



# **Community-based Services: Structuring services and managing programs**

**Sara Murphy**

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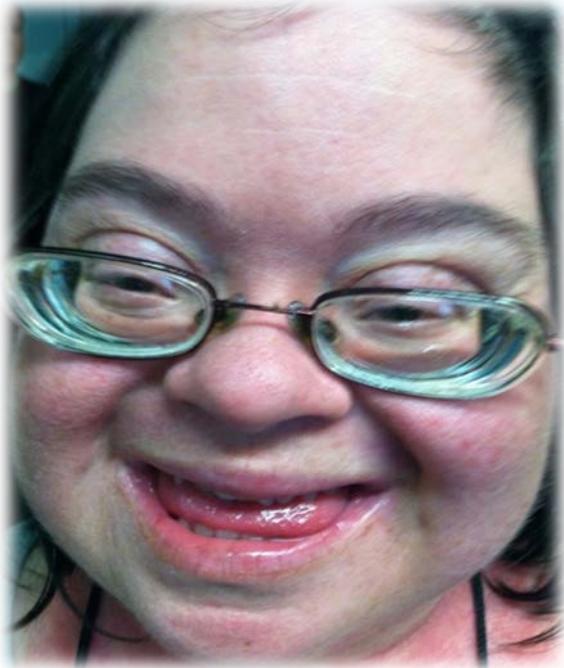
**MARYLAND EFSLMP WEBINAR SERIES,**

**JULY 20<sup>TH</sup>, 2018**

# Agenda

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- **The essential elements of community-based services**
- **Developing meaningful service plans and building individualized schedules**
- **Managing community-based services and supporting staff**
- **Measuring success on a programmatic level**
- **Aligning services/funding in Maryland**



**How do we help people with I/DD to become active, contributing members of their communities?**

# **Historically, *Community Activities* and *Day Services* were:**

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**An alternative for people not interested (or able) to work**

**“Outings” or field trips**

**Activities to fill “down” time (no contracts)**

**Special events**

**Recreational opportunities or a chance to socialize with friends**

**Planned and directed by staff**

# **A New Day for *Day Services***

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**CONNECT, TEACH, SUPPORT**

# **Today, Community Day Services are being used:**

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**To connect people to their communities**

**To explore the idea of working and create pathways to employment**

**To build skills that will enable a person to be more independent, self-sufficient and successful**

**To augment part-time work schedules and address the “non-work” aspects of life**

# **Community-base Services: Quality Indicators**

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**Person-centered, individualized**

**Purposeful, outcome-oriented**

**Employment-focused**

**Braid and blend services and resources**

**Flexible and responsive to individual's circumstances**

**Build social and professional connections**

**Encourage independence (or increase self-reliance)**

# Person-centered, Person-driven

Built around the individual:

- *My dreams and goals- what is the plan to get there?*
- *Where do I want to be? My home, my neighborhood*
- *What are my resources and how can I best use these?*
- *What do I want to do/learn?*
- *What do I need to learn to be successful?*



# Focused on Employment

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Employment is the foundation of a meaningful, adult life

## Work experiences, volunteering or internships

- Everyone enrolled is required to “give back”
- Exploration/Discovery. Try different employment options and settings
- Develop a work ethic and teach employability skills
- Treat it like a “job”

# Volunteering: learning skills, building connections and giving back



# **Integrated Services vs. a “Program”**

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**Provided in community settings, in real time (not necessarily M-F, 9 to 3)**

**Services plans and activities are built around the person’s “strengths & gifts”, not based on “deficits or issues”, or contracts available**

**Stone Soup: provider services, personal networks and public resources are all used to support an individual’s goals and his/her participation in community life**

**Encourage friendships and independence**

# Program Support/Services

Before:

**Long Term Service and Support Needs**

Time	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
6-8:30 AM	Parents get Ben out of bed, assist with breakfast, shower, getting dressed and ready for his day						
8:30-7 AM							
7-7:30 AM							
7:30-8 AM							
8-8:30 AM	Waiver Self-Directed PCA					Parents are weekend support	
8:30-9 AM							
9-9:30 AM							
9:30-10 AM							
10-10:30 AM							
10:30-11 AM							
11-11:30 AM							
11:30-12 PM							
12-12:30 PM							
12:30-1 PM							
1-1:30 PM							
1:30-2 PM							
2-2:30 PM							
2:30-3 PM							
3-3:30 PM							
3:30-4 PM							
4-4:30 PM	Mom and Dad provide all support, including meals, transportation and support for activities, etc.						
4:30-5 PM							
5-5:30 PM							
5:30-6 PM							
6-6:30 PM							
6:30-7 PM							
7-7:30 PM							
7:30-8 PM							
8-8:30 PM							
8:30-9 PM							
8:30-10 PM							
10 PM-6 AM	Mom and Dad are overnight staff						

Schedule courtesy  
of LifeCourse™

# Integrated Supports/Services

After:

Personal Strengths

Community-based,  
Public resources

Eligibility Specific  
Services

Relationships

Technology

Schedule courtesy  
of LifeCourse™

CHARTING the life course



**Integrated STAR Activities**

TIME	MON	TUES	WED	THURS	FRI	SAT	SUN
6-6:30 AM	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast		Spend
6:30-7 AM	I-pad while	I-pad while	I-pad while	I-pad while	I-pad		Night with
7-7:30 AM	Mom walks	Mom walks	Mom walks	Mom walks	Mom walks		Matt
7:30-8 AM							
8-8:30 AM		Volunteer		Volunteer	Workout		
8:30-9 AM		Fire Station		Fire Station	@ Gym		
9-9:30 AM	Go for walk	B-Noon	Buy food	B-Noon	Get ready		
9:30-10 AM			& take to		& go to IHD		
10-10:30 AM	Workout		Good Sam.		Volunteer		Church @
10:30-11 AM	@ Gym		Center		At IHD		St Ann's
11-11:30 AM	Watch TV		Watch TV		with PCA		
11:30-12 PM			Lunch with				
12-12:30 PM	Lunch with	Lunch with	PCA help	Lunch with	Lunch @		
12:30-1 PM	PCA help	Firemen @	Workout	PCA help	Crown Ontr		
1-1:30 PM	Library	El Maguery	@ Gym	Wal-Mart			
1:30-2 PM		Watch TV		With PCA			
2-2:30 PM	Watch TV	& chill until	Sonic drink	Watch TV	Get ready		
2:30-3 PM	& chill	football	Chill time	& chill	for game		
3-3:30 PM	Football	Football	Football	Football	ESHS		
3:30-4 PM	Practice	Practice	Practice	Practice	Tigers		
4-4:30 PM					Football		
4:30-5 PM					Game		
5-5:30 PM						Dinner with	
5:30-6 PM		Go visit				Matt (twin)	
6-6:30 PM		Twins, Chad	McDonalds				Watch
6:30-7 PM		& Erica in				Music	PayPerView
7-7:30 PM		Lawson				Concert	with
7:30-8 PM	I-pad when	I-pad while	Northland	I-pad while		with Matt	Firemen
8-8:30 PM	Mom walks	Mom walks	Therapeutic	Mom walks			friends
8:30-9 PM			Horseback				
9-9:30 PM			Riding				
9:30-10 PM							
10 PM-6 AM						Spend night with Matt at his apartment	

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD

February 2015

# Increase Independence



In the last 15 years,

Employed at Prologis, work hours have increased 87% (15 hrs/wk to 28 hrs)

Day services have decreased 68% (25hrs/wk to 8 hr)

Learning to “plan outings” w/her friends. Date Night

Volunteers at POH with her friends Linda and Nancy

Lives in an apartment with roommates, has a boyfriend- and can make a tasty spinach lasagna



# Community Day Services

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BUILDING MEANINGFUL LIVES AND  
PATHWAYS TO EMPLOYMENT

**Meaningful** (adj.): full of meaning, significance, purpose, or value; purposeful; significant: *a meaningful choice*

- *Dictionary.com*

# Building a Meaningful Life

Start with the person's goals, strengths and passions

Neighborhood/Homebase

Look at life domains and training needs

You are building a social/professional network.  
Who needs to be in it?



Anna and John, her manager (and neighbor)

## Positive Personal Profile

Name: Andrew

<p><b>Dreams and Goals</b> Get a job and move into my own apartment. Meet a girl friend. Learn to play the saxophone</p>	<p><b>Interests</b> Plays the piano, loves music, Listens to the radio- a lot, has a garden-trying to grow the biggest pumpkin in placor county, likes the internet, likes people watching. Likes movies, Loves the Simpsons, Art- sculpture especially. Wants to learn a second language. Likes attending the SVS dances.</p>
<p><b>Talents, Skills and Knowledge</b> Knows a lot about music and genres (especially show tunes, current pop artists and country), very strong- likes lifting weights (but does not like to sweat). Taken lots of computer classes, familiar with lots of office equipment (computers, fax, copiers), likes working with "machines" and tools, learns quickly, good memory, familiar with Library of Congress cataloging/shelving system (internship with SFMOMA library), likes gardening- taking horticulture classes at city</p>	<p><b>Learning Styles</b> Verbal directions should be clear and concise. Modeling new tasks is preferred. Can follow written directions if he is familiar with tasks. Does not like change- introduce and explain any changes- may need reminders if expected to do things differently.</p>
<p><b>Values</b> Being respected by others. Being smart. Being popular- having friends.</p>	<p><b>Positive Personality Traits</b> Punctual, Honest, Candid, Smart, detail-oriented, a man of great resolve, strong self-advocate, Good sense of humor, likes a good joke.</p>
<p><b>Environmental Preferences</b> Clean, well organized. Casual, hip places (but not loud) - nothing too professional or boring. Quiet but friendly.</p>	<p><b>Dislikes</b> Chaotic loud places. being interrupted- or being told what to do. Being patronized, condescending, people asking too many questions or interrupting me</p>
<p><b>Work Experiences</b> WorkLink Internships: 1) KQED filing, making labels in DEVO, 2) SFMOMA, shelving art books, 3) Music in schools today= data entry mailings School jobs were cleaning/stocking</p>	<p><b>Support System</b> Family (mom and dad-very supportive)</p>
<p><b>Specific Challenges</b> Needs assistance when he has to be "flexible". Needs explanation when things change. Sometimes gets angry when things are not going his way. Needs reminders to stay focused. Initiative is a concern.</p>	<p><b>Solutions and Accommodations</b> Structured tasks, consistent routine. Concrete, concise instruction. Direct feedback.</p>
<p><b>Career Ideas and Possibilities to Explore:</b> Music School- community Music school, Blue Bear, Crowden Music school, SF conservatory Duplication houses—Oldie West, Mixonic, Revolver Records Piano stores- Sherman Clay, Sheet music Plus, Byron Hyott, Music box, Stem Grove music festival, the SF opera, the SF symphony,</p>	

# Positive Personal Profile

What are their dreams and goals? what do people WANT to do?



Staff: Sam & Jenny

Date: 2/22/14

**Client: Amanda Bartlett**  
**WorkLink Annual Assessment of**  
**Skills and Independence**

Level of Independence				
1	2	3	4	5
Never (<25%)	Rarely (25%)	Sometimes (50%)	Usually (75%)	Always (near 100%)
Direct support & instruction	Direct prompting	Indirect prompting	Spot check, occasional reminders	Independent

Home, Health and Safety				
Does household chores (cleaning, dishes, laundry)		3		
Able to buy own groceries	1			
Can prepare a meal safely		2		
Prepares own meals	1			
Makes healthy food choices	1			
Exercises regularly		2		
Maintains good hygiene		2		
Controls bodily functions		2		
Appears clean and appropriate in public		3		
Prepares for the day effectively			4	
Can tell time or has a functional sense of time			4	
Aware of weekly schedule				5
Can say and/or write own name				5
Knows fire safety			4	
Community				
Is punctual		3		
Maintains consistent attendance				5
Crosses the street safely				5
Aware of safety on public transportation				5
Travels independently on preset routes				5
Problem solves effectively if lost				5
Carries ID card, Clipper Card and emergency info				5
Carries and uses cell phone appropriately	1			
Can complete a transaction at a store				5
Responsibly monitors spending	1			
Social/Recreational				
Interpersonal skills (greetes others, eye contact, etc.)				5
Learns names of others		3		
Engages in appropriate conversations				5
Exhibits age appropriate behavior				5
Knows and adheres to pleasant manners		3		
Has a positive attitude; friendly, likeable disposition			4	
Has friends and cares about/shows interest in others			4	
Makes plans outside of program		3		
Behavior				
Accepts feedback and instruction		2		
Communicates wants and needs				5
Asks for help when needed		2		
Controls temper / manages frustration			4	
Flexible when unexpected changes occur	1			
<b>Average Score</b>	<b>3.4</b>			

# Assessment Tool for Community Skills

What do people “need” to learn?

# **Charting the LifeCourse™**

## **University of Missouri/KC UCEDD**

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**Sees the person within the context of family & community**

**Looks at Life Stages and Life Domains.**

***Integrated supports:* personal strengths, relationships, community resources, eligibility specific resources, technology**

**Creates connections and partnerships to support an individual's goals and life**

# Who is Julio?

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Takes pride in being his own man- loves his independence, lives with friends

Athletic, basketball and bike riding, SF Giants fan

Artistic, creative, loves to draw and paint

Learning to live on his own

Strong family ties, loving son/brother

Great sense of humor- very social, likes to be busy

Christian/faith is important



## Weekly Schedule

Julio  
July 9-13th 2018

Day	Time	Activity	Staff
Monday	7:00-11:00	Work at IDEO	Matt
	11:30 – 3:00	Lunch/Sports @ Dolores Park	Jefferson
Tuesday	7:00-11:00	Work at IDEO	Matt
	11:30 – 3:00	Lunch/Work out with Danny	YMCA
Wednesday	7:00-11:00	Work at IDEO	Matt
	12:00-1:30	Lunch with friend?	CCSF
	2:00 – 4:00	CCSF Art Class	
Thursday	7:00-11:00	Work at IDEO	Matt
	1:00 – 3:00	Budgeting/Financial Literacy	Paul
Friday	7:00-11:00	Work at IDEO	Matt
		Do laundry, clean house	SVS
Saturday		Grocery shop (SVS)	
Suggestion		Giants vs. A's 7:00pm (call Simon)	
Sunday		Church/Teach Sunday School	

# Julio's Weekly Schedule

*A team effort*

# Julio's "Meaningful" Life?



# **Managing Community-based Services and Staff**

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A WHOLE NEW BALL GAME

# **New Policies & Procedures**

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**Job Descriptions/Evaluations**

**Work hours**

**Risk Management**

**Safety procedures**

**Confidentiality**

**Cell phones**

**Travel reimbursement**

# **New Roles and Responsibilities**

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**Direct Service shift from fulfilling contracts/care to assisting people to play a valued social role and develop an identity**

**New expectations: teach skills, foster friendships, create pathways to community employment, encourage independence**

**What training is needed?**

# Who to Hire?

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People-people, “networkers” “community organizers”, “connectors”

Teachers (not mothers or caretakers)

Locals, people from the communities you serve

Problem-solvers, must be resourceful and creative

Able to work independently with limited oversight

Able to take initiative and ownership

# Community Connections

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Map community resources, establish contacts

Plot people, identify service areas, public transportation, potential meeting spots

Look for community resources or sites with multiple uses

Resource development is everyone's job. Give staff business cards and "leave behinds"



We work with non-profit organizations with workforce / volunteer needs



Identify 3-4 individuals who are interested in the organization's mission and tasks



Set up a weekly 2-3 hour volunteer shift with a Community Instructor

The WorkLink Community Instructor, partners with your staff to manage and supervise the group's project. We look for a variety of consistent volunteer opportunities to teach a broad range of skills, including: customer service, social skills, data entry, collating of materials and mailings, landscaping, bagging produce and food preparation.

Community partners include: KALW Public Radio, Save The Redwoods League, SF AIDS Foundation, Koret Family House, Project Open Hand, SF Food Bank, SF Park and Rec Nursery, LEAP Arts Foundation

“ The WorkLink Team are my most dedicated and reliable group of volunteers, never missing a day and always volunteering with a smile and a positive attitude.

**Jody Schaffer**  
Director of Volunteer Services, SF AIDS Foundation

“ WorkLink has come in every week for over a year now to help us with our monthly mailings. They are professional and efficient with a perfect work ethic.

**Emily Algire**  
Volunteer Coordinator, KALW Radio

### FOR MORE INFORMATION:

Paul Griffiths - pgriffiths@transcen.org // 415-979-9520



WorkLink seeks to support people with disabilities explore new interests, build skills and contribute to their community in meaningful ways.  
[www.transcen.org/direct-services/worklink](http://www.transcen.org/direct-services/worklink)

# WorkLink's *Leave Behind*

# Community-based Instruction: All about skill building



Real world experience: real people, teachable moments, real tools

HOME base: from home to sites or community meeting spot, not the center

Weekly Schedules:

- Individualized, goal-oriented
- Structured and routine
- Teach hard and soft skills
- Collect data

# Scheduling and Staffing

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Schedules are goal-oriented & “built to order”

Avoid on-site “classes” or creating a school-mentality

Individual vs. group services

Groups/activities are developed to address goals, interests or training needs (Use white boards)

Instructor “selected” to support the group/training

Balance groups (1/3, 1/3 and 1/3)

Small ratios (foster inclusion, teachable, manageable)

# Scheduling and Staffing

Schedules are done weekly, activities are structured and consistent

“Air traffic controller” is critical (Program Manager)

Plot 1) work hours, 2) primary goals, 3) set events, then add flexible or random activities

*Use floaters/job coaches* for individual services, “quick trainings”, one-off needs and/or subbing

Blur the lines between programs (Pods, All-hands meetings, “take your co-worker to work” day)



## Alfred

## Sally

## Jeff

## Mary

	Alfred	Sally	Jeff	Mary
MONDAY	<p>AM Albert, Anna, Calvin, Jules, Desmond            PM Calvin, Brian, Desmond, Stu            9:00 Meet Group 24 Hour Fitness            9:00-11:30 24 Hour Fitness            11:30-1:00 Travel to Westfield/ Eat Lunch/ Travel to Bernal Heights            1:00-3:00 Bernal Heights Community Center            3:00-5:00 Office Hours</p>	<p>Chuck            9:00 Meet Chuck at Church &amp; Market            9:00-10:00 Travel to Reebok Store            10:00-1:00 Chuck at Reebok Store            1:00 Pick up Chuck at Reebok Store            1:30 Drop Chuck off at Church &amp; Market            1:30-5:00 Office Hours</p>	<p>AM Ashton, Fanny, Brian, Mario, Mikael            PM Albert &amp; Don(reading), Ashton, DeShawn, Ramone, Mikael, Mey, Wilbur (computer)            9:00 Meet Group at Stonestown YMCA            9:00-11:30 Stonestown YMCA            11:30-1:00 Lunch and Travel to John Adams Campus            1:00-3:00 City College- Reading &amp; Computer Class            3:00-4:00 Travel to Colma w/ Wilbur</p>	<p>AM Ramone, Jurgen, Joe, Don, Mark, Skippy, Wilbur            PM Ashton, DeShawn, Ramone, Mikael, Mey, Wilbur (Computer)            8:30 Meet Wilbur at Colma            9:00 Meet Group at the Coffee Bean &amp; Tea            9:30-12:00 American Conservatory Theater            12:00-1:00 Eat Lunch at Westfield and travel to City College            1:00-3:00 City College Computer Class            3:00-5:00 Office Hours</p>
TUESDAY	<p>AM Albert, Mario, Carol, Desmond, Wilbur            PM Albert, Calvin, Jurgen, Mey            8:30 Meet Wilbur at Colma BART            9:30-11:30 Family House (Cleaning)            12:00-1:00 Eat Lunch Westfield Mall            1:00-3:00 GreenPeace            3:00-5:00 Staff Meeting</p>	<p>PM Ashton, Fanny, Carol, Kim            9:00-11:30 Office hours            11:30-12:00 Travel to Project Open Hand            12:00-3:00 Project Open Hand            3:00-4:00 Office Hours            4:00-5:00 Staff Meeting</p>	<p>AM Calvin, Fanny, Jurgen, Joe, Don            PM Don, Stu, Wilbur, Skippy, Anna            9:00 Meet Group at Starbucks on Bush &amp; Van Ness            9:30-11:30 MDA            11:30-1:00 Westfield Mall/ Eat Lunch, Travel to SF Foodbank            1:00-3:00 SF Foodbank            3:00-4:00 Travel w/ Wilbur to Colma BART            4:00-5:00 Staff meeting</p>	<p>AM Ashton, Brian, Givi, Mikael, Kim            PM DeShawn, Ramone, Brian, Mikael            9:00 Meet Group at Stonestown YMCA            9:00-11:30 Stonestown YMCA            11:30-1:00 Travel to Westfield Food Court/ Travel to Red Cross            1:00-3:30 Red Cross            4:00-5:00 Staff Meeting</p>

# Be Prepared

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## Worst case scenario - What is the plan?

- Emergency procedures: minor issues to major disasters
- Staff and participants trained (annually)
- “Cavalry”- staff available to help when needed
- Access to medical information/releases
- Identify escape routes & quiet spaces/rooms
- Medical ID bracelets, “Help me” cards in wallets
- Build a book of “Plan B” activities

# Logistics: Transportation

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Remember *Independence* is the goal. Use personal and public resources whenever possible

Be the “Planner” vs. “Provider”

Minimize the need for transportation:

- Centralized program site, satellite locations
- Establish meeting spots throughout service area
- Look for walkable locations near person’s home
- Cluster participants geographically

# Transportation: Be Creative

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Create an “I need a ride” network (WhatsApp) for individuals

Create a “Ride Cooperative” car pool for program  
County-wide “transit share”

Post request (church bulletins, company break room)

Teach people how to ride a bike

Pay staff to drive their own cars

# Fleet of Small, Accessible Vehicles

Ford MV-1's, a six  
passenger suburban.  
Ramp/ space for  
Wheelchair



*“I am 43 years old, I have never been in the front  
seat of a car”*

Participant,  
Franklin County Board  
of Developmental Disabilities

# Communication is Key

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Staff meetings at least twice a month

Cell phones are key (staff and participants)

Weekly staff/individual schedules

Cloud software for client records and daily documentation

WhatsApp



# Encouraging Independence in Community Settings

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Collect data on level of independence

hard numbers- not qualitative statements

Teach problem solving

Fade support slowly- No “dump and run”

Use technology (lifeline, alarms, checklists,..)

Use peer mentors, small steps

Celebrate “independence” – *Wall of Fame*

When services fade – *sign-off, change Service Plan*

# WorkLink's Independent Travel Affidavit



workLINK

## INDEPENDENT TRAVEL AFFIDAVIT

NAME:

DATE:

I have been traveling independently throughout San Francisco, prior to entering the program. I do not need any support traveling in the community.

I have been travel trained to various meeting locations in the community and feel confident in my ability to get to these places on my own.

Agreed Upon Sites:

I am rated as a "5" on WorkLink's *Community Assessment Inventory* (street safety, travel)

I am confident in my ability to travel independently to and from community sites without supervision.

Independent on certain routes: (please list)

Independent on all MUNI/BART routes

I can cross streets safely without prompts (data- 100% independence 3 consecutive months)

Marked intersections (lights)

Stop signs, unmarked intersections

I understand the dangers of "jay walking"

I have successfully participated in "Let's Get Lost"

I am able to lead the group to destination

I can use cell phone or my emergency card to get assistance when needed

Carries emergency card in wallet and is confident asking for assistance, able to identify appropriate people in the community to ask for support if needed.

By signing this, I, \_\_\_\_\_, am acknowledging that I have been trained in community safety and am confident in my ability to travel without supervision in the community. Worklink will no longer be responsible for supporting me to travel to and from program activities.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Care Provider Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
WorkLink Staff Signature

\_\_\_\_\_  
Date

# Measuring Success

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HOW DO YOU MEASURE  
“MEANINGFUL”?

# What Outcomes are Important?

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A job, financial security (hours worked,\$ earned)

Community engagement

Independence (hours of service, accomplishment of goals, Supports Intensity Scale (SIS) score, level of assistance)

Friends & connections

Health (exercise graphs, endurance, weight, managing diabetes w/o insulin )

A clean, comfortable, happy home (skill checklists, satisfaction surveys)

# Measures of Programmatic Success

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**% of people engaged in community activities**

**Connections/number of friends (not paid staff)**

**% of people working in CIE**

**Average number of months from enrollment to placement; placement to stabilization**

**Wages/hours increase annually**

**Retention and career growth**

**Customer/Staff satisfaction**

# WorkLink's Scatterplots

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- Visually represents progress on two factors: *Employment and Community Engagement /Level of Independence*
- Not to show a correlation between employment and community engagement- but to plot two measures of success in one graph for the people we serve
- Motivates the individuals (and program staff)

# Keeping People Moving Forward

## Scatter plot for Anna



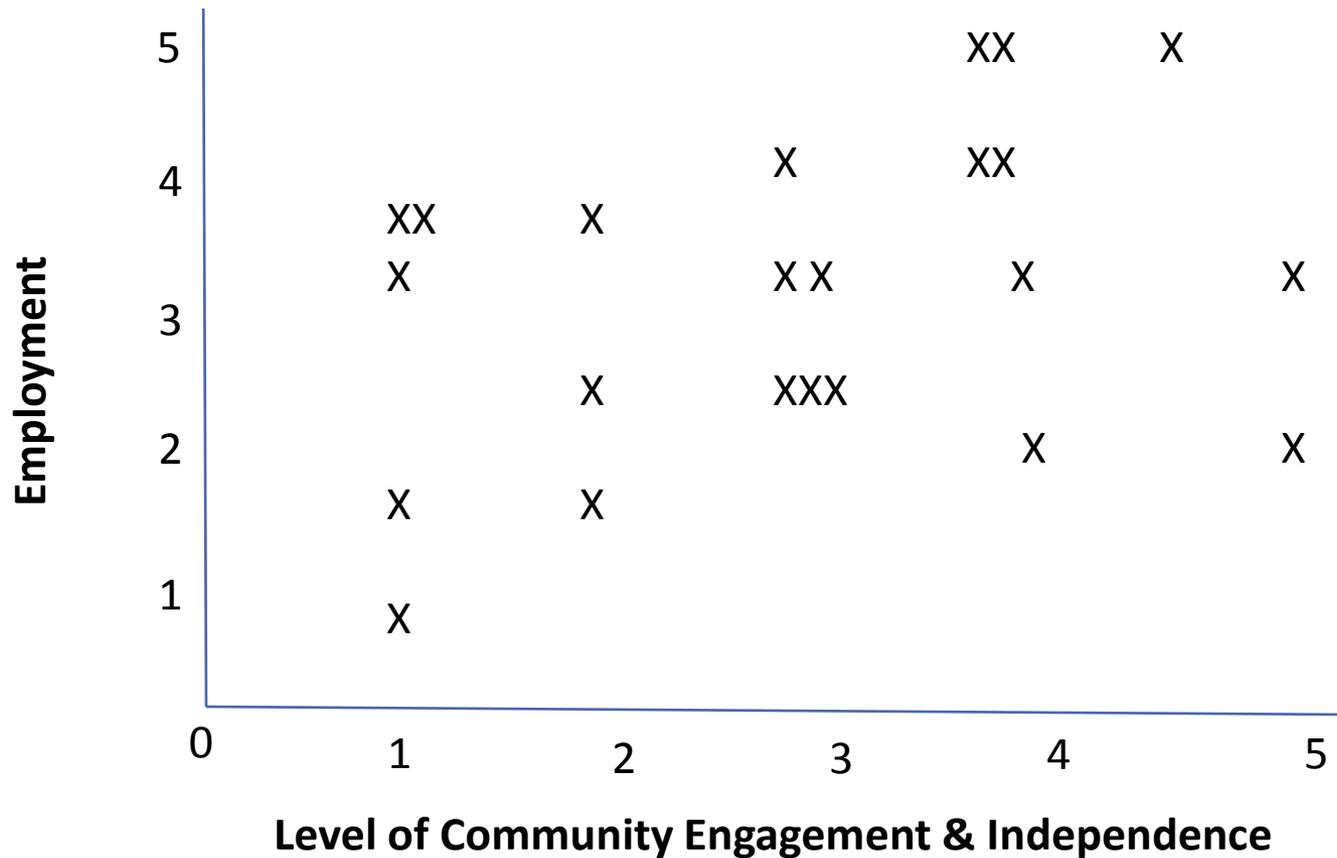
# Keeping People Moving Forward

## Scatter plot for WorkLink 2016



# Keeping People Moving Forward

## Scatter plot for WorkLink 2017



# Client Input: How are we doing?

## Consumer Advisory Council

Advise leadership regarding program services

Provide in-put on Staff Evaluations

Generate ideas for new services

Safety trainings & office inspections

Peer-mentors/Ambassadors



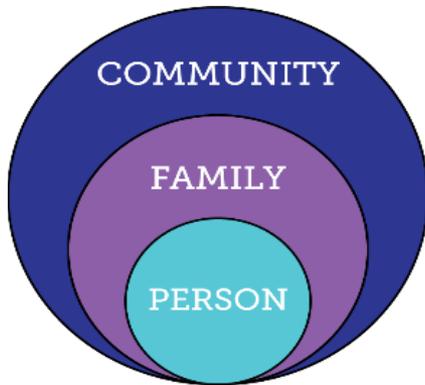


# Aligning Services

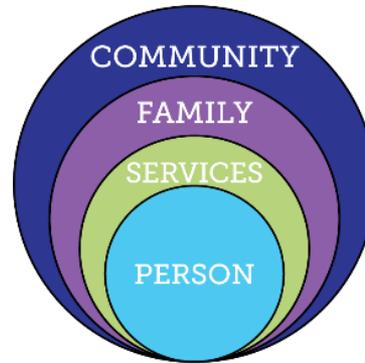
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MARYLAND'S NEW MEANINGFUL DAY

# Integrated Services & Supports Across the Lifespan



Person - Family  
- Community



Traditional Disability  
Services



Integrated Services and Supports  
within context of person,  
family and community.

# Maryland's Meaningful Day Services

## What's happening July 1, 2019? :

- Phasing out:
  - Supported Employment
  - Employment Discovery and Customization
  - Daily rates that only allow one service per day
- Phasing in:
  - New menu of Employment Services
  - Hourly rate and flexibility to access various supports daily
  - LTSS

# Maryland's Meaningful Day Services



**webinar**

- **Webinar July 24<sup>th</sup> at 10am**
- **In-depth walk-through of new services**
- **Sign up link on DDA training calendar**

Love and work... work and  
love, that's all there is.  
These are the cornerstones  
of humanness.

*- Sigmund Freud*

# Questions?

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# Additional Resources

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- [Employment First Lead Center](#)
- [ODEP EFSLMP Initiative](#)
- <https://www.lifecoursetools.com>

# EFSLMP Community of Practice

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**If you are not a current subscriber to ODEP's EFSLMP mailing list, you can register [here](#).**

# For More Information:

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