Person-Centered Planning and Implementation

8 Use of Publicly Funded Programs in Planning

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Introduction

These slides contain content adapted from the Administration for Community Living's Person Centered Counseling Training Program. The content includes text and narration from online courses. To view original content or for more information, please visit nwd.acl.gov or contact NoWrongDoor@acl.hhs.gov.

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Welcome! (1/3)

Person-centered counseling helps people to organize services and supports in ways that make sense to them. Many people will never be eligible for public programs. Those who are eligible may choose not to use them. However, sometimes people are eligible and are interested in these programs. Others may already be using publicly funded programs but still want support from the Person-Centered Counseling (PCC) professional.

This lesson gives a brief overview of the PCC professional's potential roles in this process. This lesson is a short overview of incorporating these programs into a plan. For more information regarding the specifics of these programs, you can refer to the course on long-term services and support (LTSS) in this curriculum.

Welcome! (2/3)

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Welcome! (3/3)

Learning Objective

After completing this lesson: You will be able to support people in identifying and incorporating publicly funded options into their plan.

Supporting People with Public Programs

People will have different starting places and different hopes when it comes to looking for long-term services and supports. They may use public benefits to help them achieve their goals. The type of benefits that are most helpful will depend on what the person's situations is. Some will need only intermittent if intense supports. Others may have ongoing needs.

Federal, State, and Regional Funding for Public Programs (1/3)

The federal government provides many resources to states so that they can offer public programs. To receive benefits, people usually need to have low or poverty level incomes. They often have to be in a special population. Some populations include children, older adults, pregnant or nursing women, or those living with a disability. These programs provide support for major life needs. These can include food, shelter, medical care, services and support for daily living, and employment.

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Federal, State, and Regional Funding for Public Programs (2/3)

Major sources of long-term services and support (LTSS) funding come through Medicaid, Medicare, Vocational Rehabilitation, Veterans' benefits, housing assistance (through HUD), and Supplemental Nutrition Assistance Program (SNAP), and other federal programs. Individuals may also be eligible for social security payments or special benefits through programs for American Indians. The federal government also supports state initiatives through grant programs and demonstration projects. You can learn more about these types of programs in the LTSS course of this curriculum.

Federal, State, and Regional Funding for Public Programs (3/3)

Often, states have the option to decide what to offer and to whom within the federal guidelines. They can sometimes opt out of programs completely. If they do participate, they will usually carry a share of the costs for these programs. They also have to submit a detailed plan or proposal for use of funds. In addition, public programs that are funded only through state and local resources may also be available in communities. Unfortunately, some public programs that could be used to support people have long waiting lists.

Roles in Use of Public Programs (1/2)

There are many things to think about when considering public programs. Support for seamless and sensible access to available resources and services is part of the person-centered counseling role. Person-Centered Counseling (PCC) professionals need to ensure processes for identifying what people want are not based on program eligibility or availability. Person-centered discovery is important for everyone. So is the wise use of personal and public resources.

Roles in Use of Public Programs (2/2)

PCC professionals may not be responsible for completing the eligibility assessment. However, they should be knowledgeable. They can support the process. They can help to sort, share, and organize use of potential options based on the person's goals. The goal is to minimize the sense of fragmentation and streamline a person's access to any programs they are eligible for. In the No Wrong Door (NWD) system, this should include being able to access all federally supported public programs from any NWD hub and having to apply for eligibility only one time.

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Integrating Public Programs into a Plan

In order to effectively integrate public programs into a plan you will want to consider the following.

Working with Others to Engage the Plan

If a person gets connected to services and supports, they may be required to or have the opportunity to work with professionals that have similar roles to Person-Centered Counseling (PCC) professionals.

There are differences between a PCC professional and many of the other professionals. Ideally the PCC professionals are not affiliated with any specific program or service. When they are, rigorous conflict of interest policies help ensure they can perform their duties well. They are available regardless of eligibility for services of any type. This helps to ensure a focus on the person's needs and ongoing support, regardless of which services they choose to engage. However, clarifying roles and expectations may take some work.

Choice, Direction, and Control in Public Programs (1/2)

People engaging public programs are often at high risk of being treated without care and respect. This is not always deliberate. However, over time these programs can be overwhelmed by volume. The needs of communities can be high but the resources limited. Lingering attitudes toward people who use public programs can create a culture in services that is not as respectful as it should be.

Choice, Direction, and Control in Public Programs (2/2)

Engaging person-centered approaches with every person who seeks No Wrong Door (NWD) services helps refocus individuals and communities. It reengages the individuals by listening honestly to them, without assumptions. It supports them in creating the best solutions they can. People should experience choice, direction, and control in every part of the process. Unconditional positive regard for each person coming to the NWD system is critical. This helps return both power and responsibility to people. It provides them person-centered and self-directed support to meet their real needs.

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Conclusion and Lesson Review (1/3)

- The federal government provides resources and guidance for major public programs that provide long-term services and supports. These usually correspond to specific populations and expectations. States decide how and if they will participate in these programs. This creates variability of access and eligibility.

- Person-Centered Counseling (PCC) professionals should be familiar with what is available locally. They should know how to access these programs. They should offer them only if, based on discover, it makes sense.

- Clear and complete information regarding the eligibility process and access should be shared when asked. Help people understand: what must be shared in the application, who will help them, how long it might take, the likelihood of being eligible, and what the process and outcomes mean for next steps.

Conclusion and Lesson Review (2/3)

- PCC professional can support the person in completing applications, connecting to assessors and following up on progress of applications. They can also help them organize short term support during the application period. PCC professionals can support people in organizing services through these programs.

- Person-centered counseling and the roles of other coordination and planning professionals may overlap. Proactive and frequent communication between planning and coordination professionals is important.

Conclusion and Lesson Review (3/3)

Learning Objective

After completing this lesson, you will be able to support people in identifying and incorporating publicly funded options into their plan.

Reflection on Learning Objective

Directions: Review the objective(s) on this page. Write down your answers to the following questions.

1. What did you learn in this lesson that you felt was important?

2. What will you do differently because of the content in this lesson?