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

Janice Shafer, Employment Training Program Supervisor (Finger Lakes/Region 1)
Nate Morgante, Regional Vocational Rehab-Community Employment Specialist

Purpose, Process, Payoff

- **Purpose:** Discover the difference between the Employment Training Program (ETP) in the adult vs. student world.

- **Process:** Discussion, practice and application

- **Payoff:** Increased knowledge of Adult and Student ETP. Increased confidence in sharing ETP information to prospective job seekers and other stakeholders. Greater understanding of the partnership with ETP Supervisors, schools, and agencies.
OPWDD’s Philosophy

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

TRANSFORMATION AGENDA

Employment and Life in the Community:

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

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

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

Goal: To improve post-secondary outcomes for students with disabilities
Pre-Employment and Employment Services

- **Pathway to Employment**
  - Person-centered career/vocational employment planning process
  - Identifies an individual’s support needs
  - Develops plan for finding or preparing for a job in the community

- **Community Prevocational Service**
  - Learn work skills and good work habits
  - Gain experience and build independence within your community

- **Employment Training Program (ETP)**
  - Discover interests, strengths, and capabilities through Discovery process
  - Gain paid work experience through internships

- **Supported Employment (SEMP)**
  - Supports to obtain and maintain paid employment in the community

What is ETP?

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

DIFFERENCES – TRAINEES VS INTERNS

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

Individuals will:

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

CURRENT HIGH SCHOOL ETP NUMBERS

75 Schools
247 Trainees

School Responsibilities for Trainees

- Identify multiple students who are eligible for services through OPWDD
  - Encourage and support attendance at Front Door sessions to determine eligibility
- Administrative approval at the district to support students at paid internships in the community
- Contact ETP Supervisor at your local DDRO to discuss program expectations
  - Submit completed ETP applications to ETP supervisor for approval. Students will need to
  - Ensure students have proper identification (non-driver’s ID) for Employment Eligibility
    Verification (I-9) and to be fingerprinted
- Complete and submit Worker Placement Forms to ETP Supervisor
- Monitor the placement and submit Worker Evaluations to ETP Supervisor
- Coordinate communication with OPWDD on OPWDD requirements [Front Door/Medicaid/Case Coord/Waiver]
- Participate in evening with parent, trainee, and OPWDD supports the last year of school
- Submit payroll bi-weekly to ETP Supervisor
TIMELINE FOR SCHOOLS
ETP Trainees participate last two years of school

YEAR 1:
- May-September: Submit ETP Applications to ETP Supervisor
- May-September: Assist student with the ETP interview/fingerprint/NYS hiring process
- September: Submit Worksite Placement form to ETP Supervisor
- May: Submit Worksite Evaluation by end of month
- June: ETP Supervisor approval needed for summer ETP placements
- August: ETP Supervisor determination of ETP for Year 2 based on Front Door process/Medicaid status

YEAR 2:
- September: Submit Worksite Placement form to ETP Supervisor
- January: Meet with ETP Supervisor, Care Coordinator (MSC), and other OPWDD service providers as appropriate. Decision point is made for student continuing in ETP after leaving school. If not, ETP ends June 15.
- May: Submit Worksite Evaluation
- June: Provide Exit Summary to ETP Supervisor
- July: Student starts working at ETP internship with SEMP agency support.

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

Year 1:
- September: Contact the Front Door at Regional Office
- November: Complete Front Door Family Information Session
- July: Medicaid CIN obtained, Select Care Coordinator – Provide to ETP Supervisor
- August: Determination of continuation of ETP for Year 2 based on Medicaid status

Compassion e Dignity e Diversity e Excellence e Honesty
FRONT DOOR PROCESS FOR STUDENTS

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

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

Year 2 (Year leaving school)
- November: Continue to work with Front Door Facilitator. If waiver is needed, process should be started.
- January: Decision point for continuing in ETP internship after leaving school. A meeting is held to discuss appropriate services. If continuing in ETP, Family and Care Coordinator work together to select a SEMP agency.
- February: HCBS Waiver Enrollment verification; request SEMP services; enroll in SEMP; current ISP and Benefit Statement is sent to ETP Supervisor.
- March: ETP Discovery begins after school hours.
- July: Trainee is now an intern and attends ETP Job Readiness Training or has been discharged. ETP Discovery continues. Temporary internship begins.

ETP Process

School Year

Transition to SEMP ETP Agency

- If a student participates in ETP during High School:
  - Care Coordinator (MSC) facilitates referral to SEMP agency (February before graduation)
  - Begin Discovery process with student prior to their exit
  - Develop a temporary internship for intern to begin after graduation
  - Support intern to attend and participate in ETP Job Readiness Classes
  - Continue Discovery process. If approved by ETP supervisor, begin job development.
  - Support subskill, with easing and gaining employment that matches employment
    development, planning, verbal and non-verbal skills, an entry job, completing a job
    application, internet skills, resume building, interviewing, and identifying on-the-job
    training opportunities
  - Submit timely reports (work-site placement forms, job development/discovery reports)
  - Provide intensive support to individual at internship
  - Attend quarterly progress meetings with intern, employer, and ETP supervisor
  - Provide extended coaching supports as needed after individual is placed on employer's payroll

Note: Agency provided services can only occur outside of the regular school day
ETP and ACCES-VR

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

- ACCES-VR and ETP cannot provide vocational services at the same time, however.
- Someone can have an open case with ACCES-VR and be receiving employment support through ETP as long as they are not both providing vocational services.

Examples:
- ACCES-VR providing summer employment experiences to a student while they participate in ETP during the school year.
- ACCES-VR developing a plan to attend college.
- If the student plans to pursue vocational services through ACCES-VR at the conclusion of ETP.

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

IF "Plan A" didn't work.
The alphabet has 25 more letters!
Stay Cool.

Any Questions?

Thank you!

Janice Shafer
Finger Lakes DDRO
Employment Training Program Supervisor
Janice.m.shafer@opwdd.ny.gov
(585) 241-5704

Nate Morgante
Regional Vocational Rehab-Community Employment Specialist
nmorgante@humanservicesed.org
(585) 644-0145

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