

Community Living Education Project (CLEP)

*Community Living:
Sharing the Possibilities*

September 18, 2019



Community Living Education Project
sharing possibilities

RUTGERS
School of Public Health

Meet the CLEP Team



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CLEP: *A Person-Centered Organization*

- Located within the Rutgers School of Public Health
- CLEP has worked in partnership with / funded by NJ Division of Developmental Disabilities (DDD)
- ***Primary Focus:*** Assist individuals with intellectual and/or developmental disabilities (I/DD) & their families explore possibilities of community living

KEY POINTS to Remember Before 'Aging Out' Age 18+: Apply for SSI Your loved will automatically receive Medicaid, if eligible



New Jersey Department of Human Services
Division of Developmental Disabilities
www.nj.gov/humanservices/ddd



2019 Graduates Aging Out of the School System: Steps to Accessing Services/Supports from the Division of Developmental Disabilities (DDD) *This timeline applies to students who have exhausted their educational entitlement by turning 21 years of age within the 2018-2019 school year.* **ALL NEW GRADUATES BORN AFTER 1/1/97 MUST GO THROUGH THE FULL INTAKE PROCESS TO ENSURE ELIGIBILITY.** **SEPTEMBER 2018 – FEBRUARY 2019 Eligibility/Intake**

DDD Community Service Offices
 Flemers: (973) 927-2600
 Paterson: (973) 977-4004
 Newark: (973) 693-5080
 Plainfield: (908) 226-7800
 Freehold: (732) 863-4500
 Trenton: (609) 292-1922
 Mays Landing: (609) 476-5200
 Voorhees: (856) 770-5900
 More information can be found at:
www.nj.gov/humanservices/ddd/staff/cso

- Eligibility/Intake can be completed between 18-21 years old*
- STEP 1: Ensure Medicaid Eligibility**
Information on Medicaid eligibility as it relates to DDD is available at: www.nj.gov/humanservices/ddd/services/medicaideligibility.html
If the student needs assistance with applying for Medicaid or has not been able to become eligible, complete the Medicaid Eligibility Troubleshooting Form available on the website above and send it to: DDD.MediEliphelppdesk@dhs.state.nj.us
 - STEP 2: Ensure DDD Eligibility**
To determine eligibility, contact the Intake Unit within your DDD Community Services Office. **Eligibility must be confirmed after the individual turns 18 years old regardless of past approval.** The student can also start the application process through the DDD website at: www.nj.gov/humanservices/ddd/services/apply/index.html
 - STEP 3: Complete the NJ Comprehensive Assessment Tool (NJ CAT)**
Contact the Intake Unit within your DDD Community Services Office to request access to complete the NJ CAT through the online survey or via phone call.
 - STEP 4: Complete the Support Coordination Agency Selection Form**
During the students last year of educational entitlement they must complete the SCA Selection Form. (See step 4 info on the back).
- Entitlement*

ONGOING: SEPTEMBER 2018 – JUNE 2019 Planning

- ✓ Participate in activities offered through the *Planning for Adult Life* project (PFAL)
 - Visit www.PlanningforAdultLife.org for details about training sessions, resource materials, webinars, student groups, and parent groups covering topics for students with intellectual and developmental disabilities between the ages of 16-21 and their families.
 - Attend PFAL Opportunity Expos that occur throughout the state. Opportunity Expos feature a variety of exhibitors including: state and county government entities, community service providers, support coordination agencies, local health care support and recreation providers, and additional information and referral services. During these events, families have the opportunity to meet area providers and learn about services they offer.

✓ Identify the student's vision for work and life, and supports that may be needed, through **Person-Centered Planning**
 For help getting started, review DDD's Person-Centered Planning Tool:
www.nj.gov/humanservices/ddd/documents/person-centered-planning-tool.docx

NJ Division of Developmental Disabilities July 2018

✓ Research Service Providers and Support Coordination Agencies

- Potential Support Coordination Agencies can be found through the **Provider Search Database** at <https://irecord.dhs.state.nj.us/providersearch>, using the following three steps: (1) under Filter, select "Service" and check Support Coordination; (2) select "County Served" and select the county in which the individual resides; and (3) click the magnifying glass.
- The Provider Search Database can also be used to identify potential providers in your area and the services they cover.

FEBRUARY/MARCH 2019 Support Coordination Agency Selection

- STEP 4: Complete and submit the Support Coordination Agency (SCA) Selection Form**
 - The SCA Selection Form will be provided through the Intake Unit within your DDD Community Services Office. To maximize the possibility of being assigned to an agency of your choice, DDD encourages that **two agencies** be identified on the form. If the student does not have a preference, please indicate that on the Support Coordination Agency Selection Form and an agency will be auto-assigned.
 - The completed SCA Selection Form should be submitted to DDD.SCAChoice@dhs.state.nj.us.
 - DDD will process these forms to confirm (1) DDD eligibility (2) Medicaid eligibility (3) completion of the NJCAT
 - The Support Coordination Agency will not be assigned until April 2019.
 - *Review the "Research Service Providers and Support Coordination Agencies" section above for help identifying agencies.

APRIL 2019 Support Coordination Agency Assignment

- ✓ DDD assigns the Support Coordination Agency
 - DDD will assign the Support Coordination Agency based on the completed Support Coordination Selection Form and the available capacity of the agencies selected.
 - Once assigned, Support Coordination Agencies can receive DDD funding to attend exit IEP and/or transition related meetings at the school and begin developing the Individualized Service Plan (ISP).

APRIL – JUNE 2019 Service Plan Development

- ✓ Develop the *Individualized Service Plan (ISP)*
 - The Support Coordinator is responsible for writing the ISP, with guidance from the planning team (individual, support coordinator, family, providers, etc.), and information gathered during the Person-Centered Planning process and completion of the NJCAT. ****The ISP should be completed and approved prior to exiting the school system in order for services/supports to be available upon graduation****

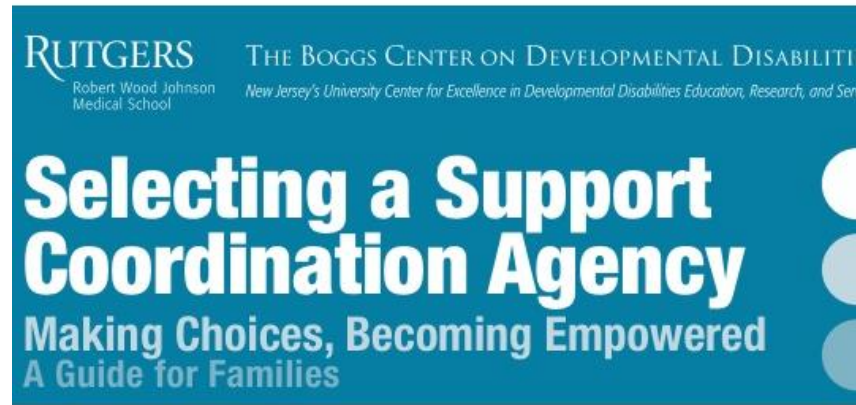
For Those Turning 21 between July 2018 – June 2019

If your 21 st birth date is between...		April 2019 to June 2019
July 2018 to March 2019	<p>If an immediate service is needed (such as continuation of service provided, behavioral services, respite, etc.), the individual can be assigned a Support Coordinator upon turning 21 and the receipt of all necessary documentation.</p> <p>Please follow the following steps:</p> <ul style="list-style-type: none"> • Complete steps: STEPS 1, 2 & 3 • Complete STEP 4 and indicate need for immediate service • Submit STEP 4 one to two months prior to the 21st birthday. 	Follow the above and a Support Coordinator will be assigned in April
If services are only needed upon graduation, services will become available following graduation.	Follow the timeline and a Support Coordinator will be assigned in April.	

NJ Division of Developmental Disabilities July 2018

KEY POINTS to Remember Before 'Aging Out'

- The Division of Vocational Rehabilitation Services (DVRS) will contact you to set up an appointment for an *Assessment*
- NJ Comprehensive Assessment Tool (NJCAT)
- Select a Support Coordination Agency

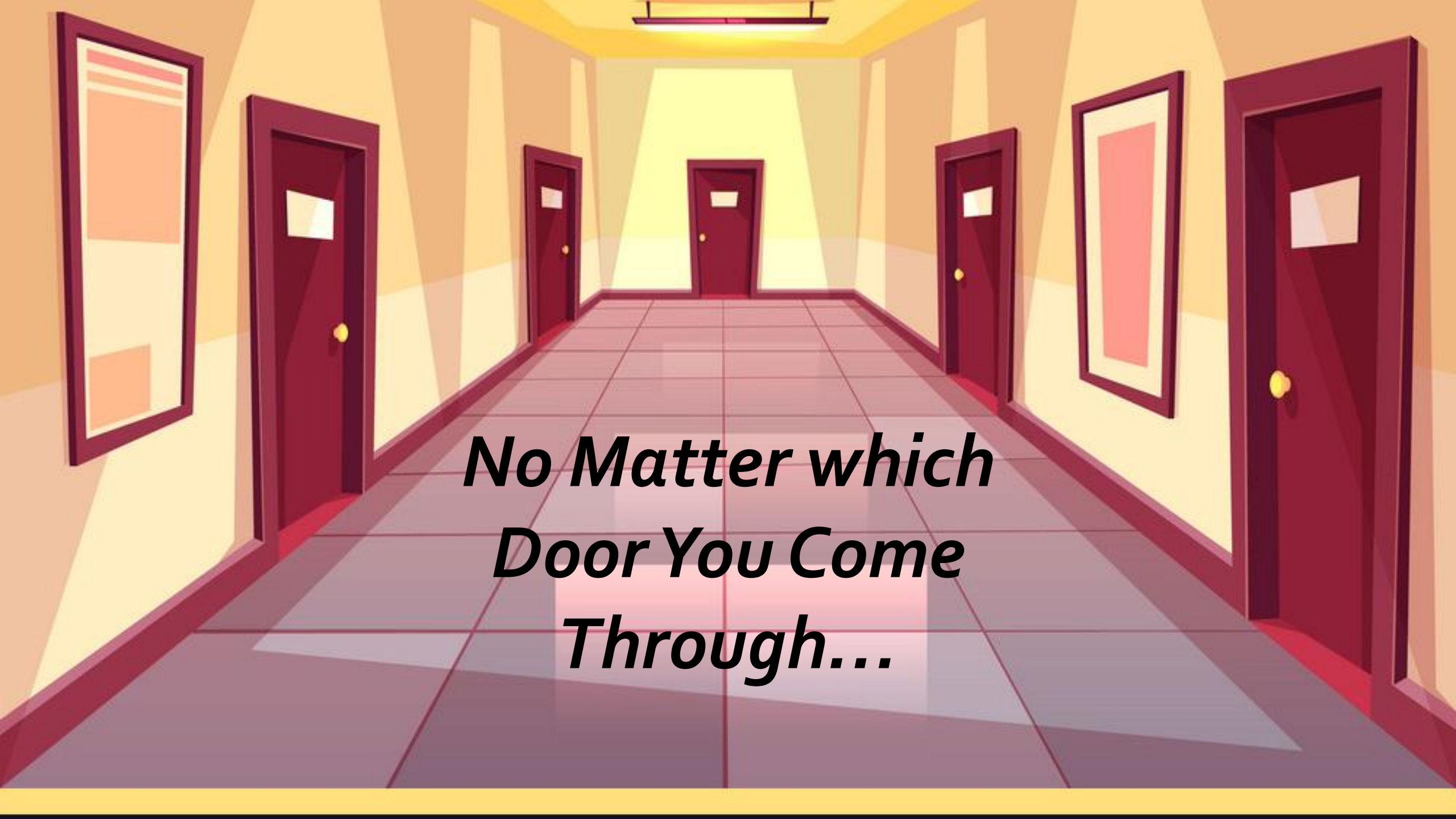


<https://rwjms.rutgers.edu/boggscenter/products/documents/ChoosingaSupportCoordinationAgency-fillable.pdf>

CLEP:
*Who We Are and
What We Do*



Community Living Education Project
sharing possibilities

A 3D-rendered hallway with a tiled floor and yellow walls. There are several dark red doors with gold handles and small white windows. Two framed pictures hang on the walls. The hallway leads to a bright light at the end. The text "No Matter which Door You Come Through..." is overlaid in the center.

***No Matter which
Door You Come
Through...***

What We Do

- Gather important information about your loved one using a ***One Page Profile***
- Listen & learn what's important *to and for your loved one*
- Ask for your geographic preferences
- Learn what supports are needed, and what others need to know and do to support your loved one

<div style="border: 1px solid black; padding: 5px; display: inline-block;">Add Photo Here</div>		(Add Names) One Page Profile
What do you and others like and admire about "Name"?	What is Important to "Name"?	
What others need to know AND do to support "Name"	What are "Name's" Hopes and Dreams for the future?	



Tips and
Advice

- *Always be person-centered!*
- Be transparent & honest when conveying your loved one's support needs
- Explore all options
- Schedule several provider visits to *learn, experience, and gather information*

YOU ARE IN THE DRIVER'S SEAT!
***You get to choose by making
an informed decision***

Based on Preferences

Provide education & information about varied community living options



Based on Geographic Preferences

Suggest and visit several providers to learn & experience different options



Based on Your Current Knowledge

CLEP meets families *'where they're at'*

Mentor & guide families through the process



CLEP Bridges the Gaps

Accessibility



All staff go through
background checks and fingerprinting



All staff are required to complete
'New Jersey's Pre-Service Trainings'
which include, but are not limited to:

Overview
of I/DD

Preventing
Abuse &
Neglect

Medication
Overview

CPR/First
Aid

Danielle's
Law

Stephen
Komninos'
Law

Community
Staff / Direct
Support
Professionals
(DSPs)

May have additional trainings based on
Provider Agency requirements, such as:

Crisis
Management

Behavioral
Supports

Nutrition

Adaptive
Equipment

Seizure
Monitoring

Community
Staff / DSPs

College of Direct Support (CDS) offers
web-based continuing education &
training opportunities to DSPs

Behavior Supports

Many provider agencies have Board-Certified Behavior Analysts (BCBA); They may be on staff, contracted with, or as Consultants)

BCBA – Graduate Level, Board-certified; **BCBA-D** – Doctorate Level

BCABA – Assistant – Passed exam, undergraduate degree, <one-year supervised practice

The Statewide Clinical Consultation & Training program of Trinitas Regional Medical Center (SCCAT) is an example of available resources and has a statewide, 24-hour mobile crisis unit

All agencies have plans and procedures in place in case of emergency

THE REVISED FAMILY CRISIS HANDBOOK

A Mental Health, Stabilization, and Wellness Toolkit



This material is based on work supported with a grant awarded by the
New Jersey Council on Developmental Disabilities.

This work is also supported with funds contributed by Community Access Unlimited.

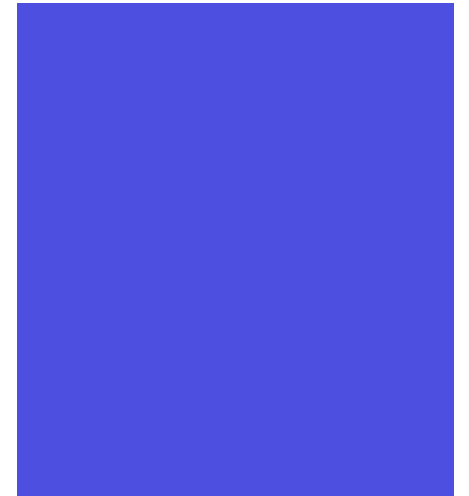
April 2019

<https://njcdd.org/wp-content/uploads/The-Revised-Family-Crisis-Handbook-003.pdf>

Medical and other Professional Staff

Agencies have established relationships with medical professionals in their communities

Physicians, Nurses, Dentists, Dieticians, Psychiatrists, Physical & Occupational Therapists and others are also available



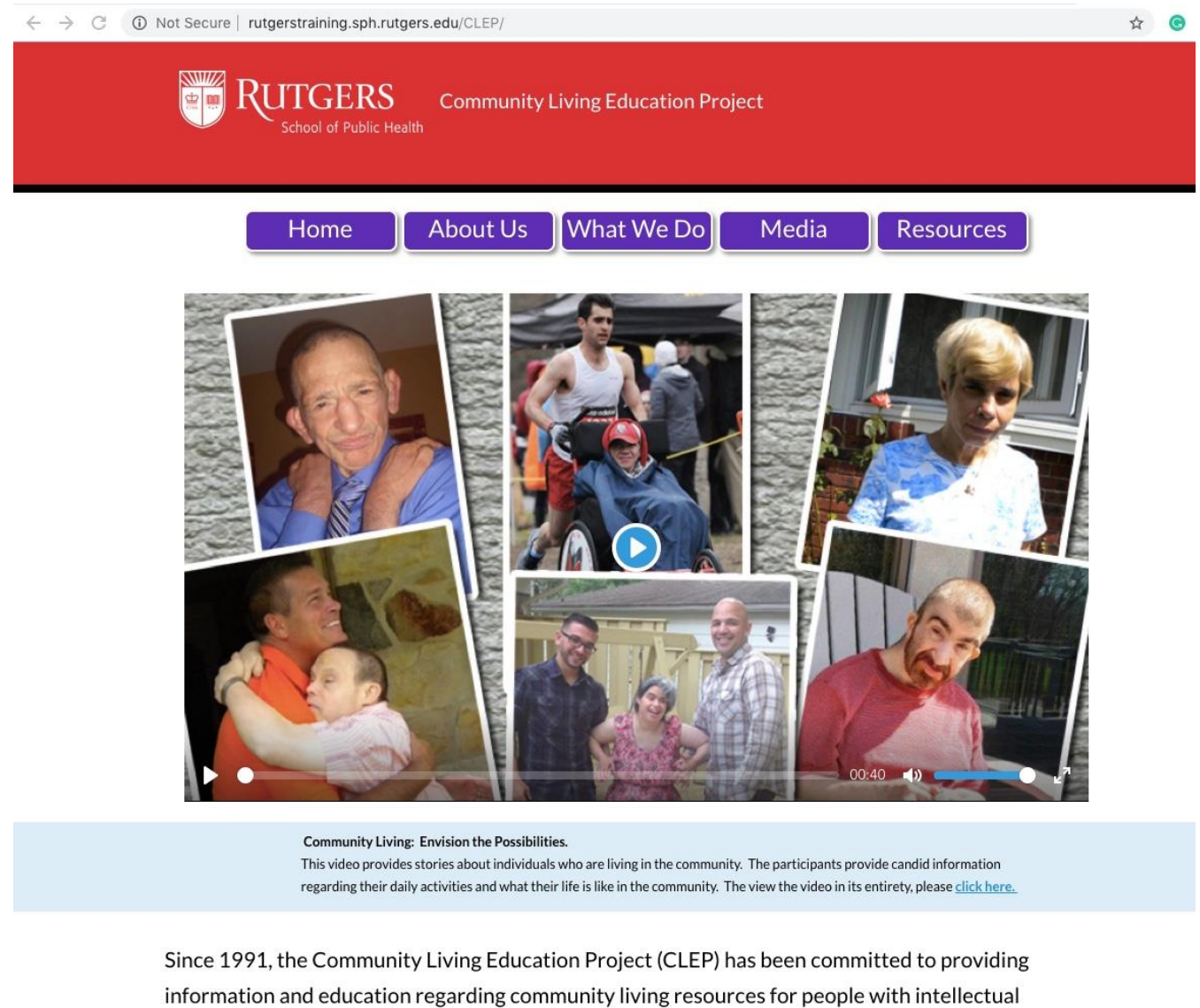
Continuing Oversight

- Provider Agencies – All homes are inspected and approved through licensing, and municipal agencies to assure they are full up to code
- DDD Provider Performance and Monitoring Unit
- Support Coordination Agencies oversee the New Jersey Individual Support Plan (NJISP)



CLEP also..

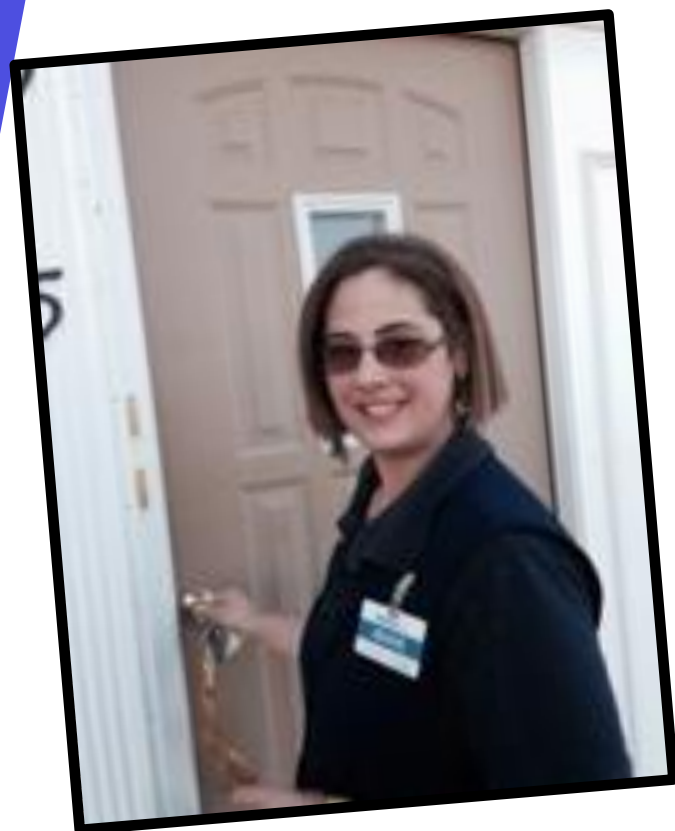
- Serves as a resource for individuals, families and community organizations
- Offer Professional Education & Technical Assistance
- Self-Advocacy Community Living Events (SACLEs) in Developmental Centers
- Provide a wide range of publications and videos



The screenshot shows a web browser window with the URL rutgerstraining.sph.rutgers.edu/CLEP/. The page features a red header with the Rutgers School of Public Health logo and the text "RUTGERS Community Living Education Project". Below the header is a navigation menu with buttons for "Home", "About Us", "What We Do", "Media", and "Resources". The main content area displays a video player with a collage of six photographs: a man in a suit, a man in a wheelchair, a woman in a blue shirt, a man in an orange shirt hugging a child, a group of three people, and a man in a red shirt. A play button is visible in the center of the collage. Below the video player, a caption reads: "Community Living: Envision the Possibilities. This video provides stories about individuals who are living in the community. The participants provide candid information regarding their daily activities and what their life is like in the community. The view the video in its entirety, please [click here](#)." Below the caption, a paragraph states: "Since 1991, the Community Living Education Project (CLEP) has been committed to providing information and education regarding community living resources for people with intellectual

<http://rutgerstraining.sph.rutgers.edu/CLEP/>

*Meet
Our
Family*



Where We Began



Coming Out of High School:

- No services or supports
- Division of Vocational Rehabilitation Services (DVRS) was not a good fit
- Single parent, working full-time

Important TO Marie:
Get a job • Make \$\$ • Shop!

Important FOR Marie:
Transportation • Job Coach
and Other Support Staff

Fears & Challenges

Fears

- Isolation at home with grandparents and not being a young adult
- Depression / Angry and Frustrated
- Afraid she wouldn't get a job
- Afraid she may not be able to handle a job if she had one – or may not be safe

Challenges

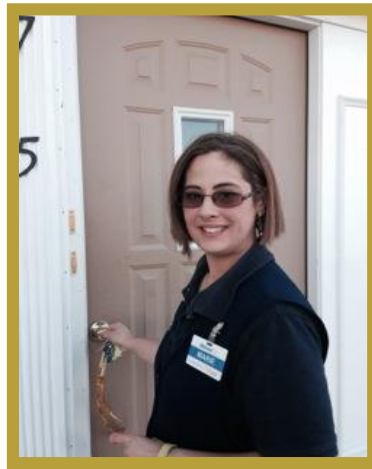
- Aligning schedules for transportation and supports needed at home
- Marie was very nervous about working
- LETTING GO (Mom!)

Accomplishments

- First manager was *NATURALSUPPORT!*
- Multiple jobs
- Volunteered in town
- Age 30, moved from the family home to an apartment with DSP support
- Using Uber to get to work



Where We are Today



Where We Began



Coming Out of High School:

- 2005 spent months planning with Joe and Supports Coordinator
- Advertised, interviewed and hired as a family
- Hired 1 full time DSP - former health aide

Important To Joe:
Being out & about-DOING
Connecting with new people
Dignity of Risk

Important For Joe:
Personal Care Needs
Wheelchair Safety
Eating enough and staying hydrated

Fears & Challenges

Fears

- Not pleasing the family after creating the plan together
- Angry it wasn't working
- Afraid to share feelings for fear of hurting someone

Challenges

- Creating meaningful days without using disability specific programs
- Recruiting, hiring, training DSP's
- Starting over when it fell apart

Accomplishments

- Works at a non-profit organization
- Is an Ambassador and speaks at fundraising events
- Created a life that works



Where We are Today



Natural Supports

- Assists individuals in becoming active and contributing members of their community
- As unpaid services, they help to stretch the individual's budget
- Your loved one gets to share their gifts and talents with their community

The Division of Developmental Disabilities is committed to fostering person-centered planning, supports and services

**How to
Reach Us
and
Questions**



The Community Living Education Project

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www.facebook.com/SPHCLEP