



agency for persons with disabilities
State of Florida

Helping Individuals to Thrive in Their Communities by Achieving Positive Living and Employment Outcomes

Ron DeSantis
Governor

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APD Director

Outline

- Application/Eligibility Requirements for APD Services
- Waiting List Priority Categories
- Adult Day Training and Employment Initiatives



Application/Eligibility Determination Process

- A developmental disability, as defined in Statute, means a disorder or syndrome that is attributable to:
 - Intellectual disability (Full Scale IQ of 70 or below)
 - Cerebral palsy
 - Autism (severe forms)
 - Spina bifida cystica or myelomeningocele
 - Down syndrome
 - Phelan-McDermid syndrome
 - Prader-Willi syndrome
- Manifests before the age of 18 and constitutes a substantial handicap that can reasonably be expected to continue indefinitely

Application/Eligibility Determination Process

- To be eligible for agency services, the applicant must:
 - Be at least three years of age
 - Be a resident of and domiciled in the state of Florida
 - Have a confirmed diagnosis of a developmental disability as defined in Rule and Statute (Rules 65G-4.014, 4.015, 4.016 and 4.017, Florida Administrative Code)
(Section 393.063, Florida Statutes)

Application/Eligibility Determination Process

- Examples of document types needed when submitting an application for services include but are not limited to:
 - Birth certificate
 - Resident alien card
 - State driver's license or state-issued ID card with photo
 - A military dependent's ID card
 - The applicant's original Social Security card

Application/Eligibility Determination Process

- APD Application for Services is available online at:
<http://apdcares.org/customers/application/>
- Available in English, Spanish, and Haitian Creole
- The application is divided into sections to be filled out by the applicant or legal representative and the Region.

Application/Eligibility Determination Process

- An application may be accepted from:
 - A parent or court-appointed guardian of a minor child
 - A legally competent adult
 - An authorized legal representative
- For applicants under 18 years of age, the person's legal representative must sign the application.

Application/Eligibility Determination Process

- Applications are submitted to the APD office that serves your area, either by mail or by hand delivery.
- Faxed submissions will be returned for an original signature.
- To find the office that serves your area, visit our website at: www.apdcares.org/region

Waiting List Priority Categories

- Applicants who are determined eligible are placed on the waiver waiting list in one of seven waiting list priority categories. The first priority category corresponds to individuals who are in crisis:
 - Category 1 – Clients who meet crisis criteria (individual is homeless, danger to self or others, caregiver is in extreme duress and no longer able to provide care for the individual's health and safety needs)

Waiting List Priority Categories

- Category 2 – Children from the child welfare system with an open case with the Department of Children and Families (DCF) who are:
 - Transitioning out of the child welfare system after being adopted by, reunified with, or permanently placed with a relative or nonrelative guardian
 - Between the ages of 18 and 22 and will need both waiver services and extended foster care
 - Between the ages of 18 and 22 and withdrew consent to remain in extended foster care

Waiting List Priority Categories

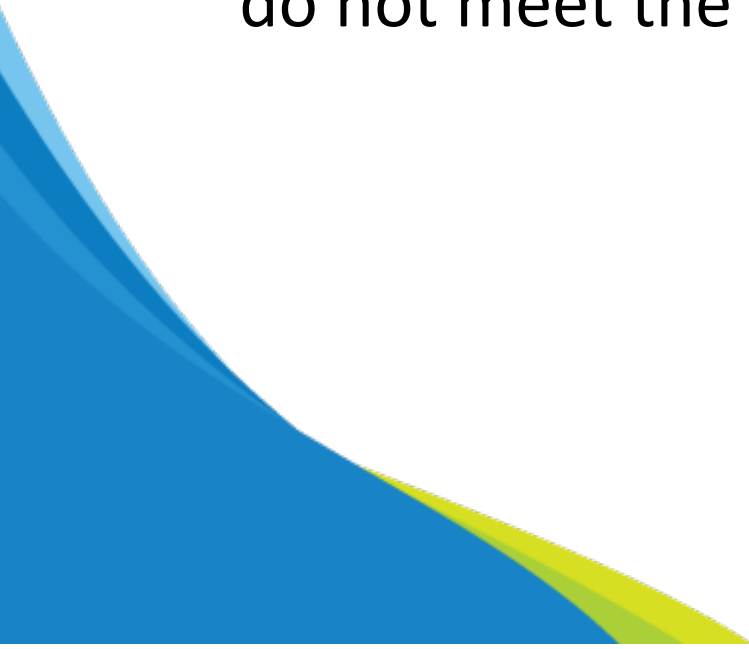
– Category 3

- Caregiver has a documented condition that is expected to render the caregiver unable to provide care within the next 12 months
- Clients who are at substantial risk of incarceration
- Clients whose behaviors or physical needs place them or their caregiver at risk of serious harm
- Clients who are identified as ready for discharge within the next year from a state mental health hospital or skilled nursing facility

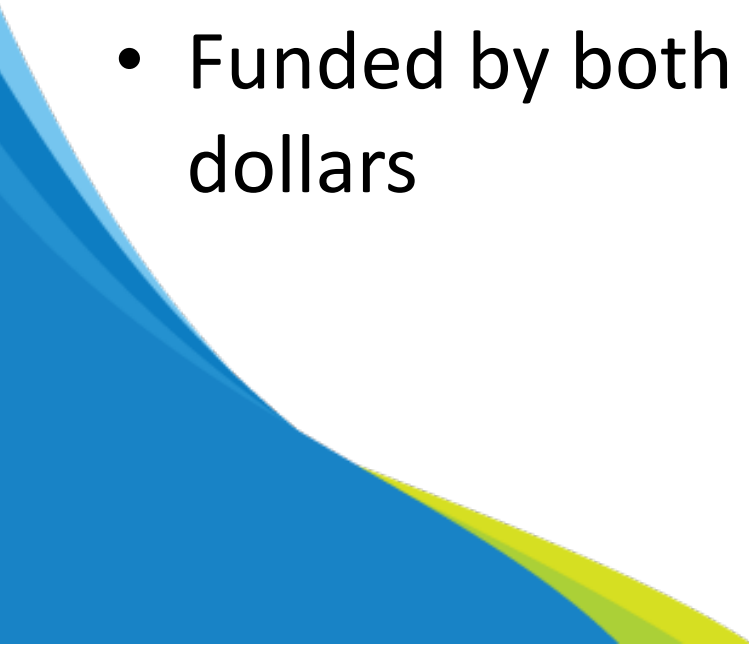
Waiting List Priority Categories

- Category 4 – Individuals whose caregivers are 70 years of age or older, and for whom a caregiver is required
- Category 5 – Individuals who are expected to graduate within the next 12 months from secondary school and need support to:
 - Obtain a meaningful day activity
 - Maintain competitive employment
 - Pursue an accredited program of postsecondary education

Waiting List Priority Categories

- Category 6 – Individuals 21 years of age or older who do not meet the criteria for categories 1, 2, 3, 4, or 5
 - Category 7 – Individuals under the age of 21 who do not meet the criteria for categories 1, 2, 3, or 4
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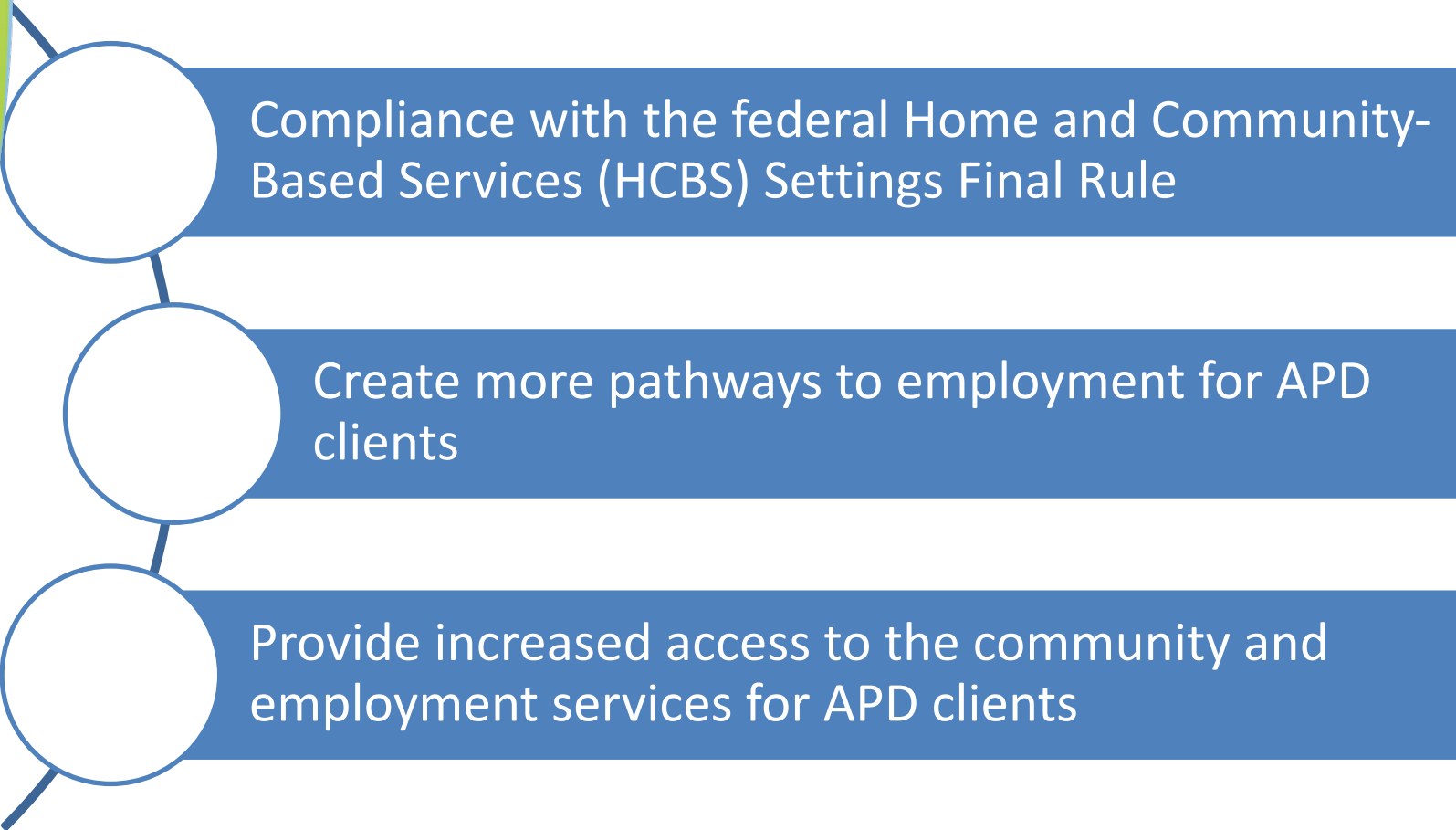

iBudget Waiver Services

- Provides home and community-based supports and services to eligible persons with developmental disabilities living at home or in a home-like setting
 - Funded by both federal and matching state dollars
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iBudget Waiver Services

- Individuals enrolled in the iBudget waiver receive services that enable them to:
 - Have a safe place to live
 - Have a meaningful day activity
 - Receive medically necessary supplies and equipment
 - Receive transportation required to access necessary waiver services

Purpose of the ADT Redesign



Compliance with the federal Home and Community-Based Services (HCBS) Settings Final Rule

Create more pathways to employment for APD clients

Provide increased access to the community and employment services for APD clients

What Is Changing?

Adult Day Training (Revised description)

- Life skills training to increase community participation
- Meaningful day activities

Prevocational (New Service)

- Work and volunteer experiences
- Develop general, non-job-task-specific skills

Supported Employment Group (Rate change)

- Increase in group rates to match Adult Day Training rates.



Life Skills Development Level 4

Prevocational Services

Definition

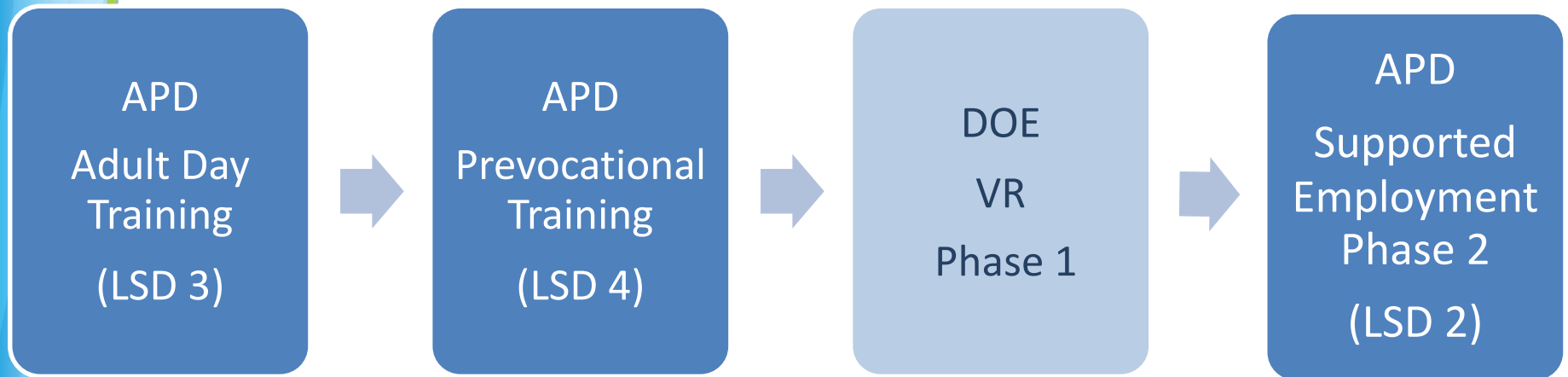
- Prevocational learning, work experiences, and training
- Opportunity for volunteer work
- Non-job-task-specific strengths and skills that contribute to employability in paid employment, integrated community settings
- Time-limited (36 months) to aid progression to competitive integrated employment
- Employment-related goals must be outlined in the person-centered support plan



Life Skills Development Level 4 Prevocational Services

- Must be provided in accordance with a formal implementation plan
- Proposed staffing ratios and rates must match current Adult Day Training ratios and rates
- Available to clients 22 years old and up
- Help clients transition to the Department of Education's (DOE) Vocational Rehabilitation (VR) – Phase 1

Possible Service Progression



Questions and Answers?



You may send additional questions to:
ADTinitatives@apdcares.org

For a copy of Frequently Asked Questions (FAQs)
visit our website at:
<https://apd.myflorida.com/providers/supported-employment/>

For additional information about APD and iBudget waiver services, you may call our State Office:

1-866-APD-CARES (1-866-273-2273)

or

(850) 488-4257

Or visit our website: www.apdcares.org

Thank You!

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**Innovative Practices and Findings
from
Florida Developmental Disabilities Council Initiatives**

Who/What is the Florida Developmental Disability Council?

- Federally funded, non-profit
- Florida statute 393
- Governor-appointed Council
- Make global changes in systems and services that impact children and adults who live with intellectual and developmental disabilities such as autism, down syndrome, cerebral palsy, spina bifida, and others
- Five-Year Plan

Which topics are of greatest interest/what areas

Education Goals and Projects

Project TOPs (Project Transitions to Postsecondary Institutions)

create a sustainable and replicable successful postsecondary model in a career and technical college setting for individuals with intellectual and developmental disabilities

Improving Postsecondary Outcomes for Students Who Identify with Autism Spectrum Disorder (ASD) and Hispanic/Latino:

improve access to, and completion of, postsecondary education, particularly programs within the Florida College System, for youth who identify as individuals with Autism Spectrum Disorder (ASD) and as Hispanic/Latino

Postsecondary Models

increase the expansion of, and access to, postsecondary education and training opportunities for Students with Intellectual Disabilities in various settings, including students with the most significant disabilities

Education Outcomes

Project TOPs:

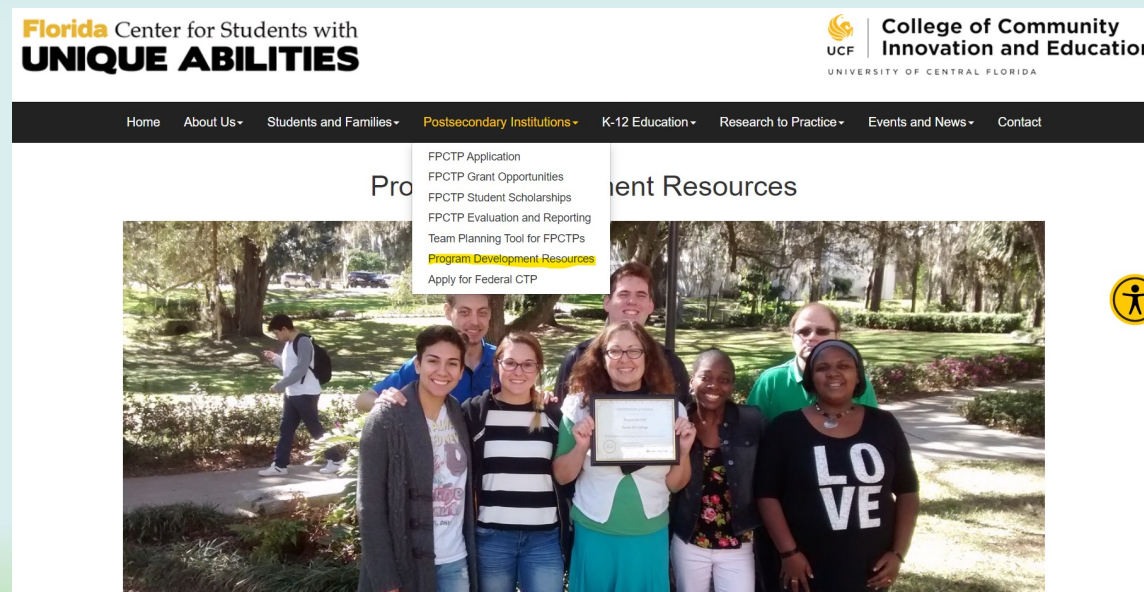
Developed inclusive programming that benefitted all students

Served as a model program with strong outcomes

Two-part replication Guide

Section one (1) promotes developing a program for policymakers.

Section two (2) is a how-to guide for those who are developing programs.



Education Outcomes

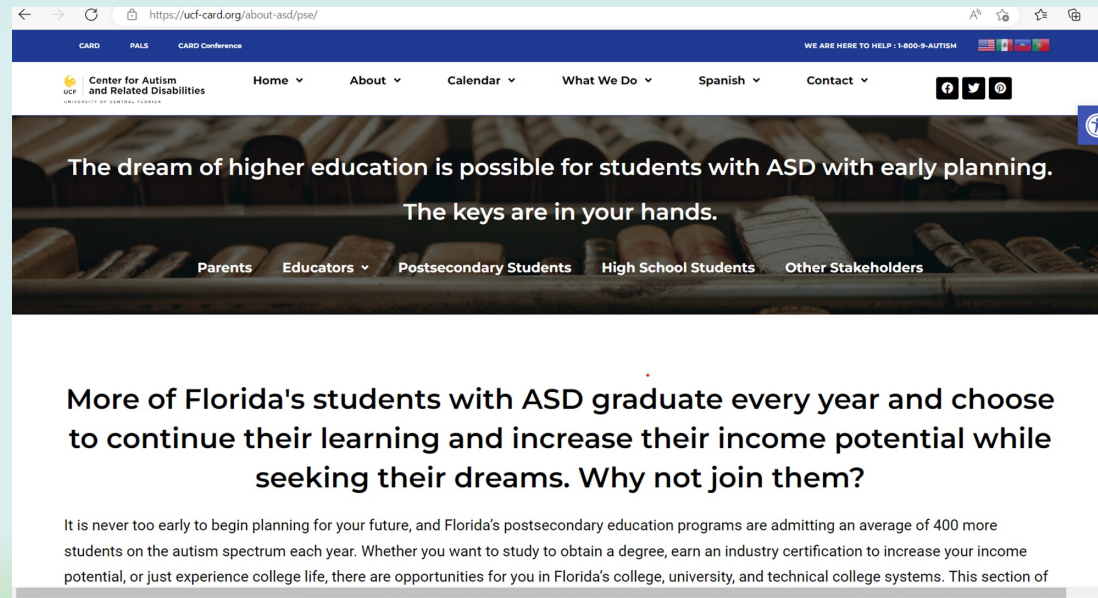
Improving Postsecondary Outcomes for Students Who Identify with Autism Spectrum Disorder (ASD) and Hispanic/Latino

Materials for all stakeholders

Website: pages, videos, interactive activities

YouTube Videos

COMING SOON: Sample correspondence



Education Outcomes

Improving Postsecondary Outcomes

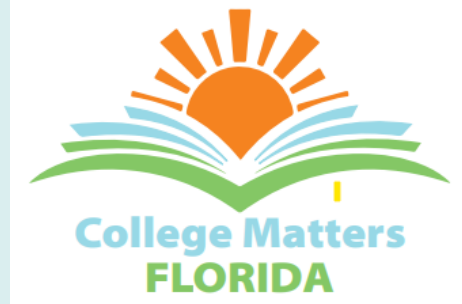
COLLEGE MATTERS

Materials created include a

Learning Modules

5-part speaker series and Promising Practices Briefs

COMING SOON: Awareness and Educational Outreach Toolkit



Transportation Goal and Projects

Increase access to the community and satisfaction with transportation services to life activities (e.g., employment, postsecondary education or training, recreation, leisure activities, shopping) for individuals with intellectual and developmental disabilities

Hillsborough County Area Transit (2016-2017)

Transportation Voucher Replication Projects (2020-2022):

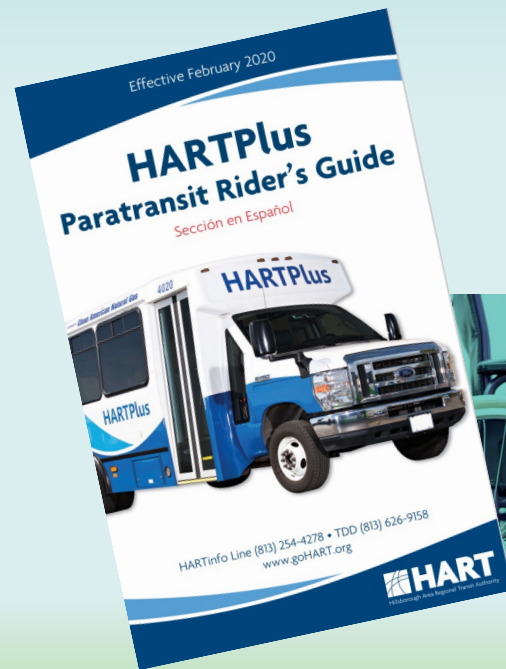
Treasure Coast, serving St. Lucie, Okeechobee, Indian River, and Martin counties via the Senior Resource Association

Pinellas Mobility On Demand (MOD), Pinellas county, and expanding services from Pinellas to Tampa Bay via Pinellas Suncoast Transit Authority

Collier Area Transit (Extended through 2023)

Transportation Outcomes

- Award from the Commission for the Transportation Disadvantaged (2022)
- Florida Commission for the Transportation Disadvantaged funding new efforts replicating these programs
- Transportation identified as a legislative priority of the Council
- Rider's Guides



PSTA ACCESS



Employment Goals and Projects

Employ Me 1st/Employment First Florida

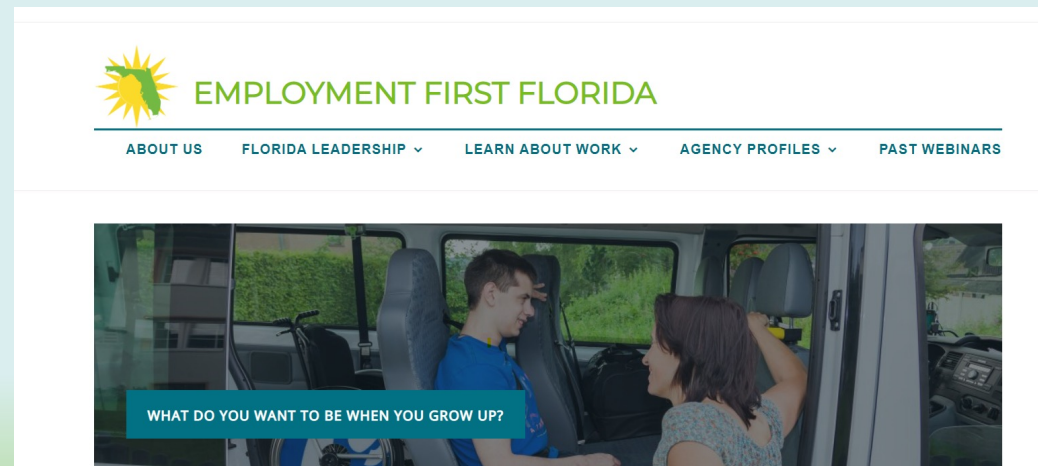
Employment First Collaborative Training Initiative

Quality integrated, competitive employment for all individuals with disabilities

Employment Outcomes

The Employment First Florida website contains information for professionals, families, and individuals with disabilities

- Explore Work Lessons
- Interviews with People with Disabilities
- Job Stories
- Competencies for Employment Specialists/Job Coaches
- Toolkit for training and finding resources for training, Easy Read Levels 1 and 2



Transition

FYI Transition: a website for transition-aged youth

- Planning: How to plan your future
- Courses: Online training
 - Community Life
 - Getting A Job
 - Managing Your Health
 - Managing Your Money
 - More Education
 - Self-Employment
 - A Home
 - Self-Determination
- Practice: Activities to download.
- Topics: Important areas to explore and learn
- Games: Play and learn activities
- Help: Where to find more information

Florida SAND Fellows Training Program

Partners in Policymaking (PIP)

Which of these initiatives do you think your students will utilize?