

INNOVATIONS IN EMPLOYMENT SUPPORTS



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THE EMPLOYMENT TRAINING PROGRAM ETP ADULTS/INTERNS VS. STUDENTS/TRAINEES

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Purpose, Process, Payoff

- **Purpose:** Discover the difference between the Employment Training Program (ETP) in the adult vs. student world.
- **Process:** Discussion, practice and application
- **Payoff:** Increased knowledge of Adult and Student ETP.
Increased confidence in sharing ETP information to prospective job seekers and other stakeholders.
Greater understanding of the partnership with ETP Supervisors, schools, and agencies.

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OPWDD's Philosophy

- Employment is considered as the first option
- Employment services are person-centered
- Employment service providers are well trained
- OPWDD is committed to partnering with providers to provide quality employment services

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TRANSFORMATION AGENDA

Employment and Life in the Community:

- Assist students in the transition from high school to employment through better coordination among state agencies, including State Education Department, and schools.
 - ❖ *Develop a formal partnership with OPWDD and State Education Department's ACCES-VR office.*
 - ❖ *Expand the OPWDD Employment Training Program in schools by increasing the number of high schools that participate in the program.*
 - ❖ *Increase regional collaboration between DDROs (Front Door Staff), ACCES-VR transition services, and the Office for Special Education Transition Specialists.*

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Regional Vocational Rehab–Community Employment Specialist (RVR-CES)

- Provide consultation, technical assistance and training to school districts and personnel.
- Work collaboratively in interagency community groups.
- Provide information sessions to schools on the VR referral process and other post school service and support options.
- Provide consultative and technical assistance to schools on how to engage community providers to expand their employment experience programs for youth to meet local and regional needs.

Goal: To improve post-secondary outcomes for students with disabilities

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Pre-Employment and Employment Services

- Pathway to Employment
 - Person-centered career/vocational employment planning process
 - Identifies an individual's support needs
 - Develops plan for finding or preparing for a job in the community
- Community Prevocational Service
 - Learn work skills and good work habits
 - Gain experience and build independence within your community
- Employment Training Program (ETP)
 - Discover interests, strengths, and capabilities through Discovery process
 - Gain paid work experience through internships
- Supported Employment (SEMP)
 - Supports to obtain and maintain paid employment in the community

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What is ETP?

- Paid internship(s) that build job experiences in a community business.
- An individualized approach to supported employment that discovers an individual's strengths, interests, and capabilities and matches the individual with meaningful employment opportunities in their community.
- A partnership and collaboration between multiple stakeholders.
- OPWDD has dedicated staff across NYS to provide guidance and technical assistance regarding ETP implementation. These staff are ETP Supervisors and are located at all of the DDROs. The program is overseen by Lynne Thibdeau, Statewide ETP Coordinator.

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DIFFERENCES – TRAINEES VS INTERNS

- High School ETP supports for students are provided by school personnel
 - Adult ETP supports are provided by trained staff at a SEMP agency as a SEMP waiver service.
 - In High School ETP, students are referred to as "trainees"
 - In Adult ETP, participants are referred to as "interns"
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- In High School ETP, students learn employment related skills during the school day from teachers and other school staff, and work at jobs in the community
 - In Adult ETP, individuals attend Job Readiness classes to develop employment related skills and work at community businesses

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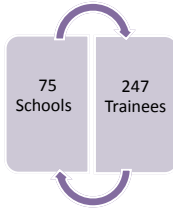
SIMILARITIES FOR TRAINEES AND INTERNS

Individuals will:

- Participate in employment opportunities where they gain valuable experience and are PAID by New York State
- have to be approved by ETP Supervisor and fingerprinted
- develop real world employment skills including specific industry tasks, technology, and employment standards and work culture
- network and build relationships within their communities
- receive individualized support to seek and obtain meaningful employment within their communities
- Earn money!

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CURRENT HIGH SCHOOL ETP NUMBERS



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School Responsibilities for Trainees

- Identify multiple students who are eligible for services through OPWDD
 - Encourage and support attendance at Front Door sessions to determine eligibility
- Develop relationships with businesses in the community
- Administrative approval at the district to support students at paid internships in the community
- Contact ETP Supervisor at your local DDRO to discuss program expectations
 - ✓ Submit completed ETP applications to ETP supervisor for approval. Students will need to be interviewed for the program.
 - ✓ Ensure students have proper identification (non-driver's id) for Employment Eligibility Verification (1-5) and to be fingerprinted
 - ✓ Complete and submit Worksite Placement Forms to ETP Supervisor
 - ✓ Monitor the placement and submit Worksite Evaluations to ETP Supervisors
 - ✓ Coordinate communication with families on OPWDD requirements (Front Door/Medicaid/Care Coord/Waiver)
 - ✓ Participate in meeting with parent, trainee, and OPWDD supports the last year of school
 - ✓ Submit payroll bi-weekly to ETP Supervisor

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TIMELINE FOR SCHOOLS

ETP Trainees participate last two years of school

YEAR 1:

- May-September: Submit ETP Applications to ETP Supervisor
- May-September: Assist student with the ETP interview/Fingerprint/NYS hiring process
- September: Submit Worksite Placement form to ETP Supervisor
- January: Submit new Worksite Placement form if needed. Complete Worksite Evaluation for first placement.
- May: Submit Worksite Evaluation by end of month
- June: ETP Supervisor approval needed for summer ETP placements
- August: ETP Supervisor determination of ETP for Year 2 based on Front Door process/Medicaid status

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TIMELINE FOR SCHOOLS

ETP Trainees participate last two years of school

YEAR 2:

- September: Submit Worksite Placement form to ETP Supervisor
- January: Submit new Worksite Placement form if needed. Complete Worksite Evaluation.
- January: Meet with ETP Supervisor, Care Coordinator (MSC), and other OPWDD service providers as appropriate. Decision point is made for student continuing in ETP after leaving school. If not, ETP ends June 15.
- May: Submit Worksite Evaluation
- June: Provide Exit Summary to ETP Supervisor
- July: Student starts working at ETP internship with SEMP agency support.

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Timeline for Parents/Care Coordinator for ETP Trainees after ETP Acceptance

Year 1:

- September: Contact the Front Door at Regional Office
- November: Complete Front Door Family Information Session
- July: Medicaid CIN obtained, Select Care Coordinator – Provide to ETP Supervisor
- August: Determination of continuation of ETP for Year 2 based on Medicaid status

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FRONT DOOR PROCESS FOR STUDENTS

- OPWDD eligibility has not been established
- OPWDD eligibility has been established but the person is not receiving services
- OPWDD eligibility has been established but is not receiving MSC or PCS and is now requesting MSC or PCS
- OPWDD eligibility has been established and person is receiving MSC but not receiving other services
- OPWDD eligibility has been established and person is not receiving any HCBS Waiver services and is now requesting one or more Waiver services
- There has been a significant break (1 year or longer) in waiver services
- Young adults who are transitioning from public or residential schools either into the OPWDD system for the first time or requesting a new HCBS waiver service
- Individuals who are transitioning into the community from Developmental Centers

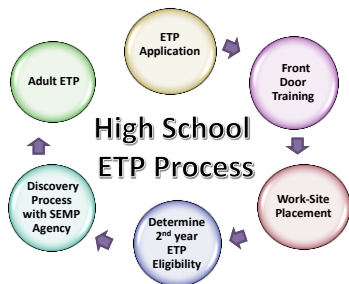
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Timeline for Parents/Care Coordinator for ETP Trainees after ETP Acceptance

Year 2 (Year leaving school)

- November: Continue to work with Front Door Facilitator. If waiver is needed, process should be started.
- January: Decision point for continuing in ETP internship after leaving school. A meeting is held to discuss appropriate services. If continuing in ETP, family and Care Coordinator work together to select a SEMP agency
- February: HCBS Waiver Enrollment verification; request SEMP services; enroll in SEMP; current ISP and Benefit Statement is sent to ETP Supervisor.
- March: ETP Discovery begins after school hours.
- July: Trainee is now an intern and attends ETP Job Readiness Training or has been discharged. ETP Discovery continues. Temporary internship begins.

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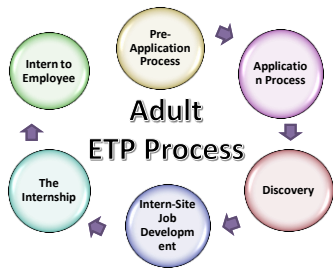
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Transition to SEMP ETP Agency

- If a student participates in ETP during High School:
 - Care Coordinator (MSC) facilitates referral to SEMP agency (February before graduation)
 - Begin Discovery process with student prior to their exit
 - Develop a temporary internship for intern to begin after graduation
 - Support intern to attend and participate in ETP Job Readiness Classes
 - Continue Discovery process. If approved by ETP Supervisor, begin job development.
 - Support individual with seeking and obtaining employment that matches employment goals listed on Discovery report (resume development, interview prep, completing job applications, identifying employment opportunities, etc.)
 - Submit timely reports (work-site placement forms, job development/Discovery reports)
 - Provide intensive support to individual at internship
 - Attend quarterly progress meetings with interns, employer, and ETP supervisor
 - Provide extended coaching supports as needed after individual is placed on employer's payroll

Note: Agency provided services can only occur outside of the regular school day.

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ETP FOR ADULTS/INTERNS

- SEMP Enrollment – maintain Agreement Letter between OPWDD and ACCES-VR. Agency bills intensive SEMP during ETP
- ETP Acceptance - Job Readiness Training
- Discovery – 45-70 hours of SEMP Services to develop a career/vocational plan with the intern
- Discovery is complete – Decision point on next steps
- Job Development – Finding a suitable job match based on the Discovery
- Internship – once a placement is found at a business, the intern works approximately 12 hours/week with intensive job coaching support
- The goal is for the business to hire the ETP Intern as an employee

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Agreement Letter
OPWDD and ACCES-VR
 For Pathways to Employment, Employment Training Program (ETP) and Vocational Services

This letter constitutes an agreement between the Office for People with Developmental Disabilities (OPWDD) and the New York State Education Department Office of Adult Career and Continuing Education Services (ACCES-VR), collectively the "Parties," with respect to the ETP and Vocational Services provided by ACCES-VR to students who are enrolled in the ETP and Vocational Services and are being served by OPWDD, at the State, rather than through ACCES-VR's support employment or other vocational rehabilitation services.

The parties understand that OPWDD and ACCES-VR voluntarily recognize Pathways to Employment, Employment Training Program or Vocational Services who meet criteria to be eligible for support employment or other vocational services provided by ACCES-VR. OPWDD eligible individuals who have met initial assessment and vocational assessment and are in need of support to successfully achieve an employment, educational, career training services, and other vocational services. Individuals whose individuals have been unable to other OPWDD programs such as any individual who have completed individuals being participating in employment services.

Based on a review of specific program characteristics and the program needs of the individuals who will be participating in Pathways to Employment, Employment Training Program or Vocational Services, ACCES-VR has determined and the Parties agree with the use of the following in order to establish a relationship between OPWDD and ACCES-VR to be implemented in the following manner:

- Pathways to Employment, Employment Training Program or Vocational Services will provide services to OPWDD eligible individuals who have met initial assessment and vocational assessment and are in need of support to successfully achieve an employment, educational, career training services, and other vocational services for about periods of time.
- Pathways to Employment, Employment Training Program or Vocational Services will provide services to individuals who, due to their support needs, will require a high level of support and/or supervision, including but not limited to other support that cannot be met through ACCES-VR intensive supported employment.
- Pathways to Employment, Employment Training Program or Vocational Services will provide services to a large group of program, technical and/or other support to develop their work capacity before a year or determined that the individual are able to achieve employment.

An agreement by OPWDD, whenever necessary, these individuals may be considered for enrollment in Pathways to Employment, Employment Training Program or Vocational Services unless the following services provided by ACCES-VR:

The parties agree that OPWDD will work with providers to ensure that any individual participating in Pathways to Employment, Employment Training Program or Vocational Services is encouraged and/or directed to seek an ACCES-VR service when it is indicated that the individual's circumstances are no longer in alignment with the criteria set forth above. ACCES-VR services may be used to assist the individual achieve an integrated employment outcome.

The parties agree that upon enrollment in Pathways to Employment and receipt of 200 hours of pre-employment services, the service provider will complete the appropriate sections of the ACCES-VR Pre-employment Report and the ACCES-VR Employment Report, including a summary of the individual's progress and a summary of the individual's needs. The completed service form and appropriate feedback will be returned to the provider. Such feedback may include comments on the preliminary assessment plan.

ACCES-VR will work closely with the OPWDD to ensure that any individuals who participate in Pathways to Employment, Employment Training Program or Vocational Services are eligible for and participate in vocational rehabilitation services provided through ACCES-VR when it is indicated that those vocational rehabilitation services and enable the individual to pursue an integrated employment outcome as defined by 1901.1 of the Rehabilitation Act and by its implementing regulations.

To ensure that individuals with the most significant disabilities are without support employment services when appropriate, the parties will review this agreement annually.

This agreement becomes effective immediately upon the signatures of the parties. This agreement does not replace other State agency agreements which are in effect. It simply clarifies and extends collaborative efforts between the agencies in regard to support of employment individuals.

This agreement is subject to modification at the request of either party. Such modifications will be mutually agreed upon and become effective immediately upon the signatures of the parties.

 Date: 5/11/18
 Executive Deputy Commissioner
 State Education Department

 Date: 5/11/18
 Acting Commissioner
 Office for People with Developmental Disabilities

ETP and ACCES-VR

"Can students receive services through ACCES-VR and ETP simultaneously?"

- ACCES-VR and ETP cannot provide vocational services at the same time; however,
- Someone can have an open case with ACCES-VR and be receiving employment support through ETP as long as they are not both providing vocational services.
- Examples:
 - ACCES-VR providing summer employment experiences to a student while they participate in ETP during the school year.
 - ACCES-VR developing a plan to attend college.
 - If the student plans to pursue vocational services through ACCES-VR at the conclusion of ETP.

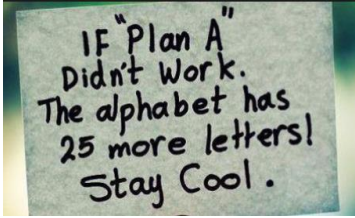
Note: Every case and region operates differently. It is important to consult with your ETP supervisors and local VR office

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EXPIRATION DATES

Agency	Region	Start Date	End Date	Phone	Fax
Albany	1	06/01/2018	05/31/2019	518-487-3333	518-487-3334
Albany	2	06/01/2018	05/31/2019	518-487-3333	518-487-3334
Albany	3	06/01/2018	05/31/2019	518-487-3333	518-487-3334
Albany	4	06/01/2018	05/31/2019	518-487-3333	518-487-3334
Albany	5	06/01/2018	05/31/2019	518-487-3333	518-487-3334
Albany	6	06/01/2018	05/31/2019	518-487-3333	518-487-3334
Albany	7	06/01/2018	05/31/2019	518-487-3333	518-487-3334
Albany	8	06/01/2018	05/31/2019	518-487-3333	518-487-3334
Albany	9	06/01/2018	05/31/2019	518-487-3333	518-487-3334
Albany	10	06/01/2018	05/31/2019	518-487-3333	518-487-3334
Albany	11	06/01/2018	05/31/2019	518-487-3333	518-487-3334
Albany	12	06/01/2018	05/31/2019	518-487-3333	518-487-3334
Albany	13	06/01/2018	05/31/2019	518-487-3333	518-487-3334
Albany	14	06/01/2018	05/31/2019	518-487-3333	518-487-3334
Albany	15	06/01/2018	05/31/2019	518-487-3333	518-487-3334
Albany	16	06/01/2018	05/31/2019	518-487-3333	518-487-3334
Albany	17	06/01/2018	05/31/2019	518-487-3333	518-487-3334
Albany	18	06/01/2018	05/31/2019	518-487-3333	518-487-3334
Albany	19	06/01/2018	05/31/2019	518-487-3333	518-487-3334
Albany	20	06/01/2018	05/31/2019	518-487-3333	518-487-3334
Albany	21	06/01/2018	05/31/2019	518-487-3333	518-487-3334
Albany	22	06/01/2018	05/31/2019	518-487-3333	518-487-3334
Albany	23	06/01/2018	05/31/2019	518-487-3333	518-487-3334
Albany	24	06/01/2018	05/31/2019	518-487-3333	518-487-3334
Albany	25	06/01/2018	05/31/2019	518-487-3333	518-487-3334
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Albany	50	06/01/2018	05/31/2019	518-487-3333	518-487-3334

What if...



Any Questions?



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Thank you!

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