



HEALTH CARE
A U T H O R I T Y



DEVELOPMENTAL DISABILITIES SUPPORTS DIVISION (DDSD) COMMUNITY INCLUSION SERVICES AND INFORMED CHOICE ABOUT EMPLOYMENT

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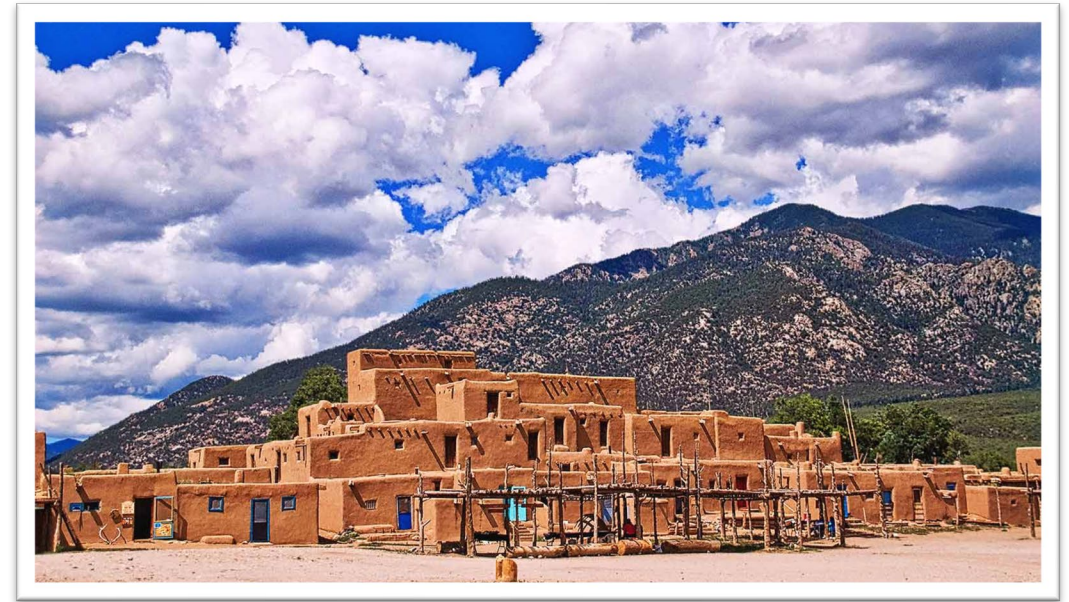
INVESTING FOR TOMORROW, DELIVERING TODAY.

BEFORE WE START...

On behalf of all colleagues at the Health Care Authority, we humbly acknowledge we are on the ancestral lands of the original peoples of the Pueblo, Apache, and Diné past, present, and future.

With gratitude we pay our respects to the land, the people and the communities that contribute to what today is known as the **Great State of New Mexico**.

Learn more: About Taos Pueblo at [Taospueblo.com](https://www.taospueblo.com)



A cloudy morning looking over Taos Pueblo
Photo provided by elpueblolodge.com





HEALTH CARE
AUTHORITY

MISSION

We ensure New Mexicans attain their highest level of health by providing whole-person, cost-effective, accessible, and high-quality health care and safety-net services.

VISION

Every New Mexican has access to affordable health care coverage through a coordinated and seamless health care system.

GOALS



LEVERAGE purchasing power and partnerships to create innovative policies and models of comprehensive health care coverage that improve the health and well-being of New Mexicans and the workforce.



BUILD the best team in state government by supporting employees' continuous growth and wellness.



ACHIEVE health equity by addressing poverty, discrimination, and lack of resources, building a New Mexico where everyone thrives.



IMPLEMENT innovative technology and data-driven decision-making to provide unparalleled, convenient access to services and information.

DEVELOPMENTAL DISABILITIES SUPPORTS DIVISION- MISSION STATEMENT

To serve those with intellectual and developmental disabilities by providing a comprehensive system of person-centered community supports so that individuals live the lives they prefer, where they are respected, empowered, and free from abuse, neglect, and exploitation

To Act With:

- **Accountability**
- **Collaboration**
- **Respect**
- **Transparency**

To Be:

- **Person-Centered**
- **Proactive**
- **Innovative**
- **Inclusive**



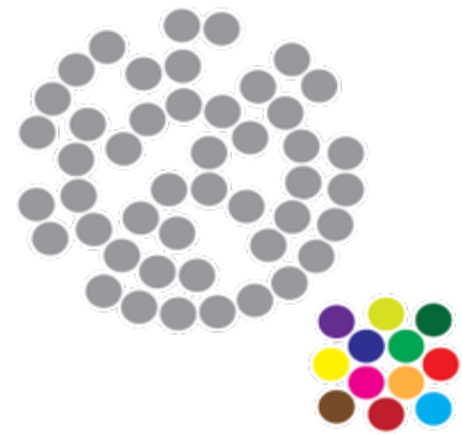
LEARNING OBJECTIVES

By the end of this presentation, you will be able to:

- Explain what Community Inclusion means and the services within DDSD's home and community-based services (HCBS) waiver programs that support it.
- Recognize the role of Community Inclusion services in supporting informed choice about Employment.
- Understand what Employment First means and how the DDSD Employment First policy shapes service expectations for Community Inclusion.
- Learn who to reach out to for DDSD Community Inclusion Coordinators across the state who can provide technical assistance and support for informed choice about employment.



HOW DOES DDSD DEFINE COMMUNITY INCLUSION?



Separation



Integration



Inclusion

Community Inclusion means the opportunity for people with intellectual and developmental disabilities (IDD) to access and participate in activities and functions of community life, including community integrated employment.



WHAT COMMUNITY INCLUSION SERVICES ARE THERE?

Community-Inclusion services are supports that help people with IDD take part in everyday activities in the community—like classes, recreation, volunteering, or social events—alongside people who do not have disabilities.

- DDSD home and community-based services (HCBS) waivers have the following community inclusion services:

Service Model	Developmental Disabilities Waiver	Mi Via Waiver	Medically Fragile Waiver
Individual: one-to-one staff support	Customized Community Supports – Individual	Community Direct Support	
Group: Service standards define group size	Customized Community Supports – Small Group and Group	Customized Community Group Supports	Customized Community Supports - Group



SCOPE OF SERVICES UNDER COMMUNITY INCLUSION

- Understand the person by gathering information about interests/skills and abilities.
- Create individualized, flexible schedules that reflect personal choice and preferences.
- Provide skill building opportunities to support desired outcomes and opportunities to apply skills in typical community settings.
- Support exploration and preparation for employment and/or volunteer roles.
- Arrange for, teach, and support transportation options that meet the person's individual needs to access community activities and outcomes.



SCOPE OF SERVICES UNDER COMMUNITY INCLUSION CONT.

- Provide information and opportunities related to rights, responsibilities, and choice-making for their day.
- Support the person to make informed decisions throughout their day.
- Support the development of peer relationships with others in ways that are based on shared interests—not disability status.
- Implement specialty support plans and therapy recommendations as outlined in the person-centered plan (PCP).
- Implement, support, and document the use of augmented communication tools, assistive technology, and others as requested outlined in the PCP.



SERVICE GUIDEPPOSTS FOR COMMUNITY INCLUSION 10

Provide Individualized Supports

Promote Community Inclusion

Fade Supports Over Time

Document Outcome of Supports

Adopted from: Institute of Community Inclusion, UMass Boston



GUIDEPOST 1: PROVIDE INDIVIDUALIZED SUPPORTS

- Provide choice and individualize supports to meet unique desires, goals, and needs of each person.
- Assess personal preferences, goals, interests, and skills through discovery process.
- Deliver supports that are age-appropriate and demonstrate respect.
- Adapt supports as interests change over time.



GUIDEPOST 2: PROMOTE COMMUNITY INCLUSION

- Design services that are in inclusive settings and activities.
 - General community settings considered inclusive include libraries, gyms, recreation centers, outdoor parks, community events, and hiking.
 - Inclusive activities are things like community classes, volunteering, and spending time with friends or people who have shared interests.
- Cultivate meaningful roles in the community through targeted supports that increase community membership.



GROUP ACTIVITY: *ACTIVITIES THAT PROMOTE COMMUNITY INCLUSION*

- This activity will give an opportunity to apply definitions of Separation, Community Integration, and Community Inclusion to descriptions of service activities.

Definitions:

Separation

Activities mostly with other people receiving services.

Community Integration

In the community but limited interaction with others not receiving services.

Community Inclusion

The person belongs, contributes, and has relationships with others not receiving services through HCBS funding.

- **Instructions: review each scenarios presented and call out the category it falls under**



GROUP ACTIVITY: *ACTIVITIES THAT PROMOTE COMMUNITY INCLUSION*

▪ **Scenario 1**

A group from a day program eats lunch together at a restaurant every Friday.

Which best describes this activity?

Separation

Activities mostly with other people receiving services.

Community Integration

In the community but limited interaction with others not receiving services.

Community Inclusion

The person belongs, contributes, and has relationships with others not receiving services through HCBS funding.



GROUP ACTIVITY: *ACTIVITIES THAT PROMOTE COMMUNITY INCLUSION*

▪ **Scenario 2**

A program hosts a dance at their facility for people receiving services from different agencies.

Which best describes this activity?

Separation

Activities mostly with other people receiving services.

Community Integration

In the community but limited interaction with others not receiving services.

Community Inclusion

The person belongs, contributes, and has relationships with others not receiving services through HCBS funding.



GROUP ACTIVITY: *ACTIVITIES THAT PROMOTE COMMUNITY INCLUSION*

- **Scenario 3:**

John attends a community art class. Staff introduce him to the instructor and step back while he participates.

Which best describes this activity?

Separation

Activities mostly with other people receiving services.

Community Integration

In the community but limited interaction with others not receiving services.

Community Inclusion

The person belongs, contributes, and has relationships with others not receiving services through HCBS funding.





GUIDEPOST 3: FADE SUPPORTS OVER TIME

- Community Inclusion services do not replace the existing “natural supports” a person without disabilities receives.
 - Natural supports available from family and friends strengthen community bonds and can reduce reliance on paid supports.
- Therefore, paid supports should:
 - Teach specific skills (maybe communication or transportation use) to maximize independence. Don’t keep people “stuck” in the same amount or type of support.
 - Build a person’s confidence and independence in tasks currently requiring paid support.
 - Fade frequency or type of supports and identify natural supports.



GROUP ACTIVITY: *RANK BARRIERS TO FADING SUPPORTS OVER TIME*





GUIDEPOST 4: DOCUMENT OUTCOMES

- Documentation allows the team to
 - See whether supports are working.
 - Identify when services need to change.
 - Ensure people are building relationships, roles, and independence.
 - Say whether the person chose employment and how.

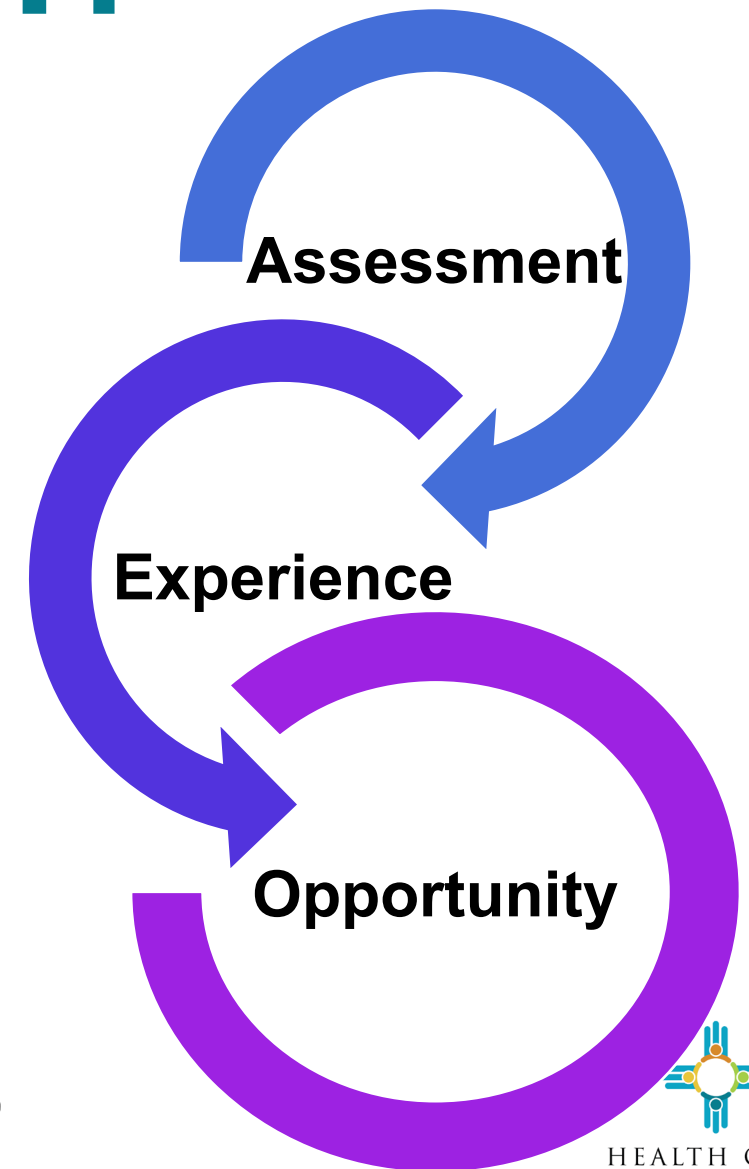


THE ROLE OF COMMUNITY INCLUSION SERVICES IN SUPPORTING INFORMED CHOICE ABOUT EMPLOYMENT

Investing for tomorrow, delivering today.

HOW DOES DDSD DEFINE INFORMED CHOICE ABOUT EMPLOYMENT?

- Informed choice means choice based on a person's solid understanding of all available options and the consequences of how each decision may impact their life.
- It is an individualized process that starts with three key components:
 1. Assessment
 2. Experience
 3. Opportunity
- This ensures the individual is well on their way to making an informed choice



WHY IS INFORMED CHOICE ABOUT EMPLOYMENT IMPORTANT?

- Informed choice isn't a simple "yes/no" process. It involves giving people opportunities that highlight their inherent value and worth.
- Informed choice process will reveal the person's strengths/interests/abilities and possible career options.
- People needs adequate information about different types of jobs, environments, and expectations to make decisions that truly reflect what they want.
- Exploring the pros and cons of different options helps people choose whether to pursue employment and if so, proceed towards a job fitting their interests, strengths, and support needs.



HOW DO THE 4 GUIDEPOSTS OF CI SUPPORT INFORMED CHOICE ABOUT EMPLOYMENT?

1. Providing individualized supports allows the CI provider and staff an opportunity to learn the person's interests/skills/abilities and connect them with possible employment
2. Spending time in the community can lead to forming new relationships and allow for practicing skills that can lead to employment. For example, after attending classes at the local fiber arts class for a year, builds a relationship with the teacher and discovers they are good at traditional weaving. The next time the teacher is leading a class, they reach out to ask for assistance helping others.
3. Fading supports over time builds confidence to act independently in the community, at a job, with the ability to seek help as needed.
4. Documenting the outcome of supports provides ideas/raises concerns to be flagged and provides information such as likes, dislikes, trials and errors, progress and whether a person is choosing to pursue employment or not, and why.



DOCUMENTING INFORMED CHOICE ABOUT EMPLOYMENT IN THE PERSON-CENTERED PLAN

- Informed decisions about employment should be documented in the person-centered plan and updated annually or when something changes.
- All person-centered plans have an employment section with prompts to guide discussion about employment decisions and ensures documentation of the informed choice elements.
 1. Describe what was done to get to know individual interests/skills/and abilities.
 2. Document the different experiences that were provided.
 3. What opportunities were explored in the community for paid and unpaid work?
- The Community Inclusion provider should help the individual share relevant information based on the individual's experiences and choices to the meeting.



**WHAT IS EMPLOYMENT FIRST AND HOW
DOES DDSD'S EMPLOYMENT FIRST
POLICY SHAPE SERVICE EXPECTATIONS
FOR COMMUNITY INCLUSION?**

EMPLOYMENT FIRST AT THE DEVELOPMENTAL DISABILITIES SUPPORTS DIVISION (DDSD)

- Employment First is a framework centered on the premise that all people are capable of full participation in competitive integrated employment and community life.
- Employment First starts with a presumption that a person with a disability can work.
- Competitive integrated employment (CIE) is prioritized as an employment outcome, if desired. CIE means the person has a job where they can:
 - Earn competitive wages: paid at least minimum wage and the same wage as workers without a disability performing similar work.
 - Access benefits: the same access to employer-provided benefits such as health insurance and paid time off.
 - Work in an integrated setting: interacting routinely with non-disabled coworkers and the public.
 - Have opportunities for advancement: access to promotions and advancement in skills, pay, and job responsibilities.
- DDSD is an Employment First division which means policies and regulations of all services and programs align with an assumption of employability of all people with intellectual and developmental disabilities.



WHY DOES COMPETITIVE INTEGRATED EMPLOYMENT MATTER?

- Everyone's reason for wanting to work is different. Typical benefits of employment shared by people with IDD are:
- Greater independence: earning income allows more economic freedom and choice.
- Increased confidence and self-esteem: having a job allows a person to leverage their skills for a shared cause, making them to feel capable and included.
- Stronger social connections: working provides more opportunities to make relationships with colleagues and peers.
- Higher quality of life: spending time working (more so than other activities) better health overall, sense of purpose, and personal growth.



EMPLOYMENT FIRST ESTABLISHED IN CI SERVICE EXPECTATIONS

- Community Inclusion (CI) service expectations across the HCBS waivers are linked to Employment First with employment as a prioritized outcome.
- DDSD's Employment First policy creates the requirement for CI services to support informed choice, discovery, and movement toward employment.
- All providers and vendors are expected to align their support models with Employment First principles to ensure CI services promote exploration of work and pathways toward competitive integrated employment.



**HOW DOES DDSD PROVIDE SUPPORT
FOR INFORMED CHOICE ABOUT
EMPLOYMENT?**

HOW CAN DDSD'S COMMUNITY INCLUSION AND EMPLOYMENT (C/I/E) UNIT HELP?

- Share resources on best practices that support people with intellectual and developmental disabilities (IDD) in community employment and inclusion.
- Provide essential guidance and technical assistance to waiver recipients and their families, teams, providers, school staff, and other stakeholders about community inclusion and employment services and supports through the waiver programs.
- Conduct outreach activities throughout the state to enhance community integration and inclusive community supports.
- Attend school meetings or events to share information and resources about community inclusion and employment services and supports in home and community-based services (HCBS) waiver programs.





CONTACT INFORMATION FOR THE DDSD C/E UNIT

Southeast Region

- Eugene Vigil, eugene.vigil@hca.nm.gov, 575-246-0027
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Metro Region

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- Lizette Lujan – Statewide Coordinator, lizette.lujan@hca.nm.gov, 505-470-0279
- Alix Dean – Statewide Lead, alix.dean@hca.nm.gov, 505-819-7346

RESOURCES AND LINKS

RESOURCES AND LINKS

- DDSD Community Inclusion Webpage
 - Up to date contact information for Community Inclusion and Employment Unit

- DDSD Employment First Webpage
 - Information about DDSD programs and support for people interested in employment
 - Success stories of people in DDSD programs who are employed



QUESTIONS/COMMENTS



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THANK YOU

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