

Guide to Completing the Annual Community Support Plan

When developing the Community Support Plan, describe yourself including your strengths and needs, likes and dislikes, and how the disability impacts his or her life.

Remember, all goods and services must be directly related to your disability and/or condition and the intended outcomes you detail in question #3 of the Community Support Plan.

Items in the plan must be in a cost range that is considered reasonable and customary and must not be covered by any other funding source (for example, mileage to medical appointments can be reimbursed by Medical Assistance). See glossary for definitions.

1. What do you want to do?

Purchases need to:

- **Maintain** community integration
- **Develop** and maintain skills
- **Promote** health and safety
- **Build** community inclusion
- **Assist** personal, social, physical or economic development and,
- **Increase** independence.

Think about:

- What is needed to keep the individual healthy and safe?
- What are the person's long-range plans and what will it take to make that happen?
- What is needed to be part of the community?
- What does the person want to do or learn during the next year?
- How often do they want to do these things?
- What will help the person have more control and be able to make more decisions?

2. What paid and unpaid supports will you need?

- What kind of support do you need to do what they want to do?
- What supports are needed for the caregiver due to the individual's disability?

When selecting staff, people or agencies, you can choose to use paid and unpaid supports.

Paid supports may be licensed or unlicensed people or agencies:

- Licensed providers are those who are required to have a license from the government. They may provide support in your home, at work, or in the community.
- The government does not license informal providers. Examples of these are a family member that you hire to provide respite, a cleaning service, or a high school student that you hire to take the individual to activities.

Unpaid supports can include people who are part of the person's life and have an identified support role.

Listed below are the *Four Categories* that your money will be divided into, according to your plan.

Personal Assistance:

List all services you are requesting under this category, both licensed and unlicensed. Some examples may include:

Assistance: Assistance with activities of daily living and incidental activities of daily living

Homemaker – To enable the unpaid caregiver to support the client, homemaker services are allowed if directly related to the needs of the client. Labor costs only are allowed. The waiver does not pay for related supplies, chemical, etc.

Live In Caregiver Expenses –Is fundable under the waiver. This is a separate category of service under the waiver. The client must live IN THEIR OWN home to be eligible

Respite care - May be hourly or daily and may include supported travel or camp within guidelines.

Assistance by Family Members of Client – is fundable, and is limited to 40 hours a week per family member who lives in the household.

Assistance by Parent/Guardian of Adult Client – is fundable, and is limited to 40 hours a week per parent/guardian.

Assistance by Parent/Guardian of Minor Child – is fundable and is limited to 40 hours per week regardless of the number of children with disabilities and/or the number of parents being paid –stepparents are considered

Provider qualifications:

Identify the qualifications for staff.

Some things to consider are:

- Education – Is a specific degree needed?
- Experience – Are a number of years of experience and/or types of experiences needed?
- Certification – Is CPR, First Aid, Medication Administration needed?
- Communication skills – Does staff need to speak a foreign language? Know sign language?
- Physical requirements – Is lifting, the ability to participate in activities, etc. needed?
- Other – Is a driver's license, availability of a car, ability to access transportation needed?

Training:

What staff need to know and how they will learn it.

What specific training is necessary, for example, CPR, how to properly lift or transfer the person, behavioral support strategies, or programming a communication device?

Treatment and Training

List all services you are requesting under this category, both licensed and unlicensed. Some examples may include:

Alternative Therapy is considered any therapy that does not fit into the state plan—is allowed with an attached prescription by an MA enrolled physician to the CSP

Alternative Therapy supplies— when there is an approved alternative therapy, related equipment and supplies are allowed and does not require a separate physician's prescription

Behavioral Rewards/Reinforcers Behavior rewards that look very similar to parental responsibility (such as toys, etc.) or recreational activities (videos, books) must also attach a Community Integration/Habilitation/Behavior Plan or fit the behavior program into the context of your CSP. (You may not purchase anything that is "unallowed" such as tickets, food, going to restaurants).

Books, Subscriptions and Software – Are allowed when related to the client's disability and are needed to support an outcome in the CSP.

Formal Licensed waiver services: All costs must be billed through an FSE and come out of the person's state set budget.

Habilitation or Therapy Activities/Materials (skill building costs) are waiver fundable. Whenever the plan includes items that look very similar to rec/leisure or socialization activities such as karate, gymnastics, softball league, etc., there also needs to be a Community Integration/Habilitation/Behavior Plan attached to the CSP and a recommendation by a physician who is enrolled as a MA provider. People on the DD waiver MUST include and use Habilitative services in their plans.

Informal Support: The staff person must meet the requirements in state law and be providing treatment or training to the individual.

Personal Care supplies that are disability and training related —and are above and beyond typical personal care supplies are fundable as described in the CSP.

Support by Family Members of Client – is fundable, and is limited to 40 hours a week per family member who lives in the household. The person must be providing treatment or training to the individual.

Support by Parent/Guardian of Adult Client – is fundable, and is limited to 40 hours a week per parent/guardian. The person must be providing treatment or training to the individual.

Training for Caregiver – the registration fees are fundable under the waiver. Expenses for travel, lodging or meals related to training are not waiver fundable.

Provider qualifications:

Identify the qualifications for staff. Some things to consider are:

Education – Is a specific degree needed?

Experience – Are a number of years of experience and/or types of experiences needed?

Licensure – Does the staff need to be a Registered Nurse, Physical Therapist, Speech Therapist?

Certification – Is CPR, First Aid, Medication Administration needed?

Communication skills – Does staff need to speak a foreign language? Know sign language?

Physical requirements – Is lifting, the ability to participate in activities, etc. needed?

Other – Is a driver's license, availability of a car, ability to access transportation needed?

Training:

What staff need to know and how they will learn it.

What specific training is required, for example, how to properly lift or transfer the person, behavioral support strategies, or programming a communication device?

Environmental Modification and Provisions:

List all services you are requesting under this category, both licensed and unlicensed. Some examples may include:

Bed –Cost of adaptive beds may be covered with a recommendation from an appropriate professional.

Bed Linen – Only bed linens with an explanation of medical or behavioral need are acceptable fundable expenditures. See also "Property Damage".

Car Washing -Only interior car washes with a justification are acceptable fundable expenditures. See also "Property Damage".

Cell Phone – Is fundable under the waiver when its use is directly related to the client's disability.

Chore Services – To enable the caregiver to support the client, chore services such as lawn mowing or snow removal. Labor costs only are allowed. The waiver does not pay for related supplies, chemicals, Chemlawn, etc.

Clothing Adaptive clothing and replacement clothing due to excessive wear and tear are waiver fundable. General clothing is not fundable.

Computers –Are waiver fundable as directly related to the disability. Adaptations required to enable the client to use the computer are also allowable.

Exercise expenses-Allowable for adults only. Must be prescribed and monitored by physician. Case manager must monitor usage and determine cost effectiveness.

Fences – If disability related, may be paid for within an individual's budget.

Laundry Costs The waiver may pay for the extra supplies/utilities only.

Maintenance/Repair – Of client's disability related equipment is waiver fundable.

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Mileage Reimbursement to Support Staff/Caregiver – Is fundable as approved in the individual community support plan.

Modifications and equipment: Structural changes that do not add square footage to the person's residence or adaptations to a vehicle, or specialized equipment or devices that are documented to meet a need in the CSP are fundable.

Pager – Is fundable under the waiver when its use is directly related to the client. For example, a pager for a parent who has a child with a seizure disorder to be notified when the staff need assistance.

Personal Care supplies that are disability related –and are above and beyond typical personal care supplies are fundable as described in the CSP. Such as wipes for incontinence, special lotions etc.

Property Damage: Repairs may be fundable as they relate to the individuals disability AND there must be documented prevention plan.

Ramps – Are waiver fundable as environmental modifications.

Safety Equipment - Such as alarms, monitors, and shatterproof windows are allowable expenditures as they relate to the individuals disability. Items approved must be the least costly alternative that reasonably meets the documented support need of the client.

Special Diets – Special diets when prescribed by a physician who is enrolled as an MHCP provider (can bill MN's MA). The diet must relate to the disability and not to a preference or behavior.

Storage/Locked cases – for specific equipment related to the disability that are for health and safety are fundable, for example, locked medicine cabinets.

Vehicle Adaptations such as lifts, ramps, and tie downs are paid through an individual's budget.

Utilities –Such as extra water, electric, heating, trash that exceed the average household costs and are attributable to the client's disability are fundable.

Wheelchairs – Are fundable if not covered by MA or other insurance.

Provider qualifications:

Identify the qualifications for any contractors. Some things to consider are:

Education – Is a specific degree needed?

Experience – Are a number of years of experience and/or types of experiences needed?

Communication skills – Does staff need to speak a foreign language? Know sign language?

Training:

What do staff need to know and how they will learn it.

What specific training is required, for example, how to properly lift or transfer the person, behavioral support strategies, or programming a communication device?

Self-Direction Support Activities

List all services you are requesting under this category, both licensed and unlicensed. Some examples may include:

Agency with Choice fees

Fiscal Support Entity Fees

Flexible Case Manager Fees

Provider qualifications:

Identify the qualifications for staff. Some things to consider are:

Education – Is a specific degree needed?

Experience – Are a number of years of experience and/or types of experiences needed?

Certification – Flexible Case Manager certification from DHS

Communication skills – Does staff need to speak a foreign language? Know sign language?

Training:

What do staff need to know and how they will learn it.

What specific additional training is required?

You also need to be aware of any county guidelines regarding goods, materials and supplies. For example, some counties require you to obtain more than one bid for items over a certain price range. Others have suggested limits on how much they will pay for particular items, for example, a computer, fence, etc. See Ramsey County Policy and examples in this guidebook.

Unallowable Examples

Activities to Reduce Family Stress

Advocacy Services- Are not waiver fundable

Appliances: Are not waiver fundable. The waiver may pay for specific adaptations to an appliance or the difference between a similar appliance and one with adaptations if the need is directly related to the disability and it is the least costly alternative to meet the support need.

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Cable Television-Are not waiver fundable

Child Care of Non-disabled Siblings -Are not waiver fundable

Community Integration/ Orientation -No memberships to the Zoo, Science Museum, YMCA, etc. are fundable. Staff time and mileage is okay but no other staff costs are allowed.

Educational Costs –are not waiver fundable when clients are still enrolled in school. e school is considered financially responsible.

Experimental Treatments and therapy – are not waiver fundable. Experimental Treatment is defined as “drugs, therapies, or treatments that are unproven, have been confined largely to laboratory use, or have progressed to limited human application and trials, and lack wide recognition from the scientific community as a proven and effective measure of treatment.”

Experimental Treatments and therapy supplies – are not waiver fundable.

Food – Is not waiver fundable. The waiver does not pay for room and board.

Furniture - The waiver does not pay for basic furniture.

Guardianship/Conservatorship Costs – Are not waiver fundable. Other funding may be available. Social worker coordinates with the Guardianship Supervisor

Home Schooling Costs – Are not fundable under the waiver. Education is considered the school's financial responsibility.

Insurance costs– Are not waiver fundable except for insurance costs related to employee coverage

Internet – Is not waiver fundable

Legal Fees – Are not waiver fundable

Medical Co-pays -Are not waiver fundable

Memberships: Zoo, Science Museum, etc..- Are not waiver fundable

Prescription and over-the-counter medications, compounds, solutions and related fees (including insurance premiums and drug co-payments)-Are not waiver fundable

Pets/animals and related costs – Are not waiver fundable, including service animals

Recreational/ Leisure Activities for client and staff- Are not waiver fundable

Room and Board costs- Are not waiver fundable

Socialization - Is not waiver fundable

Summer Activity costs – Are not waiver fundable.

Transportation

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- Vehicles are not paid for by any funding source
- Mileage to go to state planned service (MA pays) is not allowed. If MA could pay for it then you can't get reimbursed under CDCS.
- If the person is traveling for a medical appointment with a MN enrolled MA physician who is out of state, a request for travel reimbursement should be made through MNET. CDCS will not pay for this.

Vacations and Related Costs – Are not waiver fundable for staff or client. Staff time may be considered personal support or treatment and training. Overtime for staff to accompany a person on a vacation will not be approved.

Wills and Trusts - Are not waiver fundable

3. How will the supports you listed in question #2 help you do what you want to do?

- Write how the supports and items listed will help the individual do what they want to do or learn.
- What is the intended outcome that the individual is hoping for?
- How will these supports and items help the individual achieve these outcomes?
- Include Habilitative Outcomes worksheets if necessary

For example:

The individual wants to learn money skills. For this, staff would need to take the person into the community, get reimbursed for mileage and wages and teach the individual how to pay and count change.

The individual needs to practice communication skills learned at school in various settings. The staff will be trained in the mode of communication the person uses and be paid to encourage them to practice in different environments.

Monitoring

Because you are using government money, the plan must be monitored to see that rules are being followed. This section of the Annual Community Support Plan identifies what must be monitored and who is responsible for monitoring it.

You must identify how monitoring will occur in these areas:

- Health and Safety – by whom and how often
- Expenditures – by whom and how often
- Provider qualifications and training of support people – by whom
- Criminal Background Checks – for whom

Health and Safety

Your health and safety plan must be kept up to date. This section of the plan should include all areas of your life that you are at risk of harm or vulnerable and how you will minimize that risk. You may submit a Ramsey County Health and Safety Plan if you are not using formal licensed services or a Risk Management Plan if you are receiving licensed services and if it addresses all Health and Safety issues. Your health and safety plan should be shared with the staff who need to know this information.

Review the list of questions below to help you think about what should be in your plan.

Are there concerns about:

- 1) Food, such as food allergies, choking, eating non-edible food, following special diets?
- 2) Dressing for weather, being in public, etc..?
- 3) Street safety, riding safely in vehicles, being in certain places, such as being around water, using escalators, steps, etc.?
- 4) Mobility, such as being unbalanced when walking, difficulty with standing for a period of time, needing to use a walker or cane, etc..?
- 5) Vulnerability to strangers, giving out personal information to strangers, giving money away, or being vulnerable to sexual abuse?
- 6) Running away, knowing whom to seek out if lost, being able to provide name, address, and phone number to the appropriate people if lost?
- 7) Medical treatments; including taking medication as prescribed, seeking out medical attention for emergency situations?
- 8) Medical condition that staff needs to be trained in, such as seizures, diabetes, taking medications with harmful side effects, or having a medical diagnosis that poses risk for you or the staff? (ADA places some people in a protected class that must be kept confidential)
- 9) Using and managing money?
- 10) Sexual behavior, such as understanding birth control and sexually transmitted diseases, discriminates between safe and unsafe, consensual sexual behavior?
- 11) Vulnerability to physical, verbal or self-abuse?
- 12) Vulnerability to drugs, alcohol or tobacco

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In your plan, describe your concern and how that concern will be addressed to decrease or eliminate your vulnerability. Make sure you write your plan to address the concerns in clear, concise directions for the staff to follow.

Example:

Tom eats fast and will choke on food if not watched. To avoid choking, only a small portion of food should be on Tom's plate and the food needs to be cut in very small pieces. Tom needs someone to sit close to him throughout the meal and slow him down by placing his or her hand over his between each bite. People who work with Tom need to know the Heimlich maneuver.

Tom will give money to people he doesn't know or will try to buy things he doesn't have enough money for. Before going out, discuss with Tom what he is going to buy and make sure he has enough money with him. Tom needs to be supervised when he has money so we won't give it away.

Emergency Planning

To complete this section of the Annual Support Plan, think about emergency situations that may occur, for example, your staff calls in sick 15 minutes before their shift starts, the person gets sick while on an activity, or the staff and person are very late returning from an activity.

Develop a written plan for the emergency situation(s) and update as needed.

Information you may want to have for staff to bring along during activities.

- 1) The name of the person
- 2) Date of birth
- 3) Contact information for primary caregiver
- 4) Emergency contact—other than primary caregiver
- 5) Medical Doctor, names and number of clinic, name and number of hospital
- 6) Medications and allergies

You may want to include information regarding your staff. Such as,

- 1) Name, address, and phone number(s) of your staff
- 2) Emergency contact for staff
- 3) Date of birth
- 4) Physical description of staff
- 5) Make, model and color of car
- 6) License plate number
- 7) Drivers license number

Budget

You may want to have your Flexible Case Manager assist you with completing this section of the plan. Remember you will need to pay your Flexible Case Manager as outlined in your agreement.

- **Annual Budget:** write the total amount of money allocated for the plan year.

Personal Assistance:

This section will include all of the paid people/staff, the rate of pay, and how many hours per year.

- **Type of Service:** Write the first service under Line 1. (Examples include: Caregiver, Companion, Staff, Homemaker, Respite, Therapist, etc.)
- **Rate of Pay:** Write the wage or unit cost of the person/provider providing the service.
- **Total Number of Hours:** Write the number of hours/units to be worked per plan year.
- Multiply the **rate of pay** times the **total hours/units** and put total in the **Total** box.
- Add up the Total column and write the amount on the **Personal Support Total** line.

When figuring out your total hours for the year, be sure to consider additional hours needed at different times of the year, such as summer vacations or school breaks. You may also want to add in a “cushion” of hours that allows you more flexibility in your scheduling. You will also want to account for wage increases, if any, throughout the year.

If a parent is being paid, a simple schedule and job duties must accompany the plan. For example: 2 hours each weekday morning to assist with getting ready for school. Weekly schedules will also need to be submitted to the FSE every 2 weeks and any changes reported.

Treatment and Training:

- **Type of Service:** Write service being provided (Respite, DT&H, In-Home Support)
- **Rate of Pay:** Write the wage or cost per unit of the person/provider providing the service.
- **Total Number of Hours:** Write the number of hours or units to be worked per plan year.
- Multiply the **rate of pay** times the **total hours/units** and but in the **Total** box.
- Add up the Total column write the amount on the **Treatment and Training Total** line.

If you are using licensed services, the licensed provider or county staff can tell you how much services cost.

Habilitative Outcomes should be listed in your plan if your staff are to be working on specific goals.

Any request for alternate therapy, special diets, and behavioral supports no otherwise available through the State plan will need a prescription from a physician who is enrolled as a MA provider attached to the plan.

Environmental Modifications

- **Type of Service:** Write the service being provided and the name of the provider.
- In the next column, write the **total yearly cost** for the goods/service.
- Complete a line for each additional good/service being provided.
- Add up the yearly costs of each goods/service and write the amount on the **Environmental Modifications and Provisions Total** Line.

Self Direction Support Activities

- **Type of Service:** Write the service being provided and the name of the provider.
- In the next column, write the **total yearly cost** for the service.
- Complete a line for each additional service being provided.
- Add up the yearly costs of each service and write the amount on the **Self Direction Support Activities Total** Line.

Remember if you are using Flexible Case Management, a copy of their certificate must accompany the plan.

If you are planning on being the Common Law Employer, a Plan for meeting State and Federal Tax and Labor Law Responsibilities must accompany your plan.

Annual Budget

- Transfer the **Totals** from each section to here.
- **Annual Budget:** Write the amount allocated.
- **Grand Total:** Add up the Total and Additional Fees columns.
- **Unused Budget Amount:** Subtract Grand Total from Annual Budget.
- Plans for more than the annual budget amount will not be approved.

Consumer signature, signed participation agreement and County Representative approval

The county representative must review and approve the Community Support Plan before you can implement the plan. You must have all necessary attached information and signatures before the plan will be approved and any CDCS dollars may be spent.

Planning Processes

Planning is a process that assists an individual to think about their preferences for the future and how they can achieve them. Participating in a formal planning process is a choice; it is not required.

There are many different methods for doing person-centered planning, e.g., PATH, MAPS, Circles of Support, Personal Futures Planning, Essential Lifestyle Planning. Each method simply represents an organized effort to gather information that will help to understand someone's desires or vision of the future. Here's a brief description of the different processes:

PATH (Planning Alternative Tomorrows with Hope)

This process was developed by Jack Pearpoint, John O'Brien and Marsha Forest and is an eight-step process that helps a person identify his dreams, what life is like now, and action steps to get from now to where he wants to be. All eight steps and their particular order are integral to the success of the process. A PATH takes approximately three hours to complete and the group will leave with concrete action steps.

MAPS (Making Action Plans)

The MAPS process was developed by Marsha Forest and Judith Snow and places primary emphasis on inclusion, participation and learning in integrated settings. This process identifies action steps that move in the direction of inclusion in all aspects of life. The MAPS process takes approximately two hours to complete.

Circles of Support

The Circles of Support process was also developed by Marsha Forest and Judith Snow. With this process a group of people agree to meet on a regular basis to help an individual accomplish personal visions or goals. Members of the circle are usually friends, family, coworkers, neighbors, church members and sometimes service providers. The majority are not paid to be there.

Personal Futures Planning

This process was developed by Beth Mount and is described as an individualized, possibility-based approach to life planning. The plan is developed by a group of people who care about the individual and are willing to assist in making the plan a reality. Like Circles of Support, the group continues to meet on an ongoing basis to oversee the implementation of the plan.

Essential Lifestyle Planning

This process was developed by Michael Smull and Susan Burke Harrison. This process helps people discover their choices and have those choices honored. It is focused on the individual and what that person values: people to do things with, things to do and places to go. This is also an ongoing process of discovering what is most important to the individual.

There are some important considerations that will help make a person-centered planning meeting successful. Some of the things to consider are:

- **You should have well trained facilitators**

To find a trained facilitator you can ask your county social worker; or disability organizations such as Arc, Center for Independent Living, or United Cerebral Palsy; or refer to a list of facilitators maintained by the Minnesota Department of Human Services. These organizations can also give you information on books and training resources that can assist with learning

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about personal planning methods. Some individuals have found it helpful to have a facilitator who is familiar with them and their situation. They feel this person can provide ideas and insight into the planning. Others find it helpful to have someone that they do not know and who can provide an objective opinion. Who you pick to facilitate the meeting is your choice.

In most of the planning processes, there is a facilitator and a graphic recorder. The facilitator asks the questions and keeps the group on track. The graphic recorder keeps track of the group's ideas. This is usually done on flip-chart paper and is done with a combination of key words and simple drawings. Studies have shown that using color and drawings helps groups work more creatively.

- **Invite the right people to the planning meeting**

When inviting people to the planning meeting think about who provides support to the individual (paid and unpaid), who will have good ideas about a positive future for the person, and who knows of resources and has connections related to the individual's situation. For example, the mother of a nine-year-old girl with autism invited two friends who also have children with autism. They were able to give suggestions based on what they have learned about services for their child. For a child's planning meeting, it's important to invite their peers. Think beyond the traditional team members who would attend the IEP meeting, interdisciplinary team meeting or care conference.

- **Make sure there is someone to assist with the implementation once the plan is developed**

After the meeting it is important to make sure the plan stays active. It's best to identify one or two people who will act as the committed champions. The committed champion follows up with people to make sure they are doing the things they have committed to doing, gets the team back together if needed and keeps track of who does what.