OPWDD EMPLOYMENT SERVICES
*by invitation only
2019

CHSE
Innovations in Employment Supports

About today

• Today’s schedule
• Sign in and sign out
• Site details
• Lunch and Breaks
• Innovations in Employment Supports Trainings*
• Questions?
Today we will cover ...

• Overview of OPWDD Funding and Employment Services
• How to Prepare People to be Successful in Employment
• How to Provide Quality Supported Employment Services
• How to Staff Employment Services for Program Stability
• How to Manage Quality and Compliance
• SEMP Documentation and Reporting Requirements
• Other Regulations Impact SEMP Services

OVERVIEW OF OPWDD FUNDING AND EMPLOYMENT SERVICES
What is OPWDD’S Vision for Employment Services?

OPWDD’s goal is to increase the number of people gaining and retaining employment, earning minimum wage or more, and working in community, integrated jobs.

How are OPWDD Employment Services Funded?

• The New York State Department of Health (DOH), in collaboration with the New York State Office for People With Developmental Disabilities (OPWDD), provides Medicaid Home and Community-Based Services (HCBS) Waiver services funded by Centers for Medicare and Medicaid Services (CMS).

• Through this program, states can help provide different services to specific populations that allow those who need care to receive services in their homes or communities. In New York, this includes prevocational services, Pathway to Employment and supported employment (SEMP).
About the Centers for Medicaid and Medicare Services (CMS)

• The Medicaid Home and Community-Based Services (HCBS) Waiver program was authorized under Section 1915(c) of the Social Security Act as an alternative to Medicaid-funded, medical-based supports such as ICF’s and institutions.

• CMS is a federal agency within the Department of Health and Human Services (HHS) that works in partnership with state governments to administer Medicaid programs.

• HCBS services provide states with the opportunity to offer habilitation services with the goal is to assist individuals in obtaining and maintaining integrated community employment.

• CMS defines habilitation as "services designed to assist participants in acquiring, retaining and improving the self-help, socialization and adaptive skills necessary [to participate] in community-based settings."

• It is important, however, to note that employment services available to an individual through other programs, such as Vocational Rehabilitation cannot be provided through Medicaid.

ACCES-VR and OPWDD Letter of Agreement

ACCES-VR has agreed with the use of the following criteria in order to distinguish among individuals to be served by Pathway to Employment, Employment Training Program (ETP) or Prevocational Services and those who will be served by ACCES-VR:

• Individuals who have expressed an interest in employment but who are limited to working for short periods of time.

• Individuals who, due to their support needs, will require a highly intensive set of program, behavioral, transportation and/or other supports.

• Individual participants will require a longer period of program, behavioral, and/or other supports to develop their work capacity before it can be determined that the individuals are able to achieve employment.
1. Career Planning (OPWDD’s Pathway to Employment, new 2014) - Person-centered, comprehensive employment planning and support service that provides assistance to obtain competitive employment. It is a focused, time limited with the goal of developing a career direction and plan for competitive, integrated employment.

2. Prevocational Services (OPWDD’s Community Based Prevocational Services, new 2015) - Provides learning and work experiences, including volunteer work, where the individual can develop general, non-job-task-specific strengths and skills that contribute to employability in paid community employment. Prevocational services may be provided in a variety of locations in the community and are not limited to fixed-site facilities. Services are expected to occur over a defined period of time with specific outcomes.

3. Supported Employment (OPWDD’s SEMP Services, redesigned 2015) - The outcome of this service is sustained paid employment at or above the minimum wage in an integrated setting in the GENERAL WORKFORCE in a job that meets personal and career goals.

What are CMS’ Core Services Definitions?*

*CMS Guidance September 16, 2011

CMS Waiver Integrated Settings Definition

- **Freedom to move** around the setting
- **Located in the community** and afford inclusion with the greater community
- Offer **interaction with the greater community** (aside from paid staff)
- Access to and training on the use of **public transportation**
- Access to tasks and activities **comparable** to tasks and activities that **people without disabilities** engage
- **Not co-located** with a public or private institution, or located on the grounds of a public institution (hospital, nursing facilities, ICF, etc.)
OPWDD Employment Services

Community Based Prevocational (CBPV) – career planning, community work experiences, and building work skills.

Pathway to Employment (Pathway) – career planning, community work experiences, and developing a career/vocational plan.

Employment Training Program (ETP) – career planning, work experiences, and job internships that lead to employment (SEMP funded).

Supported Employment (SEMP) – gain and maintain employment. Intensive SEMP services are provided when the person is not employed and Extended SEMP when the person is employed.
The systems in our State are operating every day to ensure quality supports are delivered to the more than 130,000 people in New York State receiving OPWDD services.

**Enrollment in Services as of September 2018**

<table>
<thead>
<tr>
<th>Service</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Habilitation</td>
<td>54,057</td>
</tr>
<tr>
<td>Work-Related Services</td>
<td>11,893</td>
</tr>
<tr>
<td>(Pathways to Employment;</td>
<td></td>
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<tr>
<td>Prevocational Services</td>
<td></td>
</tr>
<tr>
<td>and Sheltered Workshops)</td>
<td></td>
</tr>
<tr>
<td>Supported Employment</td>
<td>11,268</td>
</tr>
<tr>
<td>(Competitively Employed in</td>
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<td>SEMP 8,812)</td>
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</table>

*How many more individuals in other services could be employed?*

https://opwdd.ny.gov/opwdd-resources/agency-data/all

What does it take to be successful in community employment?
Key Ingredients for Success in Competitive Employment

**Discovery** - Learning all we can about the person

*Where do we do that?* CBPV/PTE/ETP

**Developing Good Job Matches** - Fitting the individual’s skills and personality to the employer’s needs and culture

*Where do we do that?* ETP/SEMP

**Job Coaching Support** - Supporting the individual as they learn new tasks, supporting the employer and building up natural supports

*Where do we do that?* SEMP

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**Tools in the Toolbox**

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<th>Employment Training Program (ETP)</th>
<th>Supported Employment (SEMP)</th>
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Which Services Fit the Person’s Skills, Experience and Support Needs?

OPWDD Career and Employment Services Options

- Community Based Prevocational Services (CBPV) – up to 4 hours a day may be combined with ½ unit of day habilitation or ½ unit of site based prevocational programs. No limits on SEMP/ETP and Pathway.

- Pathway to Employment – wrap around service and may be combined with other services. Pathway services are typically part-time.

- Employment Training Program (ETP) – wrap around service and may be combined with other services. ETP services are typically 12-14 hours a week.

- Supported Employment (SEMP) – wrap around service and may be combined with other services.

*See full billing limitations in specific service regulations.*
Why Combine Programs for Employment Success?

- To address barriers to employment such as task focus, interpersonal skills, flexibility, etc.
- To build social and community relationships outside of work
- To build stamina and healthy habits
- To develop transportation skills
- To build independence and safety skills
- To gain experience in new career paths

How Do OPWDD Employment Services Flow?

*Chart is designed for illustrative purposes only. An individual may apply for services in the order that makes sense based on individual circumstances.*
OPWDD Supported Employment
Number of Individuals in Competitive Employment
2013-2018

HOW TO PREPARE PEOPLE TO BE SUCCESSFUL IN EMPLOYMENT
What is Discovery?

- Person-centered career planning with the individual and their support team
- Learning about an individual (current activities, past experiences, interests, social skills, learning style, history, family culture, etc.)
- Community work experiences (unpaid or paid)
- Learning work-related skills
- Assessing the individual’s learning style and support needs
- Identifying supports and resources needed for employment success such as transportation options, benefits planning, etc.
- Career development/exploration activities
- Discovery/Employment Plan with recommendations for the next steps toward employment
  - Develop a job development plan with specific job match criteria (if job development is recommended)

WHY DISCOVERY?

- Employment success and retention
- Improved coaching supports and strategies
- Stronger job development and match
- Get to know the job seeker
How Can we Address the Reasons Why Individuals Terminate Jobs?

![Pie chart showing reasons for job termination]

- **Cannot Master Skills**: 18%
- **No Longer Wanted to Work**: 16%
- **Lack of Transportation**: 13%
- **Financial disincentive**: 12%
- **Dissatisfaction with Job**: 8%
- **Layoff/Budget**: 8%
- **Medical**: 2%
- **Dissatisfaction with Job**: 8%
- **Lack of Transportation**: 13%
- **Other**: 8%

**OPWDD, ACCES-VR Combined Data 2015**

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Learning about the Individual

We can learn information that will help the person be successful in employment through:

- Through interviews with the person, their family, friends, and support staff
- Reviewing of past records
- Observing the person in various places/activities

<table>
<thead>
<tr>
<th>Questions About:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Current activities</td>
<td></td>
</tr>
<tr>
<td>Interests</td>
<td></td>
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<tr>
<td>Social skills</td>
<td></td>
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<tr>
<td>Learning styles</td>
<td></td>
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<tr>
<td>Family culture</td>
<td></td>
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<tr>
<td>School</td>
<td></td>
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<tr>
<td>Vocational training</td>
<td></td>
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<tr>
<td>Employment history</td>
<td></td>
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<tr>
<td>Work skills</td>
<td></td>
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<tr>
<td>Volunteer history</td>
<td></td>
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<tr>
<td>Academic skills</td>
<td></td>
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<tr>
<td>Transportation skills and resources</td>
<td></td>
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<tr>
<td>Independence</td>
<td></td>
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<tr>
<td>Safety skills</td>
<td></td>
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<tr>
<td>Communication skills</td>
<td></td>
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<tr>
<td>Time management</td>
<td></td>
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<tr>
<td>Etc.</td>
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</table>
Community Volunteer or Work Experiences

Volunteer or Time Limited Work Experiences:

- Must meet Department of Labor regulations.
- Are multifaceted and assess various work-related skills in the areas of physical abilities, academic abilities, social skills, response to supervision, stamina, creativity, safety skills, etc.
- Allow the person to demonstrate their skills and abilities in various work environments.
- Allow staff to identify the person’s learning style, individualized instructional strategies and motivators.
- Occur in a variety of career environments based on the person’s current and potential interests.

Example Work Experience Environments:

- Office and Clerical
- Building and Grounds
- Janitorial and Maintenance
- Social Services and Non-Profit
- Construction and Repair
- Education and Childcare
- Food Service and Kitchen
- Horticulture and Animal Care
- Healthcare and Personal Care
- Public Safety and Protective Services
- Retail and Sales
- Production and Warehouse
Volunteer Versus Unpaid Work Experiences

• Volunteer experiences are typically part-time and occur at a nonprofit organization. Volunteering is a great way of exploring interests, developing skills, gaining experience, building a resume, and building relationships that prepare an individual for paid community employment. Volunteering does not have a time-limit. All volunteer work must follow Department of Labor (DOL) regulations. Volunteer activities should be based on an individual’s interests and preferences.

• Unpaid work experiences are short-term and must meet all seven of the DOL criteria. Using businesses for exploration, assessment, and training gives individuals real world, work experiences and opportunities to learn the person’s skills in very specific employment settings. Unpaid work experiences also allow the individual to make informed choices regarding career preferences based on actual experience.

The following are guidelines for unpaid work experiences:
- Vocational explorations - 5 hours per job experienced
- Vocational assessment - 90 hours per job experienced
- Vocational training - 120 hours per job experienced

http://static.smallworldlabs.com/umass/content/seln/SELN_unpaidwork_2017.pdf

Job-Related Skills Training for Today’s Workforce

1. Learning to respond to supervision
2. Learning to manage stress in the workplace
3. Learning to build positive relationships with coworkers
4. Learning to meet productivity standards
5. Learning technology
6. Cross training
7. Building stamina
Career Development Tools

• Vocational Skills Assessments
• Career Interest Assessments
• Job-Readiness Classes
• Vocational Skill Classes
• Job Shadowing
• Researching Career Options
• Resume and/or Job Interviewing Classes
• Benefits Counseling
• Other Career Exposure and Skill Learning Opportunities

Public Benefits Planning Includes:

➢ Assisting individuals and their support teams in considering the impact of wages on public benefits prior to employment.

➢ Learning about work incentives such as Impairment Related Work Expenses (IRWE) and PASS (Plan for Achieving Self Sufficiency).

Resources Available:

• New York Makes Work Pay Initiative 1.888.224.3272 Voice and 1.877.671.6844 TDD
• SSA Publication No. 64-030, The Red Book can be found at http://www.ssa.gov/redbook.
Which Services Include Discovery?

• **Employment Training Program (ETP)** – up to 90 hours. Discovery process includes at least 2 community work experiences.

• **Pathway to Employment** - up to 278 hours or 1 year. Discovery process includes 3 community work experiences.

• **Community Based Prevocational Services** - on-going, as services are needed. Discovery process includes ongoing community work experiences (volunteer or paid).

What are Community Prevocational Services?

• Prepare individuals for jobs that pay minimum wage in an integrated setting.

• Provide opportunities to participate in volunteer and vocational community experiences for an extended period of time.

• Include Discovery, job readiness skill development, transportation training, etc.

• Utilize person-centered, employment planning services.

• Occur primarily in community, integrated settings such as volunteer sites, community businesses, etc.

• Are provided in small person-centered groups.
What are the Benefits of Community Prevocational Services?

• Hourly services that may wrap around or blend with other services (up to 6 hours of all services per day).
• Employment planning and real work experiences that provide information for targeted job development and provide a better job match.
• Community work experiences that allow for informed choice.
• Services to improve social and vocational skills.
• Public benefits and financial planning prepare individuals before obtaining employment.
• Flexible and comprehensive staff supports.

What are Pathway to Employment Services?

• Developing a Career and Vocational Plan at the completion of the service.
• Person-centered planning with the individual, family, friends, and support staff to develop a plan of action.
• Learning about the individual's history, community experiences, interests, skills and preferences to identify vocational strengths, skills, and interests.
• Participating in 3 varied community work experiences.
• Participating in job-related skills training and strengthen work-readiness skills.
• Preparing individuals for competitive employment in jobs that pay minimum wage in an integrated setting.
• Time-limited services are for up to ONE YEAR (may request one extension).
What are the Benefits of Pathway to Employment Services?

- A completed Career and Vocational Plan with recommendations for employment and employment-related supports. If employment is not recommended in the near future, additional skills development and other services are recommended.
- Hourly services that may wrap around or blend with other services.
- Employment planning and real work experiences to improve job matches.
- Targeted community work experiences to allow for informed choice.
- Specific services to improve social and vocational skills.
- Public benefits and financial planning prior to employment.
- Flexible and comprehensive staff supports.

What is the ETP Discovery Process?

- Brief but comprehensive Discovery process
- Submit an application

If approved (60-90 hours within 3 months):

- Person-centered planning with the individual, family, friends, and support staff to develop a plan of action
- Thorough review of records
- Interviews of individual and support team
- Observations to learn about the individual in different settings
- At least 2 community work experiences to evaluate overall work performance and identify job match criteria
- ETP Discovery packet is completed with objective summary of findings with recommendations
What are the Benefits of ETP Discovery?

• Completed ETP Discovery packet with recommendations for employment or employment-related supports.
• A good resource for individuals with some work/volunteer experiences, job retention challenges, no prior Discovery, want a new career, etc.
• If job development is approved by the ETP Supervisor, a job development plan is completed.
• The ETP Supervisor will approve the Intensive SEMP hours, as needed.
• An easy transition to ETP/Intensive SEMP process if the ETP Supervisor approves job development as the next step.
• If employment is not recommended in the near future, additional skills development and other services are recommended.

Comparing Discovery Services

<table>
<thead>
<tr>
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<th>ETP Discovery</th>
<th>Pathway to Employment</th>
<th>Community Based Prevocational</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who</strong></td>
<td>Individuals have some work/volunteer experiences, job retention challenges, no prior Discovery, or want a new career</td>
<td>Individuals have limited work/volunteer experiences but no Discovery</td>
<td>Individuals have higher support needs, limited work/volunteer experiences, need to build work skills</td>
</tr>
<tr>
<td><strong>What</strong></td>
<td>Planning, Discovery, job-readiness skills, 2 work experiences, ETP Discovery Packet</td>
<td>Planning, Discovery, job-readiness skills, 3 work experiences, travel training, benefits planning, community/vocational Plan</td>
<td>Work-related skills training, Discovery, community volunteer opportunities, health/safety skills, travel training, benefits planning, annual assessment</td>
</tr>
<tr>
<td><strong>Where</strong></td>
<td>All services are in the community except observations</td>
<td>Primarily in the community (no workshop/day hab sites)</td>
<td>Primarily in the community, may use a hub site on limited basis</td>
</tr>
<tr>
<td><strong>Why</strong></td>
<td>Complete Discovery to guide job development if recommended</td>
<td>Create a career/vocational plan with a goal of employment in the shorter-term future, if recommended</td>
<td>Develop skills and experiences to gain or retain employment which may take more than 1 year</td>
</tr>
<tr>
<td><strong>When</strong></td>
<td>Typically, 10-12 hours a week up to 90 hours within 3 months to complete Discovery</td>
<td>Typically, 5-10 hours a week and wraps around current services, up to 278 hours in 1 year</td>
<td>Up to 30 hours a week, on-going as supported by annual assessment</td>
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</tbody>
</table>
HOW TO PROVIDE QUALITY SUPPORTED EMPLOYMENT SERVICES

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Employment Training Program Overview

The Employment Training Program provides opportunities for individuals with developmental disabilities to gain real work experience and attend job readiness classes to build success. The goal of an ETP internship is to assist individuals in obtaining employment in the community, earning at least minimum wage at the completion of the internship.

ETP wages are funded through New York State OPWDD and support services are funded by OPWDD Intensive SEMP fees.

ETP is a time limited program leading to paid employment in an integrated job earning at least minimum wage. After ETP, if employed, the person will continue be supported through Extended SEMP services.

ETP offers individuals an opportunity to participate in Discovery, Paid Internships at a com

- Brief Discovery (unless completed in Pathway)
- PAID internship at a community business that, if successful, leads to being employed by that business
- Job Coaching
- Job Readiness Training

What is the Employment Training Program?

- A time limited program (time frame depends on individual needs)
- Requires that the training/work site experiences lead to permanent paid employment.
- Provides an ETP Supervisor to assist with the implementation and oversight of the quality of services.
- Requires that service providers complete a Discovery process before job development.
- Provides funding for the intensive services required by individuals.
- Assures that job coaching (through providers) is provided at the proper level.
- Wages may be paid by OPWDD while a person is learning a job.
- Alternative to ACCES-VR for individuals with higher support needs.
- ETP programs are designed for adults and high school student transition.
Why is the Employment Training Program Successful?

- Application process
- Discovery
- Job Readiness Training (JRT)
- Job placement is customized and matched to individual
- Paid wages during the training period
- Individuals build the work experience needed to be competitive in the job market
- Intensive job coaching
- Employers agree to hire if the individual meets the business performance and job requirement
ETP Job Readiness Training

Sample topics may include:

- Personal hygiene
- Interviewing skills
- Dressing for success
- Positive communication
- Listening skills
- Teamwork
- Conflict in the workplace
- Helping coworkers
- Coping with stress
- Health and wellness
- Self-confidence at work
- Professional behavior
- Overcoming challenges at work
- Safety at the workplace
- Setting goals
- Asking for help

What is the ETP Supervisor’s Role?

- Provide technical assistance and support.
- Review and approve ETP applications.
- Prepare and submit the Request for SEMP Intensive Services for ETP.
- Approve next steps After Discovery is completed.
- Provide on-going Job Readiness Training (JRT) classes.
- Approve internships and coordinate quarterly progress reviews.
- Coordinate hiring, training and temporary wages through New York State.
- Meet periodically with agencies and businesses to monitor progress and provide support.
What is the SEMP Staff Role for ETP Services?

- Complete and submit ETP applications to the ETP Supervisor.
- Implement Discovery with 2 work experiences within 180 days.
- If approved, provide Job development services based on Discovery results.
- Provide intensive job coaching and build independence at internships that lead to the individual being hired by the business (if intern meets job requirements).
- Transition interns to OPWDD SEMP Extended services for ongoing employment supports, once the business pays the interns wages.
- Submit monthly reports documenting each person’s progress/challenges and participate in periodic meetings with the businesses.
- Communicate any changes or challenges in a timely manner.

SUPPORTED EMPLOYMENT

Supported Employment (SEMP) offers on-going supports for individuals to gain and maintain integrated jobs in the community earning at least minimum wage and working alongside of workers without disabilities in the general workforce. SEMP offers individuals an opportunity to participate in the following services:

- Job development (after ACCES-VR or ETP initially)
- Job coaching
- Employment skills training
- Job retention strategies
- Benefits planning
- Career planning
How do Staff Develop Jobs?

• The person and their support team are involved in **job development planning**.
• **Business contacts** and initial networking tasks are shared with the team.
• **Alternative job possibilities** are identified.
• Job development **activities clearly match** the person’s career/vocational plan.
• Job developers seek to **understand business needs** in order to develop successful job matches.
• Job developers are familiar with various employment options and develop **customized employment solutions**.
How do Staff Provide Quality Job Coaching?

• Job Coaches are trained and evaluated in the provision of quality job coaching supports.
• Employment training plans have measurable outcomes and clear instructional strategies to meet job performance criteria.
• Job coaching is focused on building independence and natural supports.
• Fading is progressive, individualized and analyzed periodically. The Job Coaches does not assist with production or supervisor the employee.
• Job Coaches intentionally facilitate positive and mutually rewarding relationships at work.
• Job Coaches(and SEMP Supervisors) meet regularly with employers to evaluate the employee’s performance and SEMP services.
• Job Coaches communicate and plan regularly with the person and their support team.

How do Staff Help Individuals Retain Jobs?

• Provide on-going, job-related supports as agreed upon with the business.
• Provide on-going supports to assist the employee in participating in workplace culture.
• Periodically evaluate work performance with employer feedback.
• Regularly communicate with the person and their support team.
• Assist the person with their evolving career goals.
• Proactive job development, if the person is requesting new employment or experiencing work challenges that may not be resolved.
Customized Employment

Customized employment is a process where comprehensive Discovery information is matched to specific business needs. Employment Specialists perform in-depth inquiry with businesses to identify specific needs. Typically customized employment involves adapting, carving or creating a job position that benefits both the business and the job seeker. Customized Employment utilizes an individualized approach to employment services.

Examples of Customized Employment:

• Task reassignment
• Job carving
• Job sharing
• Job creation
• Subcontracting
• Self-employment/Microenterprise

How does Discovery Inform Job Development and Job Coaching?

• Discovery provides specific job match criteria is identified including geographical region, work atmosphere, learning styles, etc.
• Discovery provides specific job interests have been explored.
• Individual has experience in specific job interests.
• Transportation resources are identified.
• Specific skill training needed for successful employment is identified.
• Resources to support the person outside of employment are identified.
• The person and family have engaged in benefits planning.
ALLOWABLE SEMP SERVICES

- vocational assessment;
- person-centered employment planning;
- job-related discovery;
- job development, analysis, customization, and carving;
- training and systematic instruction prior to employment;
- job placement;
- job coaching, training, and planning within the work environment;
- development and review of a business plan (for individuals who are pursuing self-employment or are self-employed);
- transportation between activities;
- travel training;
- development of soft skills and job retention strategies (e.g., social interaction, maintaining relationships with co-workers and supervisory personnel);
- benefits support and asset development;

ALLOWABLE SEMP SERVICES

- career advancement services;
- other workplace support services including services that enable the individual to be successfully integrated into the job setting (e.g., development of natural supports in the work environment);
- negotiating potential jobs with prospective employers on behalf of an individual;
- communication with an existing employer to review the individual’s progress in meeting workforce expectations and to discuss and address any challenges the individual may have in the work environment;
- communication with family or other members of the individual’s circle of support to discuss and address employment-related issues, such as management of benefits or challenges the individual may have in the work environment; and/or
- meetings and communications with staff providing other OPWDD approved services that impact an individual’s ability to successfully achieve employment goals;
- documentation of the delivery of SEMP services; and
- other activities previously approved by OPWDD “Service provider paid staff time spent participating in OPWDD’s Innovations in Employment Supports Trainings”.
SEMP Service Samples

- **Job development** – includes developing relationships between an individual and business/potential employer to develop opportunities that facilitate matches among the person's strengths and interests and work conditions and the identified needs of the business. Includes job analysis, customization, and negotiating community job opportunities.

- **Job placement activities and negotiation** includes planning and communication with the person and their support team, interviews, coordination and instruction, assisting with job applications and/or testing, developing job accommodations, acquisition of job supplies/clothing, creating a training and orientation plan with the employer and job negotiation.

- **On-the job coaching and training** includes training tailored to the needs of the individual including job analysis to identify job duties, assistance in learning work-related tasks and routines, providing support to the individual and business such as advocacy, disability awareness-building, job adaptations, social support, problem-solving, development of natural supports.

SEMP Service Samples

- **Self-employment planning** (for individuals pursuing self-employment or are self-employed) includes identifying skills that could be used to start a business, and identifying business training and technical assistance that could be used in achieving self-employment goals.

- **Soft skills and job retention strategies** includes instruction and assistance with social interactions and customer service, maintaining relationships with coworkers and supervisors, team work, workplace etiquette, requesting assistance, etc.

- **Benefits support and asset development** includes counseling an individual and his or her family about the impact of wages on Social Security, Medicaid, food stamps, and other benefits and providing information to an individual and his or her family on Work Incentive Programs and the Ticket to Work Program.
SEMP Service Samples

- **Career development services** include reviewing and updating employment goals, developing plans to achieve his or her goals and assisting with the steps to assist the person to gain the skills, experience, and knowledge needed to be successful in their identified career.

- **Communication with an existing employers** includes reviewing the individual's progress, work expectations, work challenges and developing strategies to address challenges and promote success in the job.

- **Communication with the person and their support team** includes communication with family or other members of the person’s support team to discuss and address employment-related issues such as management of benefits, challenges in the work environment, transportation, etc.

SEMP Service Samples

- **Meetings and communications** with staff includes communication and meeting with the person and the members of their support team regarding planning for employment, planning for job retention, strategies for employment challenges and career development planning.

- **Documentation of the delivery of SEMP services** as required by the regulations and to evaluate the quality of services (e.g., purpose of services, response to services, tracking outcomes, planning for improved services for specific individuals).

- **Other activities** previously approved by OPWDD “Service provider paid staff time spent participating in OPWDD’s Innovations in Employment Supports Trainings”
SEMP Transportation Services

• Transportation with the person to SEMP activities.

• Time that a job coach or job developer travels (with or without the individual) to billable SEMP activities, such as travel to job sites to provide SEMP services; meetings with potential and current employers; SEMP documentation; or to conduct vocational assessments.

• Travel time should be billed to either an individual or group activity with specific SEMP participants identified.

• Staff may only bill travel time when they are being paid by the agency.

• Travel training includes training designed to teach individuals how to travel safely and independently on public transportation or other transportation options (e.g., calling for a ride, transferring busses, walking, etc.).

Billing for Staff Training

• “other activities previously approved by OPWDD.” Service provider paid staff time spent participating in OPWDD’s Innovations in Employment Supports Trainings can be billed as “other activities”.

• Such staff time must be billed using the group fee for up to five individuals.

• If more than one staff person participates in the Innovations Trainings, each staff person can bill for up to five individuals, but they cannot bill for the same individuals.

• Staff do not bill for lunch at trainings. Typically, staff will bill 5 hours for a 6 hour class.

• Providers must document staff training. Staff may print out a transcript at www.humanservicesed.org.
Exercise:
Using the regulations in the SEMP Billing, Documentation and Reporting Guidebook, find the corresponding allowable service for each support/service.

- The job coach meets with the person and their family to gather information for benefits planning?
- The job coach calls to schedule a meeting with a business that may have employment opportunities for 3 people they support.
- The job developer reviews the Pathway to Employment Career & Vocational plan to prepare a job development plan.
- The SEMP director meets with an employer to assess the quality and appropriateness of job coach services provided for their supported employee.
- The job coach meets with the person after work to begin job development planning for another job.
- The job coach calls the local transportation bureau to help a person identify public transportation routes.
- The staff person comes back to the office after providing job coaching services and immediately documents the services provided.

To Summarize:
Which Services Fit the Person’s Skills, Experience, and Support Needs?

OPWDD Career and Employment Services Options:
Scenario 1

Kara has attended the workshop which only offers production work for 15 years. She recently stated that she wants to work, but only wants to cook in a restaurant. She has a lot of experience helping her mom cook, but has not had paid, work experiences outside of the workshop which offers production work.

What would be the next steps?

• Enroll in Pathway to Employment or community prevocational services.
• Set up varied work experiences in addition to food services.
• Kara can visit, explore and research food services possibilities.
• Job readiness training skills development.

Scenario 2

Thomas is nearing the completion of Pathway to Employment and his Discovery/Employment Plan recommends that Thomas pursue employment working in outdoors lawn/maintenance work. ACCES-VR recommended that Thomas’ pursue employment funded by OPWDD, because he has higher support needs and limited work experience.

What would be the next steps?

• Complete an Employment Training Program (ETP) application while he still has available hours in Pathway to Employment.
• If the ETP application is approved, Intensive SEMP will be approved and the agency can enroll Thomas in SEMP.
• Make sure that the job developer is utilizing the Discovery/Employment Plan to direct the job development.
Scenario 3

Astrid was employed as a laundromat attendant for 12 years within 3 blocks from her home. The laundromat recently closed and Astrid needed to pursue new employment to pay for her apartment and daughter’s daycare.

Astrid wanted to work in retail either stocking or customer service. Astrid was accepted by ACCES-VR and began working at Staples hour stocking shelves and various customer service duties. Astrid has completed ACCES-VR and is in the OPWDD Waiver.

What would be the next steps?

• Enroll Astrid in SEMP and bill Extended SEMP services since she has a job earning minimum wage or more in an integrated setting.
• What supports may Astrid need to retain employment?

Scenario 4

Caroline was hired by Pizza Hut, where she worked while in school. Caroline graduated 6 months ago and receives job coaching from a supported employment (SEMP) provider. The provider is billing SEMP Extended services, however, Caroline needs more than 200 hours of Extended SEMP.

What would be the next steps?

• Since Caroline is already enrolled in SEMP, the provider can request additional hours by completing a Request to Bill Additional Extended Hours.
• Staff will monitor fading and continue to support Caroline at the job site and off-site, as needed.
Scenario 5
Crystal was working at a nursing home assisting the residents with meals and cleaning their rooms. Her employment supports were billed through SEMP Extended. Crystal was laid off by the nursing home, but would like another job working with elderly individuals. Crystal previously completed an Pathway to Employment and ACCES-VR services, and feels confident that she wants to continue working with elderly individuals. Crystal and her family are confident in her ability to quickly gain a new job since there are a large number of geriatric-related businesses her area.

What would be the next steps?

- Review the Pathway to Employment Discovery and create a job development plan.
- Within 45 days, submit a Request to Bill for Intensive SEMP.
- Once the Request to Bill for Intensive Services has been authorized, staff will bill Intensive SEMP Services. She is already enrolled in the Waiver SEMP, so there is no need to change her in Choices. The agency will bill the Intensive Individual SEMP – 4790 code.
- Make sure the job developer is using her discovery report and including Crystal and her support team during the job development process.

HOW TO STAFF EMPLOYMENT SERVICES FOR PROGRAM STABILITY
How Many Staff will You Need?

- What are each person’s specific support needs (assess periodically with the person and support team).
- How many staff will you need to provide supports?
- How many people do you project serving each year?

**MASTER PLANNING SCHEDULE**

<table>
<thead>
<tr>
<th>SEMP ENROLLED AND AUTHORIZED Name</th>
<th>Location</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thurs</th>
<th>Friday</th>
<th>Coaching Time</th>
<th>Documentation/Phone Time</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Smith</td>
<td>Green Street</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Temesha Anderson</td>
<td>Albany Street</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>Mary Jones</td>
<td>Lark Street</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Jonathan Jones</td>
<td>Central Avenue</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Anne Gifford</td>
<td>Western Avenue</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Maria Lopez</td>
<td>Lark Street</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Allen Harding</td>
<td>Crossgates Mall</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Linda Smith</td>
<td>Colonie Center</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>23</td>
<td>22</td>
<td>14</td>
<td>27</td>
<td>29</td>
<td>29</td>
<td>14</td>
<td>147</td>
</tr>
</tbody>
</table>
How Do I Develop Staffing Structures?

• Individual supports are based on the person’s needs and not staff availability or solely based on caseload assignments.

• Can I hire part-time or full-time staff with specialty skills to supplement regular staff (job development, benefits planning, assessment, employment-related skills training)?

• How can I create caseloads based on geographical, support needs, time of day and other efficiencies?

• Who are the backup staff for each person served?

• Are staff cross trained in all Employment Services?

• How do I schedule for days off, training, staff leaving the job, etc.?

• Is management able to bill for some services?

Staff Schedules

Some providers schedule staff while others allow staff to create their own schedules. It is important that management have access to all schedules.

Staff schedules are used for:

1. Planning tasks and activities in a coordinated, purposeful manner.
2. Scheduling unexpected staff time off.
3. Rescheduling activities when crisis or unexpected events arise.
4. Measuring staff efficiency.
5. Tracking scheduled services versus services provided.
6. Staff supervision.
7. Back up audit or quality assurance tools.
Benefits of Scheduling/Planning

- Accomplish more in less time
- Focus on priority tasks
- Complete least liked tasks
- Easy to reschedule tasks when crisis or unexpected events occur
- Management can schedule trainings and meetings at times when staff are most available
- Less wasted time
- Less stress

Staff Schedule

Tamika’s Schedule

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Bob</td>
<td>Insurancin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-1</td>
<td>Carol – Stewarts</td>
<td>12-12:30 lunch</td>
<td>11-1 Carol – Stewarts</td>
<td>10 – 12 Review stress mg</td>
<td>11-1 Carol – Stewarts</td>
<td></td>
</tr>
<tr>
<td>1-1:30</td>
<td>lunch</td>
<td>12:30-2 Set up work expe</td>
<td>1-1:30 lunch</td>
<td>12-12:30 lunch</td>
<td>1-1:30 lunch</td>
<td></td>
</tr>
<tr>
<td>2-4</td>
<td>Carol Stewarts</td>
<td>2-5 Documentation, phone</td>
<td>2-4 Carol – Stewarts</td>
<td>1:30-3 Staff Meeting</td>
<td>1-2 Lester -Agway</td>
<td>4- 9 pm Bob Home Depot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>calls/ Monthly Summaries</td>
<td></td>
<td></td>
<td></td>
<td>Staff Mtg</td>
</tr>
<tr>
<td>4-5</td>
<td>office - documentation</td>
<td>4-5 office - documentation</td>
<td></td>
<td>3-4 schedule/ calls/doc</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>umentation</td>
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</tr>
</tbody>
</table>

Contingency Tasks – Discovery with Bob, Customer Satisfaction surveys with businesses, set up work experiences for Bob
Sample Staffing Schedule Cross Programs:

A CBPV staff person works with 3 people at a volunteer jobsite and a class at the One Stop. Two days per week, s/he provides CBPV services until 1:30 pm. On those 2 days, from 3 to 5 pm s/he provides Pathway to Employment services for an individual in day habilitation who is interested in employment.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBPV 9-3</td>
<td>CBPV 9-3</td>
<td>CBPV 9-3</td>
<td>CBPV 9-3</td>
<td>CBPV 9-3</td>
</tr>
<tr>
<td>Volunteer Job &amp; One Stop (Bob, Lisa, Joe)</td>
<td>Volunteer Job (Bob, Lisa, Joe)</td>
<td>Volunteer Job &amp; One Stop (Bob, Lisa, Joe)</td>
<td>Volunteer Job (Bob, Lisa, Joe)</td>
<td>Volunteer Job &amp; One Stop (Bob, Lisa, Joe)</td>
</tr>
<tr>
<td>CBPV 4-5 pm</td>
<td>Pathway 3-5 pm</td>
<td>Staff Meeting 4-5 pm</td>
<td>Pathway 3-5 pm</td>
<td>CBPV 4-5 pm</td>
</tr>
<tr>
<td>Network, Document (Carol)</td>
<td>(Carol)</td>
<td>(Carol)</td>
<td>Network, Document (Carol)</td>
<td></td>
</tr>
</tbody>
</table>

Sample Staffing Schedule (SEMP/ETP):

An Employment Training Program (ETP) staff person typically works with a caseload of about 5 people. Two individuals are completing ETP and moving to an Extended SEMP Job Coach. While waiting for 2 new ETP applicants to be approved, the ETP staff person will temporarily assist the SEMP program doing job development.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETP 9-1 pm</td>
<td>ETP 9-1 Dave</td>
<td>ETP 9-1 Bob</td>
<td>ETP 9-1 Dave</td>
<td>ETP 12-3</td>
</tr>
<tr>
<td>Bob</td>
<td></td>
<td></td>
<td></td>
<td>Networking &amp; Documentation</td>
</tr>
<tr>
<td>ETP 1:30-5</td>
<td>SEMP Job</td>
<td>ETP 1:30-5 Carol</td>
<td>SEMP Job</td>
<td>ETP 4-8 pm</td>
</tr>
<tr>
<td>Carol</td>
<td>Development 2-5</td>
<td></td>
<td>Development 2-5</td>
<td>Terry</td>
</tr>
<tr>
<td>Chris</td>
<td></td>
<td></td>
<td>Chris</td>
<td></td>
</tr>
</tbody>
</table>
Sample Staffing Schedules:
A SEMP job coach works with an average of 5-6 billable SEMP hours per day and supports 11 people throughout the month. Once a week, the staff person runs a 2 hour career planning session with 4 people from various caseloads who are interested in potential new jobs/careers.

- **What are some strategies if an individual calls out sick?**
- **What are some strategies if Alex wants a new job and may quit her job soon?**
- **What are some strategies if Kathy is asked to work 2 evenings per week?**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMP 8-2 pm</td>
<td>SEMP 9-11 Alice at Library</td>
<td>SEMP 8-2 Bob at CVS</td>
<td>SEMP 9-11 Alice at Library</td>
<td>CBPV 9-3 Volunteer Job &amp; One Stop (Bob, Lisa, Joe)</td>
</tr>
<tr>
<td>Bob at CVS</td>
<td></td>
<td>SEMP 3-4 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMP 3-4 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Network,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMP 12-1:30</td>
<td>SEMP 2:30-3:30</td>
<td></td>
<td>SEMP 12:30-2 pm</td>
<td>CBPV 4-5 pm Network, Document</td>
</tr>
<tr>
<td>Carol &amp; Tim at Walmart</td>
<td>Kathy at ShopMart</td>
<td>pm Carol &amp; Tim at Walmart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMP 2:15-4</td>
<td>Staff Meeting 4-5 pm</td>
<td>SEMP 3-5 Career Planning Class (Cassie, Carol, Alex, Gus)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alex at Panera</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMP 4:30-5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Staff Retention Strategies**
- Regular individual and group supervision
- Clear understanding of roles
- Staff training
- Salaries (higher fees = increased staff salaries)
- Growth and development
- Team work
Staff Training

SEMP staff are required to attend 24 hours of Innovations in Employment Supports trainings within the first year of being hired for SEMP services.

After the first year, 6 hours per year of Innovations in Employment Supports is required.

INNOVATIONS IN EMPLOYMENT SUPPORTS

New York State OPWDD is pleased to offer the Innovations in Employment Supports training series at locations across the state. The series is designed to give staff an opportunity to enhance their skills to better support individuals with developmental disabilities through person-centered plans that focus on meaningful activities and employment opportunities.

- Introduction to Employment
- Discovery
- Pathway to Employment
- How to Deliver Work Readiness
- Beyond Discovery
- ETP 101
- Creating Connections (Job Development)
- Advanced Job Coaching Skills

Calendar and Registration Online at: [http://humanservicesed.org](http://humanservicesed.org)

For questions you can email: innovations@humanservices.org
SEMP Staff Requirements

• have at least a high school equivalency diploma or one year of work experience providing vocational or pre-vocational services to individuals with disabilities;

and

• complete 24 hours of OPWDD’s Innovations in Employment Supports training within 1st year of employment. Staff hired prior to 7/1/15 will have 2 years to complete required training. Six hours of annual training thereafter.


HOW TO MANAGE QUALITY AND COMPLIANCE
Referral Sources for Employment Services

Provider agencies need to maintain a steady referral stream. Referral and public relations planning is important.

- Schools
- Other programs (DH, CBPV, SBPV, Pathway, etc.)
- Families
- Care Coordinators
- ACCES-VR
- Businesses
- Other Community Organizations
- Self Referrals
- Other DD Agencies

What does the DATA tell us?

⇒ Scheduled Services
⇒ Versus Documented Services
⇒ Versus Billed Services

- Do staff activities get cancelled frequently?
- Do staff have back up contingency tasks?
- Do staff understand and bill for all allowable services?
- Do we have efficient systems to transfer information from documented services to billed services?
- Do the hours billed cover program costs
What does the data tell us?

What do you notice about this scenario? What questions might you ask?

<table>
<thead>
<tr>
<th>Staff</th>
<th>Hours Scheduled (week)</th>
<th>Hours Billed (week)</th>
<th>Training</th>
<th>Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom</td>
<td>32</td>
<td>23</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Jane</td>
<td>32</td>
<td>12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sam</td>
<td>34</td>
<td>28</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

Billing Systems

- Coordinate with the business office to efficient systems to submit billing.
- Automate documentation and billing systems when possible.
- Track and follow up with claims are not paid.
- Are people enrolled in SEMP in a timely manner?
- What are everyone’s roles in managing billing systems?
Benefits of Automating Documentation

- Increase compliance
- Reduce staff time reviewing documentation
- Increase efficiency
- Increase flexibility
- Timely documentation
- Link documentation to billing

Employment Services Fees

When individuals have completed employment preparation services, they transition to the higher cost SEMP services to receive community integrated supported employment services.

<table>
<thead>
<tr>
<th>Service</th>
<th>Average Fee Individual</th>
<th>Average Fee Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathway to Employment</td>
<td>43.81</td>
<td>37.60</td>
</tr>
<tr>
<td>Community Prevocational</td>
<td>44.18</td>
<td>22.09</td>
</tr>
<tr>
<td>Supported Employment</td>
<td>76.68</td>
<td>25.80</td>
</tr>
</tbody>
</table>

https://www.health.ny.gov/health_care/medicaid/rates/mental_hygiene
Department of Health Regions for OPWDD Billing

Region 1 (New York, Bronx, Richmond, Kings, Queens)

Region 2 (Nassau, Suffolk, Westchester, Putnam, Rockland)

Region 3 (The Rest of State)

Up to date Regional SEMP fees may be found at:

http://www.health.ny.gov/health_care/medicaid/rates/mental_hygiene
Medicaid Timely Billing

Providers must comply with DOH timely billing rules (claim submission within 90 days from date of service)

If claims submitted beyond 90 days, provider must determine appropriate delay reason code and retain documentation to support the delayed claim submission

What does the data tell us?

The Business Office provides a monthly dashboard with the following information.

• SEMP services staff submitted claims for 28 people this month.
• The SEMP program currently serves 36 people.
• The business office informed you that 2 of the claims were not paid by OPWDD because the individuals were not enrolled in CHOICES yet.
Compliance Systems

- Schedule regular agency meetings with QA/compliance staff and employment services management.
- Are systems automated to review documentation for compliance?
- Is documentation checked for compliance and quality of services?
- Are frequent documentation errors communicated regularly with staff?
- Are staff very familiar with regulations and administrative memoranda (ADM) through internal staff training and periodic review?

Reviewing Service Documentation for Quality Services

- Utilize instructive or action verbs that reflect billable (Medicaid Waiver) services, e.g. assess, plan, develop, prompt, train, coach, assist, observe, monitor, etc. Avoid passive, non-service based language such as encourage, help, etc.
- Goals and Objectives are achievable, measurable, and have clear strategies to achieve.
- Objectives should use future-oriented language (Jim will learn to....).
- Use non-judgmental language by describing observations not values or assumptions (lazy, unmotivated, etc.).
- Services documented should be consistent with goals
- Follow up should be documented when challenges are identified.
SEMP DOCUMENTATION AND REPORTING REQUIREMENTS

Enrollment Process for Employment Services

• Care Manager completes planning with the person and the care planning team.

• Care Manager submits the Request for Service Authorization or Service Amendment Request Form.

• Care Manager submits the most current Life Plan to support service request.

• Employment service agency submits DDP1 through CHOICES.
OPWDD Service Amendment Request Form

When completing the Service Amendment Request Form, the employment services agency will provide the Care Manager with an OPWDD Central Office approval number for the following requests.

• A Pathway to Employment extension (when need to re-enroll the person after one year)

• Intensive SEMP services when the person is NOT employed.

OPWDD SEMP Employment Criteria

The individual must be employed in the general workforce community, earning minimum wage or more, in an integrated setting. The SEMP Provider or Fiscal Intermediary (FI) maintains documentation verifying that the job meets SEMP criteria.

The VERIFICATION THAT JOB MEETS OPWDD SEMP CRITERIA form is located at www.humanservicesed.org.
Billing Extended SEMP Services for Individuals Who are Employed:

- The job tasks match the individual’s skill level and interests.
- SEMP staff are building competency and independence on the job.
- SEMP agencies may bill up to 200 Extended SEMP hours every SEMP enrollment year. If the agency needs more than 200 hours, they will submit a Request to Bill Additional SEMP Extended Services form.
- If the person loses a job, the SEMP agency may bill Extended SEMP for 45 days to plan, update Discovery, address work barriers and begin job development. Intensive SEMP hours must be approved to continue services after 45 days.
- Job Development and career planning may be provided while a person is employed through Extended SEMP services.

Billing Intensive SEMP Services for Individuals Who are Unemployed:

- The individual has had Discovery, some work or volunteer experiences, and employment planning.
- Barriers and challenges to employment have been addressed with new strategies or resources.
- The individual previously participated in ACCES-VR or ETP, and the agency has documentation in the person’s file.
- All SEMP Intensive services must have prior approval. Agencies submit a Request to Bill SEMP Intensive Services form to receive approval for job development.
- SEMP Intensive services may be approved in increments up to 250 hours, in multiple requests as needed to fund SEMP services.
- The number of SEMP Intensive hours approved depends upon the person’s work history, Discovery, and new strategies/resources available to address work challenges.
Self-Directed SEMP

- All Self-Directed SEMP services follow current SEMP regulations and processes.
- The Fiscal Intermediary maintains documentation and records for compliance.
- The Fiscal Intermediary bills for SEMP services and must maintain all documentation related to billing.
- Self-Directed Self-Hired SEMP support brokers must submit Request to Bill for services forms and list the Fiscal Intermediary as the SEMP Agency.
- Self-Directed Self-Hired SEMP funding hours are based on the Total Cost of SEMP Services, as listed in the budget / divided by the regional SEMP fee.
- Self-Directed Agency Purchased and Agency Supported SEMP services follow same standard SEMP procedures.

SEMP Request Forms Process

- The SEMP enrollment anniversary date (for billing approval purposes) is based on the SEMP enrollment date as listed in CHOICES with the current SEMP provider agency or Fiscal Intermediary (FI). If the person was enrolled in SEMP prior to 7/1/15, the SEMP enrollment anniversary date is 7/1.
- All approved SEMP hours (Intensive and Extended) expire 365 days after the SEMP enrollment anniversary date.
  
  For example, a person who is enrolled in SEMP on 2/1/11 would have an annual SEMP enrollment year of 7/1 to 6/30. If a person was enrolled in SEMP on 8/1/16, the annual SEMP enrollment year would be 8/1 to 7/31.
- Completed forms are sent attached (NOT SCANNED) via secure email to semp.pe.billing.requests@opwdd.ny.gov.
- The SEMP Agency/Fiscal Intermediary must retain a copy of all approvals in their records.
- For Self-Directed Self-Hire, the Fiscal Intermediary is listed as the SEMP Agency.
Life Planning Process

Person Centered Planning
- Review, Evaluate & Revise Plans
- Person and Care Planning Team Feedback

Participation and Valued Roles in the Community
- I AM, CAS, EAA

Services Delivery and Supports
- Life Plans/Staff Action Plans

Life Plan Development

Life Plan Sample
Derived from the "I Am" assessment and Life Plan meeting

CQL POMS:
Example: People choose personal goals

My Goal/Valued Outcome:
Example: Be more independent

Sample Provider Assigned Goal

Example: (G) Gain competitive employment

Staff Action Plan Sample

(G) Gain competitive employment
Add Staff Action(s) with more detail......

Example: Staff will assist John in gaining a job that meets his top two interests (outdoor maintenance or vehicle repair assistant). See Discovery packet and Job Development Plan for specific job match criteria.
Life Plan Format

The person, Care Manager, and care planning team work together to develop the Life Plan using a person-centered planning process.

The Life Plan is comprised of 5 sections.

I. Assessment Narrative Summary
II. Outcomes and Support Strategies
III. Individual Safeguards/Individual Plan of Protective Oversight
IV. HCBS Waiver Service and Medicaid State Plan Authorized Services
V. All Supports and Services: Funded and Natural/Community Resources
VI. IDT Summary, IDT Meetings/Attendance, Member Conditions and Diagnoses

Valued Outcomes in the Life Plan

HCBS Waiver Requirements as Listed in Service ADM's

Valued Outcomes may be listed in either Section(s) I, II and III of the Life Plan.

<table>
<thead>
<tr>
<th>Service</th>
<th>Valued Outcome/Goals (must closely reference the specific ADM requirements listed below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Based Prevocational</td>
<td>Interest in obtaining pre-employment skills; preparation for employment or job readiness</td>
</tr>
<tr>
<td>Site Based Prevocational</td>
<td>Interest in obtaining pre-employment skills; preparation for employment or job readiness</td>
</tr>
<tr>
<td>Pathway to Employment</td>
<td>Interest in obtaining pre-employment skills; preparation for employment or job readiness</td>
</tr>
<tr>
<td>Supported Employment</td>
<td>Interest in competitive employment or self-employment</td>
</tr>
</tbody>
</table>
Life Plan Section II and III

How are Goals/Valued Outcomes Listed in the Life Plan?

- POM (Personal Outcome Measure) – Only in Section II - must have at least 2 POM in the overall Life Plan
- Goal/Valued Outcome – Overarching goals in the Life Plan
- Provider Assigned Goal – More specific
- Provider/Location
- Service Type
- Frequency (relates to implementing goal NOT the service)
- Quantity (relates to implementing goal NOT the service)
- Timeframe (relates to implementing goal NOT the service)
- Special Considerations (may list additional information as needed)

Sample Life Plan Section II or III

<table>
<thead>
<tr>
<th>Goal/Valued Outcome</th>
<th>Provider Assigned Goal</th>
<th>Provider/Location</th>
<th>Service Type</th>
<th>Frequency</th>
<th>Quantity</th>
<th>Time Frame</th>
<th>Special Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What does the person want out of life? What do they want to achieve? May be generated from IAM or planning meetings.</td>
<td>Specifies what the provider is expected to do as it relates to the person’s goal/valued outcome.</td>
<td>List the agency name and location</td>
<td>List the specific service</td>
<td>How often the goal or support will be provided? Estimate</td>
<td>Within the frequency—how often? Estimate</td>
<td>When the goal is expected to be achieved. Estimate</td>
<td>As needed, list info regarding health/safety concerns or other pertinent info.</td>
</tr>
<tr>
<td>Sample:</td>
<td>(G) Teach work skills</td>
<td>ABC Agency</td>
<td>Supported Employment</td>
<td>As needed</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>None</td>
</tr>
<tr>
<td>I want to improve or maintain my work skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Life Plan Section IV
HCBS Waiver Services and Medicaid State Plan Authorized Services

How are OPWDD Service Regulations and ADM Requirements Listed in the Life Plan?
Valued Outcomes as required by specific service ADM’s may be listed in sections I, II, III. See valued outcomes as listed in service ADM’s chart.

Section IV:
• Effective Dates – Date of the Life Plan or service start date, if in between the Life Plan effective dates
• Unit = Frequency (as directed in the service-related ADM)
• Duration (as directed in the service-related ADM)
• Total Units – List the number of units listed in the Service Authorization Letter or 99999 if unknown
• Comments – may list additional information as needed

Supported Employment
Must have at least one goal/valued outcome identified in Sections II or III. If specific language needed to met regulatory requirements is not included, the Care Manager may edit the appropriate section OR list in a comments section.

<table>
<thead>
<tr>
<th>Authorized Service</th>
<th>Provider/Facility</th>
<th>Effective Dates</th>
<th>Qty</th>
<th>Unit</th>
<th>Per</th>
<th>Total Units</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMP</td>
<td>Name of the agency or Fiscal Intermediary (FI) providing the service</td>
<td>Effective date (i.e. review date) of the Life Plan or new service start date</td>
<td></td>
<td></td>
<td>&quot;Hour&quot; or &quot;Hourly&quot;</td>
<td></td>
<td>Per service Authorization or 99999 if unknown</td>
</tr>
<tr>
<td></td>
<td>Duration: Ongoing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Life Plan Section V**

All Supports and Services; Funded and Natural & Community Resources

Includes OPWDD state-paid services, other Medicaid services not authorized by OPWDD, health care providers, natural supports, and community resources.

**Examples related to employment services:**

- OPWDD state-funded SEMP (individuals are grandfathered prior to 7/1/15)
- ACCES-VR services (Supported Employment, Assessments, Benefits Advisement, Assistive Technology, Driver Rehabilitation, Post-Secondary Education Coaching, etc.)
- ETP Wages are 100% OPWDD state-funded. (ETP services are funded by HCBS Waiver OPWDD SEMP and must be listed in Life Plan Section IV).
- Community transportation provider or supports (taxi, Uber, coworker, etc.)

**Example: How to List the Employment Training Program (ETP) on the Life Plan**

**ETP/SEMP Services:**

<table>
<thead>
<tr>
<th>Service</th>
<th>Provider/Facility</th>
<th>Effective Dates</th>
<th>Qty</th>
<th>Unit</th>
<th>Per</th>
<th>Total Units</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMP</td>
<td>Name of the agency providing the service</td>
<td>Effective date (i.e. review date) of the Life Plan or new service start date</td>
<td>Duration: Ongoing</td>
<td>This field is to assist in calculating the total units and may or may not be used by the CCO.</td>
<td>“Hour” or “Hourly”</td>
<td>This field is to assist in calculating the total units and may or may not be used by the CCO.</td>
<td>Per service Authorization or 99999 if unknown</td>
</tr>
</tbody>
</table>

**ETP Wages:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Rate</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYS OPWDD/Employment Training Program (ETP)</td>
<td>Wages paid for ETP Internship</td>
<td>Internship is paid wages for internship through NYS OPWDD for a limited period of time.</td>
<td>List ETP Supervisor Name &amp; Number</td>
</tr>
</tbody>
</table>
Staff Action Plans

Staff Action Plans detail the following:

- The goal/valued outcomes, goals, and safeguards, as identified in the individual’s Life Plan.
- How the habilitation staff will implement the goal/valued outcomes, goals, and safeguards.
- Ensure that the goal/valued outcomes, habilitative goals, and safeguard needs of individuals are met by the planning team and service providers.
- Staff Action Plans are developed and signed by the habilitation staff and forwarded to the Care Manager via the CCO’s portal or another agreed upon mechanism for prompt communication. In addition to Care Managers, the Staff Action Plans should also be provided to: the individual and his/her representative and any other parties agreed to by the person and his/her representative. (2018-ADM-06R)
- Staff Action Plans are required for HCBS Waiver services and OPWDD 100% State-Funded SEMP (individuals who are grandfathered prior to 7/1/15).

Staff Action Plan Reviews

There must be evidence that the Staff Action Plan was reviewed at least twice annually.

Evidence of a review may include, but is not limited to a:

- Review sign-in sheet;
- Service note indicating a review took place; and/or
- Revised/updated Staff Action Plan.

Evidence of reviews must include the:

- Individual’s name;
- Habilitation service(s) under review;
- Staff signature(s) from the habilitation service(s);
- Date of the staff signature(s); and
- Date of the review.
Staff Action Plan Required Sections

All Goals/Valued Outcomes assigned to the provider must be included in the Staff Action Plan.

Staff Action Plans Must Contain the Following

Additionally, habilitation providers are responsible for the documentation standards outlined in the specific service-related Administrative Memoranda.

- Individual’s name;
- Individual’s Medicaid Client Identification Number (CIN)
- Habilitation service provider’s agency name;
- Name of habilitation service(s) provided (e.g., Community Based Prevocational)
- Date (day, month, and year) the Life Plan meeting, or Staff Action Plan review/developed
- Identification of the Goals/Valued Outcomes [Life Plan Section II];
- Identification of Provider Assigned Habilitative Goals/Safeguards [Life Plan Section III].
- Description of service(s) and support(s) and frequency (as listed in the Life Plan)
- Safeguards listing all supports and services (may also reference guidance documents);
- Printed name(s), signature(s) and title(s) of the staff who wrote the Staff Action Plan;
- Date (day, month, and year) that staff signed the Staff Action Plan; and
- Evidence that Staff Action Plan was distributed no later than 60 days after: start of services; life plan review date; or revised/updated Staff Action Plan, whichever comes first.
Staff Action Plan Template
Optional format available on OPWDD website. Agencies may create their own format with the required elements.

Staff Action Plan

<table>
<thead>
<tr>
<th>Name of Individual</th>
<th>Medicaid Number/INS #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Action Plan Review Date:</td>
<td></td>
</tr>
<tr>
<td>Name of Care Coordination Organization:</td>
<td></td>
</tr>
</tbody>
</table>

Individual Habilitative Goals/Valued Outcomes (My Goal – Section II of Life Plan)
This section contains the individual’s habilitative goals/valued outcomes derived from the individual’s Life Plan. The habilitative service must relate to the individual’s habilitative goals/valued outcomes. To support person-centered practice, each of the goals/valued outcomes identified must relate to a Council on Quality and Leadership (CQL) Personal Outcomes Measure (POM) category.

Provider Assigned Habilitative Goals (Section II of Life Plan)
This section contains the habilitative provider assigned (habilitative) goals derived from the individual’s Life Plan, which will be assigned as Goals (G), Supports (S), or Tasks (T). Tasks assigned in the Life Plan are not habilitative in nature and therefore do not meet the billing requirements to be a habilitative goal. Using the habilitative goals/valued outcomes identified above as the starting point, the details in this section describe the habilitative staff actions that will enable the individual to reach his/her goals/valued outcomes.

Individual Safeguards/Individual Plan of Protection (IPOP) (Section III of Life Plan)
This section contains the individual safeguards/individual plan of protection (IPOP) goals derived from the individual’s Life Plan, which will be assigned as Goals (G), Supports (S), or Tasks (T). Tasks assigned in the Life Plan are not habilitative in nature and therefore do not meet the billing requirements to be a habilitative goal. Using the individual safeguards/individual plan of protection (IPOP) goals from Section III of the Life Plan as the starting point, this section must include detail and any internal guidance documents that outline the individual-specific protective oversight measures staff need to implement or reasons for the individual. For individuals receiving Individualized Residential Alternatives (IRA), Residual Habilitation, or Staff Action Plan, the requirements of the Plan for Person-Centered Oversight in accordance with 14 NYCRR Section 686.16.

Provider Assigned Goals in the Life Plan
Action Step Labels

- **Goal (G)**
  - “Teach”
  - e.g., “Teach the person to take public transportation”

- **Support (S)**
  - “Provide”
  - e.g., “Provide diet counseling for healthy food selections”

- **Task (T)**
  - A one-time activity (does not meet definition of habilitation and is not billable)
  - e.g., “Take the person to view different types of apartments”

[https://opwdd.ny.gov/medicaid/plan/staff-action-plan-template](https://opwdd.ny.gov/medicaid/plan/staff-action-plan-template)
(T) Tasks as Listed in the Life Plan

(T) Tasks are one-time activities and are NOT billable.

If a (T) Task is listed in the Life Plan but the provider is working with the individual to achieve this action step as a (G) Goal or (S) Support, then the Life Plan should accurately reflect what the provider is actually doing. An example may be “Assessment of skills and preferences” (T) or (S)?

Contact the Care Manager in a timely manner if you need amendments to the Life Plan.

Staff Action Plan Strategies for Service Delivery

- **Skill Acquisition/Retention** - Staff assess skill levels, identify methods to teach skills, and identify how to measure progress. In some instances, retention of skills may be the goal.

- **Staff Supports** – Staff provide supervision, on-going support, or oversight when a person is not expected to perform independently due to disability or health/safety factors.

- **Exploration of New Experiences** – The person learns about community and forming relationships often by trying new experiences to determine life directions and to support greater independence.
Staff Action Plans

How are Allowable Services Listed in the Staff Action Plan?

In order to bill for the range of services related to specific goals/valued outcomes, the Staff Action Plan should list all the allowable services as stated in the regulations or a general statement such as, “Staff may provide any of the allowable services to support this goal.”
Sample SEMP Staff Action Plan
Outcomes and Support Strategies (Section II)

SEMP Sample 1:

Copied from Life Plan:

- My Goal/Valued Outcome: Be more independent
- Provider Assigned Goal: Teach work skills (G-Goal)
- Frequency: As needed

Add description(s) of staff actions for goal/support implementation:

Staff will teach the person to learn new tasks, as assigned by work supervisors. Staff will provide instructional supports, communicate regularly with supervisor, and gradually fade supports, as John meets the business’ standards. To assist John in remembering his tasks, staff will laminate tasks lists with pictures/symbols, as new tasks are added. Staff may provide any of the allowable SEMP services to support this goal.

Sample SEMP Staff Action Plan
Outcomes and Support Strategies (Section II)

SEMP Sample 2:

Copied from Life Plan:

- My Goal/Valued Outcome: Be more independent
- Provider Assigned Goal: Gain competitive employment (G-Goal)
- Frequency: As needed

Add description(s) of staff actions for goal/support implementation:

Staff will assist Francie in finding a job that meets her keyboarding, filing, and other clerical skill levels within the public transportation range. Francie recently completed Discovery which recommended clerical work as her preferred career choice. Francie is currently employed as a cleaner and would like to eventually move into her preferred career. Staff may provide any of the allowable SEMP services to support this goal.
Sample SEMP Staff Action Plan
Individual Safeguards/Individual Plan of Protection (Section III)

SEMP Sample 3:
Copied from Life Plan:

My Goal/Valued Outcome: I want to improve or maintain my work skills

Provider Assigned Goal: Teach work skills (G-Goal)

Frequency: As needed

Add description(s) of staff actions for goal/support implementation: Staff will teach John to respond to customer requests by looking customers in the eye, listening fully to requests, and responding appropriately. If John does not know the answer, he will escort the customer to another customer service associate for assistance. Staff will provide instructional supports, gradually fading supports, as John competently responds to customer requests. Staff may provide any of the allowable SEMP services to support this goal. John will learn to respond to customer requests appropriately 95% of the time observed and reported within 1 year.

Sample SEMP Staff Action Plan
Individual Safeguards/Individual Plan of Protection (Section III)

SEMP Sample 4:
Copied from Life Plan:

My Goal/Valued Outcome: I want to be healthy

Provider Assigned Goal: Teach diabetes self-management training (S-Support)

Frequency: As needed

Add description(s) of staff actions for goal/support implementation:

Staff will teach Francie which foods are safe to purchase at the company cafeteria and special events according to her diabetic diet. Staff will contact the residential nurse monthly for diabetic instructions and updates. As Francie makes healthy food choices at work, staff will gradually fade supports but monitor regularly. Staff may provide any of the allowable SEMP services to support this goal.
SEMP Service Documentation – Checklist

Required service documentation elements for this service are:

1. Individual’s name and Medicaid number (CIN).
2. Name of the agency providing the Supported Employment (SEMP) service.
3. Identification of the category of waiver service provided. (i.e., Supported Employment or SEMP service).
4. Documentation of start and stop times for each contiguous period of service.
5. The ratio of individual(s) to staff. (i.e., individual or: group).
6. Description of services. Each documented session must list at least one allowable service delivered in accordance with the individual’s SEMP Service Delivery Plan. The location of the service does not need to be documented.
7. The date the service was provided.
8. Verification of service provision by the staff person delivering the service. Initials are permitted if a “key” is provided which identifies the title, signature, and full name associated with the staff initials.

SEMP Service Documentation Monthly Summary Note

A narrative monthly summary note must include a summary of the following:

1. The implementation of the individual’s SEMP Habilitation Plan for the month;
2. A description of the individual’s vocational progress;
3. A description of some of the actions of staff to address vocational challenges;
4. A description of the individual’s response; and
5. Any issues or concerns.

The narrative monthly summary note must be completed, signed, and dated no later than the 30th day after the month of service.
OPWDD Quarterly SEMP Reporting Overview

Meet Reporting Requirements for Stakeholders:
- CMS – Centers for Medicaid Services
- NYS Governor’s Office
- Statewide and National Research Centers (data outcomes only)
- OPWDD Training and Transformation Initiatives

Analysis for Quality Service Improvements:
- Increase employment outcomes for individuals funded by OPWDD
- Identify factors that contribute to job retention
- Identify other factors that contribute to successful employment outcomes

Quarterly SEMP Reports Overview

- OPWDD requires that SEMP providers submit quarterly reports.
- The quarterly report forms provide OPWDD the status of individuals who are enrolled in SEMP between April 2018 to March 2019. OPWDD will send new report forms every year.
- There are 2 report forms submitted each quarter:
  - OPWDD Quarterly SEMP Report 2018/2019
  - ACCES-VR Quarterly Projection Report 2018/2019 (if ACCES-VR services are provided)
- Agencies update and submit the quarterly reports in a secure manner to supported.employment.data@opwdd.ny.gov.
Both quarterly reports will be due as follows:

**Quarter 1:** April 2019-June 2019 will be **due by July 20, 2019**

**Quarter 2:** July 2019 – September 2019 will be **due by October 15, 2019**

**Quarter 3:** October 2019 – December 2019 will be **due by January 15, 2020**

**Quarter 4:** January 2020 – March 2020 will be **due by April 15, 2020**

---

### Sample Quarterly OPWDD SEMP Report

<table>
<thead>
<tr>
<th>Week</th>
<th>Task</th>
<th>Client/Service</th>
<th>Start Date</th>
<th>End Date</th>
<th>Time Tracking</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Task 1</td>
<td>Client 1</td>
<td>2020-01-01</td>
<td>2020-01-30</td>
<td>10 hours</td>
<td>Complete</td>
</tr>
<tr>
<td>2</td>
<td>Task 2</td>
<td>Client 2</td>
<td>2020-02-01</td>
<td>2020-02-28</td>
<td>8 hours</td>
<td>In progress</td>
</tr>
<tr>
<td>3</td>
<td>Task 3</td>
<td>Client 3</td>
<td>2020-03-01</td>
<td>2020-03-31</td>
<td>12 hours</td>
<td>Completed</td>
</tr>
</tbody>
</table>

---

*Note: The table above is a sample and does not reflect the actual data.*
Avoiding Common Errors

- **Avoid changing back data** since the data has been processed. In most instances, make changes in the current quarter. If you change back data – you will need to enter it manually until the current quarter. It will copy forward but not backward. Notify the database administrator of changes in back data.

- **Complete all data fields as appropriate.** Many of the fields are connected to formulas and/or sorting functions and will need to be completed for OPWDD to process accurately.

- **Review frequently for completion.** Missing data delays OPWDD’s ability to produce statewide outcome reports.

Data Entry and Submission Process

- Choose the reporting quarter **tab on the bottom left** of the worksheet. (**The scroll bar on the bottom left moves through the tabs. The scroll bar on the bottom right moves through the document.**)

- **Update columns I and J EVERY quarter.** Column I will be pink until you choose “active” or “inactive”. Update information in all other columns as required.

- Open the report form and **save it with the original name THEN change the quarter.** Send the full spreadsheet every quarter. For example, “TOP JOBS INC quarterly OPWDD SEMP Report 9-19.xlsx”
Submit the Quarterly Reports Via Secure Email

OPWDD requests that the quarterly SEMP Reports be sent by OPWDD’s secure ZixMail. If you are having trouble attaching documents or sending secure email, you may need to update your web browser.

ZixPortal requires the **following supported web browsers**:

- Microsoft® Internet Explorer® version 9.0 or higher
- Microsoft® Edge Browser
- Mozilla® Firefox® version 4.0 or higher
- Apple® Safari® version 5.0 or higher
- Google
- Chrome

Quarterly ACCES-VR Projection Report

- There have been no changes to the ACCES-VR Report form.

- You will receive a blank ACCES-VR Projection Report. You may continue to use your current report from March 2018 going forward or create a new report with the blank form.

- If you continue to use last year’s report form, manually delete anyone who is NOT active in your ACCES-VR program as of 4/1/19 to start the new OPWDD fiscal year.
### Quarterly ACCES-VR Projection Report

**Data Definitions**

<table>
<thead>
<tr>
<th>Provider Agency Name</th>
<th>OPWDD DDRO</th>
<th>Last Name</th>
<th>First Name</th>
<th>TABS ID</th>
<th>Medicaid CIN</th>
<th>OPWDD Eligibility Status</th>
<th>Date authorized to begin ACCES-VR Supported Employment Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use same provider agency name in the quarterly OPWDD SEMP Report.</td>
<td>List the DDRO where the person lives, not where they work.</td>
<td>List the Last Name</td>
<td>List the First Name</td>
<td>List the TABS ID (if available)</td>
<td>Enter the Medicaid CIN # (Leave blank if not available yet)</td>
<td>List either: E-Eligible or P-Pending Eligibility</td>
<td>Date ACCES-VR approved the person to begin services.</td>
</tr>
</tbody>
</table>

### Quarterly Provider ACCES-VR Projection Report

**Data Definitions**

<table>
<thead>
<tr>
<th>Current Job Start Date (if applicable)</th>
<th>When employed project the date for transfer to OPWDD SEMP</th>
<th>Date transferred to OPWDD Supported Employment</th>
<th>Date Terminated Program</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter the date when the person starts a new job.</td>
<td>Format: m/d/yyyy Project the date you anticipate the person completing ACCES-VR services and transferring to OPWDD.</td>
<td>Format: m/d/yyyy Date the person started OPWDD employment services.</td>
<td>Format: m/d/yyyy Enter a date ONLY if the person terminated the program prior to transferring to OPWDD.</td>
<td>Other information which clarifies the person’s employment status, only as needed.</td>
</tr>
</tbody>
</table>
OTHER REGULATIONS THAT IMPACT SEMP SERVICES

UNPAID WORK EXPERIENCES AND DOL REGULATIONS

1) The person has a disability and requires intensive, ongoing supports to succeed in employment.
2) The work experience is supervised by a rehabilitation organization.
3) Employment is a goal in the person’s IEP/IWRP and employment exploration, assessment and training are listed in the plan.
4) Activities cannot result in immediate benefit to the business and cannot displace workers (other criteria listed).
5) Work experiences do not exceed;
   - Vocational explorations - 5 hours per job experienced
   - Vocational assessment - 90 hours per job experienced
   - Vocational training - 120 hours per job experienced
6) The person is not entitled to paid employment at the end of the work experience.
7) Documentation of enrollment in a community-based rehabilitation (placement) organization along with other related documentation can be produced upon DOL request.

Department of Labor (DOL) Regulations that Impact SEMP

- Wages & Hours
- Workplace Safety & Health
- Workers’ Compensation
- Employee Benefits
- Unions & their Members
- Family Medical Leave Act
- Transportation

https://www.dol.gov

Workforce Innovation and Opportunity Act (WIOA)
July 22, 2014

- WIOA increases individuals with disabilities' access to workforce services in integrated settings.
- AJCs will provide physical and programmatic accessibility to employment and training services for individuals with disabilities.
- Youth with disabilities will receive extensive pre-employment transition services so they can successfully obtain competitive integrated employment.
- State vocational rehabilitation agencies will set aside at least 15 percent of their funding to provide transition services to youth with disabilities.

https://www.doleta.gov/WIOA/Overview.cfm
CONTACT US WITH EMPLOYMENT SERVICES QUESTIONS ON THE OPWDD WEBSITE AT

HTTPS://OPWDD.NY.GOV/OPWDD_SERVICES_SUPPORTS/EMPLOYMENT_FOR PEOPLE WITH DISABILITIES/CONTACT-US-EMPLOYMENT-SERVICES-QUESTIONS

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