INNOVATIONS IN EMPLOYMENT SUPPORTS
MANAGEMENT SKILLS FOR SEMP LEADERS

About Today
• Today’s schedule
• Sign in and sign out
• Site details
• Engage

PROGRAM MANAGEMENT AGENDA
• Data Collection
• Organizational/Operational Tips
• Interviewing/Onboarding
• Supervision and Mentoring
• Discovery Report
• Demonstrating Allowable Services
• Service Documentation
How do you use technology in your SEMP programs?
• Documentation (Therap, Medisked, other)
• Electronic billing
• Teaching and training (online Learning Management Systems)
• Time management (Calendars, spread sheets)
• Sharing information (email, texts, Google Docs, other)
• Internet resources
• Register for trainings
• Others?

<table>
<thead>
<tr>
<th>Staff Name: Maria Robertson</th>
</tr>
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<tbody>
<tr>
<td>DATE</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>1/13/2019</td>
</tr>
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<td>1/13/2019</td>
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Total Hours

4.00
Tracking Billable and Remaining Hours per Person

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First</th>
<th>Type</th>
<th>Employment Status</th>
<th>Initial Billable Hours Approved</th>
<th>Total Billable Hours Approved</th>
<th>Total Billable Hours Used</th>
<th>Remaining</th>
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<tr>
<td>Scott</td>
<td>Michael</td>
<td>Service</td>
<td>Job Development</td>
<td>200</td>
<td>260.00</td>
<td>86.00</td>
<td>154.00</td>
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<td>40</td>
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<td>Bradley</td>
<td>Pamela</td>
<td>Extended</td>
<td>Direct hire</td>
<td>100</td>
<td>100.00</td>
<td>40.00</td>
<td>60.00</td>
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Monthly Utilization Report

<table>
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<tr>
<th>January</th>
<th>Workforce V/SH</th>
<th>Home Individual</th>
<th>Group Units</th>
<th>Individual Hours</th>
<th>Total Hours</th>
<th>Units Utilized</th>
<th>Total Use %</th>
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<tr>
<td>Scott, Michael</td>
<td>Y</td>
<td>24</td>
<td>6</td>
<td>6</td>
<td>24</td>
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<td>Y</td>
<td>40</td>
<td>10</td>
<td>10</td>
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<td>40</td>
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<tr>
<td>Holter, James</td>
<td>Y</td>
<td>15</td>
<td>6</td>
<td>4.5</td>
<td>15</td>
<td>4.5</td>
<td>15</td>
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<tr>
<td>Total</td>
<td>3</td>
<td>62</td>
<td>20.5</td>
<td>30.6</td>
<td>62.00</td>
<td>30.6</td>
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Program Budget

EXPENSES
- Staff salaries and benefits (fringe)
- Overhead
- Travel
- Training
- Equipment (computer, pens, etc.)

REVENUE
- Billable hours
- Development
- Other organizational revenue to offset costs (entrepreneurial businesses, grants, contracts, etc.)

YTD Performance by Service

<table>
<thead>
<tr>
<th>Service</th>
<th>Rate</th>
<th>Hours Goal</th>
<th>YTD Accrual</th>
<th>Accrued $</th>
<th>% Service</th>
<th>Service Total</th>
<th>% of Goal</th>
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<tr>
<td>QIPV</td>
<td>$40</td>
<td>400</td>
<td>200</td>
<td>$8,000</td>
<td>50.0%</td>
<td>$30,000</td>
<td>50.0%</td>
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<tr>
<td>PTE</td>
<td>$40</td>
<td>1400</td>
<td>700</td>
<td>$28,000</td>
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<td>$112,000</td>
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<tr>
<td>Intensive SEMP</td>
<td>$75</td>
<td>4000</td>
<td>2000</td>
<td>$150,000</td>
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<td>$300,000</td>
<td>50.0%</td>
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<tr>
<td>Extended SEMP</td>
<td>$75</td>
<td>4000</td>
<td>2000</td>
<td>$150,000</td>
<td>50.0%</td>
<td>$300,000</td>
<td>50.0%</td>
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</table>
OPWDD Monthly Data Reporting

- Tracked monthly, reported quarterly to OPWDD
- Enrollment Information
- Service Information
- Employment Information
- Active/Inactive status
- Provider Agency Information

Data Exercise

- What are 7 pieces of data you currently collect?
- Why do you collect it?
- Identify ways you use the data to drive decision-making.

ORGANIZATIONAL/OPERATIONAL TIPS

The Big Picture
ACTIVITY
Biggest Management Challenges

Program Considerations

LEADERSHIP
CUSTOMERS
OPERATIONS
WORKFORCE
DATA-DRIVEN MANAGEMENT

Funding Partners

OPWDD
NY Commission for the Blind (NYCB)
Office of Mental Health (OMH)
Adult Career and Continuing Education Services – Vocational Rehabilitation (ACCES-VR)
Program Design Considerations

- Program needs vs. staff needs
- Scheduling
- Geography and locations
- Accountability
- Documentation/charts

Program Design

Step 1
- Determine each individual’s staffing needs

Step 2
- Quantify the hours needed for each individual

Step 3
- Assign job coaches

Step 4
- Continually reassess
Assigning and Matching Staff

Considerations:
- Determine the SEMP individual's support needs
- Type of need (i.e., travel training, on/off-site job coaching)
- Specified time frame
- Location to determine staff travel time and best fit
- Anticipated documentation time
- Staff availability
- Skill set of job coach
- Task match
- Cultural consideration
- Fading Plan

HIRING AND ONBOARDING
The Best Employment Support Professionals

Hiring New ESP

- Step 1. Recruit
- Step 2. Interview
- Step 3. On-Boarding
Work Characteristics Unique to Employment Services

- Working “in the field” for most of the job
- Interface with a variety of stakeholders
- High focus on relationship building
- Ability to market services to others
- Ability to provide excellent customer service
- Training others “in the field”
- Extensive and ongoing documentation
- Ability to work independently

Interviewing

- Behavioral questions
- Writing Sample

“Besides ‘a great smile’ do you have any other qualifications we should consider?”

Hiring New ESP

- Step 1. Recruit
- Step 2. Interview
- Step 3. On-Boarding
In the Beginning

• The training process ensures that the new hire feels welcomed, comfortable, prepared, and supported.
• These feelings increase the new hire’s ability to make an impact within the organization, both immediately and over time.
• Employee success leads to satisfaction and retention, which allows the organization to continue to meet its mission.

New Staff
What do they need to know?

Staff Development Strategies
Organizational and Departmental
• Mentoring
• Shadowing
• Coaching
• Job assignments
• Professional organizations
The service provider must maintain documentation that annual continuing education requirements are met.

Effective July 1, 2017, SEMP staff, supervisors, and directors must obtain at least 6 hours of continuing education through Innovations.

Staff hired on or after July 1, 2015, must complete 24 hours of Innovations training.

INNOVATIONS TRAININGS

More information is available on our website at: www.humanservicesed.org

1. Introduction to Employment
2. Discovery: Assessment and Planning
3. Beyond Discovery
4. Creating Connections: Developing Opportunities and Engaging Business
5. Advanced Job Coaching Skills
6. How to Deliver the OPWDD Designed Work Readiness Curriculum
7. Community Prevocational Services
8. Pathway to Employment
9. Employment Training Program (ETP) 101
10. Management Skills for SEMP Leaders

INNOVATIONS TRAINING TRACKER

<table>
<thead>
<tr>
<th>Staff Name</th>
<th>Anniversary Date</th>
<th>Trainings needed this year</th>
<th>Trainings Attended</th>
<th>Trainings Remaining</th>
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<tbody>
<tr>
<td>Swanson, Ron</td>
<td>6/1/2018</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Knope, Leslie</td>
<td>1/1/2018</td>
<td>1</td>
<td>4</td>
<td>-3</td>
</tr>
<tr>
<td>Dwyer, Andy</td>
<td>12/12/2018</td>
<td>4</td>
<td>0</td>
<td>4</td>
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</tbody>
</table>
Communication

- Active listening
- Encouragement
- Providing feedback
- Asking questions/eliciting feedback
- Conflict resolution
- Discussing sensitive topics

Management Tips: Individual Staff

- Setup check-ins
- How and when this will happen (email, text, phone, in person, etc.)

- Staff development plans

- Career paths

Be available to staff (open-door policy)

Staff Development Plans: Key Components

- Identification of goals that are:
  - Realistic
  - Actionable
  - Measurable
  - Specific time frames
Management Tips: Staff Meetings

- Scheduling meeting times
- Use agendas
- Assign a time keeper
- Planning weekly and monthly
- Plan for mentoring and staff supervision

Management Tips: Staff Meetings

- Establish cell phone rules
- No side conversations
- One person speaks at a time
- Everyone responsible to keep on topic and participate
- Establish traditions (check-ins, successes, jokes)
- At times, meeting may be used to teach or train by manager or staff

Staff Meetings: Identify Purpose

- Disseminating Information
- Planning (goals, timelines, assignments)
- Status Updates / “State of the State”
- Teaching / Training
- Idea Generation
- Decision Making
- Problem Solving / Getting Input
- Strengthen Relationships
- Build Alignment
- Share Best Practices
- Crisis Management
- Debriefing (projects, problems, incidents)
Management Tips: Managing Up

- Advocating for staffing needs
- Justifying new staff positions
- Requesting pay increases
- Considerations
  - Fringe Rates
  - Benefits
  - Contract Year

The Discovery Report

- Accuracy
- Detail
- Flow

Discovery Report Review

- Discovery report recommendations can set the individual up for success or failure
- NEMP Managers should be reading the Discovery reports thoroughly
- Ask staff to review the report if it isn’t done right
- Read for quality
- Ensure all sections are complete
- Anticipate OPWDD questions
Nice Guys Ford Dealership

- The person you support, Bob Vance, participated in an unpaid work experience as a lot attendant
- The work environment was outdoors and the tasks were janitorial in nature
- Bob must greet customers with a smile and “Hello” whenever he encounters them
- Total hours observed: 20
- Duration: 2 weeks

List any task the person did not want to or could not perform:
- Bob did not want to greet customers. He said he felt shy and nervous.

Which areas did the person need the most support:
- Customer service and coworker interaction

Did the person like this type of work?
- Yes

What additional interpersonal skills would the person need to build to be successful in this type of work?
- Bob is very shy and will need to work on interpersonal communication if he needs to interact with customers or co-workers.
**SEMP Service Deliverables**

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational assessment</td>
</tr>
<tr>
<td>Person-centered employment planning</td>
</tr>
<tr>
<td>Job-related discovery</td>
</tr>
<tr>
<td>Job development, analysis, customization, and carving</td>
</tr>
<tr>
<td>Training and systematic instruction</td>
</tr>
<tr>
<td>Job placement</td>
</tr>
<tr>
<td>Job coaching</td>
</tr>
<tr>
<td>Development of business plan</td>
</tr>
<tr>
<td>Transportation between activities</td>
</tr>
<tr>
<td>Team training</td>
</tr>
<tr>
<td>Development of soft skills and retention strategies</td>
</tr>
<tr>
<td>Benefits planning</td>
</tr>
<tr>
<td>Career advancement services</td>
</tr>
<tr>
<td>Workplace support services</td>
</tr>
<tr>
<td>Negotiating with employers</td>
</tr>
<tr>
<td>Communication with employers</td>
</tr>
<tr>
<td>Communication with family/circle of support</td>
</tr>
<tr>
<td>Communication with other OPWDD services staff</td>
</tr>
<tr>
<td>Documentation of delivery of SEMP services</td>
</tr>
<tr>
<td>Other activities previously approved by OPWDD</td>
</tr>
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</table>

**ACTIVITY**

Demonstrating Allowable Service
CHECKLIST
Required service documentation elements

- Individual's name and Medicaid number (CIN).
- Name of the agency providing the SEMP services.
- Identification of the category of waiver service provided.
- Documentation of start and stop times.
- The ratio of individual(s) to staff (i.e., individual or group).
- Description of services.
- The date the service was provided.
- Verification of service provision by the staff person delivering the service.
- Signature of the Supported Employment staff person documenting the service and date the service was documented.
It All Comes Together

Data Management

Effective Hiring and On-Boarding Practices

Proper Documentation

Q & A