

Adult Day Training (ADT) Redesign Waiver Support Coordinator Webinar

Presenters: Kent Carroll and Liesl Ramos
October 18, 2022

Ron DeSantis
Governor

Barbara Palmer
Director

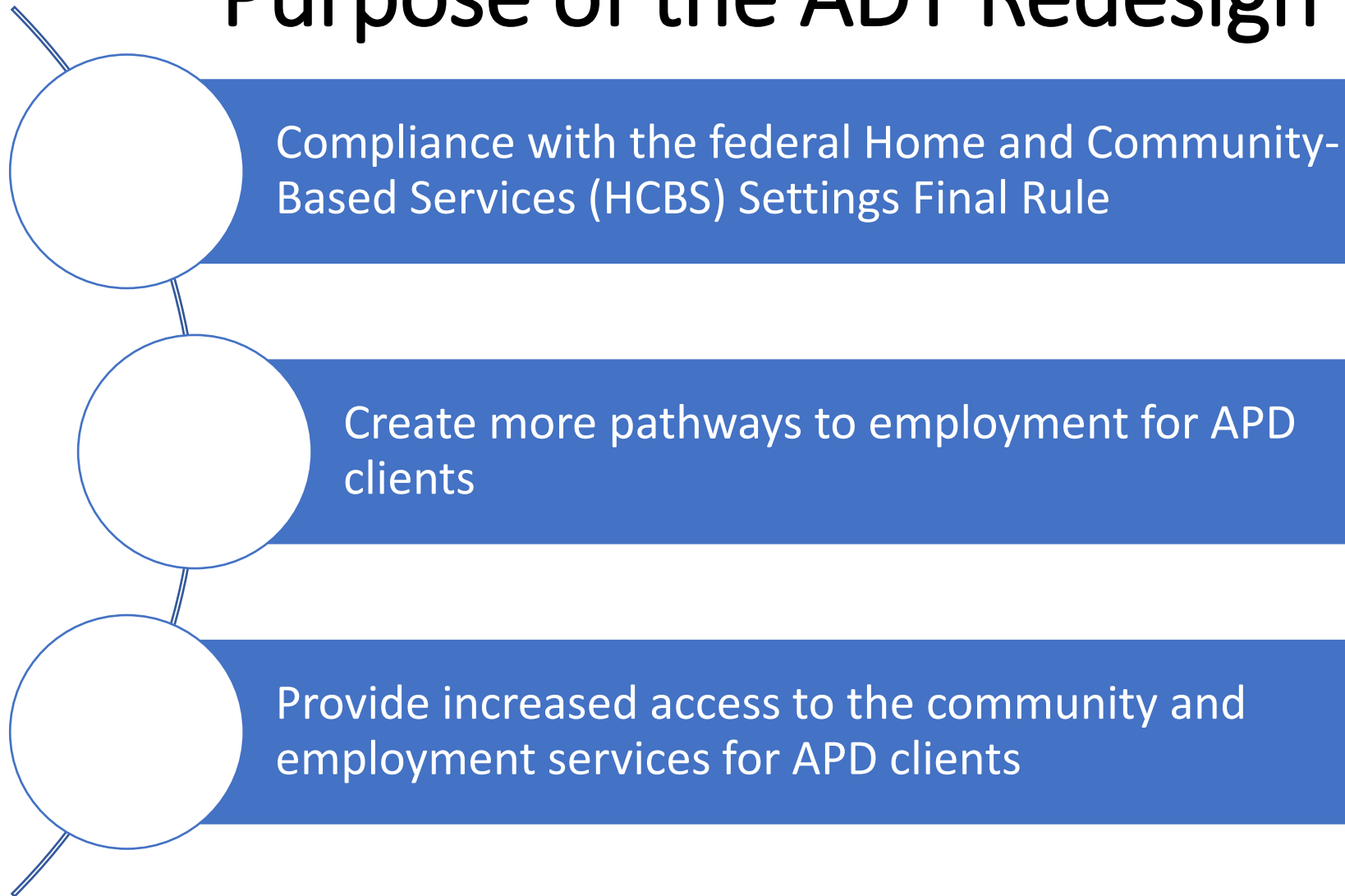


ADT Redesign

Agenda

- Purpose of the redesign and background information
- What is changing?
- Life Skills Development Level 4 – Prevocational Services
- Person-centered conversations about employment
- Helping clients achieve employment
- Scenario: Sandra's story
- How will clients get service authorizations?
- Questions and answers

Purpose of the ADT Redesign



Centers for Medicare and Medicaid Services (CMS) Background Information

- In 2014, CMS implemented Final Rule requiring states to increase opportunities for employment
- CMS instructions and technical guide does not allow ADTs to pay waiver clients for services that are vocational in nature



Centers for Medicare and Medicaid Services (CMS) Background Information

- CMS disallowed vocational services delivered in facility-based or sheltered work settings where individuals are supervised for the primary purpose of producing goods or performing services



What Is Changing?

Adult Day Training (Revised description)

- Life skills training to increase community participation
- Therapeutic recreation

Prevocational (New Service)

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

Supported Employment Group (Rate change)

- Increase in group rates

What Is Changing? Adult Day Training

THEN

- Training to support community inclusion
- Training includes meaningful day activities, activities of daily living, adaptive skills and social skills
- Training includes volunteering, job exploration and paid employment services
- Off-site mobile work crews

NOW

- Training to support community inclusion
- Training in activities of daily living, self-help, adaptive skills, and social skills
- Therapeutic recreation which includes the acquisition of skills that build positive social behavior, interpersonal competence, independence, and personal choice
- Training **does NOT** include job-related volunteering, job exploration, paid employment services, or off-site mobile work crews

What Is Changing? Transportation



Clients who participate in prevocational service will have access to iBudget waiver funded transportation service to and from the prevocational service

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
- Available to clients 22 years old and up
- Help clients transition to the Department of Education (DOE) Vocational Rehabilitation – Phase 1

Life Skills Development Level 4 Prevocational Services

Place of Service



Life Skills Development Level 4

Prevocational Services

Examples of non-job-task-specific training skills include:

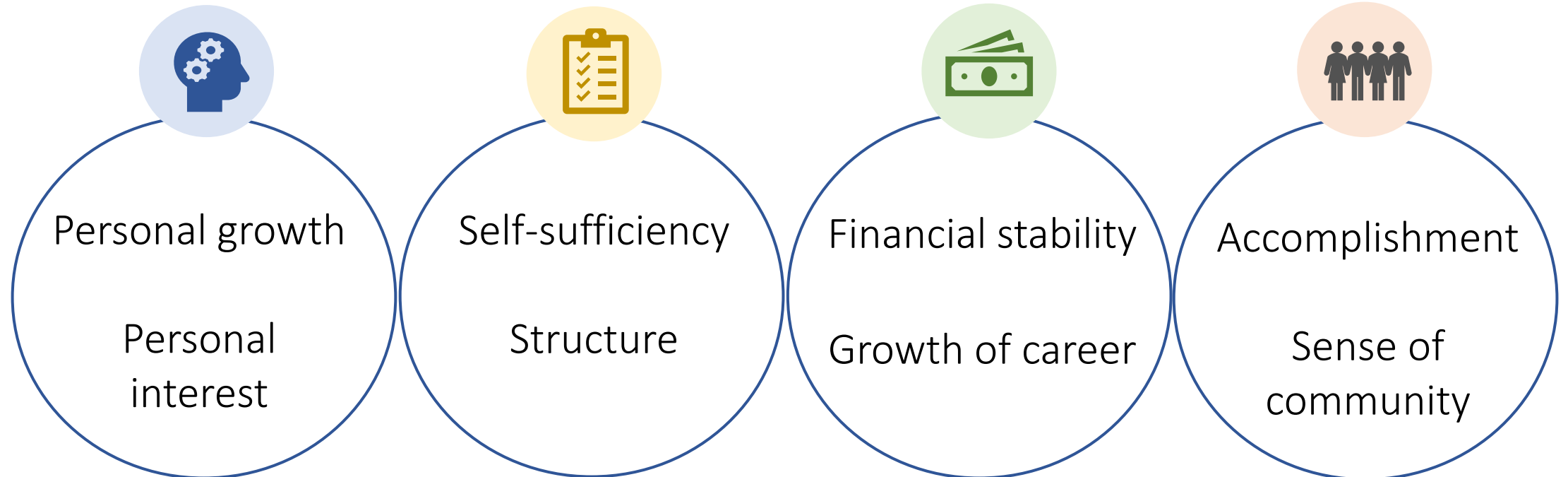
- Communicating with supervisor, co-workers, and customers
- Workplace conduct and dress
- Following directions
- Focusing on job tasks and task completion
- Problem solving skills and strategies
- Workplace safety
- Mobility training



Helping Clients Achieve Employment

Why do people work?

People work for a variety of reasons. Over the years, research, theories, books, and professional publications have explored the concept of work.



Helping Clients Achieve Employment

Understanding the benefits of working

Self-determination

Competitive wages

Community inclusion

Emphasis on
capabilities

Helping Clients Achieve Employment

Supported Employment Models

Individual

- Works in community at job of choice

Supported Employment Group

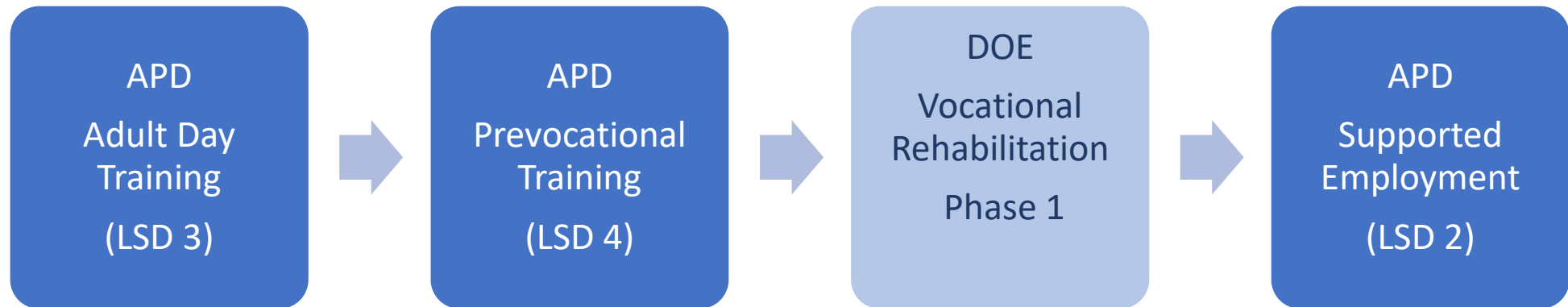
- Enclave
- Mobile crew
- Entrepreneurial

Self-Employment

- Owns business
- Micro-enterprise

Helping Clients Achieve Employment

Possible Service Progression



Person-Centered Conversations About Employment

One of the most important goals of employment is competitive integrated employment for people with disabilities.



Focuses on a
person's
strengths
and
preferences



Matches the
type of job or
work with
preferences
and skills



Establishes
goals leading
toward
career path



Coordinates
a network of
formal and
informal
support

Sandra's Story

Sandra is 27 years old and has been attending the same adult day program for several years. She lives with her parents. You talk to Sandra and her parents to let them know that her ADT program will continue to offer therapeutic recreational activities for APD clients and day habilitation services. You share information about the new Prevocational services. Sandra's father asks about some ADT programs in the area and says, "She's participated in the day program a long time. That seems to work best for her. She's with people like her and she gets to do fun things like arts, crafts, day outings, etc."

You ask Sandra what she thinks, and she states that the program was sometimes boring. She also states that, at times, she did not get along with some of the other participants. When you ask her if she would consider working in the community, she quickly replies, "Yes," adding, "maybe at the new bookstore that just opened."

Her mother says, "The idea of Sandra working at a normal job is unrealistic. She tried one job during her senior year of high school, but things didn't work out. She wasn't even able to clock in and out, let alone do the actual job that was expected of her. The day program is just a much better environment for her."

Adapted from: Camuso, A., and Baker, D. (2008). Supported Employment: Participant Training Manual. New Brunswick, NJ: The Elizabeth M. Boggs Center on Developmental Disabilities, University of Medicine and Dentistry of New Jersey-Robert Wood Johnson Medical School.

Sandra's Story

- Since Sandra has expressed a desire to work, how would you respond to her parents' concerns and objections about community employment?
- What other new information do you need to gather to best understand Sandra's employment goals and objectives?



Adapted from: Camuso, A., and Baker, D. (2008). Supported Employment: Participant Training Manual. New Brunswick, NJ: The Elizabeth M. Boggs Center on Developmental Disabilities, University of Medicine and Dentistry of New Jersey-Robert Wood Johnson Medical School.

How Will Clients Get Service Authorizations?

Prevocational

- WSCs can add to cost plans projected in January 2023
- Service authorizations projected February 2023 effective date

Adult Day Training

- WSCs can update cost plans at any time based on client needs

Supported Employment

- WSCs can update cost plans at anytime based on client needs
- Increased group rates effective February 2023

Employment and Benefits Data in APD iConnect

Edit Demographics

- Enter, update and ensure accuracy of all demographics
- Click “Edit Demographics” to enter employment data



Additional Information

- Social Security Amount
- Health Insurance
- Competitive Employed?
- Hire Date
- Monthly Earnings
- Wants Competitive Employment?



Data Uses

- Internal and External Stakeholders
- Assist clients reach employment goals
- Track employment data

Questions and Answers



You may send additional questions to:

ADTinitatives@apdcares.org

For a copy of the Frequently Asked Questions (FAQs)

Go to our website at:

<https://apd.myflorida.com/providers/supported-employment/>

Thank You!

Liesl Ramos

Program Administrator

850-487-4842

Liesl.Ramos@apdcares.org

Kent Carroll

Senior Management Analyst II

850-414-8096

Kent.Carroll@apdcares.org



agency for persons with disabilities
State of Florida