CARE MANAGER TRAINING:
OPWDD EMPLOYMENT &
VOCATIONAL SERVICES

INNOVATIONS IN EMPLOYMENT SUPPORTS

Elevorsity
NEXT-LEVEL WORKFORCE EDUCATION

Agenda

• What Does It Take To Be Employed
• Key Ingredients for Competitive Employment
• Introduction to OPWDD Employment Services
• Care Manager Role/Other Considerations
• Authorization and Enrollment
• Required Documentation

What Does It Take To Be Employed?
What does it take to be successful in community employment?

Who do you currently work with that has expressed interest in working?

Who is currently working?

Who are you currently working with that recently lost a job?

Who is enrolled in Community Based Prevoc and may be ready for employment?

Examples of Who May Want to Work?

- Tim has been enrolled in Community Prevocational services for three years and has experienced many different community volunteer experiences. He has excelled in food service and is interested in pursuing a part-time job at his community diner.

- Lisa is graduating from school in June and had a variety of work-based learning opportunities while in school. She is motivated to work but does not go into the community independently. Her mother feels she needs someone with her at all times. Lisa is a very nice girl and according to her teacher has good work habits and everyone loves her.

- Anthony has been attending Community Prevocational services for one year. He keeps telling his Care Manager he wants a job with animals. He has very little experience in this field. His support staff feel he needs to continue to improve his social interactions when in the community.

- Heidi has had two jobs in the community. She worked at a movie theater for over a year until it closed. She then held a job at her local grocery store stocking shelves and cleaning for three years until she had surgery last year. After her surgery, she was enrolled in community prevocational services three days/week and volunteered the other two days a week with support from her community habilitation staff. She feels ready to get back out into the work force.
Key Ingredients for Competitive 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*
Discovery Includes

- Person-centered career planning
- 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
- Career development/exploration activities
- Discovery/Employment Plan to develop next steps and 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

Comparing Discovery Services

<table>
<thead>
<tr>
<th></th>
<th>ETP Discovery</th>
<th>Pathway to Employment</th>
<th>Community Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</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>What</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>Where</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 on an limited basis</td>
</tr>
<tr>
<td>Why</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>When</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 270 hours in 1 year</td>
<td>Up to 30 hours a week, on-going as supported by annual assessment</td>
</tr>
</tbody>
</table>
Job Development or Vocational Plan?

The Discovery will have the answers to the following questions. Based on the answers, determine if the individual should:

- Seek Competitive Employment
- Pursue Vocational Services to prepare for Competitive Employment

✓ Can the person be alone in the community safely?
✓ Does the person have the skills to match their job interest?
✓ Does the person have transportation to a job?
✓ Did the person follow through with tasks and work experiences?
✓ Is the person willing to accept constructive criticism from job coaches and employers?

Beyond Discovery

What is the Job Match Process?

- Employment staff assess the job seeker’s choices, strengths, interpersonal skills, work skills, work experiences, environmental preferences, supervisory needs, stamina, and transportation options
- The person and their support team are involved in job match development
- Alternative job possibilities are identified
- Job development activities consistently follow the job match criteria
- Job developers seek to understand business needs in order to develop successful job matches
What are Job Coaching Supports?

- Training for the person on their job
- Developing clear instructional strategies and assisting the person to meet job performance and interpersonal standards
- Focusing on building independence and slowly fading supports as person progresses
- Assisting the person to build positive relationships at work
- Assisting the person to understand specific work policies and procedures
- Meeting regularly with work supervisors to evaluate the employee's performance and job coach services
- Communicating and planning regularly with the person and their support team to build external job supports
Community Based Prevocational Services

<table>
<thead>
<tr>
<th>Waiver Service</th>
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</thead>
<tbody>
<tr>
<td>Prepares people for employment or meaningful activities</td>
</tr>
<tr>
<td>Individuals that need more than one year to prepare for employment</td>
</tr>
<tr>
<td>Provides discovery, community work experiences, volunteer opportunities, work-related skills training, travel training and career planning</td>
</tr>
<tr>
<td>Unpaid volunteer or 14c paid opportunities</td>
</tr>
</tbody>
</table>

What do we do in Community Based Prevocational Services?

**TEACH THE FOLLOWING SKILLS:**
- Responding to supervision
- Managing stress in the workplace
- Attending to task, appropriate work habits and attitudes
- Instructing the individual to adhere to generally accepted workplace policies, conduct and dress
- Travel training
- Assessing the individual to determine his/her work interests and skills
- Safety awareness and skills
- Effective communication with others

What are the Benefits of Community Based Prevocational Services?

- 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 to prepare individuals before obtaining employment
- Hourly services that may wrap around or blend with other services (up to 6 hours of all services per day)
- Assessment of readiness for Competitive Community Employment
Pathway to Employment

**Waiver Service**

Prepares people for employment through the development of a Career & Vocational Plan. Service is provided in 278 hours within 1 year.

**Wrap around service**

Provides discovery, community work experiences, job readiness training, career planning and development of a vocational goal.

Community Situational Assessments / Community Work Experiences

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What do we do in Pathway to Employment?

- 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
- Experiencing three 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
- Teaching safety awareness and skills

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What are the Benefits of Pathway to Employment?

- 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
- Employment planning and real work experiences to improve job matches
- Targeted community work experiences to allow for informed choice
- Public benefits and financial planning prior to employment
- Hourly services that may wrap around or blend with other services
Employment Training Program - ETP

**Program**
- Provides a time limited paid work experience after Discovery and targeted job development in 1 year or less.
- Job supports funded by OPWDD SEMP
- Provides discovery, targeted job development and internship/work opportunity at a community business that agrees to hire the individual
- Wages paid by OPWDD at Minimum Wage until business hires the individual

**What do we do in ETP?**
*(Employment Training Program)*
- Discovery with Job Development Plan or Vocational Development Plan
- Job Development / Job Matching
- Wages paid (state funded) by NYS while Intern is learning the job
- Job Readiness Training (JRT) monthly
- Intensive Job Coaching
- ETP Supervisor provides technical assistance and administration of the program
- Services are funded by OPWDD SEMP services (Waiver service)

**What are the Benefits of the Employment Training Program?**
- Completed ETP Discovery with vocational recommendation
- Job placement is matched to the individual based on Discovery
- OPWDD can pay the wages during the training period
- Intern builds work experience
- ETP Supervisor provides technical assistance and approvals through each step of the process
- Employers agree to hire if the individual meets the business performance and job requirements
How is ETP Funded?

ETP Intern
Wages are State Funded

Job Supports are
OPWDD SEMP Waiver Funded

Supported Employment - SEMP

<table>
<thead>
<tr>
<th>Waiver Service</th>
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</thead>
<tbody>
<tr>
<td>Provides job coaching, job development and support on a job</td>
</tr>
<tr>
<td>On-going supports and services, as needed. Supports are faded, as individuals build independence</td>
</tr>
<tr>
<td>The outcome is community based, competitive, integrated employment</td>
</tr>
<tr>
<td>Paid by businesses at minimum wage or higher</td>
</tr>
</tbody>
</table>

What do we do in Supported Employment?

- Job development (after ACCES-VR or ETP)
- Job coaching, training and planning within the work environment
- Improving communication skills with supervisors, co-workers and customers
- Teach job retention strategies
- Developing natural supports
- Negotiating with employers
- Benefits planning
- Career advancement strategies
- Foster independence on the job
What are the Benefits of Supported Employment?

- Job coaching is tailored to the person’s learning style. Training is regularly evaluated and adjusted to meet the person’s needs.
- Individuals are matched to jobs that fit their interests, abilities and support needs.
- Natural supports are refined and job coaching slowly fades as the individual becomes competent on the job.
- Staff assist with relationship building with supervisors, coworkers, customers and vendors, as needed.
- Staff provide intermittent, periodic supports to assist with job retention.
- Career planning is periodically implemented to assist the person to pursue a long-term and short-term career goals.

ACCES-VR Employment Services
(Adult Continuing Career and Education Services – Vocational Rehabilitation)

- ACCES-VR funds initial job development and job coaching for individuals who can get and learn a job within a shorter time span. Individuals who need more than approximately 4-6 months of job development and intensive job coach are referred to OPWDD ETP.
- ACCES-VR services are time limited. Individuals who are OPWDD eligible and gain jobs through ACCES-VR must transition to OPWDD SEMP services for ongoing, periodic job coaching supports.
- ACCES-VR is funded through the federal Rehabilitation Services Administration (RSA) through the NYS Department of Education.
- Individuals need to apply to ACCES-VR or ETP at least one time in their career for intensive SEMP supports. Once this requirement has been met, individuals may regain employment in the future through OPWDD services, as needed.

Tools in the Toolbox

<table>
<thead>
<tr>
<th>Community Based Prevocational</th>
<th>Pathway to Employment</th>
<th>Employment Training Program (ETP)</th>
<th>Supported Employment (SEMP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepares people for paid community employment or more independent meaningful activities for 1 year or more (transition to Pathway or ETP/SEMP)</td>
<td>Creating a Career and Vocational Plan (278 hours in 1 year) to determine if job development is the right service (transition to ACCES-VR or ETP/SEMP)</td>
<td>Discovery, job development and Intensive SEMP Services</td>
<td>Job Coaching, Job Development and Life-Long Supports on a Job</td>
</tr>
<tr>
<td>Discovery, community work experiences, volunteer opportunities and career planning</td>
<td>Discovery, community work experiences, and develop a vocational goal</td>
<td>Internship opportunity at a community business</td>
<td>Community based, competitive, integrated employment</td>
</tr>
<tr>
<td>Unpaid or Paid Work Experiences or Volunteer</td>
<td>Unpaid or Paid Work Experiences or Volunteer</td>
<td>Wages paid by OPWDD until business hires if successful</td>
<td>Paid by business at minimum wage or higher</td>
</tr>
</tbody>
</table>
What Service is Best for Kara?

Kara has attended the workshop for 15 years. She recently stated that she wants to work, but only wants to cook in a restaurant. She has experience helping her mom cook at home and has no paid or volunteer work experiences outside of the workshop which offers only production work.

What would be the next steps?

1. Discuss both Community Based Prevocational Services and Pathway to Employment and explain that there are various types and environments and tasks in food service and restaurants.
2. Kara can visit, explore and research food services possibilities, as well as other career options she may not have considered yet. Upon Kara’s approval, staff would enroll Kara in the appropriate service.

WHAT’S NEXT FOR KARA?

PREVOCATIONAL SERVICES – Community Based (CBP)

PATHWAY TO EMPLOYMENT

[Form and details not visible in the image]
What Service is Best for Thomas?
Thomas just finished Pathway to Employment. His Discovery Report/Employment Plan recommends that Thomas is ready to pursue employment working in outdoor lawn/maintenance work. ACCES-VR recommended that Thomas pursue employment services funded by OPWDD, because he will require more job development and intensive job coaching than ACCES-VR funds.

What would be the next steps?
1) Complete an Employment Training Program (ETP) application.
2) If the ETP application is approved, Care Manager would submit a SARF to enroll the Thomas in SEMP and check OPWDD Intensive SEMP and ETP options.
3) Once ETP and SEMP services have started, make sure the job developer is utilizing the Discovery/Job Development Plan to direct the job development.

WHAT'S NEXT FOR THOMAS?

What Service is Best for Astrid?
Astrid is enrolled in ACCES-VR Supported Employment services and began working at Staples a couple months ago. Her duties include stocking shelves and performing various customer service duties. Job coach staff have faded their supports and Astrid has stabilized at the job. Because she is employed and stabilized, ACCES-VR services will end in 90 days. Astrid receives OPWDD services including community habilitation and Care Management services.

What would be the next steps?
1) The Care Manager can submit the SARF for OPWDD Extended SEMP because Astrid has a job earning minimum wage or more in an integrated setting.
2) Astrid can be enrolled in OPWDD SEMP services 90 days after her ACCES-VR stabilization date.
WHAT'S NEXT FOR ASTRID?

Care Manager Role and Employment-Related Services

1. Coordinate person-centered planning with the person and their support team
2. Identify the vocational or employment service that matches the individual's need related to prior vocational experiences, career exposure, work experiences, interests, and demonstrated skills
3. Identify and facilitate enrollment in services that best meet the individual's vocational needs, as available
4. Work with the identified program to submit the Request for Service Authorization or Service Amendment Request Form
5. Send the Notice of Decision (NOD.09) to the provider agency when approved. Otherwise, the agency does not know if service was approved
6. Update the Life Plan, as required
Sample Questions for Person-Centered Planning and Identifying a Vocational or Employment Service?

- Has the person participated in a Discovery service (ETP, Pathway to Employment or Community Based Prevocational services)? If no, refer to a Discovery service.
- Does the person have community volunteer and work experience? Were they successful and satisfied with those experiences? If yes, refer to an employment service. If no, refer for Discovery service.
- Does the person have a clear job goal? Do they have positive experiences with that career goal? If yes, refer to an employment service. If no, refer for Discovery service.
- Does the person fully or partially participate in the community independently? If no, refer to skill development services (CBPV, DH, Pathway, other, etc.)
- What supports can the support team provide to help the person be successful in employment? Are there additional supports or services that may be added to assist the person to be more successful (see what programs may be combined)?

Decisions are based on the person's skill and experience levels. See the tools in the tool box to determine which is the appropriate vocational or employment service?

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**Employment-Related Planning**

- What are the Person's Skills?
- What are the Person's Interests?
- What does the Person like to do?
- What experiences has the Person had?
- What is the Person's support system?

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**What Current Supports Does The Individual Have?**

- PATHWAY TO EMPLOYMENT
- COMMUNITY PRE-VOC
- SUPPORTED EMPLOYMENT
- DAY HABILITATION
- COMMUNITY HABILITATION
- FAMILY & RESIDENTIAL SERVICES
Care Manager Role/Other Considerations

Which Programs May Be Combined?

- 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 SEM/P/ETP and Pathway.

- Pathway to Employment – wrap around service (278 hours in one year) and may be combined with other services with the exception of OPWDD Intensive SEMP. If a person is receiving job development services from ACCES-VR, they should not be enrolled.

- Employment Training Program (ETP) – may be combined with other services. ETP services are typically 5 hours/week during Discovery/Job Development and 10-12 hours/week when working in the internship.

- Supported Employment (SEMP) – may be combined with other services. When employed, other services should wrap around the job, which is the priority.

*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 Can Community Habilitation Reinforce Vocational Activities?

- Improving personal care and health through experiences focused on well being
- Enhancing communication and social skills
- Building relationships in the individual’s community
- Understanding money management
- Exploring volunteer activities

Which Programs May or May Not be Combined

Individuals cannot be enrolled in ACCES-VR Supported Employment services* and OPWDD Supported Employment services at the same time.

*ACCES-VR considers college funding/supports, driver’s training, vocational evaluations, supported employment, etc. as employment/vocational services.
Which Programs May or May Not be Combined

Office of Mental Health Medicaid Funded Personalized Recovery Oriented Services (PROS) services and OPWDD Employment Services

- Co-enrollment is permitted between an OPWDD sponsored day program and a Comprehensive PROS program. However, the PROS program is limited to Levels 1 & 2 of the Monthly Base Rate.

- Other PROS programs may not be combined.

ACCES-VR & Federal Requirements

- Medicaid is the payor of last resort.

  - In order to meet this requirement:
    - Individuals need to receive Intensive supported employment (job development/job coaching) services at least once through ACCES-VR.
    - OR
    - If an individual requires a higher level of supports, ACCES-VR has agreed that OPWDD’s Employment Training Program (ETP) may be an alternative for ACCES-VR (See OPWDD and ACCES-VR Letter of Agreement)

You do not need a denial from ACCES-VR to enroll in ETP/SEMP services

When Can You Enroll Someone in SEMP?

- After the individual has completed ACCES-VR and is employed, they may transition to OPWDD’s Extended SEMP services 90 days after agreed upon stabilization date.

- If the individual already has a job and is requesting OPWDD SEMP, they can be enrolled into OPWDD Extended SEMP.

- If the individual does not have a job and is not enrolled in SEMP, the SEMP agency requests approval for Intensive SEMP. The SEMP agency shares the approval number with the Care Manager to list on the SARF.
Self-Direction

- Ensure there is enough money in the budget for SEMP and the funding is discussed with the SEMP provider or Fiscal Intermediary.
- Direct Provider Purchased SEMP vs Self-Hired SEMP? (handout provided)
- Budget for SEMP needs to be in place before the start of service, otherwise the delivery of service is delayed.
- Be aware of the length of time to amend a budget.

Public Benefits Planning

- Does the person receive SSI/SSDI, Medicaid/Medicare and other public benefits?
- What other income or assets does the person have?
- What would be the impact of wages on public benefits?
- What employment-related, financial incentives may be available (e.g. Impairment-Related Work Expenses (IRWE), Plan for Achieving Self Sufficiency (PASS), subsidies, etc.)?
- Who will notify the public agencies about wages, submit pay stubs (as required) and coordinate overall finances with the person?
- What resources are available for advice and information?

New York State Toll-Free Work Incentives Hotline numbers are 1.888.224.3272 Voice and 1.877.671.6844 TDD

SSA Publication No. 64-030, (The Red Book), January 2020, ICN 436900 (Español). The Red Book (available on website)

SLMS TRAINING

**BENEFITS AND ENTITLEMENT**

- OPWDD's Revenue Support Field Operations and Offices offer Benefits and Entitlements and Personal Allowance trainings. All courses are offered via WebEx and available for registration in SLMS. Benefits and Entitlements is comprised of four separate modules: Medicaid, Medicare, Supplemental Security Income (SSI) and Social Security.

- Benefits and Entitlements SLMS Trainings:
  - BE – Medicaid: search OPWDD-BE-MA.
  - BE – Medicare: search OPWDD-BE-MCR
  - BE – Supplemental Security Income: search OPWDD-BE-SSI
  - BE – Social Security: search OPWDD-BE-SS.
Authorization
and Enrollment

REQUEST FOR SERVICES (RSA/SARF)

Important Points to Consider

➢ Identify service needs with individual/support team
➢ Determine if individual is in need of Front Door Authorization (RSA). If not, submit SARF
➢ Submit RSA/SARF properly along with justification and explain WHY individuals need the support/service. When completing these forms:
   ❑ Use correct wording of service requested
   ❑ Enter number of UNITS not hours or 99999 if not known (use reference guide from DDRO)
   ❑ When stating justification, explain WHY the individual needs the service (do not state what the service provides)
   ❑ Provide Life Plan or in-process Life Plan for RSA (if emergency need and there is not yet a Life Plan, notify Regional Office)
   ❑ Ensure the documents are COMPLETE (cannot be processed if not)

➢ Front Door Facilitator (FDF) or Waiver Service Liaison (WSL) reviews and if there are any additional questions, provide quick response.

➢ The request will be presented at Quality Review Team (QRT).

➢ Based on the outcome:
   ❑ If authorized, need to inform provider and secure the service
   ❑ If not authorized, pursue alternative service recommended by QRT
   ❑ Provide additional information if requested
Request for Service Authorization RSA

- Number of units equals "service units" not "billing units".
- When discussing SEMP with individuals and families, inform them that there is additional criteria for SEMP services. What is the right service for the person ETP, SEMP or ACCES-VR? They may need to discuss further with a SEMP agency and Care Manager?

Individual Inquiry in CHOICES

1. Log into CHOICES
2. Search an individual by Last Name or TABS#
3. Click on the individual's name
4. Hover over the arrow to the right of the individual's name on the top ribbon until several boxes open
5. Choose "TABS Inquiry", then in the "Choose an Inquiry" drop down select "Individual".
6. Choose the correct "DDSO" in the next drop down, then "Open PDF".
7. Select Print to File/Save As, print or email Individual Inquiry.

EMPLOYMENT SERVICES

Wording of Services

<table>
<thead>
<tr>
<th>RSA</th>
<th>SARF</th>
<th>CHOICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supported Employment (SEMP)</td>
<td>• Supported Employment</td>
<td>• SW</td>
</tr>
<tr>
<td>Pathway to Employment</td>
<td>• Pathway to Employment</td>
<td>• PE</td>
</tr>
<tr>
<td>Community Based Prevoc</td>
<td>• Prevocational Services-Community Based</td>
<td>• CBPVOC</td>
</tr>
<tr>
<td>Site Based Prevoc</td>
<td>• Prevocational Services- Site Based</td>
<td>• SBPVOC</td>
</tr>
</tbody>
</table>
Service Amendment Request Forms and Central Office Approvals

For the following services, the Care Manager will obtain the approval number from the provider agency to complete the SARF:

- Pathway to Employment extension, only when the person needs to be re-enrolled after one year or requires additional hours
- Intensive SEMP services when the person is NOT employed or accepted into ETP

Required Documentation
Valued Outcomes/Goals in the Life Plan

<table>
<thead>
<tr>
<th>SERVICE</th>
<th>ADM/REGULATIONS</th>
<th>EXAMPLES</th>
</tr>
</thead>
</table>
| Community Based Prevocational | Identification of preparation for competitive employment, self-employment or job readiness as a valued outcome | • Improve my work skills  
• Learn work readiness skills  
• Explore available options |
| Pathway to Employment | Competitive employment or self-employment identified as a goal. (Service is related to Career Planning and Discovery). | • Improve my work skills  
• Learn work readiness skills  
• Explore available options |
| Supported Employment | Identification of competitive employment or self-employment as a valued outcome. | • Pursue work in the community  
• Get a job in the community  
• Change my work situation  
• Maintain my work skills  
• Improve my work skills |

*Valued Outcomes may be listed in section 1 or comments sections in the Life Plan, if sections 2 and 3 do not meet service requirements.

Employment and Vocational Goals in the Life Plan

Choose all that apply to the applicable service and person’s goals.

- Change my work situation
- Maintain my work skills
- Improve my work skills
- Learn work readiness skills
- Have a back-up in case I lose my job
- Change Service Provider
- Get a real job
- Earn more money
- Retire
- Work with people I know
- Volunteer
- Go to a place that can meet my medical needs
- Explore available options
- Pursue Integrated work
- Have Less Hours
- Other

In Order to Change My Situation, I Need:

What are all the skills and supports a person may need to support a person in developing employment skills and/or obtaining, retaining or advancing in employment?

This will help the person develop a comprehensive plan of supports to maximize employment success.

Choose all that apply to the applicable service and person’s goals.

- Teach Work Skills (PG)
- Teach Work Habits (PG)
- Provide an assessment of work skills (PS)
- Monitor and address ongoing work performance (PS)
- Teach travel training (PG)
- Teach safety skills (PG)
- Teach social Skills (PG)
- Teach to use public transportation (PG)
- Find and coordinate transportation (CMT)
- Provide assessment of interests (PS)
- Review available options to make an informed choice (CMT)
- Other
(YES) I want to maintain, improve, or change my current work situation
Choose 4+ Goals and/or Actions to promote growth and comprehensive services.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>How I Spend My Day</th>
<th>Examples of Goals</th>
<th>Examples of Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom has a job at Walgreen’s. He sometimes needs help with talking with his boss and co-workers. He also needs to learn how to use the cash register.</td>
<td>Supported Employment (SEMP)</td>
<td>- Maintain my work skills&lt;br&gt;- Improve my work skills&lt;br&gt;- Don’t be a back-up to cover for my boss&lt;br&gt;- Take next money</td>
<td>- Teach work skills&lt;br&gt;- Teach back-up skills&lt;br&gt;- Provide assessment of work skills&lt;br&gt;- Monitor and address ongoing work performance&lt;br&gt;- Teach safety skills</td>
</tr>
<tr>
<td>Cindy wants to get a job at the Mall. She has been told she needs more experience and has to continue to work on her stamina and communication skills for the next year or two.</td>
<td>Community Based Prevocational Services</td>
<td>- Improve my work skills&lt;br&gt;- Learn work readiness skills&lt;br&gt;- Get a real job&lt;br&gt;- Volunteer</td>
<td>- Teach work skills&lt;br&gt;- Teach work habits&lt;br&gt;- Provide an assessment of work skills&lt;br&gt;- Teach travel training&lt;br&gt;- Teach social skills&lt;br&gt;- Provide assessment of interests&lt;br&gt;- Teach to use public transportation</td>
</tr>
<tr>
<td>Bruce is interested in working at a garden center or farm. He has participated in community based prevocational services for 2 years volunteering at a community garden and animal shelter. Bruce is new to employment and applying for ETP/SEMP.</td>
<td>Supported Employment (SEMP)</td>
<td>- Change my work situation&lt;br&gt;- Improve my work skills&lt;br&gt;- Explore available options&lt;br&gt;- Get a real job&lt;br&gt;- Don’t have next money&lt;br&gt;- Don’t have back-up to cover for my boss&lt;br&gt;- Pursue integrated work</td>
<td>- Teach work skills&lt;br&gt;- Teach back-up skills&lt;br&gt;- Provide an assessment of work skills&lt;br&gt;- Offer shadowing work performance&lt;br&gt;- Teach travel training&lt;br&gt;- Teach social skills&lt;br&gt;- Teach to use public transportation</td>
</tr>
</tbody>
</table>

**Life Plan 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 on the NOD.09 (No units listed for SEMP on NOD.09)
- **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 meet regulatory requirements is not included, the Care Manager may edit the appropriate section OR list in a comments section.

<table>
<thead>
<tr>
<th>Section IV</th>
<th>HCBS Waiver and Medicaid State Plan Authorized Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authorized Service</td>
<td>Provider Facility</td>
</tr>
<tr>
<td>Effective Dates</td>
<td>Qty</td>
</tr>
<tr>
<td>HCBS Waiver</td>
<td>Medicaid State Plan</td>
</tr>
</tbody>
</table>

**Notes:**
- Must have at least one goal/valued outcome identified in Sections II or III.
- If specific language needed to meet regulatory requirements is not included, the Care Manager may edit the appropriate section OR list in a comments section.
### Prevocational Services

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>Site Based:</td>
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<tr>
<td>Prevocational</td>
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<tr>
<td>Services (SBPV), if site based</td>
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<td>Prevocational</td>
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<td>Services (CBPV), if community based</td>
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</tbody>
</table>

- **SBPV** - “A day”
- **CBPV** - “Hour” or “hourly”

This field is to assist in calculating the total units and may or may not be used by the CCO.

Per NOD.09

Other required or pertinent information.

### Pathway to 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>
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<th>Qty</th>
<th>Unit</th>
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<th>Total Units</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Pathway to</td>
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<tr>
<td>Employment</td>
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</tbody>
</table>

- **Time Limited**

This field is to assist in calculating the total units and may or may not be used by the CCO.

Per NOD.09

Other required or pertinent information.

### Life Plan Section V

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)
Staff Action Plans Must Contain the Following:
https://opwdd.ny.gov/opwdd_regulations_guidance/adm_memoranda (OPWDD ADM #2018-09)

1) Individual’s name;
2) Individual’s Medicaid Client Identification Number (CIN);
3) Habilitation service provider’s agency name;
4) Name of habilitation service(s) provided (e.g., Residential Habilitation or Day Habilitation);
5) Date of the Life Plan meeting, or Staff Action Plan review;
6) Identification of the goals/valued outcomes from the individual’s Life Plan;
7) Identification of the provider assigned (habilitative/safeguard) goal(s) from Life Plan;
8) Description and frequency of the service(s) and support(s) (e.g., teaching laundry skills weekly) the habilitation staff will provide to the individual;
9) Safeguards (i.e., compilation of all supports and services needed for an individual to remain safe, healthy and comfortable across all settings);
10) Printed name, signature and title of the staff who wrote the Staff Action Plan;
11) Date that staff signed the Staff Action Plan; and
12) Evidence demonstrating the Staff Action Plan was distributed no later than 60 days after: the start of the habilitation services; the life plan review date; or the development of a revised/updated Staff Action Plan, whichever comes first.

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Challenges and Recommendations

Cannot start waiver service until SARF/RSA is authorized by the Regional Office.
• Submit forms timely.
• Make sure forms are completed accurately.
• E-mail NOD.09 to provider agency contact as soon as it is received (provider agency does not routinely receive NOD.09).

Service needs to be on Life Plan before service begins.
• Update Life Plan as soon as service has been approved by Regional Office.
Challenges and Recommendations

The units on the Life Plan are incorrect.
• List the number of units listed on NOD 09. Not listed for SEMP - use 99999 if unknown for SEMP.

Safeguards in Life Plan are not appropriate for employment services.
• Identify appropriate needs in different settings. Discuss with provider agency of service.

Unsure if individual is enrolled in ACCES-VR.
• Contact ACCES-VR to verify.
• List ACCES-VR in Section V of Life Plan.
• Prepare to transition the individual to OPWDD SEMP when employed (91st day after ACCES-VR stabilization).

RESOURCES

OPWDD Care Management Life Planning and Service Delivery Process: Connecting the Dots: https://youtu.be/d0uzboNESU4

Innovation Training: www.eleversity.org

Employment Questions: Employment.technical.assistance.questions@opwdd.ny.gov

CCO Questions: care.coordination@opwdd.ny.gov

Questions?
Thank you!

info@eleversity.org
Eleversity.org
(585) 340-2051