



2017 Wisconsin Act 178: Increasing Competitive Integrated Employment Outcomes

Department of Workforce Development | Division of Vocational Rehabilitation
Department of Health Services
Department of Public Instruction

Table of Contents

Executive Summary.....	2
DHS Guiding Principles.....	3
DWD-DVR Guiding Principles.....	5
DPI Guiding Principles	6
IPS Guiding Principles	7
Performance Improvement	8
Competitive Integrated Employment Initiatives Table.....	10
Appendix A: Citations and References.....	14
Appendix B: Definitions	15

Executive Summary

Purpose

People in Wisconsin want opportunities to work and be self-sufficient. Wisconsinites with disabilities are no exception. Employment is a primary means for working-age people to contribute to their communities and is one of the most satisfying and meaningful ways for people to achieve their goals. For people with disabilities, competitive integrated employment (CIE) is an important pathway to self-sufficiency and a fulfilling life, and is an opportunity to contribute to their communities and achieve other personal goals.

The Department of Workforce Development's (DWD) Division of Vocational Rehabilitation (DVR), the Department of Health Services (DHS), and the Department of Public Instruction (DPI) have a long history of interagency collaboration in serving individuals with disabilities. Effective interagency collaboration is based on a shared vision, common goals, and mutual benefit for collaborative stakeholders and people with disabilities. In response to 2017 Wisconsin Act 178, DWD-DVR, DHS, and DPI have reaffirmed their commitment to work together to improve the lives of youth and adults with disabilities by increasing CIE outcomes.

Scope

2017 Wisconsin Act 178 requires DWD-DVR, DHS, and DPI to collaborate, with the input of stakeholders, in the development of a joint plan to increase CIE. This plan establishes performance improvement targets describing specific coordination methods to ensure programs, policies, and procedures support CIE. The Departments will update the plan at least biennially.

As part of the plan, the Departments have developed three performance improvement targets and cross-agency objectives to implement collaboratively to improve CIE outcomes for youth and adults with disabilities in the state. Per Act requirements, to measure plan impact the three Departments will provide an annual CIE Report on: 1) plan implementation; 2) barriers to implementation; and 3) data on CIE for working age individuals with disabilities receiving public services outside their home.

More specifically, data will be provided for all working-age individuals with disabilities who have Individualized Educational Programs (IEPs) with DPI or are receiving services through DHS long-term care (LTC) programs for adults, DHS Children's Long-Term Support (CLTS), DHS Mental Health, Individual Placement and Supports (IPS), DVR, or Youth Apprenticeship (YA).

Mission and Shared Vision

Mission: To advance collaboration, cooperation, and communication between DHS, DWD-DVR, and DPI to increase CIE.

Vision: Empower individuals with disabilities to prepare for, participate in, and advance in CIE.

DHS Guiding Principles

The Department of Health Services (DHS) has established a list of Guiding Principles for competitive, integrated employment (CIE) that build on the value of full inclusion of people with disabilities served in our long-term care programs.¹ These principles are evidence-based practices that align with the department's vision for the future for people with disabilities in Wisconsin communities. DHS recognizes that each person's path toward CIE involves a person-centered planning process that includes a variety of experiences to build toward successful jobs.

These principles do not limit or impact the provision of allowable services in DHS's long-term care programs, including the provision of pre-vocational services compliant with Home and Community-Based Services (HCBS). Instead, this document focuses solely on advancing the goal of CIE as an outcome. These principles will lead our state in providing services and supports that result in CIE.

1. Everyone can work if a job is matched to the individual's unique interests and skills, and they are provided appropriate supports at the right time.
2. Competitive, integrated employment is the first and preferred employment outcome for all working-age youth and adults.
3. Working creates a strong path toward better physical and mental health.
4. Work is a pathway out of poverty, reduces reliance on public benefits, and is cost effective.
5. Work benefits people with disabilities by increasing quality of life, improving self-confidence, bettering social life, and increasing a sense of community.
6. Inclusion in general education and post-secondary courses increases the likelihood that students with disabilities will obtain competitive integrated employment, require fewer supports, and earn higher wages.
7. For a child with disabilities, expectations of work from parents, teachers, and others is a strong predictor of future competitive employment as an adult.
8. Paid competitive integrated employment work experiences during high school increases the likelihood of CIE outcomes.
9. People with disabilities require opportunities to receive comprehensive information about employment services, work incentive benefits counseling, reasonable accommodations, support models, and opportunities to try a variety of competitive integrated employment jobs to make an informed choice about employment.

10. Interagency coordination at the state level with the Department of Health Services, Department of Workforce Development's Division of Vocational Rehabilitation, Department of Public Instruction, long-term care agencies, vocational providers, businesses, technical colleges, and school districts, as well as local and regional coordination, is necessary for youth and adults with disabilities to achieve their employment goals.
11. Society as a whole and businesses in all sectors of the economy can benefit from a workforce that includes, and actively engages, people with disabilities.

DWD-DVR Guiding Principles

1. Disability is a natural part of the human experience and in no way diminishes the rights of individuals to live independently, make informed choices and decisions, contribute to society, pursue meaningful careers, and enjoy self-determination and full inclusion and integration in the economic, political, social, cultural, and educational mainstream of American society.²
2. Work is a fundamental aspect of adult life for individuals with and without disabilities. It contributes to independence and economic self-sufficiency, provides a sense of purpose and self-esteem, and shapes who we are and how we fit into our community.²
3. Individuals with disabilities, including those with the most significant disabilities, can achieve employment that is high-quality, competitive, and integrated when provided the necessary services and supports. Competitive integrated employment includes self-employment and supported employment services, which could include customized employment services. Individual placement and support services, when provided in partnership with mental health services, also provide access to competitive integrated employment. Youth and adults with disabilities must have access to the services they need, including training and other supports, to have meaningful opportunities to achieve competitive integrated employment outcomes.²
4. Implementation of programs, projects, and activities must be based on:
 - Person-centered planning;
 - Respect for individual dignity, personal responsibility, self-determination, pursuit of meaningful careers, and informed choice;
 - Respect for the privacy, confidentiality, and rights of individuals, including the right to effective and meaningful access to services, information, and data; and
 - Reliance on and pursuit of evidence-based, promising, and emerging best practices.
5. Service providers or workers hired by a participant through adult long-term care programs must be approved, and their staff must be qualified to facilitate the achievement of competitive integrated employment outcomes, including supported employment services.
6. State agencies must value and support individual and systemic advocacy and community involvement, including supporting the involvement of an individual's representative, if an individual with a disability requests, desires, or needs such support.

DPI Guiding Principles

1. Provide a free and appropriate public education to every child protected under the Individuals with Disabilities Education Act (IDEA).³
2. Ensure every child graduates ready for college or a career.³
3. Promote engaged learning that motivates all children to reach their fullest potential.³
4. Sustain a culture of high expectations that promotes excellence and is achieved through intentional relationships with educational and interagency partners.⁴
5. Include students and families in the process of making educational decisions, ensuring students play a vital role in determining their future.⁴
6. Ensure educational environments are accessible, inclusive, and equitable for all students.⁴
7. Support Local Education Agencies (LEAs) in transition planning through collaboration with DWD-DVR and DHS. The Post-Secondary Transition Plan and Summary of Performance will be used as tools in this coordinated approach to effective transition planning.⁵
8. Implement consistent policies and procedures around transition planning and services for students with disabilities.⁵
9. Support evidence-based practices for students with disabilities that promote outcomes directly linked to competitive integrated employment for working-age individuals with disabilities.⁴
10. Coordinate a network of professionals to assist LEAs in implementing effective transition planning, programming, and services.⁵
11. Share statewide and regional post-school outcomes for students with Individualized Education Program (IEPs).⁶
12. Share data regarding the provision of pre-employment transition services for students with IEPs.⁶

IPS Guiding Principles

DWD-DVR and DHS-Division of Care and Treatment Services (DCTS) adhere and agree to the Individual Placement and Supports (IPS) Supported Employment Practice and Principles. IPS supported employment helps people living with mental health conditions work at regular jobs of their choosing. Although variations of supported employment exist, IPS refers to the evidence-based practice of supported employment.

1. **Focus on Competitive Employment:** Agencies providing IPS services are committed to competitive employment as an attainable goal for people with mental health conditions seeking employment. Mainstream education and specialized training may enhance career paths.
2. **Eligibility Based on Client Choice:** People are not excluded on the basis of readiness, diagnoses, symptoms, substance use history, psychiatric hospitalizations, homelessness, level of disability, or legal system involvement.
3. **Integration of Rehabilitation and Mental Health Services:** IPS programs are closely integrated with mental health treatment teams.
4. **Attention to Worker Preferences:** Services are based on each person's preferences and choices, rather than providers' judgments.
5. **Personalized Benefits Counseling:** Employment specialists help people obtain personalized, understandable, and accurate information about their Social Security, Medicaid, and other benefit programs.
6. **Rapid Job Search:** IPS programs use a rapid job search approach to help job seekers obtain jobs directly, rather than providing a lengthy pre-employment assessment, training, and counseling. If further education is part of their plan, IPS specialists assist in these activities as needed.
7. **Systematic Job Development:** Employment specialists systematically visit employers, who are selected based on job seeker preferences, to learn about their business needs and hiring preferences.
8. **Time-Unlimited and Individualized Support:** Job supports are individualized and continue for as long as each worker wants and needs the support.

Performance Improvement

Targets and Cross-Agency Objectives

1. Increase awareness that work is possible for people with disabilities by promoting CIE opportunities using targeted outreach and education.

- A. Establish a joint outreach plan to reduce CIE disparities.
 - i. Use joint CIE Management Information System (CIE-MIS) data to identify disparities in CIE outcomes for Wisconsin residents with disabilities by age, gender, race, ethnicity, disability type, and geographic location - Year 2.
 - ii. Identify community support organizations to assist in reducing CIE disparities.
- B. Research the employment of people with disabilities as compared to people without disabilities.
 - i. Establish a baseline of underemployment of Wisconsin residents with disabilities and compare national and Wisconsin employment factors.
- C. Annually review and update the CIE website.

<https://dwd.wisconsin.gov/dvr/partners/cie/>

2. Align service delivery systems and strengthen coordination to increase CIE opportunities for people with disabilities.

- A. Publish a web-based Youth Transition Action Guide (Youth TAG) - Year 1.
- B. Publish a web-based Adult Technical Assistance Guide (Adult TAG) - Year 2.
- C. Finalize and implement a plan to broaden access to employment services for individuals with a mental health diagnosis.
- D. Develop and implement a consistent CIE definition across the Departments for Act data reporting purposes.
- E. Map out the Supported Employment services process between the Departments using LEAN principles. The outcome of the process is to create recommendations for improvement and implementation of Supported Employment CIE outcomes.

- F. Continue to operationalize transportation planning for individuals working in CIE.
- G. Continue to develop and provide joint training to educate interagency partners and stakeholders to increase knowledge of CIE.
- H. Create a roadmap for future 2021 CIE-MIS employment data development work to add additional data elements
 - i. Create a common limited data set (LDS) structure for data analysis and reporting.
 - ii. Explore developing a data sharing agreement to allow DHS-DCTS data to be integrated into the CIE Joint Data System.
 - iii. Explore developing key performance indicators and build the data system to support reporting by those indicators.

3. Prepare students for CIE through their educational experience, connecting individuals to vital services both during and after high school.

- A. Provide consistent messaging and training for transition stakeholders.
- B. Deliver joint training with all Departments to every Wisconsin county over two years using updated web-based Youth TAG and County Community on Transition (CCoT) Toolkit.
- C. Provide Career Counseling to youth using Career Pathways allowing them the opportunity to pursue technical employment opportunities. Use current resources to reach out to consumers, parents, teachers, and other professionals to achieve this.
- D. Showcase examples of collaboration between transition stakeholders representing all three agencies.
- E. Develop an initiative to ensure that the three agencies, school districts, local VR offices, Family Care MCOs, and ICAs work together to positively shape the post-secondary aspiration and expectations of youth in transition, their families, and legal decision makers.

Agency-specific Competitive Integrated Employment Initiatives Table

The following table contains goals and activities for each Department to support opportunities and increased participation in CIE for common individuals.

State Fiscal Years 2022-23 Competitive Integrated Employment Initiatives		
#1: Targeted Outreach & Marketing		
DWD-DVR Activities	DHS Activities	DPI Activities
<ol style="list-style-type: none"> 1. Document outreach to transition-aged students and their parents/guardians, including those receiving Supplemental Security Income (SSI). 2. Increase participation among Wisconsin Social Security Disability Insurance (SSDI) and SSI beneficiaries in the Partnership Plus program. 3. Create and distribute a poster to Prevocational day services children/adult), group Supported Employment, and adult day care settings. This poster will include a DVR overview and contact information with DVR service examples. 	<p style="text-align: center;">DMS-Adult LTC</p> <ol style="list-style-type: none"> 1. Contract with Employment Resources Inc. to develop and publish new web-based employment trainings. 2. Contract with Employment Resources, Inc. to provide Work Incentives Planning and Assistance Program (WIPA) training and services. 3. Actively participate on the Wisconsin APSE board and on the APSE training committee, engaging in CIE trainings and webinars. 4. Update existing web-based employment trainings. 5. Lead DHS Internal and External Employment workgroup meetings. 6. Conduct HCBS Non-residential Setting Rule compliance. 	<ol style="list-style-type: none"> 1. Promote CIE opportunities using the Transition Readiness Grant program. 2. Offer opportunities for professional learning to school district staff to increase students' employment expectations after high school. 3. Collaborate with Career and Technical Education partners to increase engagement of students with IEPs in Career Pathways, Youth Apprenticeship, and Academic and Career Planning.

<p>4. Created Service Provider handout to market directly to businesses for CIE services in coordination with the DVR Business Services Consultants.</p>	<p style="text-align: center;">DMS-Children's LTC</p> <p>7. Update, revise, promote and support online "Think Possible" web training for county waiver staff.</p> <p>8. Develop and promote employment preparedness to participants and families via newsletters, conference sessions, and county waiver staff training.</p> <p style="text-align: center;">DMS-DCTS</p> <p>9. Use Mental Health Block Grant Funding to create new IPS outreach materials for consumers, counties, providers, and other stakeholders.</p> <p>10. Continue training IPS providers on the principles of IPS to improve current services.</p> <p>11. Actively participate on the WI APSE board and on the APSE training committee, engaging in CIE trainings and webinars.</p>	<p>4. Highlight how school districts have supported CIE for students with IEPs.</p>
--	---	---

#2: Align service delivery systems and strengthen coordination to increase CIE opportunities for people with disabilities

DWD-DVR Activities	DHS Activities	DPI Activities
<ol style="list-style-type: none"> 1. Continue to collect and analyze CIE related data to improve DVR services. 2. Contribute resources to map out the Supported Employment System in Wisconsin using LEAN principles. 3. Explore the idea of developing a Supported Employment curriculum for Service Providers across the state. 4. Collect and analyze data through the DWD Work Force Data Quality Initiative (WDQI) project to track VR consumers who are co-enrolled in other WIOA Title Programs to assist with CIE outcomes. 	<p style="text-align: center;">DMS</p> <ol style="list-style-type: none"> 1. Actively participate in CIE Joint Data Planning Committee, Provider Capacity and Quality Workgroup, and CIE Joint Planning Workgroup. <p style="text-align: center;">DMS-Adult LTC</p> <ol style="list-style-type: none"> 2. Apply for enhanced federal funding for continued funding for the CIE-MIS joint data collection system. 3. Collect Family Care, Family Care Partnership, and IRIS Employment Data Quarterly. 4. Publish yearly results of DMS Employment Data. 5. Continue CIE Employment Pay for Performance initiative with Family Care Managed Care Organizations. <p style="text-align: center;">DMS-Children's LTC</p> <ol style="list-style-type: none"> 6. Ensure transition materials developed for participants and families align with cross agency transition tools. <p style="text-align: center;">DMS-DCTS</p> <ol style="list-style-type: none"> 7. Start an IPS Executive Steering Committee with community and state stakeholders to improve IPS and to facilitate statewide expansion. 8. Continue hosting Vocational Rehabilitation Counselors and Employment Specialist Consortia meetings to improve collaboration and communication. 	<ol style="list-style-type: none"> 1. Provide data set of CIE eligible students annually. 2. Promoting the use and implementation of the Transition Action Guide (TAG), Post-Secondary Transition Plan (PTP), and other transition tools with Wisconsin school districts. 3. Coordinate the Wisconsin Community on Transition (WiCoT) to support local engagement of transition stakeholders in County Communities on Transition (CCoTs). 4. Commit to cross agency work groups, committees, and grant projects supporting CIE opportunities for Wisconsin residents with disabilities.

#3: Prepare students for CIE through their educational experience, connecting individuals to vital services both during and after high school

DWD-DVR Activities	DHS Activities	DPI Activities
<ol style="list-style-type: none"> 1. Continue to support Project SEARCH sites throughout Wisconsin to improve CIE outcomes for transition-age consumers. 2. Provide outreach to transition-age consumers and provide Pre-Employment Transition Services (Pre-ETS) to potentially eligible and eligible students. 	<p style="text-align: center;">DHS-Children's LTC</p> <ol style="list-style-type: none"> 1. Work with the BCS Transition Workgroup to increase participant awareness of CIE options and transition processes. 2. Promote activities and actions that are evidence-based predictors of positive future CIE outcomes (paid work experiences, parental expectations, coordinated service teams, supported employment, etc.). 3. Promote "Think Possible" training to a broader audience (school staff, VR counselors, parents, and participants). <p style="text-align: center;">DMS-DCTS</p> <ol style="list-style-type: none"> 4. Continue facilitating an IPS Youth workgroup to collaborate of youth specific IPS processes, tools, and resources to increase quality of IPS Services to Wisconsin Youth. 	<ol style="list-style-type: none"> 1. Provide learning opportunities across DPI divisions and teams about the importance of CIE for students with IEPs. 2. Assist in identifying district representatives for local training on TAG and CCoT toolkit. 3. Support effective implementation of Academic and Career Planning for all students. 4. Commit to providing training and resources to the field through the Transition Improvement Grant.

Appendix A

Citations and References

1. DHS Guiding Principles for Competitive Integrated Employment for People with Disabilities in Long-term Care, <https://www.dhs.wisconsin.gov/publications/p01786.pdf>.
2. The IPS Employment Center at The Rockville Institute. (2017, January). *IPS Supported Employment Practice & Principles*. IPS Works. <https://ipsworks.org/wp-content/uploads/2017/08/ips-supported-employment-practice-and-principles1-1.pdf>
3. The Rehabilitation Act of 1973, 29 U.S.C. § 701.
4. Wisconsin Department of Public Instruction. 2019. "Communication Resources." Accessed January 18, 2019, <https://dpi.wi.gov/statesupt/every-child-graduate/communication-resources>.
5. Wisconsin Department of Public Instruction. 2019. "The Special Education Team." Accessed January 18, 2019, <https://dpi.wi.gov/sped>.
6. Wisconsin Department of Public Instruction and Wisconsin Department of Workforce Development Division of Vocational Rehabilitation. 2018. *Interagency Agreement*.
7. Wisconsin Department of Public Instruction, Wisconsin Department of Workforce Development Division of Vocational Rehabilitation, and Wisconsin Department of Health Services Division of Long-Term Care. 2017. *Interagency Agreement*.
8. Butterworth, J., Christensen, J., & Flippo, K. 2017. Partnerships in Employment: Building strong coalitions to facilitate systems change for youth and young adults. *Journal of Vocational Rehabilitation*, 47, 265-276.
9. Honeycutt, T., Gionfriddo, B., & Livermore, G. 2018. *Promoting Readiness of Minors in Supplemental Security Income (PROMISE): PROMISE Programs' Use of Effective Transition Practices in Servicing Youth with Disabilities*. Princeton, NJ: Mathematica Policy Research.
10. Tucker, K., Feng, H., Gruman, C., & Crossen, L. 2017. Improving competitive integrated employment for youth and young adults with disabilities: Findings from an evaluation of eight Partnerships in Employment Systems Change Projects. *Journal of Vocational Rehabilitation*, 47, 277-294.

Appendix B

Definitions

Adult Long-Term Care Waivers

Medicaid programs for adults with disabilities and frail elders that provide long-term care services. Long-Term Care Waivers in Wisconsin include Family Care and Include, Respect, I Self-Direct (IRIS).

Best Practices

A procedure that has been shown by research and experience to produce optimal results, and that is established or proposed as a standard suitable for widespread adoption.

Common Individuals

In this document, people who are simultaneously served by more than one Department are referred to as common individuals.

Competitive Integrated Employment (CIE)

Employment consisting of work performed on a full-time or part-time basis; compensated not less than the applicable state or local minimum wage (or the customary wage), or if self-employment yields income, comparable to person without disabilities doing similar tasks; the worker should be eligible for the level of benefits provided to other employees; the work should be at a location typically found in the community; where the employee with a disability interacts with other people who do not have disabilities, and are not in supervisory roles, and; the job presents opportunities for advancement. The Workforce Innovation and Opportunity Act (WIOA) amended the Rehabilitation Act Title IV in 2014 to include this definition.

CIE Disparities

A noticeable and usually a significant difference or dissimilarity in CIE service participation or outcomes.

CIE Management Information System (MIS)

A computerized information processing system designed to support the activities necessary to meet the requirements for security, privacy compliance, and cross agency data analysis as required by Act 178.

County Community on Transition (CCoT)

A regional community that meets regularly to identify issues, barriers, supports, and solutions in assisting students with disabilities in successful transition based on student post-secondary goals related to training or education, employment, and independent living. The keys to CCoT success are sharing the workload; establishing effective communication; and creating new relationships to better work together.

County Waiver Agency (CWA)

An agency responsible for operating the Children's Long-Term Support (CLTS) Waiver Program. Each county has at least one CWA.

Family Care

A Medicaid long-term care program for frail elders and adults with disabilities. The program provides a wide range of health and long-term care services.

Include, Respect, I Self-Direct (IRIS)

A Medicaid Home and Community-Based Services (HCBS) waiver for adults choosing to self-direct their long-term support needs.

Individual Placement and Support (IPS)

Individual Placement and Support (IPS) is a model of supported employment for people with serious mental health conditions. IPS supported employment helps people living with mental health conditions work at regular jobs of their choosing. Although variations of supported employment exist, IPS refers to the evidence-based practice of supported employment. Mainstream education and technical training are included as ways to advance career paths. IPS is based on eight (8) principles.

IRIS Consulting Agency (ICA)

An agency that assists participants and legal representatives in identifying immediate and long-term care needs, developing options to meet those needs, and accessing identified supports and services.

Lean Principles

Lean Principles are used for continuous improvement based on the fundamental idea of respect for people and defines the value for a specific service or product from the customer's perspective. Using a process called value stream mapping, a group of stakeholders identifies process steps and non-value activities can be targeted for removal or revision. Processes can be redesigned to allow customer services and information to flow through a new process without interruption.

Limited Data Set (LDS)

LDS data is stripped of identifiers from the person while still allowing person-level analysis and trend reporting.

Long-Term Care

Any service or support that an individual may need due to a disability, aging, or a chronic illness that limits the person's ability to complete activities that are part of daily life. These activities include bathing, getting dressed, making meals, going to work, and paying bills.

Managed Care Organization (MCO)

An organization that operates the Family Care program and provides or coordinates services in the Family Care benefit package. MCOs receive a monthly payment per person to manage care for their members, who may be living in their own homes, in group living situations, or in nursing facilities.

Pay for Performance (P4P)

Also known as "value-based purchasing", P4P is a payment model in the healthcare industry that offers financial incentives to physicians, hospitals, medical groups, and other healthcare providers for meeting certain performance measures.

Personally Identifiable Information (PII)

Any sensitive data used to identify, contact, or locate a specific individual. This includes common identifiers such as full name, date of birth, street or email address, and demographic data, otherwise known as an identity for a person.

Person-Centered Planning

An ongoing problem-solving process used to help people with disabilities plan for their futures. In person-centered planning, the treatment team focuses on identifying what the individual wants to do and assists the individual in developing skills and managing limitations or barriers.

Statewide Transition Action and Resource Team (START)

A DVR team whose members take the lead on issues related to transition-age youth in their respective areas. START members are a resource for other staff within their Workforce Development Area (WDA) related to services to transition-age youth.

Transition-Age Youth

Individuals between the ages of 14 and 21.

Wisconsin Community on Transition (WICoT)

A group of key stakeholders that meets to share best practices and impact policies and outcomes for youth with disabilities transitioning to adult life.

Workforce Data Quality Initiative (WDQI) Project

The U.S. Department of Labor (DOL) started the WDQI grant program in 2010, with the purpose of supporting the development or expansion of state workforce longitudinal administrative databases. DWD was awarded a WDQI grant in 2019.

According to DOL, the knowledge gained through data analytics can help states improve the effectiveness of their programs, identify shifts in the labor market, and design services to better meet their customers' needs.

Work Incentive Benefits Counseling (WIBC)

A process involving an individualized benefits analysis designed to help a member or participant understand the impact of income from employment on their disability benefits, including Medicaid acute/primary and long-term care benefits.