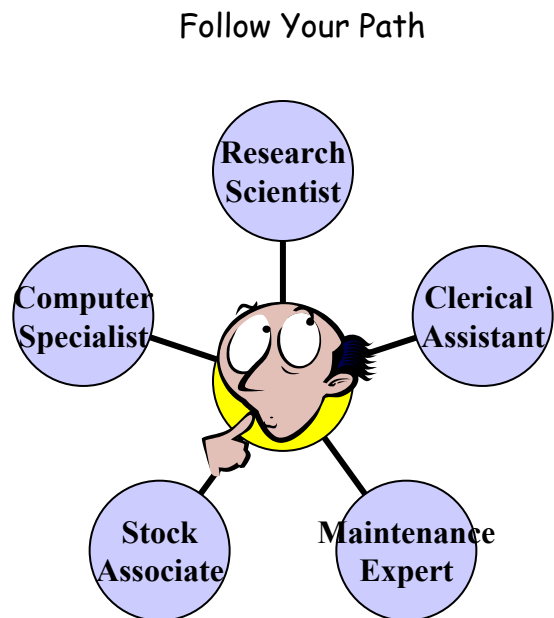
- If eligible for DDD services, Adult Services may be provided as needed (e.g., Employment, Housing, Community Supports, etc.)
- Supported Employment Services begin when DVR Job Placement Services end
- DDD coordinates Adult Services (e.g., Employment, Housing, Community Supports, Medical Needs, etc.)
- o If s/he is not eligible, DDD may make referrals for other pertinent services

*Avoid long waiting lists for Job Placement Services by applying with DVR at **LEAST** two years before student graduates:*

- If eligible for DVR services Job Placement Services will be provided (e.g., Assessment, Placement, Training, Support)
- Job Placement Services end when the person has been stable in the job for 2 to 3 months
- Supported Employment Services begin when DVR Job Placement Services end
- o If s/he is not eligible, DVR may make referrals for other pertinent services

# PREPARING FOR ADULT LIFE THROUGH Pathways to Employment

- It is the State's policy to see that each individual will be supported to pursue his/her own unique path to work, a career, or his/her contribution to/participation in community life. All individuals, regardless of the challenge of their disability, will be afforded an opportunity to pursue competitive employment.



Supports to pursue and maintain gainful employment in integrated settings in the community is the primary service option for working age adults (ages 21 to 62).





# Figuring out what you want

## Get Started

Getting a good job and finding your fit in the community starts with understanding who you are and figuring out what you want. It's a process that can take time and a good deal of effort - you won't want to do it alone. If you can think of a few good partners to help out in this process, they can offer support through tough times, add to your good ideas, and make the whole thing fun.

You can start by asking only one person who is close to you - someone you trust and with whom you are comfortable. As you go through the steps in this booklet, you'll want to include others who can help. By the time you are done, you'll know some new people and you'll be on your way to making things happen.

## Helpful People

*Add to your list as you think of new people who can help.*

Name and phone number



---

---

---

---

---

## Work with others

Figuring out what you want in life and then making it happen can't be done alone. You will be meeting and talking to a few new people. It's important to remember to be patient and help out by letting people know what you think. Listen to what others have to say and take part in meetings and planning sessions as much as you can. You can have a very important role. You know the most about yourself. Don't take a back seat and let others plan your life!



## Let others know what you think

*The people you'll be working with need to know what you like and what you want to do. Give them a good idea of your dreams, interests and skills. It's also important to share your fears and concerns.*

## Listen to what others have to say

*Find out what other people are thinking. They may know things about you that you have a hard time seeing. They can also tell you about their experiences with the system, jobs, and community activities. Remember, listening doesn't mean just being quiet. It's important to understand what people say - so if you don't understand something, be sure to ask questions.*

## Get involved as much as you can

*Work closely with people and you'll be successful. Write things down in this booklet or have someone help you record the new information you gather along the way. Working with others is good practice for when you go out on interviews and meet new people.*

## Identify your interests, skills, and needs

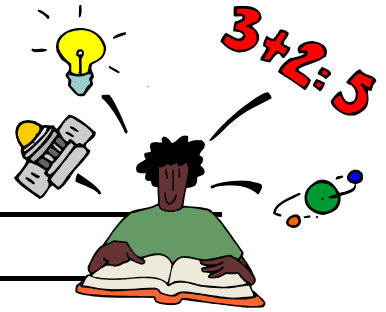
Do you have ideas about where you want to work? If so, it's important to make sure that the job ideas match your interests, skills, and needs. If you are not sure about work or if you are unclear about what the community has to offer, it's even more important that you have a clear picture of your interests, skills, and needs. They can lead you to where you want to go.

### *Interests*

It's a good idea to start by thinking about the things you like. Your interests are the key to your future. If you like doing something, you might be pretty good at it and that leads to figuring out what skills you might have. Take some time to think and talk about your hobbies. Where are the places that you like to spend time? What things do you like doing? Do you like being around people? What is the favorite part of your day? What do you look forward to doing? Do you like sports, shopping, going to church, or eating at restaurants? Do you watch television? What are your favorite programs? What are your hobbies? Are you an outdoor person? What is it about these things that make you happy and want to keep doing them? Get to the core of these questions and you'll be able to list your interests.

## Things I like

List the places where you like to spend time and the things you enjoy. List all your interests. If you've worked, include the things you liked doing.



---

---

---

---

---

## *Strengths*

Each of us has unique strengths and abilities. But sometimes we have a hard time recognizing our own gifts. That's why it's a good idea to ask others for help when you get to this part. When you look for a job or meet new people, you will want to make a good impression. Employers want to know about your talents and the things you have to offer. What do people like about you? Do you like to learn new things? Are you dependable? Honest? Do you work hard? Do you get along with people?

If your main interest is work, you'll want to pay special attention to your skills. Skills are those things you are good at. They might include tasks that you do well at home or school. Think about all the things you've done. What skills do you have from other jobs? For example, if you've worked at a nursery, what did you like most - transplanting and watering plants? Or were you better at working with customers? Can you read instructions, file, make change, count, or measure? Are you good with your hands?

## Things I am proud of

Think about your strengths and your practical skills. What are the things you are good at and like doing?



---

---

---

---

---

# Needs

In addition to figuring out your interests and skills, it's important to think about your needs. As you explore opportunities for the future, things will not always be perfect. There will be times when you'll need to compromise - consider things that aren't exactly what you want. There will be times when you turn down opportunities because they don't meet your needs. Balancing desires and needs and knowing when to compromise can be challenging.

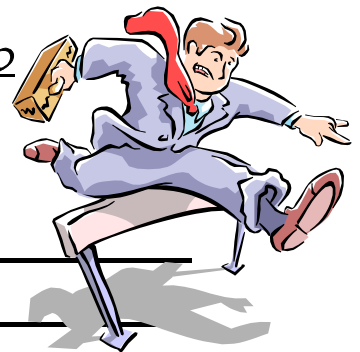
We all have things about us that we can't control or that we won't budge on. When figuring out your needs, it's helpful to take a good look at yourself - who are you? What are your support needs? Are you someone who gets along with people or are you someone who doesn't like being around lots of people? Are you grouchy in the morning? When you do things, are you slow and accurate or do you do things fast and make some mistakes? Do you have physical limitations like a hard time lifting or walking about? Do you need help using the bathroom? How are your hearing and vision? Do you take medication? Do you need to work indoors?

Listing these things is about finding the right fit in the community. In addition to listing those things that explain what you can and cannot do, it's important to think about support needs. What kind of things are helpful? If you have a tough time in the morning, is it helpful to use an alarm clock? If you make mistakes at work, what is the best way to remind you to slow down and check for accuracy?

Finally, it's very important to know what you need when you are looking for a job. How much money do you need to earn? What kind of people do you want to work with? Do you need health insurance? Does it matter when you work? Part-time? Evenings? Weekends? What are the things you really need and what are the things you can compromise on?

## Things that worry me and things that might help

*Think carefully and list the things that could be a problem, and ideas that might be helpful, as you look for work or ways to be active in the community.*



---

---

---

---

---

## Summing it up

*You've gathered a lot of information and learned valuable things about yourself. Now, it's time to pull it all together so it will be helpful to others. Answer the following questions from all the information you've gathered and put those things that are most important at the top of your list.*

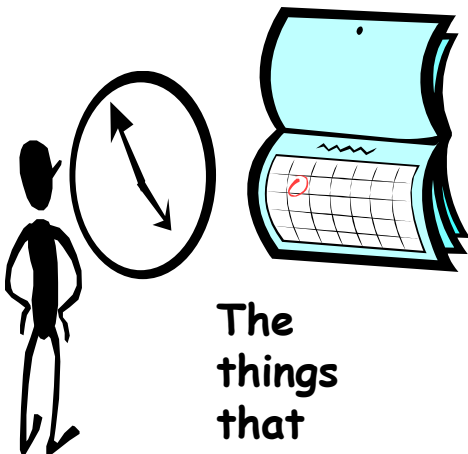
**If I could do anything, wouldn't it be great to...**



**My gifts are:**



**The things that I look for in a job and community are:**



**The things that my job must have:**



## People in my life



who can help me achieve my dreams

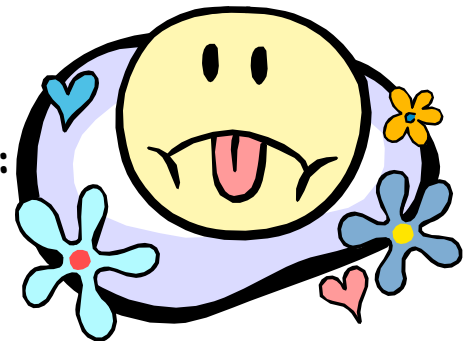
Things that I need to figure out in order to work and be active in the community:



The employers and places in the community that have the kinds of work and activities I'm looking for



I don't want to do these kinds of things:



# Understanding the services

By now, you and the folks you have asked to help you have an idea of your interests, skills, and support needs. If not, that is something that you should do right away. It's also something you will want to keep updated as things change.

Now it's time to introduce you to some of the agencies and people that are in your community. Benton and Franklin Counties have many fine service organizations that provide an array of services and assistance. These organizations can be divided into two categories - government agencies and private companies. In general, the government agencies determine eligibility, help with planning, and manage public funding. Private companies provide direct services.

Most of the private companies are nonprofit organizations; but that does not mean they work for free. They have expenses and charge for their services. The agencies listed in this guide are companies that contract with the County - that means they have agreed to follow certain rules when they work with you and in exchange, the County pays for authorized services.

One of the first things you'll need to do is meet with a Case Manager from the Division of Developmental Disabilities (DDD). He or she will review the different types of County support services and work with you to figure out which one is best for you. It would be helpful, but not necessary, to share the information you've gathered about yourself from the first part of this booklet.



The system of County support services, or Day Program Services, helps people with developmental disabilities pursue active lives, earn a living, and make meaningful contributions to the community. (If you would also like support with other aspects of daily life like figuring out where you will live and how you will get the medical care you need, ask your DDD Case Manager about these options.) Most people want to use County Day Program Services to get a job of their own. A good job means money, a feeling of pride and independence, and an opportunity to make new friends. Some people feel less secure about their skills and look for a more structured workplace where they can build their confidence and work skills. Finally, a small number of people are not interested in work because they are retired or have other things going on in their lives that keep them from working. In an attempt to address all of these needs, we offer an array of services.



**Individual Supported Employment** – Job development, on-the-job training, and follow-up services to help you find and keep your own job in the community. The exact services depend on your needs but they generally include developing work with an employer, offering training and support to supervisors and co-workers so everything works smoothly, helping you learn through on-the-job training, making adjustments to the workplace and job duties, and staying in touch to make sure things work out. People often times work with the Division of Vocational Rehabilitation (DVR) to find and learn the job, and then with the County for long-term support to make sure things continue to go well.



**Group Supported Employment** – Employment and on-the-job training with a small group of other people with developmental disabilities. It's like sharing a job in the community and it usually means there is always a supervisor close at hand. This kind of service happens in community businesses and might have you sharing your job duties with up to seven other people.

**Pre-Vocational Employment (Specialized Industries)** – Employment and training in businesses that have been set up for people with developmental disabilities. The service provides training and employment in a setting of primarily people with developmental disabilities and some non-disabled co-workers.

**Community Access** – This is typically a non-employment service that helps you include community activities into your life. These services aren't for everyone. People who qualify are often challenged with a major medical condition, or they may be 62 or older and choose a retirement life style.

**Person-to-Person Employment Services** – This is a program for people who want to work but aren't yet ready. The service helps to identify individual employment goals and provides training to prepare for one of the three types of employment listed above. Supports can focus on increasing vocational skills, improving problem behaviors, or a combination of both.

**Person-to-Person (non-employment)** – This service often focuses on a person-centered plan that is developed by you and people who you want to help you connect to people and organizations in the community.

**Individual and Family Assistance** – This service is made up of time-limited projects that are pre-approved by the Division of Developmental Disabilities Regional Manager. The idea is to provide support to families and persons with developmental disabilities in need of services and supports if extra funding exists. Subject to availability of funds, this time-limited service offers control and flexibility with the use of available resources.



# Funding your supports



## The nature of public funds

For people with developmental disabilities, federal and state funds combine to form the primary source of **long-term** support. However, *it is important to know that public funds for these services are not an entitlement, and therefore are limited.* So, even if you qualify for assistance, you are not guaranteed funding. Government agencies and private companies cannot help everyone who comes to them asking for publicly funded assistance. It's a good idea to sign up as soon as possible and put together a backup plan in case public funding is not available.

## The role of Case Managers

If you want public funds to pay for your services, you will need to work with a Case Manager. Case Managers work for a state government agency called the Division of Developmental Disabilities (DDD). When you meet with a Case Manager they will help you understand the system and let you know if you meet the qualifications to get help from DDD.

### What is DDD?

The Division of Developmental Disabilities (DDD) is part of the Department of Social and Health Services. DDD assists individuals with developmental disabilities and their families to obtain services and supports based on individual preferences, capabilities and needs, and that promote everyday activities, routines and relationships common to most citizens.

DDD uses state and federal funds to provide or purchase supports and services for eligible persons and their families. Resources are limited and needed services may not always be available. Services vary from region to region. Here is a list of services that are available:

**Case Management:** Helps eligible persons and their families 1) identify interest and support needs; 2) coordinate planning and development of resources; and 3) monitor service delivery.

**Medicaid Personal Care:** Provides personal care assistance for Medicaid eligible persons assessed as needing assistance with at least one direct personal care task as a result of the person's disability. This service is provided in your own home or adult family home and is a Medicaid "entitlement".

**Employment:** Provides ongoing support services and training for eligible persons with paid jobs in a variety of settings and worksites. May include individual or group options in the community and specialized industry settings.

**Community Access:** Provides activities, special assistance, advocacy and education to help eligible persons participate actively in their community.

**Infant Toddler Early Intervention Program:** Provides early intervention services, including family resources coordination, for eligible children from birth to age 3 and their families.

**Family Support:** Provides a variety of individual and community services to assist families in caring for their family member in their home. Includes respite care and therapies.

**Community Supports:** Provides medical, dental, professional therapies, transportation, and medically intensive services.

**Residential Services:** provides a variety of living alternatives for eligible persons who live with others or by themselves.

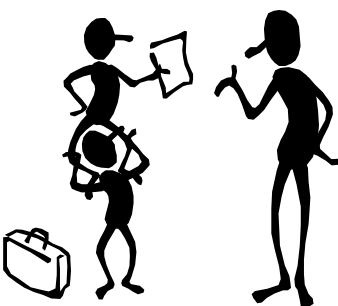
**Residential Habilitation Centers (RHC):** provides intensive services in 5 state operated residential facilities for individuals needing a high level of nursing care or skill development. In addition, respite and other specialized services may be available to persons living in the community.

## Who is DDD for?

Any individual who has a developmental disability that starts before age 18 and is expected to continue indefinitely may be eligible for DDD services. Developmental disabilities are: mental retardation, developmental delay (ages birth to 6), cerebral palsy, epilepsy, autism, other neurological conditions similar to mental retardation. Criteria for eligibility is defined in state law.

## How do I get supports and services?

Call your local DDD office at (509) 374-2111. Ask for an application for services to find out if you or your family member are eligible. If you or your family member has an emergency that requires immediate attention, or you cannot come in for an interview, tell the worker when you call. If you have a question about your baby's development, call the Infant Toddler Early Intervention Program at (509) 946-5157. When you meet with a Case Manager you will find out if you are eligible to receive funding that pays for services with local service providers.



Case Managers do not control the money. The DDD awards the money that pays for services to the County. The County works with Case Managers to be sure people get what they need and that the services are good.

Case managers usually know if there is money available. They can let you know if there will be a wait for public funding. If you are new to the system and are signing up for services for the first time, or if you have just moved to the area, it is likely that you will have to wait until funding becomes available.

If you have money of your own, you might want to consider paying for support services yourself. You can call any of the agencies in this guide to find out what they can do for you and how much they would charge to help you. Your Case Manager or the people who work for the private agencies may also be able to connect you to other funding sources.

## Other funding possibilities

As you consider funding from other government programs, you should remember that it is a two-part process. First, you must be eligible to receive help from the program. Each will have its own guidelines and ways of doing things. If you do meet the program requirements and get help in paying for services, you'll need to follow the rules that go with the funding. Some places only offer short-term funding and sometimes you need to prove that long-term money is available before they will help.

## Division of Vocational Rehabilitation

DVR is for any individual who 1) has a physical or mental impairment that results in a substantial impediment to employment; AND 2) requires vocational rehabilitation services to prepare for, obtain, or retain employment. Several of the private agencies listed in this guide have worked with the Division of Vocational Rehabilitation (DVR). They can help you get connected to a Vocational Rehabilitation Counselor. DVR focuses on employment and they can help you put together a plan to find a job and get the training you need to learn that job. Sometimes that's all it takes and if you don't need long-term support to keep your job, they could be just what you need. If you need lots of support, DVR can help you get started with a supported employment job, but they may need to know that you have long-term support available before they begin working with you. The Division of Vocational Rehabilitation only offers time-limited funding. The phone number for the local DVR office is (509) 374-2151. DVR services include:

**Medical Evaluation:** determines a person's strengths and vocational limitations through expert medical, psychiatric, social and psychological evaluations.

**Vocational Assessment:** identifies a person's interests, readiness for employment, work skills and job opportunities in the community.

**Counseling and Guidance:** establishes an ongoing relationship between the counselor and the person in which they explore the evaluation results and labor market opportunities, and develop a realistic plan to go to work.

**Restoration:** increases work potential and ability to retain a job through use of medical and assistive technologies.

**Job Preparation:** builds work skills to enable a person to obtain employment. Services may include volunteer experience, on-the-job training, vocational education or classroom training.

**Support Services:** support the person in completing the rehabilitation plan and becoming employed. Services may include assistance with transportation; the purchase of tools, equipment, books or work clothing; or providing support for independent living.

**Job Match/Placement:** assists in developing work opportunities and in obtaining and maintaining a job suited to the person's interests and capabilities.

**Follow-up:** follows a person's progress on the job for at least 90 days to ensure that employment is satisfactory.

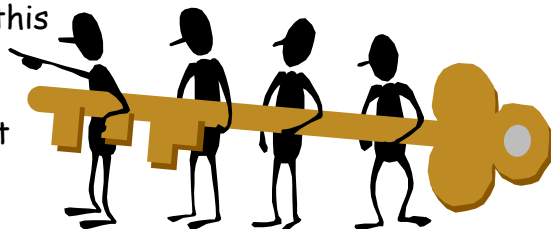
**Post-Employment:** provides short-term services to enable the person to stay employed.

**Independent Living:** provides evaluations and services that will assist persons in dealing with life issues that get in the way of rehabilitation and employment goals. Examples include accessing community resources, self-advocacy skills, money management and personal organization skills.

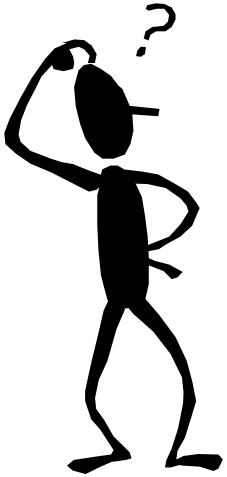
**Assistive Technology Services:** assist a person in the evaluation, selection, acquisition, or use of an assistive technology device to increase, maintain, or improve their functional capabilities.

## Services for the Blind

The Department of Services for the Blind (DSB) provides a variety of programs to blind and visually impaired persons of all ages. People whose vision is not correctable by ordinary eye care are candidates for this service. Their services are similar to those offered by DVR (as described above). This might be worth checking out if you are visually impaired.



# Social Security



Many people misunderstand how their wages affect their Social Security Benefits and health care. Some people don't realize they need to report their earnings to the Social Security Administration (SSA) when they receive any DSHS funding. Also, many people are unaware of Social Security Work Incentive programs, designed by the SSA to make the transition to work easier. It is important to educate yourself with accurate information about your benefits and how they may be affected by earned and unearned income. You should also learn about Work Incentives and find out which ones you are eligible for and can put into action. The phone number for the SSA office is (509) 783-8777. The SSA offers two benefit programs for people with disabilities.

Supplemental Security Income (SSI) – Supplemental Security Income is intended to provide a minimum level of income for individuals who are eligible. To be eligible for SSI, you must:

- have little or no income or resources;
- initially not be working, or working but earning less than Substantial Gainful Work Activity Level. **Substantial Gainful Activity (SGA)** is the performance of work for pay or profit;
- be disabled or blind and not earning wages at or above Substantial Gainful Activity;

When you receive SSI benefits and begin working, **earned income** is considered when determining the amount of your SSI benefit check. There is a reduction in SSI payment of approximately a \$1 reduction for every \$2 earned. The Social Security Administration (SSA) uses a standardized formula for this process.

Examples of **unearned income** include Title II/SSDI benefits, Workers' Compensation, Pension, and Adoption Subsidy. Unearned income is considered when determining the amount of the SSI benefit check. A standardized formula is also used in this calculation (approximately a \$1 reduction for every \$1 of unearned income).



Title II – **Title II Social Security Disability Insurance (SSDI)** benefits are paid to individuals with disabilities, and their dependents, who have been employed and have paid Social Security taxes. To be eligible for Title II/SSDI you must:

- have worked and paid Social Security taxes for enough years to be covered under Social Security;
- not be working, or working but earning less than the Substantial Gainful Activity level;
- be disabled or blind and not earning wages at or above SGA.

To be eligible for Title II benefits as a **Disabled Adult Child** you must:

- be 18 years of age or older and unmarried;
- become totally and permanently disabled before age 22; and
- be dependents of an insured worker who is either disabled, retired, or deceased.

When you receive Title II benefits and begin working, you will keep your entire SSA benefit check amount until your earnings exceed the SGA level of \$810. Once wages exceed SGA, you are no longer considered disabled and the benefit check will stop. If Work Incentives are applicable, you can earn above SGA and still be eligible for the benefit check. The SSA has created a Work Incentives program to make the transition to work with this benefit smoother.

## Overview of Work Incentives for SSI & SSDI

**Impairment Related Work Expenses (IRWE)** apply to both SSI and SSDI. The costs of certain impairment-related items and services that you need to work are deducted from earnings *in figuring SGA*, even if these items and services are also needed for non-work activities. The costs are not deducted from your wages, they are only deducted in the calculation of SGA level.

**Trial Work Period** applies to SSDI. The trial work period lets people test their ability to work or run a business for at least 9 months in spite of their disability, without affecting their disability benefits. They continue to get full benefits during the trial work period no matter how much they earn.

**Extended Period of Eligibility** applies to SSDI. The extended period of eligibility is a consecutive 36-month period during which cash benefits will be reinstated for any month the person does not work at the SGA level.

**Continuation of Medicare Coverage:** SSDI beneficiaries can receive at least 39 months of hospital and medical insurance after the trial work period, when a person goes to work and is engaging in SGA.



**Medicare for People With Disabilities Who Work** is also for SSDI. It allows certain people who have returned to work to purchase continued Medicare coverage after premium-free Medicare ends due to work.

**Earned Income Exclusion** applies to SSI, and allows most of your earned income to be excluded when figuring the SSI payment amount.

**Student Earned Income Exclusion** applies to SSI. If you are under age 22 and regularly attending school, you are allowed to exclude up to \$1370 of earned income per month when figuring your SSI payment amount.

**Blind Work Expenses:** Any earned income which a blind person uses to meet expenses needed to earn that income is not counted in determining SSI eligibility and the payment amount if you meet eligibility requirements.

**Plan for Achieving Self-Support (PASS)** allows a SSI recipient with a disability to set aside income and/or resources for a specified period of time for a work goal. For example, you could set aside money for an education, vocational training, or starting a business. The plan can help you establish or maintain SSI eligibility and can also increase your SSI payment amount.

**Property Essential to Self-Support** for SSI allows you to exclude certain resources you need for your self-support when figuring your SSI payment.

**Section 1619(a) - Special SSI Payments for People Who Work** allows people with SSI benefits to receive SSI cash payments even when earned income exceeds the SGA level. (This does not apply to SSI beneficiaries who are blind because the SGA requirement has never applied to them.)

**Section 1619(b) - Continued Medicaid Eligibility** continues Medicaid coverage for most working SSI beneficiaries under age 65 when their earnings become too high to allow a SSI cash payment.

## The squeaky wheel

Because of the shortage of resources, you and the people helping you need to be active on many fronts. In times of scarce funding possibilities, which translate to long waits for supports and services, it is important to advocate for the things you need. Decisions are made each year in the legislature and the school districts that directly affect the services in our local communities. Let these decision-makers hear what YOU need in YOUR community. If they don't hear it, they won't fund it.

- let your legislators know that employment supports are important to you
- encourage your school to have an employment oriented curriculum for 18 - 21 year-olds
- connect with potential fund sources such as DDD, DVR, Social Security Administration
- strengthen your advocacy efforts by joining forces with other persons with developmental disabilities, parents, and supportive helpers - a chorus is louder than a solo voice (a self-advocacy group called People First and a local Parent Coalition is at The Arc of Tri Cities, both of these groups are experienced with effectively advocating with decision-makers).







Do you want to:

- Find a job?
- Get a better job?
- Have more money?

Are you worried about:

- Losing your Social Security?
- Keeping your Medicaid/Medicare?
- Paying for job coaching, equipment, and transportation?

## A Benefit Specialist ...



May help you:

- *Walk through the maze of benefits and resources*
- *Understand how work affects your benefits*
- *Meet your employment goals*
- *Access Social Security work incentives*
- *Tap into beneficial government programs for housing and food assistance*
- *Examine your current benefits, needs and goals/priorities*
- *Assist with writing of PASS, development of IRWE, and accessing other work incentives*

Social Security Work Incentives may help you:

Keep your Medicaid or Medicare

Retain more of your Social Security cash benefits

Pay for work related expenses

Become more financially self-sufficient

■ Contact the local Social Security Administration Office at (509) 783-8777 for the name and phone number of your local Benefits Specialist or call the DVR office at (509) 374-2151 or Plan to Work at 1-866-497-9443.



# Interviewing the agencies

Before you start receiving a service you'll need to pick the agency you want to work with. This booklet has the names, phone numbers and service descriptions of the agencies qualified to provide employment and community access services in Benton and Franklin Counties. Some agencies specialize and do not provide all of the services available in the County. At times, agencies may even be full, that is, they may be providing support to as many people as they can.



It is up to you to find the agency with the right fit for you and to be sure you are happy, it's best to visit each agency that looks interesting. You can go on your own or with someone else. We recommend going with someone else so you can talk it over afterward. It is very important that you ask questions and provide as much information as possible. Here are some helpful hints:

- *Know what service you want to purchase. The service is what you and the Case Manager will figure out when you meet.*
- *Use this guide to find the agencies that provide the service you want. In the back you'll find a list of agencies and their services. You can put a check by the service you want to talk about.*

If you want to use **Person to Person** or **Individual and Family Assistance**, you might want to see if your Case Manager or someone from the County will go with you on the interview. Not all vendors know how these work and it might take some extra explaining.

## What do you need to know about the agency?

Think about what you want to ask. There are sample questions next to each provider's description (in the back of this booklet) but you will want to come up with some questions of your own. Here are some samples with tips on what to look for:

### What kind of jobs do your other participants have?

Look to see if most of the jobs are the same kind. It's better if there is variety. Have they helped others find jobs like the ones you are interested in?

## What kind of help does the agency provide?

Depending on your needs, look to see if you'll get on-the-job training. Do they provide transportation training? Training to co-workers? How will they help you once you have learned the job? Will they help you make friends or do they stick just to skill training?

## How experienced are the people who will be working with you?

Ask to meet the people who will be working with you. How good are they? What have they accomplished? What will they do for you? Can they deliver what you want? Ask about what happens if you are unhappy with the service.

## What will the agency do if you are unhappy with a job?

Find out what happens if you lose your job. Will they help you find another? Will they help if you want to find a better job?

## How big is the company?

You want to know how much time will be spent helping you every month. Find out how many customers each of their staff are responsible for. What are the average wages for the people they have helped? How are wages and benefits negotiated? What does the community think of this company?

Think about what you want to know and write down the questions on the pages next to the agency descriptions (in the back of this booklet). If you have lots of questions, that's great. Write your questions on a separate piece of paper. It's also a good idea to talk with others who have used the services to see if they were happy.

## What does the agency need to know about you?

It is important to ask lots of questions when you are trying to pick an agency. It's also very important to give information to the agency. You are looking to develop a partnership and it's best if you start by sharing information.

You will be off to a good start if you go to the agency with the information you collected in the third chapter of this guide. Each agency you talk to will be interested in learning about your interests, skills, and support needs. It will also be helpful if you can give them an idea of how much funding you have available. If you will be using County funding, the Case Manager can help you figure that out. If you will be paying for the services out of your own pocket, you'll need to see how much you can afford. It's also a good idea to let the agency know if you'd like them to help you with a PASS or IRWE (we talked about these in the **Social Security** section).

## Make the appointments

Now that you have your list of questions and information about yourself, it's time to contact the agencies and set up your interviews. Call each agency you want to get more information about and arrange to meet with someone who can answer your questions. You could get the information over the phone but we recommend a face-to-face meeting. That way you can see if the people you will work with might be a good match and you can get an idea of how their offices look. You will get some sense of how valuable you are going to be as a customer just by visiting the people in the agency.



If you have trouble making appointments over the phone, you might want to get help with this part. If you are going to your appointment with another person, it is a good idea to let the agency know that up front so there are no surprises. Once you have an appointment, write down the name of the person you'll be meeting with, the date and time, and the place you'll be meeting.

It's *not* a good idea to change an appointment. If something important does come up, be sure to let the agency know as soon as possible and set a new appointment when you call.

When it's time for your meeting, you want to be sure to be on time. Just like you'll be looking at the agency to see if you want to work with them, they will be looking at YOU to see if they will be able to help you. Being on time will be a good start. Once you are settled in and comfortable you can start by letting the person know you are looking for an agency to help you.

Tell them a little about yourself and then let them know that you have some questions. Be sure you get all your questions answered before you leave. As we mentioned earlier, it's a good idea to go to this meeting with someone else. It's nice to have someone to talk with about your meeting. You might even want to write down all the positives and negatives from the meeting. That way it will be easier to compare several agencies over time.

If after you've interviewed several agencies you still can't decide, you might want to talk with a couple of the agencies again. It's important to be respectful of their time but it is also very important for you to be happy with your decision.



# Closing the deal



Once you've identified the kind of support service you'll need and selected the best agency for you, it's time to do the paperwork. You are making an important decision and like any important purchase, it's a good idea to put things in writing. Here is a summary of the things that will happen. **Note:** *if you will be paying for your own services you might want to consider some of the next steps and set up an agreement with the agency you selected to help you.*

## About your paperwork

Once you've figured out which agency you'll be working with, you'll need to let your DDD Case Manager know so they can contact the County and the agency and get the paperwork started. It begins with a County Service Authorization - a form that helps the agency, County and DDD agree on the type of service you'll get and the amount of money the County will make available to pay for your services. After everyone has signed the Service Authorization, your Case Manager will give you a copy for your records.



## Setting your goals

One of the first things you'll do is put together an Individual Plan for yourself. Someone from the agency you've chosen will meet with you to figure out the things that you want to accomplish by working with the agency. You will also come up with ideas on how to make those things happen and set some deadlines. It's important to be clear about what you want and to believe that the steps toward your goals will work. Deadlines are also important because you need a way to measure progress toward the things you want.

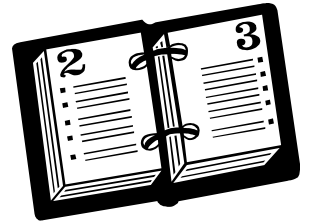
The Individual Plan is very important! It is a way for you and the agency to be clear about what you want and how they will help you. It is a beginning place, and there will be chances to make changes along the way.

You may want to ask someone to help you develop and review it to be sure it meets your needs. It's a good idea to have someone who can help you talk about what you want now and for the future. The information you put together when you started this booklet will be very helpful. It would be a good idea to include some of the people from your "helpful people" list on page 16. You

may want to invite your Case Manager. Once you are happy with the plan, you'll need to sign it - it is your contract with the agency. A person from the agency will also sign it and pass it on to your Case Manager. If you have a legal guardian you may want them to be part of your planning meeting because they'll need to sign your plan.

## Measuring your progress

Every six months the agency you work with is required to do a progress report. There will be another meeting - much like your Individual Plan meeting - to review the progress you and the agency are making toward your goals. If you have accomplished the things you wanted, it will be time to come up with new goals.



If the deadlines on your original plan have passed and you are not close to where you thought you'd be, it's time to come up with different ideas on how to get you to where you want to be. Or, you may want to drop your original ideas and come up with new goals that you want to work on.



When you are done reviewing your accomplishments, you should have a fresh set of goals and deadlines. When things go well, reporting and planning will happen every six months, but it's important to remember you can always talk with people who work at the agency about how things are going. Let them know if things aren't going well for you. If things *are* going well, it's important to tell them that too!

If you've been with an agency for a while and things aren't going well, you need to talk with the staff at the agency. It's important that they understand your problems and that you give each other a chance to fix things.

Every agency has a grievance procedure to address the concerns of customers who are unhappy. If nothing works, you may want to begin shopping for a new agency. Changing agencies or programs should not be taken lightly. You will need to call your Case Manager and you'll need to work together to figure out what program or agency might be best for you. The process will look a lot like when you signed up to receive services the first time.

## The County role

The Benton and Franklin Counties Department of Human Services manages funding from the Division of Developmental Disabilities and contracts with Benton and Franklin County agencies. Program staff for the County are available to help you if you get stuck or confused. The County office is in Kennewick at (509) 783-5284.



# Local service providers

The following pages have summaries of the service providers in Benton and Franklin Counties, as well as a work sheet for each provider to use when you are interviewing them. Each summary lists contact numbers, office address and a description of services offered by the organization. There is also a statement that sums up their way of working.

The organizations are listed in alphabetical order and each has a contract with the Benton and Franklin Counties Department of Human Services to provide the listed services. It's up to you to choose the one that's right for you.



## **Columbia Industries**

900 S. Dayton  
P.O. Box 7346 (mailing address)  
Kennewick, WA 99336  
(509) 582-4142 x 203

## **County Contracted Services:**

- ✓ Individual Supported Employment
- ✓ Group Supported Employment
- ✓ Pre-Vocational Employment
- ✓ Person-to-Person Employment
- ✓ Transition Services

Since 1963, Columbia Industries has been promoting the vocational advancement of people with disabilities and other barriers to employment and providing employers with dedicated, trained employees. Through partnerships with community businesses and organizations, Columbia Industries provides a wide variety of products, services, vocational training and career development services.

Employment and Training: This program assists employers and individuals by linking participants to services, training, education and placement into jobs. Training is supported in the areas of Career Development, Basic Job Skills, GED preparation, Work Experience and On-the-Job Training.

Rehabilitation Services: Assessment Services are offered to individuals to help determine job interests and potential for becoming successful in competitive employment. The service also assists individuals in becoming self-sufficient in their daily lives.

- On-site Training Services offers individuals the opportunity to work in a structured environment with close supervision to learn appropriate work habits, gain work experience and acquire school credit. On-site training also helps individuals determine job interests and their potential for becoming successful in competitive employment.
- Community Services assists individuals in locating, obtaining and maintaining competitive employment. These services focus on matching the individuals existing skills and interests to a job in the community.

Through its Commercial Operations Division, Columbia Industries offers diverse employment opportunities (both on-site and in the community) including:

- The Assembly/Shredding Center
- Janitorial Services
- Laundry Services
- SCS Storage, Packaging and Repacking
- The Wood Shop

## Interview notes

### Appointment information:

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Contact name and phone: \_\_\_\_\_  
name phone

### Questions:

*Sample questions:* How many people have you found jobs for? Where do the people work? How long do the jobs last? How long does it take to get a job? What do you expect of me? What are my responsibilities?

### Things I want to ask:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### After the interview notes

Things I liked about the agency and staff:

1. \_\_\_\_\_

2. \_\_\_\_\_

Things that concern me:

1. \_\_\_\_\_

2. \_\_\_\_\_

## **Goodwill Industries**

### **of the Columbia**

815 N. Kellogg, Suite A  
Kennewick, WA 99336  
(509) 735-0400

### **County Contracted Services:**

- ✓ Individual Supported Employment
- ✓ Group Supported Employment
- ✓ Pre-Vocational Employment
- ✓ Person-to-Person Employment
- ✓ Transition Services

Since 1961, Goodwill Industries of the Columbia, Inc., has been providing education, training, and employment services to people with disabilities and other barriers to employment in the Tri-Cities. Goodwill's commitment is to help people help themselves by increasing their opportunities and occupational capabilities so that they may realize their fullest potential and achieve greater self-esteem and independence.

### **Rehabilitation**

Goodwill offers pre-vocational and skills training for persons with mild to severe disabilities. Program participants work in one of the three retail stores (Pasco, Kennewick, and Richland) where training is provided while working side by side with Goodwill employees. Tasks range from processing donated goods and preparing items for sale in Goodwill stores to clerking in the stores under the supervision of retail staff.

Goodwill also has two community-based enclaves where program participants work with a job coach to learn a variety of skills associated with custodial work and hotel housekeeping services.

### **Community Employment Services**

Goodwill Industries offers an extensive range of services designed to meet the specific needs of the disabled clients. Services provided include:

- ABE/GED instruction
- Facility-based vocational assessment and skill training
- Community-based work experience, job placement and long-term support
- Career-based educational classes for career and/or wage advancement
- Employment training opportunities through commercial operations including housekeeping and custodial services

## Interview notes

### Appointment information:

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Contact name and phone: \_\_\_\_\_  
name phone

### Questions:

*Sample questions:* How many people have you found jobs for? Where do the people work? How long do the jobs last? How long does it take to get a job? What do you expect of me? What are my responsibilities?

### Things I want to ask:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### After the interview notes

Things I liked about the agency and staff:

1. \_\_\_\_\_

2. \_\_\_\_\_

Things that concern me:

1. \_\_\_\_\_

2. \_\_\_\_\_

## **Horizons, Inc.**

440 Barnard Blvd.  
Sunnyside, WA 98944  
(509) 839-8066  
web site: [abouthorizons.org](http://abouthorizons.org)

## **County Contracted Services:**

- ✓ Individual Supported Employment
- ✓ Group Supported Employment
- ✓ Pre-Vocational Employment
- ✓ Transition Services

Horizons, Inc., was established in 1982 to cultivate employment opportunities and experiences that assist and empower people to fulfill their economic and human potential. Horizons works to assist each individual to achieve their goals by supporting them to minimize their barriers and maximize their strengths. While its corporate offices are in Sunnyside, Horizons also provides services in Benton and Franklin Counties.

Horizons provides a broad range of services based on the customers' needs. By working with the customer to develop a personalized program plan, Horizons individualizes services based on needs and vocational desires.

Horizons provides services that include:

- Prevocational training
- Group supported employment
- Individual supported employment
- Job preparation/placement
- Job shadowing/mentoring
- Micro business development
- Vocational assessment
- WorkFirst intensive in-home services
- Janitorial training
- Grounds maintenance training
- Computer training
- Behavioral training and consultation
- Community Access
- Whole family services
- Life skills classes
- Case management

## Interview notes

### Appointment information:

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Contact name and phone: \_\_\_\_\_  
name phone

### Questions:

*Sample questions:* How many people have you found jobs for? Where do the people work? How long do the jobs last? How long does it take to get a job? What do you expect of me? What are my responsibilities?

### Things I want to ask:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### After the interview notes

Things I liked about the agency and staff:

1. \_\_\_\_\_

2. \_\_\_\_\_

Things that concern me:

1. \_\_\_\_\_

2. \_\_\_\_\_

## The Arc of Tri Cities

761 Williams Boulevard  
Richland, WA 99352  
(509) 946-5157

## County Contracted Services:

- ✓ Community Access
- ✓ Person-to-Person Services
- ✓ Transition Services

The Arc of Tri-Cities is a non-profit organization founded in 1950 by parents to promote services and support for their family members with developmental disabilities. The Arc works with participants of all ages, ensuring that they have access to all the resources and assistance available that they need to live, learn, work and play in their communities, improving the quality of life for all of us. Programs provided by The Arc include:

- Advocacy: The Advocacy program consists of a variety of activities to help remove attitudinal, educational, and social barriers facing people with disabilities.
- Partners N Pals: A community-based summer day camp for children with special needs, aged 7-21.
- Benton Franklin Infant Toddler Program: Family Resources Coordinators (FRCs) support families who have concerns about their child's development to coordinate early intervention services.
- Community Access: Education and community activities to help participants work toward personal goals to achieve the greatest possible level of independence and inclusion into the community.
- Parent to Parent: This program provides emotional support to the parents of a child with developmental disabilities from the parent of another child with similar disabilities.
- Kids Afternoon Out: Once a month, September through May, Kids Afternoon Out provides recreational activities for children aged two through 12, and respite to families.
- Adult Recreation: This program includes staff-supported activities that provide social interaction and leisure choices, including swimming, camping, dances, movies, plays, sporting events, bingo, etc.
- People First: People with developmental disabilities advocating for their own rights.
- Community Transition: In partnership with local school districts, high school students aged 16-21 and their families are assisted in planning for the future, to make the transition from the school setting to adult life in the community. Topics addressed may include safety awareness, money management, social appropriateness, volunteer work, etc.



## Interview notes

### Appointment information:

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Contact name and phone: \_\_\_\_\_  
name phone

### Questions:

*Sample questions:* What do people in Community Access do? How much time will you spend with me? How many new people will I meet and how long will it take? What do you expect of me? What are my responsibilities?

### Things I want to ask:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### After the interview notes

Things I liked about the agency and staff:

1. \_\_\_\_\_

2. \_\_\_\_\_

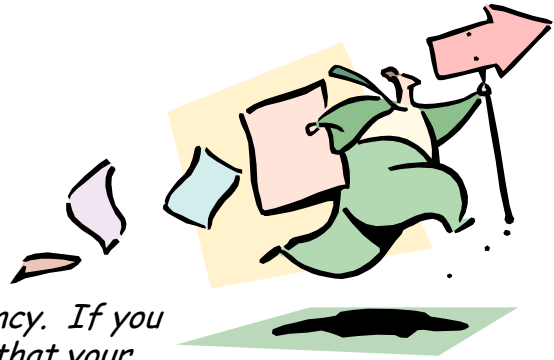
Things that concern me:

1. \_\_\_\_\_

2. \_\_\_\_\_



# My plan



## GOALS

*Goals are those things you want to have happen as the result of working with an agency. If you want a job, that's your goal. It's important that your goals are clear. If you want an office job working with computers and filing, your goal should say that. Once you and the agency agree on your goals, write the most important ones below.*

1. \_\_\_\_\_

2. \_\_\_\_\_

## ACTION STEPS

*Action steps are the things you and the agency need to do to make your goals happen. If you want that office job, an action step might be for you and your agency to contact ten employers that have the kind of work you want. Each of your goals should have several action steps and due dates. Write your action steps below and be sure you and your agency follow through with them.*

Action steps for goal #1

due date

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

Action steps for goal #2

due date

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_



# Resource guide

## State and federal agencies

### **Division of Developmental Disabilities**

500 North Morain, Suite 2102  
Kennewick, WA 99336  
(509) 374-2111

### **Social Security Administration**

8551 West Gage, Suite M  
Kennewick, WA 99336  
(509) 783-8777

### **Healthy Mothers, Healthy Babies**

(800) 322-2588

## Local community resources

### **Adult Day Services**

10 North Washington  
Kennewick, WA 99336  
(509) 586-5731

### **Adult Protective Services**

800 West Court  
Pasco, WA 99301  
(509) 545-2625

### **American Red Cross**

7202 West Deschutes  
Kennewick, WA 99336  
(509) 783-6195

### **The Arc of Tri Cities**

761 Williams Boulevard  
Richland, WA 99352  
(509) 946-5157



### **Division of Vocational Rehabilitation**

500 North Morain, Suite 2104  
Kennewick, WA 99336  
(509) 374-2151

### **Department of Services for the Blind**

1712 South 16<sup>th</sup> Avenue  
Yakima, WA 98902  
(509) 575-2014  
(800) 552-7103

### **ASK**

**Answers for Special Kids**  
(800) 322-2588

### **Ben Franklin Transit**

1000 Columbia Park Trail  
Richland, WA 99352  
(509) 735-4131

### **Benton-Franklin Children's Developmental Center**

1549 Georgia Avenue SE  
Richland, WA 99352  
(509) 735-1062

### **Catholic Family Services**

PASCO:  
1730 West Park St., Suite B  
Pasco, WA 99301  
(509) 545-6145  
**OR** (next page)

**Catholic Family Services**

**RICHLAND:**  
2139 Van Giesen  
P.O. Box 1504  
Richland, WA 99352  
(509) 946-4645

**Child Care Resource & Referral**

800 West Court  
Pasco, WA 99301  
(509) 547-1718

**Child Protective Services**

1661 Fowler  
Richland, WA 99352  
(509) 737-2800

**Children's Hospital**

4800 Sand Point Way NE  
Seattle, WA  
(206) 526-2000

**Columbia Basin College**

2600 North 20<sup>th</sup>  
Pasco, WA 99301  
(509) 547-0511

**Columbia Basin Domestic Violence**

7425 West Clearwater Avenue  
Kennewick, WA 99336  
(509) 735-2271

**Columbia Industries**

900 South Dayton  
Kennewick, WA 99336  
(509) 582-4142

**Community Action Committee**

720 West Court  
Pasco, WA 99301  
(509) 545-4042

**Community Svcs Office/DSHS  
(food stamps & medical coupons)**

**KENNEWICK:**  
1020 North Edison  
Kennewick, WA 99336  
(509) 735-7119

**or**

**PASCO:**  
720 West Court  
Pasco, WA 99301  
(509) 545-1400

**Contact Helpline**

P.O. Box 684  
Richland, WA 99352  
(509) 943-6606

**Council on Aging**

(509) 946-7641 OR  
(509) 943-5374

**Crisis Response Unit**

2635 West Deschutes  
Kennewick, WA 99336  
(509) 783-0500

**Dial-A-Ride**

1000 Columbia Park Trail  
Richland, WA 99352  
(509) 735-0160

**Division of Children and  
Family Services**

1661 Fowler  
Richland, WA 99352  
(509) 737-2800

**Domestic Violence Service**

(509) 582-9841

**Energy & Emergency Assistance**

720 West Court  
Pasco, WA 99301  
(509) 545-4065

**E.S.D #123**

3918 West Court  
Pasco, WA 99301  
(509) 547-8441

**Evergreen Legal Services**

(800) 342-3872

**Family Resource Coordinators**

The Arc of Tri Cities  
761 Williams Boulevard  
Richland, WA 99352  
(509) 946-5157

**Food Bank**

KENNEWICK:  
420 West Deschutes  
Kennewick, WA 99336  
(509) 586-0688

**RICHLAND:**

321 Wellsian Way  
Richland, WA 99352  
(509) 943-2975

**Goodwill Industries**

KENNEWICK STORE:  
104 Vista Way  
Kennewick, WA 99336  
(509) 783-2449

**KENNEWICK CORPORATE:**

815 North Kellogg St., Suite A  
Kennewick, WA 99336  
(509) 735-0400

**PASCO STORE:**

307 West Columbia  
Pasco, WA 99301  
(509) 547-7717

**RICHLAND STORE:**

201 Wellsian Way  
Richland, WA 99352  
(509) 946-4575

**Head Start**

1549 Georgia Avenue SE  
Richland, WA 99352  
(509) 735-1062

**Health Department**

KENNEWICK:  
800 West Canal  
Kennewick, WA 99336  
(509) 586-0207

**PASCO:**

1218 North 4<sup>th</sup>  
Pasco, WA 99301  
(509) 547-9737

**PROSSER:**

310 7<sup>th</sup>  
Prosser, WA 99350  
(509) 786-1633

**RICHLAND:**

471 Williams Boulevard  
Richland, WA 99352  
(509) 943-2614

**Housing Authority**

KENNEWICK:  
1915 West 4<sup>th</sup> Place  
Kennewick, WA 99336  
(509) 586-8576

**PASCO:**

820 North 1<sup>st</sup> Avenue  
Pasco, WA 99301  
(509) 547-3581

**RICHLAND:**

1215 Thayer Drive  
Richland, WA 99352  
(509) 943-8686

**Horizons, Inc.**  
440 Barnard Blvd.  
P.O. Box 427  
Sunnyside, WA 98944  
(509) 839-8066

**Juvenile Justice Center**  
5606 West Canal  
Kennewick, WA 99336  
(509) 783-2151

**La Clinica**  
KENNEWICK:  
5219 Clearwater #6  
Kennewick, WA 99336  
(509) 783-4454

PASCO:  
515 West Court  
Pasco, WA 99301  
(509) 547-2204

**Legal Aid Services**  
(509) 582-5378

**Lilac Blind Foundation**  
(800) 442-7893

**Lourdes Counseling Center**  
1175 Carondelet Drive  
Richland, WA 99352  
(509) 943-9104

**Lutheran Community Services NW**  
3321 West Kennewick Ave., Suite 150  
Kennewick, WA 99336  
(509) 735-6446

**Neurological Center**  
712 Swift #1  
Richland, WA 99352  
(509) 943-8455

**Nueva Esperanza  
Counseling Center**  
720 West Court, Suite #8  
Pasco, WA 99301  
(509) 546-6506

**Parent Education, C.B.C.**  
1011 Northgate  
Richland, WA 99352  
(509) 946-8796

**Parent to Parent**  
The Arc of Tri Cities  
761 Williams Boulevard  
Richland, WA 99352  
(509) 946-5157  
(800) 821-5927 (state office)

**Parents Anonymous  
family help line**  
(800) 932-4673

**P.A.V.E.  
Parents Are Vital in Education**  
(800) 821-4113

**People 4 People Transportation**  
(800) 233-1624

**Public Assistance**  
see Community Services Office

**Rape Relief, Sexual Assault**  
see Sexual Assault Response

**St. Vincent De Paul**  
KENNEWICK:  
1401 West Kennewick Avenue  
Kennewick, WA 99336  
(509) 586-1053

PASCO:  
1120 West Sylvester  
Pasco, WA 99301  
(509) 547-2341



**Salvation Army**  
310 North 4<sup>th</sup>  
Pasco, WA 99301  
(509) 547-2138

**Senior Information & Assistance**  
BENTON COUNTY:  
(509) 735-0315

FRANKLIN COUNTY:  
(509) 545-3459

**Service Alternatives**  
3311 West Clearwater, Suite 1003  
Kennewick, WA 99336  
(509) 783-0758

**SE Washington Service Center  
of the Deaf & Hard of Hearing**  
124 North 5<sup>th</sup> Avenue  
Pasco, WA 99301  
(509) 543-9644 voice  
(509) 543 9649 TTY

**Special Olympics**  
8911 West Grandridge, Suite P  
Kennewick, WA 99336  
(509) 736-3120

**Special Services - Public Schools**  
KENNEWICK:  
200 South Dayton  
Kennewick, WA 99336  
(509) 585-3130

PASCO:  
1215 West Lewis  
Pasco, WA 99301  
(509) 543-6703

RICHLAND:  
615 Snow Avenue  
Richland, WA 99352  
(509) 942-2456

**Sexual Assault Response Center**  
830 North Columbia Center Blvd  
Kennewick, WA 99336  
(509) 374-5391

**STARTING POINT**  
**Resources for Children with  
Special Health Care Needs**  
(877) 526-2500, option 4  
OR  
<http://www.cshcn.org>

**Sunderland Family Treatment  
Services**  
8514 West Gage Boulevard, #301  
Kennewick, WA 99336  
(509) 736-0704

**Tri-Cities Chaplaincy**  
2108 West Entiat  
Kennewick, WA 99336  
(509) 783-7416

**Tri-Cities Residential Services**  
101 North Union, #112  
Kennewick, WA 99336  
(509) 783-3331

**Tri-Cities Union Gospel Mission**  
112 North 2<sup>nd</sup>  
Pasco, WA 99301  
(509) 547-2112

**United Way of B/F Counties**  
401 North Young  
Kennewick, WA 99336  
(509) 783-4102

**Unity Counseling Services**  
303 North 20<sup>th</sup> Avenue  
Pasco, WA 99301  
(509) 547-9545

**Volunteer Center**

10 North Washington, Suite 4  
Kennewick, WA 99336  
(509) 582-0631

**Walsh & Associates**

402 North Neel  
Kennewick, WA 99336  
(509) 735-1964

**Washington State Fathers Network**

For fathers & families of children  
with special needs  
16120 NE 8<sup>th</sup> Avenue  
Bellevue, WA 98008-3937  
(425) 747-4004 x 218  
[www.fathersnetwork.org](http://www.fathersnetwork.org)

**Welfare**

See Community Services Office

**WIC -**

**Women, Infants, Children Program**

KENNEWICK:  
(509) 586-0207

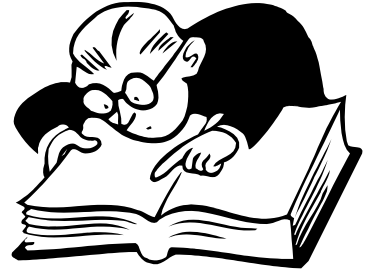
PASCO:

(509) 547-9737

RICHLAND:

(509) 943-2614

# Glossary of terms



**A.F.H.:** Adult Family Home - A *DDD* licensed home for between two and six individuals aged eighteen or older to provide residential care for persons with a disability.

**A.L. PROVIDER:** Alternative Living Provider - contracted through *DDD* - participants may choose an individual or an agency service provider, depending upon availability within their community, to assist with Alternative Living Services.

**A.L.S.:** Alternative Living Services - a *DDD* program to assist eligible individuals to live independently in their own homes. *ALS* includes services not authorized by Medicaid Personal Care (*MPC*). *ALS* can be combined with *MPC* when an individual requires both services to live independently.

**A.P.S.:** Adult Protective Services - a division within *DSHS* charged with assuring the safety and well being of vulnerable adults.

**APPLICATION STATUS:** *DVR* - prior to plan status, the process of determining eligibility for *DVR* services.

**ARC:** see The Arc of Tri-Cities

**B.F.C.D.C.:** Benton-Franklin Children's Developmental Center - a non-profit organization governed by a Board of Directors comprised of parents and interested citizens from our local community. The Center's mission is to provide our community with a place where families with children ages birth to three years, who have developmental delays, receive quality services from experienced professionals who individually and collectively dedicate themselves to development, growth and success for every child.

**B.F.D.H.S.:** Benton/Franklin Department of Human Services - Contracting with *DSHS* and sub-contracting with *local providers*, manages human service contracts with vendor agencies in the areas of developmental disabilities, mental health, and chemical dependency - including prevention and early intervention projects.

**BLUE PLAN:** see Outcome Service Delivery Plan

**C.A.:** Comprehensive Assessment - (part of a *DDD* participant's Service Agreement) to measure an individual's independent living skills and determine feasible goals and necessary supports.

**C.B.A.:** Community Based Assessment - work trial period whereby the participant "works" for typically 1-2 weeks with an employer in the *community*, at an integrated work site in order to determine capability to perform a particular job.

**C.P.S.:** Children's Protective Services - a division within *DSHS* charged with assuring the safety and well being of children.

**C.R.P.:** Community Rehabilitation Program - *Columbia Industries, Goodwill Industries, and Horizons Inc. are CRP's* - DVR certifies CRP's that provide services to DVR participants. Typically CRP's provide job placement, coaching, independent living, and assistive technology services.

**C.R.U.:** Crisis Response Unit - managed by *BFDHS*, provides mental health crisis response and stabilization services.

**C.S.A.:** County Service Authorization - a *DDD* generated form documenting an individual's name, address, case number, case manager, social security number, type of day program, program begin date, and fund source code. This form verifies eligibility for services.

**C.S.O.:** *DSHS* Community Service Office - (formerly known as the Welfare Office) provides financial assistance, food stamps, and Medicaid services.

**CASE MANAGER:**

❖ *DDD Case Resource Manager* - an individual assigned to assist individuals with obtaining and maintaining services and resources for persons with developmental disabilities.

❖ *Columbia Industries Case Manager* - the staff responsible for the management of the program for a given participant.

**CHILD DEVELOPMENT SERVICES:** provided at *BFCDC* - Early Intervention Services including specialized therapeutic and/or educational services for eligible infants and toddlers and their families from birth to the child's third birthday or, by County exception, enrollment in public school. Services are provided in natural environments to the maximum extent appropriate to the needs of the child, including the home and community settings in which infants and toddlers without disabilities participate.

**COLUMBIA INDUSTRIES:** a CRP with a mission of providing opportunities for the vocational advancement of persons with disabilities and other barriers to employment.

**COMMUNITY ACCESS (C.A.):** Services that assist people with disabilities to gain access to community activities in which people without disabilities also participate.

**COMMUNITY-BASED EMPLOYMENT:** *see I.E.*

**COMMUNITY-BASED SERVICE:** a *DDD*-paid service that provides supports for individuals and their families, in a person's home or community; to assist those individuals in gaining access to the everyday activities, routines and relationships common to most citizens. Those services may include, but are not limited to, employment supports, day programs, family supports, personal care, early intervention, and residential supports.

**COMMUNITY GUIDE:** a person who researches community resources for *DDD* participants, and facilitates the utilization of desired resources by the participant and/or the participant's family.

**COMMUNITY PROTECTION:** a program for *DDD* participants who have been convicted of or charged with a crime of sexual violence, with acts directed toward others for the primary purpose of victimization, or who have a history of sexually violent and/or predatory behavior or have committed one or more violent crimes. Security precautions are established within the community protection program to ensure appropriate levels of supervision of the individual so he/she may work successfully in the community and continue to remain out of criminal justice system settings while community members are protected from endangering behaviors.

**COMMUNITY SUPPORT SERVICES:** *DDD* services including, but not limited to: architectural, case management, early childhood intervention, employment, counseling, family support, respite care, information and referral, health services and equipment, therapy services, and residential support.

**COMPETITIVE EMPLOYMENT:** *see I.E.*

**D.D.D.:** Division of Developmental Disabilities - as a part of *DSHS*, agency that assists individuals with developmental disabilities and their families to obtain services and supports which are based on individual preferences, capabilities, and needs, and which promote everyday activities, routines, and relationships common to most citizens.

**D.V.R.:** Division of Vocational Rehabilitation - as a part of *DSHS*, agency that assists individuals with barriers to employment in obtaining, maintaining or advancing in employment by conducting assessment, training, placement, and retention services.

**DAY PROGRAM:** provider of employment, community access, or child development program services contracted with *DDD* or through counties as subcontractors under the state/county contract.

**DIRECT SERVICE/DIRECT STAFF:** the actual provider of services to an individual.

**DUAL DIAGNOSIS:** a *DDD* participant with a primary developmental disability diagnosis, and a secondary diagnosis of mental illness and/or substance abuse.

**E.S.S.:** Extended Support Services - a separate *DVR* program where a small number of individuals are funded for pre-vocational employment.

**EMPLOYMENT ORIENTATION CLASS:** provided by *Columbia Industries*, pre-employment classes provided to participants assisting them with interviewing and job search skills, completion of applications, and resume' development.

**EMPLOYABILITY PREPARATION:** the development or enhancement within *DVR* services of an individual's characteristics and traits that are needed for successful job placement and performance.

**ENCLAVE:** see *G.S.E.*

**"F" CLIENT:** a *DDD* participant employed through *Columbia Industries* whose wages are at or above minimum wage.

**FACILITY-BASED ASSESSMENT:** a two-week work assessment conducted at the *CRP* site (laundry dept at *CI*, production dept at *GW*, etc.)

**FAMILY RESOURCES COORDINATOR - FRC:** within the *Infant/Toddler Early Intervention Services* program, the individual who coordinates services for families with a child between the ages of birth to three years, to assist the family and child to gain access to early intervention services and other resources identified in the *IFSP* (see *Service Plan*), and to be aware of the rights and procedural safeguards of the program.

**FAMILY SUPPORT:** a particular source of funding available through *DDD* to provide such services as respite, therapy, and home modifications which are specific to an individual's developmental disability.

**FOLLOW-ALONG:** see *I. E.*

**FUND SOURCE CODE:** a code used on the *County Service Authorization* form indicating the source of funding for an individual's day program.

**G.A.L.:** *Guardian ad Litem* - an individual that may be appointed to persons in need of legal advocacy.

**G.A.U.:** *General Assistance Unemployable* - the financial provision of *DSHS C.S.O.* services (formerly known as welfare).

**G.C.B.H.:** Greater Columbia Behavioral Health - site for the *RSN* of Benton/Franklin Counties, as well as nine other counties and the Yakima Nation.

**G.E.D.:** General Education Degree - alternative to a high school diploma that a person may earn outside of the high school setting.

**G.S.E.:** Group Supported Employment - a *County-funded day program* - supervised employment and training in regular business and industry settings for groups of no more than eight (8) workers with disabilities. The workers are individuals who have a demonstrated need for ongoing supervision and support in order to maintain employment. Typical program examples include enclaves, mobile crews, and other business-based programs employing small groups of workers with disabilities in an integrated employment setting.

**GUARDIAN:** see "Legal Guardian"

**GOODWILL INDUSTRIES:** a CRP with the mission of helping people with physical, mental and social disabilities achieve greater independence and self-esteem through training, work experience and other services designed to improve their ability to be more self-reliant, self-supporting and contributing members of society.

**H.C.S.:** Home and Community Services - A division of *DSHS* and under the Aging and Adult Services umbrella who work with individuals who are on state assistance in nursing homes, adult family homes and assisted living facilities.

**HORIZONS, INC.:** a CRP with the mission to cultivate employment opportunities and experiences that assist and empower people to fulfill their economic and human potential.

**I.E.:** Individual Supported Employment - a *County-funded day program* - placement and follow-up services necessary to help persons with developmental disabilities obtain and continue integrated employment in the community, in business, or industry. This service may include creating work opportunities, support to the employee's supervisors and/or peer workers to enable them to support the person on the job, on-the-job training, and modification of work site or tasks.

**I.E.P.:** Individual Education Plan - *school*/plan for students with special needs written to identify individualized goals and methodology for achieving and reviewing said goals.

**I.P.E.:** Individual Plan for Employment - agreement with *DVR* and *DVR* participant that states the participant's vocational goal and the steps that needed to taken to achieve that goal.

**I.S.P.:** Individual Service Plan - written by *DDD Case Resource Manager and participant* and/or family; the plan for DDD participant to identify their own abilities, challenges, needs, and means for meeting said needs.

**I.T.S.:** Intensive Tenant Support - community residential program funded through *DDD* to a contracted provider whereby a DDD participant lives in housing where they may receive 24-hour supervision, training and support assistance to enable an individual to live in an independent setting.

**IN-HOUSE:** see PRE-VOC

**INDEPENDENT LIVING SERVICES:** *DDD* services that help a participant live independently in the community. An approved CRP or a DVR Independent Living Consultant may provide these services.

**INFANT/TODDLER EARLY INTERVENTION SERVICES:** these services are to meet the developmental needs of infants and toddlers who are eligible and the needs of the family related to enhancing the child's developmental needs; include services provided by BFCDC and FRC's.

**JOB COACH(ING):** *On-the-job*, 1-to-1 occupation skill training that is provided to a participant once placed in community-based employment with a specific employer through DVR (short-term) or the County (long-term) and a CRP to assist them learn and retain the skills and routine of the job. The job coach is typically an employee of a CRP.

**JOB DEVELOPMENT:** see Job Placement

**JOB PLACEMENT:** (formerly Job Development) locating and obtaining employment for a *DVR* participant, where he/she may then receive job coach services.

**JOB RETENTION:** a support service provided to a *DVR* participant who has been placed in a job to ensure that the participant maintains employment. Duration of service is ninety days. If the participant is stable in the placement at the end of the ninety days, supported employment funded through the County begins.

**JOBS CLUB:** facilitated by a *DVR* staff person, a weekly meeting where participants gather to maintain skills learned in the Employment Preparation classes, build community awareness, bring in job leads, network with other participants looking for work, and remain current with employment trends.



**LEGAL GUARDIAN:** A person who is legally appointed by a judge to make certain decisions for another person who is incapable of making their own decisions, or cannot do so responsibly.

**M.P.C.:** Medicaid Personal Care - *federal* entitlement program for individuals who receive Medicaid to assist with personal care needs in the home.

**MEDICAID:** *state* medical insurance program for eligible individuals, such as persons receiving SSI.

**MEDICAL COUPON:** Medicaid-issued vouchers for Medicaid recipients to show proof of Medicaid at time of appointment.

**MEDICARE:** *federal* insurance plan used by eligible individuals receiving Social Security benefits.

**MENTAL HEALTH PROVIDER:** agency that provides mental health case management, medication management, and counseling services (i.e., Lourdes Counseling Center, Sunderland Family Treatment Services, Nueva Esperanza, etc.)

**OMBUDS:** a mental health *consumer* hired by the State to advocate for the mental health needs of other consumers.

**ON-SITE:** employment and training that takes place within the actual *Community Rehab facility*. See Pre-Voc.

**OUTCOME SERVICE DELIVERY PLAN:** (blue plan) - *DVR* form which outlines the services which will be provided to the participant by a *CRP* (job placement, retention, job coaching, etc).

**PARTICIPANT HANDBOOK:** a *Day Program* policies and procedures manual for all participants, reviewed with the participant on the first day of program services.

**PLAN STATUS:** Following Application Status with *DVR*, indicates that a participant has agreed to a vocational goal and the steps needed to obtain that goal. It is an agreement between *DVR* and the participant.

**POST EMPLOYMENT SERVICES:** Short-term vocational services that are needed by the participant to maintain, regain or advance in employment after they have been successfully employed through *DVR*.

**PRE-VOC:** Pre-Vocational Employment (formerly Specialized Industries) - training and employment in businesses organized and designed primarily to provide training and/or employment to persons with disabilities. Training may include teaching a client such concepts as attendance, task completion, problem solving and safety. Specialized industries (often called sheltered workshops because of the setting in which the work takes place) generally employ or train groups of nine or more people with disabilities in the same setting, with fewer non-disabled workers than people with disabilities.

**PROGRESS REPORT:** see Service Delivery Outcome Report

**PROTECTIVE PAYEE:** (Representative Payee) - a person, agency or institution which receives a benefit such as Social Security, and disperses the benefit to meet the needs of a person who is not able to manage their own funds.

**PROVISO:** funding source.

**R.H.C.:** Residential Habilitation Center - a *state*-operated facility certified to provide ICF/MR or NF level of care for persons with developmental disabilities. The RHC's are Fircrest School, Francis Haddon Morgan Center, Lakeland Village, Rainier School, and Yakima Valley School.

**R.S.N.:** Regional Support Network - entity within the *state Mental Health Division* for the provision of mental health services in the community. Some RSN's in the state are direct service providers, and others provide services through sub-contracts. The Greater Columbia Behavioral Health RSN subcontracts with its member governments (eleven counties, including Benton/Franklin Counties, and the Yakama Nation). These member governments may then provide services directly, or sub-contract. Benton/Franklin Counties both provides services directly (via Crisis Response Unit) and sub-contracts with provider agencies (Lourdes Counseling Center, Lutheran Social Services, Nueva Esperanza Counseling Center, and Sunderland Family Treatment Services).

**REFERRAL FOR COUNTY SERVICES:** when a DDD participant decides they would like to participate in a day program, they tour the applicable (Community Access or Employment) provider agencies in order to identify a program of his/her choice. The Case Resource Manager then makes a referral to the County for funding approval. A concurrent referral to DVR may also be made for assessment, training, and placement services (County funding begins when DVR funding/services are complete). When funding is approved, the County notifies the Case Resource Manager, so that the participant may then be enrolled in a program.

**RESPITE:** (Respite Care) - temporary *DDD*-contracted residential services provided to a person and/or the person's family on an emergency or planned basis not to exceed thirty (30) days in a calendar year in an RHC. Nursing facility and *DDD* rules limit respite to thirty days without an exception.

**S.A.:** Service Agreement - see Service Plan.

**S.P.I.:** Superintendent of Public Instruction

**S.S.A.:** Social Security Administration - *federal* entity that determines eligibility for Social Security and SSDI.

**S.S.D.I.:** Social Security Disability Insurance

**S.S.I.:** Supplemental Security Income - financial assistance for eligible individuals.

**S.S.I. RECIPIENT:** a person who receives any Supplemental Security Income.

**SERVICE DELIVERY OUTCOME REPORT:** A DVR form used by *CRP's* to report on activities in connection with the Service Delivery Outcome Plan.

**SERVICE PLAN:** any individualized written document required by regulations for access to services within *special needs systems*. The documents for the service plan may include, but are not limited to: Individual Program Plan, Individual Service Plan, Service Agreement, Individual Habilitation Plan, Individual Education Plan, Individualized Family Service Plan, Comprehensive Adult Assessment, and Pre-Admission Screening and Annual Resident Review.

**SHELTERED EMPLOYMENT:** see PRE-VOC

**STATE SUPPORTED EMPLOYMENT PROJECT:** job opportunities provided within state agencies for individuals with significant disabilities, specifically designed for those individuals who have no previous formal work experience, and who are eligible for long-term employment support. Positions are employed by the state of Washington, with priority for full time employment, although part time is considered when there is potential for the job to progress into full time. Annual salary commonly begins at \$17,000 (in 1999) plus full benefits. Long-term support provider supports the employee for as long as necessary in order to be successful in the job.

**SUPPORTED LIVING:** community residential program funded through *DDD* to a contracted provider whereby a *DDD* participant lives in housing where they receive less than 24-hour supervision, training and support assistance to enable an individual to live in an independent setting.

**T.W.W.I.I.A.:** Ticket to Work and Work Incentives Improvement Act of 1999.

**THE ARC OF TRI-CITIES:** a non-profit organization, operated by a volunteer board of directors, which is committed to assisting people with developmental disabilities in choosing and realizing their goals of where and how they learn, live, work and play.

**TRANSITION SERVICES:** a team effort including *DDD, DVR, Schools, Day Program Providers, the Counties, etc.*, that provides support and guidance to students with disabilities as they approach the transition from school to adult services.

**TRANSITION STUDENT:** A *DDD* participant whose 21<sup>st</sup> birthday occurs within the current fiscal year (i.e., during FY01, an individual whose birth date falls between 9/1/78 and 8/31/79 is eligible for transition funding from 7/1/00 through 6/30/01. An individual whose birth date falls between 9/1/79 and 8/31/80 is eligible for transition funding in FY02 - from 7/1/01 through 6/30/02, and so on).

**UN-FUNDED:** *day program providers* may serve *DDD* participants with funds from other funding sources other than the County.

**UNSERVED:** those individuals who have been identified by *DDD* and are listed by case management as enrolled and through assessments or individual planning have demonstrated the need for supports.

**V.P.A.:** Voluntary Placement Agreement - agreement between *DDD* and a child's legal guardian to develop a plan for the child to be placed in a licensed foster home.

**V.P.P.:** Voluntary Placement Plan - residential plan for a child under the age of eighteen to be voluntarily placed in a *DDD*-contracted placement (i.e., foster home).

**V.R.C.:** Vocational Rehabilitation Counselor - A *DVR* counselor who assists individuals with disabilities obtain, maintain or advance in employment.

**VULNERABLE ADULT:** adults of any age who lack the functional, mental, or physical ability to care for themselves.

**WAITING LIST:** if *County* funding is not immediately available for day program for a *DDD* participant at the time that it is requested by the *DDD* Case Resource Manager, the participant is placed on the *County* waiting list for funding approval. The participant remains on this list until both funding is approved and an appropriate day program placement is identified.

**W.D.C.:** Workforce Development Council (formerly P.I.C.)

**W.I.A.:** Washington Investment Act (formerly J.T.P.A.)

**W.I.S.E.:** Washington Initiative for Supported Employment