

APD 5-year Employment Plan 2010 - 2015

Overarching Objective: Increase the number of individuals who are competitively employed in an integrated work setting at minimum wage or higher.						
Goal 1: Increase the number of individuals with disabilities who are competitively employed.¹ APD will develop and implement the plan to reduce the intensity and frequency of supported employment services to clients in stable employment situations who have a documented history of at least 3 years' employment with the same company or in the same industry.²						
¹ Work in the competitive labor market (including satisfying the vocational outcome of supported employment) that is performed on a full-time or part-time basis in an integrated setting for which an individual is compensated at or above minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled. (Source: Rehabilitation Services Administration, Title I)						
² Statutory language from the 2009 Legislative Implementation Plan.						
Providers of supported employment services shall complete an Employment Stability Plan (ESP) form within 30 days of the employee's first day of work. The supported employment provider shall schedule a meeting with the employee and the employer to discuss the ESP. Within six months of employment, a follow-up meeting with the employee will be scheduled to determine if the employee has stability on his/her job. The provider will also continue scheduled meetings during the second and third year of the individual's						
All area offices will document and report semi-annually the <u>activities</u> that support the 5-year employment plan.						
	Age Range	Target	Tasks	Responsibility	Tracking Frequency	Reporting Frequency
Objective 1A: Increase the percent of individuals being served by APD who are competitively employed upon leaving school.	16-22 (Transition)	Wait List	<ul style="list-style-type: none"> •Make quarterly contact with individuals on wait list offering supported employment options; OJT funds and track the number of individuals contacted. •Annual Conference sponsored by FCC targeting wait list •Track the number of individuals who are using GR funds (SP425, IFS, etc.) for supported employment 	EL FCC/EL EL	Monthly	Quarterly
	16-22 (Transition)	School-to-work population	<ul style="list-style-type: none"> •Track the number of teachers and staff, parents and FCC member who attend trainings. These could be done together, when possible. That way each group would benefit from the other group's perspective. Some trainings could be done during teacher planning days. •Track the number of employers who attend or participate in BLNs, Disability Mentoring Day, Chambers of Commerce, Leadership Training, tapping into county and city summer work programs for youth. •Track the number of students who are working with DVR on their Transition Plan. 	EC or other trainers EL or EC EL	Semi-annually	1st week of January and June
	16-22 (Transition)	Application of Benefits and Work Incentives	All WSCs and Supported Living providers and coaches shall be encouraged to attend the 12 hour work incentives training. (Can count toward the required annual in-service training.) <ul style="list-style-type: none"> •Track the number of beneficiaries who attend training. •Track the number of students who are using the Student Earned Income (up to \$6,600 year exclusion and easy to get with letter from school on school letterhead. •Track the number of students who are using work incentives . •Encourage students to apply for services under DD HCBS waiver and track the number who have applied or who apply. 	EL/EC EL/EC EL/EC EL	Monthly	Quarterly

**APD 5-year Employment Plan
2010 - 2015**

Objective 1B: Increase the percent of people who are in supported competitive employment by 25%.	23-67 (Adult)	Wait List	<ul style="list-style-type: none"> •Track the number of individuals who participate in OJT with DVR •Track the number of individuals who use Ticket-to-Work. •Track the number of individuals with DD who participate in Disability Mentoring Day in areas that offer the experience to adults •Track the number of individuals who participate in employment workshops on topics such as work incentives. •Track the number of individuals who are referred to and meet with an FBIRN member. •Track the number of individuals who are referred to and meet with a CWIC. 	EL/EC EL/EC EL EL/EC EL/EC EL/EC	Monthly	Quarterly
	23-67 (Adult)	ADT	<ul style="list-style-type: none"> •Track the number of individuals who participate in Money Smart training – financial literacy •Track the number of individuals who participate in Benefits overview – dispel myths •Track the number of individuals who participate in presentations on quarterly basis (regularly scheduled) 	EL/EC EL/EC EL/EC	Monthly	Quarterly
	23-67 (Adult)	Application of Benefits and Work Incentives	<ul style="list-style-type: none"> •Track the number of parents and FCC members who attend trainings. These could be done together, when possible. That way each group would benefit from the other group's perspective. Joint trainings in ADTs may include APD, VR, Consumers & SSA (WIL, CWIC, etc.) •Track the number of individuals who are referred to and meet with a CWIC. •Track the number of individuals who are referred to and meet with an FBIRN member. 	EL/EC EL/EC EL/EC	Monthly	Quarterly

**FINAL APD 5-year Employment Plan
2010 - 2015**

<p>Objective 1C: Reduce the intensity and frequency of supported employment services to individuals that APD serves who are in stable employment situations who have a documented history of at least 3 years employment with the same company or in the same industry.</p>		<p>All customers</p>	<p>Working definition: Reduction of the the intensity and frequency of supported employment services to individuals that APD serves who have been in the same job for 3 or more years. Recipients of supported employment services in the individual model, during follow along (Phase 2) do not need paid job coaching in excess of an average of 20 percent of the recipient's average work hours. (Source: Developmental Disabilities Waiver Services Coverage and Limitations Handbook, July 2007)</p> <p>The Support Plan of every individual who is receiving supported employment services shall include an Employment Stability Plan (ESP) which shall detail a plan of increasing natural supports for the individual in the workplace.</p> <ul style="list-style-type: none"> •Track job retention of individuals after termination of follow-along services- semi annually. 	<p>WSC/SEC EC</p>	<p>Quarterly</p>	<p>Semi-annually</p>
<p>Goal 2: Of the individuals who are working in non-competitive employment^{A18}, increase the number who have a goal of competitive employment in an integrated work setting at minimum wage or higher. ³ Definition of Non-competitive Employment: Work that an individual does, when the individual is paid less than minimum wage. The work may be performed in an integrated or a non-integrated setting.</p>						
<p>Objective 2A: Of the individuals who are working in non-competitive employment, increase the number who move into competitive employment after receiving information and education on competitive employment.</p>	<p>All ages</p>	<p>All customers</p>	<ul style="list-style-type: none"> •Identify and track the number of individuals who are in both an ADT and competitive employment. • Identify and track the number of individuals who are involved in Project Search. • Identify and track the number of individuals who begin working in competitive employment after participating in Project Search. •Identify and track the number of individuals attending an ADT who are working in mobile work crews or enclaves offsite. •Identify and track the number of individuals who begin working in competitive employment after working in a mobile work crew or enclave. •Identify and track the number of individuals who begin working in competitive employment after working in an ADT onsite/sheltered workshop. 	<p>EL/EC EL/EC EL/EC EL/EC EL/EC</p>	<p>Quarterly</p>	<p>Annually</p>

**FINAL APD 5-year Employment Plan
2010 - 2015**

<p>Objective 2B: Of the individuals who are working in non-competitive employment ADT on-site, increase the number who move into mobile work crews or enclaves in the community.</p>	<p>All ages</p>	<p>All customers</p>	<ul style="list-style-type: none"> •Track the number of individuals who take some form of training with a goal of employment. Training may include things such as, but not limited to asset development, Supported Employment 101 (basics on how supported employment works), or Benefits overview – dispel myths. •Track the number of individuals involved in participating in job development activities. These activities may include things such as, but not limited to job shadowing, Discovery process, or exploration of community resources. •Identify and track the number of individuals in non-competitive employment and who are doing volunteer work in an integrated, competitive setting. • Identify and track the number of individuals attending an ADT who are working in mobile work crews or enclaves off-site. 	<p>EL/EC EL/EC EL/EC</p>	<p>Monthly</p>	<p>Quarterly</p>
<p>Objective 2C: Of the individuals who are working in non-competitive employment ADT on-site, increase the number who move into volunteering in the community.</p>	<p>All ages</p>	<p>All customers</p>	<ul style="list-style-type: none"> •Track the number of individuals who take some form of training with a goal of employment. Training may include things such as, but not limited to asset development, Supported Employment 101 (basics on how supported employment works), or Benefits overview – dispel myths. •Track the number of individuals involved in participating in job development activities. These activities may include things such as, but not limited to job shadowing, Discovery process, or exploration of community resources. •Identify and track the number of individuals in non-competitive employment and who are doing volunteer work in an integrated, competitive setting. • Identify and track the number of individuals who are doing volunteer work in the community in an integrated site. 	<p>EL/EC EL/EC EL/EC</p>	<p>Monthly</p>	<p>Quarterly</p>

Goal 3: Increase the number of individuals who are volunteering⁴ with a goal of competitive employment in an integrated work setting at minimum wage or higher.

⁴ Definition of Volunteerism: Work that an individual does in an integrated setting, when the individual receives no monetary wage. Volunteer work can be done in settings such as a not-for-profit, a library, a hospital, or in an internship such as Project Search. Volunteer work may not be construed as free labor for employers and must meet FLSA guidelines, and must be something in which the individual is interested.

**FINAL APD 5-year Employment Plan
2010 - 2015**

<p>Objective 3A: Increase the number of individuals who are volunteering in an integrated setting and who have been provided information about competitive employment.</p>	<p>All ages</p>	<p>All customers</p>	<ul style="list-style-type: none"> •Identify and track the number of individuals who volunteer in a position of their choosing in an integrated setting to gain work experience. •Identify and track the number of individuals who volunteer in a position of their choosing a minimum of two hours once a week with personal care attendant services. •Identify and track the number of individuals who volunteer in a position of their choosing a minimum of two hours once a week through internships. 	<p>EL/EC EL/EC EL/EC</p>	<p>Quarterly</p>	<p>Annually</p>
<p>Objective 3B: Increase the number of individuals volunteering in an integrated setting who move into competitive employment after receiving information and education on competitive employment.</p>	<p>All ages</p>	<p>All customers</p>	<ul style="list-style-type: none"> •Identify and track the number of individuals who become competitively employed as a result of volunteering. 	<p>EL/EC</p>	<p>Quarterly</p>	<p>Annually</p>
<p>Goal 4: Increase the number of individuals who are in post-secondary education⁵ with a goal of competitive employment in an integrated work setting at minimum wage or higher.</p>						
<p>⁵ Definition of Post-secondary Education: Any classes that are taken after an individual completes high school that are offered by a recognized educational body that lead to a goal of employment.</p>						
<p>Objective 4A: Increase the number of individuals who are enrolled in post-secondary education classes.</p>	<p>16-22 (Transition)</p>	<p>All customers</p>	<p>Track the number of individuals who are enrolled in post-secondary education classes. These may include such as</p> <ul style="list-style-type: none"> •College •Adult education classes •Certification classes •Vocational technical school •Online courses <ul style="list-style-type: none"> •Track # of students enrolled in post-secondary education who utilized "PASS" plan to fund education and create work incentive, if employed. This would be as a measure to ensure increased usage of PASS plans in Florida. •Track the number of students receiving education funding through VR. • Track the number of students receiving education funding through scholarships. 	<p>EL/EC EL/EC EL/EC EL/EC</p>	<p>Monthly</p>	<p>Quarterly</p>

**FINAL APD 5-year Employment Plan
2010 - 2015**

Objective 4B: Increase the number of individuals who are enrolled in post-secondary education classes.	23-67 (Adult)	All customers	Track the number of individuals who are enrolled in post-secondary education classes. These may include such as <ul style="list-style-type: none"> •College •Adult education classes •Certification classes •Vocational technical school •Online courses •Track # of students enrolled in post-secondary education who utilized "PASS" plan to fund education and create work incentive, if employed. This would be as a measure to ensure increased usage of PASS plans in Florida. •Track the number of students receiving education funding through VR. • Track the number of students receiving education funding through scholarships.	EL/EC EL/EC EL/EC EL/EC	Monthly	Quarterly
Goal 5: Build a collaborative local resource network, which will support employment goals for individuals with developmental disabilities.						
Strategy: Replicate the consortiums that have been established in Jacksonville and Polk County. The group shall meet quarterly and members shall include but not limited to groups such as DVR, representatives from the local school system, Disability Navigator, Employment Networks, Local Transportation Coordinator, a member of the local Family Care Council, Blind Services, Business Leadership Networks, DMD Community Liaisons and possibly providers. The consortium will decide on the make-up of the group.						
Year One			<ul style="list-style-type: none"> • Identify members • Identify best practices • Send list of community resources to APD Central Office for database • Identify person to serve in leadership role for consortium •Identify community funding streams for use at the local level. (This may include funding streams that can be braided or blended to prevent duplication of efforts.) 	PA/EL/EC PA/EL/EC PA/EL/EC PA/EL/EC		
Year Two +			Support employment goals of persons with disabilities within the towns and cities located in each APD area	same		
Goal 6: Of the individuals living in a public developmental disability centers, increase the number who work in competitive employment in an integrated work environment.						

**FINAL APD 5-year Employment Plan
2010 - 2015**

<p>Objective 6A: Of the individuals living in public Developmental Disabilities Centers, increase the number who are working in individual supported employment model in an integrated work environment.</p>		<p>All customers</p>	<p><u>Year 1</u> <ul style="list-style-type: none"> ▪ Annually evaluate and identify the individuals for which competitive employment would be appropriate. ▪ Develop and implement a tool that would be used in assessing individuals for appropriate competitive employment placement. ▪ Begin the education process about supported employment. ▪ Identify a Job Liaison Coordinator for employment. <p><u>Year 2</u> <ul style="list-style-type: none"> ▪ Identify and evaluate barriers such as adequate staffing, families/staff/business philosophies/attitudes, cultural barriers and transportation. ▪ Match resources ▪Continuation of activities from Year 1. <p><u>Year 3</u> <ul style="list-style-type: none"> ▪ Continuation of activities from Year 1 and Year 2. ▪ Appropriate placement of individuals into integrated employment <p><u>Year 4</u> <ul style="list-style-type: none"> ▪ Continuation of activities from Year 1,Year 2 and Year 3. ▪ Appropriate placement of individuals into integrated employment. <p><u>Year 5</u> <ul style="list-style-type: none"> ▪ Continuation of activities from Year 1,Year 2, Year 3 and 4. ▪ Appropriate placement of individuals into integrated employment. ▪ Gather success stories. </p></p></p></p></p>	<p>DDC staff</p>	<p>Monthly</p>	<p>Quarterly</p>
<p>Objective 6B: Of the individuals living in public Developmental Disabilities Centers, increase the number who are working in group supported employment model in an integrated work environment.</p>		<p>All customers</p>	<p><u>Year 1</u> <ul style="list-style-type: none"> ▪ Annually evaluate and identify the individuals for which group supported employment model would be appropriate. ▪ Develop and implement a tool that would be used in assessing individuals for appropriate group supported employment model placement. ▪ Begin the education process about supported employment. <p><u>Year 2</u> <ul style="list-style-type: none"> ▪ Identify and evaluate barriers such as adequate staffing, families/staff/business philosophies/attitudes, cultural barriers and transportation. ▪ Match resources ▪Continuation of activities from Year 1. <p><u>Year 3</u> <ul style="list-style-type: none"> ▪ Continuation of activities from Year 1 and Year 2. ▪ Appropriate placement of individuals into integrated employment <p><u>Year 4</u> <ul style="list-style-type: none"> ▪ Continuation of activities from Year 1,Year 2 and Year 3. ▪ Appropriate placement of individuals into integrated employment. <p><u>Year 5</u> <ul style="list-style-type: none"> ▪ Continuation of activities from Year 1,Year 2, Year 3 and 4. ▪ Appropriate placement of individuals into integrated employment. ▪ Gather success stories. </p></p></p></p></p>	<p>DDC staff</p>	<p>Monthly</p>	<p>Quarterly</p>

**FINAL APD 5-year Employment Plan
2010 - 2015**

<p>Objective 6C: Of the individuals living in public Developmental Disabilities Centers, increase the number who are working in non-competitive employment in an integrated or a non-integrated work environment (group model).</p>		<p>All customers</p>	<p><u>Year 1</u> <ul style="list-style-type: none"> ▪ Annually evaluate and identify the individuals for which non-competitive employment would be appropriate. ▪ Develop and implement a tool that would be used in assessing individuals for appropriate non-competitive employment placement. ▪ Begin the education process about supported employment. <p><u>Year 2</u> <ul style="list-style-type: none"> ▪ Identify and evaluate barriers such as adequate staffing, families/staff/business philosophies/attitudes, cultural barriers and transportation. ▪ Match resources ▪Continuation of activities from Year 1. <p><u>Year 3</u> <ul style="list-style-type: none"> ▪ Continuation of activities from Year 1 and Year 2. ▪ Appropriate placement of individuals into integrated employment <p><u>Year 4</u> <ul style="list-style-type: none"> ▪ Continuation of activities from Year 1,Year 2 and Year 3. ▪ Appropriate placement of individuals into integrated employment. <p><u>Year 5</u> <ul style="list-style-type: none"> ▪ Continuation of activities from Year 1,Year 2, Year 3 and 4. ▪ Appropriate placement of individuals into integrated employment. ▪ Gather success stories. </p> </p></p></p></p>	<p>DDC staff</p>	<p>Monthly</p>	<p>Quarterly</p>
<p>Objective 6D: Of the individuals living in public Developmental Disabilities Centers, increase the number who are volunteering in an integrated work environment.</p>		<p>All customers</p>	<p><u>Year 1</u> <ul style="list-style-type: none"> ▪ Annually evaluate and identify the individuals for which volunteering would be appropriate. ▪ Develop and implement a tool that would be used in assessing individuals for appropriate volunteering placement. ▪ Begin the education process about supported employment. <p><u>Year 2</u> <ul style="list-style-type: none"> ▪ Identify and evaluate barriers such as adequate staffing, families/staff/business philosophies/attitudes, cultural barriers and transportation. ▪ Match resources ▪Continuation of activities from Year 1. <p><u>Year 3</u> <ul style="list-style-type: none"> ▪ Continuation of activities from Year 1 and Year 2. ▪ Appropriate placement of individuals into integrated employment <p><u>Year 4</u> <ul style="list-style-type: none"> ▪ Continuation of activities from Year 1,Year 2 and Year 3. ▪ Appropriate placement of individuals into integrated employment. <p><u>Year 5</u> <ul style="list-style-type: none"> ▪ Continuation of activities from Year 1,Year 2, Year 3 and 4. ▪ Appropriate placement of individuals into integrated employment. ▪ Gather success stories. </p> </p></p></p></p>	<p>DDC staff</p>	<p>Monthly</p>	<p>Quarterly</p>

Immediate Goals (by
January 29, 2010)

Identify data points needed

Meet with Dave and Rita about data collection system

Develop 5-year initiative

Route initiative through Central Office management team

Identify baseline needed and submit request to Research and Data section

Send 5-year initiative to MIG and Task Force for feedback

Send 5-year initiative to PAs and SE Liaisons for feedback

Short-term Goals (by
March 1, 2010)

Send final plan with area office goals to PAs and SE Liasons

Mid-range Goals (by
end of first year)

Long-range Goals (by
end of 5th year)

Year 1 (March 1, 2010-February 28, 2011)

Change 393 language to adopt Employment First!

Year 2 (March 1, 2011-February 28, 2012)

Change language in Handbook to tie payments to SE providers, SL providers, CDC+ counselors & WSCs to data provision.

Year 3 (March 1, 2012-February 28, 2013)

Year 4 (March 1, 2013-February 28, 2014)

Year 5 (March 1, 2014-February 28, 2015)

Have data system capable of collecting any data and generating any reports that we may want or need (one that every other state will envy!)