Employment Services
*by invitation only

For New Directors/Managers and Program that are
Expanding or Redesigning Services.

Virtual Learning Protocol

- Be on-time. Late arrivals will not be admitted.
- Choose an appropriate place to set up your webcam (e.g. not leaning down or inside, sitting in front of a bright light or window).
- Keep the camera centered and avoid moving around and communicating with others in your office or home.
- No smoking or vaping.
- Minimize background noise and visual distractions.
- Only 1 person per device.
- Must attend the 2 days as scheduled to receive credit.
- 100% participation is required (chat discussions, poll questions, etc.).
- No cellphones and tablets must be in landscape view.

Agenda

- Overview of OPWDD Funding and Employment Supports
- How to Provide Quality Discovery Services
- How to Provide Quality Supported Employment
- How to Staff Employment Services for Program Stability
- How to Manage Quality and Compliance
- SEPM Documentation and Reporting Requirements
Overview of OPWDD Funding and Employment Services

Section 1

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?

• Centers for Medicare and Medicaid Services (CMS)
• Prevocational Services, Pathway to Employment and Supported Employment (SEMP)

CMS Core Service Definitions
CMS Guidance September 16, 2011

Career Planning (OPWDD’s Pathway to Employment, new 2014)

Prevocational Services (OPWDD’s Community-Based Prevocational Services, new 2015)

Supported Employment (OPWDD’s SEMP Services, redesigned 2015)

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.)
CMS and OPWDD Guidance for Integrated Settings in SEMP

- CMS Integrated Settings Guidance: “For example, for individuals seeking supports for competitive employment, the state should consider whether the right service is being appropriately provided to achieve its goal, including the duration of the service and the expected outcomes of the service, or whether the provision of a different type of service would more fully achieve competitive employment in an integrated setting for the individual, in addition to whether the setting meets the HCB settings requirements.

- OPWDD’s training guidance: “Work settings where workers with developmental disabilities have opportunities to interact with, and work alongside, co-workers who do not have disabilities are considered integrated. If supervisors, job coaches and other staff are the only people without disabilities that workers interact with, then the setting does not meet the definition of integrated.”

- Complete the “Verification that Job Meets SEMP Criteria,” which includes questions to describe how each job meets the OPWDD and CMS integrated settings requirements.

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.
ACCES-VR & Federal Requirements

❖ Medicaid is the payor of last resort

o 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 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

OPWDD by the Numbers

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Number Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Habilitation</td>
<td>66,770</td>
</tr>
<tr>
<td>Work-related Services (Pathways to Employment; Prevocational Services)</td>
<td>7349</td>
</tr>
<tr>
<td>Supported Employment</td>
<td>9,680</td>
</tr>
</tbody>
</table>

How many more individuals in other services could be employed?

https://opwdd.ny.gov/data/services-funded-fee-service-medicaid-2020

What does it take to be successful in community employment?
Key Components of Successful Competitive Employment

Job Match
Person job hired to ETP/SEMP

Job Coaching
Individualized coaching supports SEMP

Discovery
Learning all we can about the person CBPV/PTE/ETP

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

- Person has no community or work experiences and no Discovery
  - Pathway to Employment or Community Prevocational Services

- Person has limited community or work experiences and no Discovery
  - Employment Training Program (ETP), or ACCES-VR or SEMP

- Person has community and work experiences and has completed Discovery
  - Employment Training Program (ETP), or ACCES-VR or SEMP

How Do OPWDD Employment Services Flow?

Day Habilitation, Work Centers, Other

Community-Based Prevoc.

Employment Training Program

OPWDD Extended Supported Employment

Intensive Supported Employment

Pathway To Employment

ACCES-VR

*Chart is designed for illustrative purposes only. An individual may apply for services in the order that makes sense based on individual circumstances.
Section 2

How to Provide Quality Discovery Services

What is Discovery?

- Person-centered career planning with the individual and their support team
- Learning about an individual’s 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
Reasons Individuals Quit Jobs:
Individuals in SEMP in 2019

- Dissatisfaction with Hours: 16%
- Lack of Interest: 25%
- Dissatisfaction with Job Tasks: 30%
- Family Issues: 8%
- Loss of Benefits: 8%
- Lack of Opportunity: 14%

Reasons Individuals were Fired:
Individuals in SEMP in 2019

- Poor Performance: 22%
- Behavior: 22%
- Violation of Rules: 14%
- Lack of Productivity: 8%
- Poor Attendance: 13%

The Es of Successful Discovery
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

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.

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

Criteria for Unpaid Work Experiences

- Participants are individuals with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately attainable and who, because of their disability, will need intensive ongoing support to perform in a work setting.
- Participation is for vocational exploration, assessment or training in a community-based work site under the general supervision of rehabilitation organization personnel or public-school personnel.
- Community-based placements must be clearly defined components of individual rehabilitation programs developed and designed for the benefit of each individual.
- Documentation that the individual is enrolled in the community-based placement program, that this enrollment is voluntary and that there is no expectation of remuneration.

- The activities of the individuals with disabilities (participants) at the community-based placement site do not result in an immediate advantage to the business.
- The number of hours spent in each activity, as a general rule, an employment relationship is presumed not to exist when experiences do not exceed the following limitations:
  - Vocational explorations - 5 hours per job experienced
  - Vocational assessment - 90 hours per job experienced
  - Vocational training - 120 hours per job experienced
- Individuals are not entitled to employment at the business at the conclusion of the IEP or IPE. However, if an individual becomes an employee, he or she cannot be considered a trainee at that particular community-based placement unless in a different, clearly distinguishable occupation.

See DOL regulations 29CFR644.08(c)
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 PAES (Plan for Achieving Self Sufficiency).

Resources Available:

• SSA Publication No. 64-003, The Red Book can be found at: http://www.ssa.gov/redbook
• State Independent Living Centers (Training dependents)
• Automate SSI Calculations worksheet, Yang-Tan Institute on Employment and Disability Institute: https://ytionline.org/ssi-calculation-worksheet

Where Can We Provide Discovery Services?

<table>
<thead>
<tr>
<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 who have some work/volunteer experiences, job retention challenges, no prior Discovery or want a new career</td>
<td>Individuals who have limited work/volunteer experiences but no Discovery</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>
</tr>
<tr>
<td><strong>Where</strong></td>
<td>All services are in the community except observations</td>
<td>Primarily in the community, may use a workshop/day hab 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 short-term future, if recommended</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 3-10 hours a week and up to 278 hours in 1 year</td>
</tr>
</tbody>
</table>

Community Based Prevocational Services

<table>
<thead>
<tr>
<th>Waiver Service</th>
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</thead>
<tbody>
<tr>
<td>Preps 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

Pathway to Employment

<table>
<thead>
<tr>
<th>Waiver Service</th>
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</thead>
<tbody>
<tr>
<td>Prepares people for employment through the development of a Career &amp; Vocational Plan. Service is provided in 278 hours within 1 year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wrap around service</th>
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</thead>
<tbody>
<tr>
<td>Provides discovery, community work experiences, job readiness training, career planning and development of a vocational goal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Situational Assessments / Community Work Experiences</th>
</tr>
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</table>

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 strengthening work-readiness skills
• Preparing individuals for competitive employment in jobs that pay minimum wage in an integrated setting
• Teaching safety awareness and skills
Employment Training Program

**ETP**

- Provides discovery targeted job development and internship/work opportunity at a community business that agrees to hire the individual
- Job supports funded by OPWDD SEMP
- Provides a time limited paid work experience after Discovery and targeted job development in 1 year or less
- 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)

**How Can You Describe Discovery in Everyday Language?**

- Career planning
- Interviews and File Review
- Community work experiences (unpaid or paid)
- Job Readiness Skills Training
- Career Research
- Career Development Activities
- Discovery/Employment Plan with recommendations for the next steps

*Breakout Groups
How to Provide Quality Supported Employment Services

Section 3

Tools in the Toolbox

- Employment Training Program (ETP)
- Supported Employment (SEMP)
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)
<table>
<thead>
<tr>
<th>ETP Job Readiness Training</th>
<th>Sample topics may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Personal hygiene</td>
<td>➢ Coping with stress</td>
</tr>
<tr>
<td>➢ Interviewing skills</td>
<td>➢ Health and wellness</td>
</tr>
<tr>
<td>➢ Dressing for success</td>
<td>➢ Self-confidence at work</td>
</tr>
<tr>
<td>➢ Positive communication</td>
<td>➢ Professional behavior</td>
</tr>
<tr>
<td>➢ Listening skills</td>
<td>➢ Overcoming challenges at work</td>
</tr>
<tr>
<td>➢ Teamwork</td>
<td>➢ Safety at the workplace</td>
</tr>
<tr>
<td>➢ Conflict in the workplace</td>
<td>➢ Setting goals</td>
</tr>
<tr>
<td>➢ Helping coworkers</td>
<td>➢ Asking for help</td>
</tr>
</tbody>
</table>

**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 internship 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)
What is the SEMP Staff Role for ETP Services

- 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

SEMP

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

What do we do in Supported Employment?

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

- Job development (after ACCESS-VR or ETP)
- Negotiating with employers
- Job coaching, training and planning within the work environment
- Improving communication skills with supervisors, co-workers and customers
- Developing natural supports
- Fostering independence on the job
- Benefits planning
- Teaching job retention strategies
- Career advancement strategies
How do Staff and Management Determine a Quality Job Match?

- 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.

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. Job coaches do not assist with production or supervise 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 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.

How do Staff Develop Jobs?

- Job developing planning
- Making business contacts
- Alternative job possibilities
- Job match extends from Discovery and Job Development Plan
- Job developer is well trained to understand business needs
- Job developer familiar with labor market information and different employment options
- How can management support job developers?

A successful job match includes transportation options independent from the job coach.

Why is this important?

What are some the various transportation options available depending upon the person, their skills and geographic location?

- Public transportation (bus or subway)
- Public/shared alternative transportation
- Residential staff
- Family, neighbor or friend
- Uber/Lyft
- Taxi/Cab
- Dial/ailitation or other agency van
- Other non-profit van system (senior or mental health program)

What are other options?

- When are these opportunities identified?
- How are various transportation options paid for?
How do Staff Help Individuals Retain Jobs?

- Provide ongoing, job-related supports as agreed upon with the business.
- Provide ongoing 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.

SEMP Service Samples

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

- **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.
- **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 or without the person to SEMP activities is billable.

- Time that a job coach or job developer travels to billable SEMP activities, such as travel to jobsites 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 buses, walking, etc.).

Billing for Staff Training

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

- 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.elevency.org.

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

- Person has no community or work experiences and no Discovery
  - Pathway to Employment or Community Prevocational Services

- Person has limited community or work experiences and no Discovery
  - Pathway to Employment or Community Prevocational Services

- Person has community and work experiences and has completed Discovery
  - Employment Training Program (ETP), or ACCES-VR or SEMP
The Tools in our Toolbox

<table>
<thead>
<tr>
<th>Community-Based Pre-Vocational</th>
<th>Pathway to Employment</th>
<th>Employment Training Program (ETP)</th>
<th>Supported Employment (SEMP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Waiver Service)</td>
<td>(Waiver Service)</td>
<td>(Program)</td>
<td>(Waiver Service)</td>
</tr>
<tr>
<td>Prepares people for paid employment or meaningful activities</td>
<td>Creates a vocational plan and prepares people for paid work</td>
<td>Provides an opportunity time limited paid work experience after Discovery and targeted job development</td>
<td>Provides job coaching, job development and support on a job</td>
</tr>
<tr>
<td>2 years or more</td>
<td>1 year</td>
<td>5 years or less</td>
<td>On-Going</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>Discovery, job development, Intensive SEMP, and Internship/Work opportunity at a community business that agrees to hire the individual</td>
<td>Community-based, competitive, integrated employment</td>
</tr>
<tr>
<td>Unpaid/Volunteer work or 1/4C Paid Experiences</td>
<td>Unpaid/Volunteer Experiences or paid at minimum wage</td>
<td>Wages paid by OPWDD at Minimum Wage until business hires</td>
<td>Paid by business at Minimum Wage or higher</td>
</tr>
</tbody>
</table>

Which Programs may be Combined?

- **Community Based Prevocational Services (CBPV)** – up to 4 hours a day may be combined with 1/3 unit of day habilitation or 1/3 unit of site based prevocational programs. No limits on SEMP/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

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 and OPWDD Letter of Agreement

- 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.
- You do not need a denial from ACCES-VR to enroll in ETP/SEMP services
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. For the ACCES-VR to apply for ETP, keep the ACCES-VR and ETP agreement letter in the person’s file with a note as to why they are appropriate for ETP.
- Once someone has stabilized in their job with ACCES-VR, they transition to OPWDD SEMP funding and can bill OPWDD SEMP 90 days after stabilization.

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.

Scenarios (Poll Questions)

- Scenario 1 – Kara
- Scenario 2 – Thomas
- Scenario 3 – Astrid
You will receive an email with the homework activity for next class.

This activity is not billable and is elective, however, it will prepare you for discussion at our next class.

The homework activity will provide you with insight regarding how to apply the learning from the next session into your management structures and routines.

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**Homework Activity for Next Class**

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**OPWDD Employment Services – Session 2**

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**Homework**

- Individual / Staff Team Supervision
- Scheduling Staff Tasks and Time
- QA Reviews of SEMP Documentation
- Fiscal Solvency

1. Who is responsible for the activity?
2. Who assigns the activity?
3. Who follows up with improvements, correction and missing documentation?
4. What gets in the way of completing this task?
5. Possible solutions?
How to Staff Employment Services for Program Stability

Section 3

Employment Services Staffing

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

Instructions:
1. Meet with each individual and their support team to determine the overall average weekly support hours needed and schedule.
2. For the FTE Calculation formula, enter the number of billable hours needed to support all individuals in the program. Enter the targeted number of weekly billable hours required by each staff. The result will be the number of FTEs needed to provide services to the current roster of individuals. Billing hour targets should include additional hours for unexpected unbillable events and changes.
3. Use this information to determine caseload size and allocation by days of the week to build efficient caseloads. Caseloads may be determined based on various factors such as geographical region, support hours needed, day of the week supports are needed, and/or staff roles or skills.
4. When building staff schedules, staff should also be assigned back up tasks for when an activity is cancelled.

MASTER PLANNING SCHEDULE

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 skill training)?
- How can I create caseloads based on geographical, support needs, time of day and other efficiencies?
- Who are the back up 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.

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?

Staff Schedule

Tamika’s Schedule

Week of 7/1/17-7/8/17
Sample Staffing Schedule
Across 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 Volunteer Job &amp; One Stop (Bob, Lisa, Joe)</td>
<td>CBPV 9-3 Volunteer Job (Bob, Lisa, Joe)</td>
<td>CBPV 9-3 Volunteer Job &amp; One Stop (Bob, Lisa, Joe)</td>
<td>CBPV 9-3 Volunteer Job (Bob, Lisa, Joe)</td>
<td>CBPV 9-3 Volunteer Job &amp; One Stop (Bob, Lisa, Joe)</td>
</tr>
<tr>
<td>CBPV 4:5 pm Network, Document</td>
<td>Pathway 3-5 pm (Carol)</td>
<td>Staff Meeting 4:5 pm</td>
<td>Pathway 3-5 pm (Carol)</td>
<td>CBPV 4:5 pm Network, Document</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 Bob</td>
<td>ETP 9-1 Dave</td>
<td>ETP 9-1 Bob</td>
<td>ETP 9-1 Dave</td>
<td>ETP 12-3 Networking &amp; Documentation</td>
</tr>
<tr>
<td>ETP 1:30-5 Carol</td>
<td>SEMP Job Development 2-5 Chris</td>
<td>ETP 1:30-5 Carol</td>
<td>SEMP Job Development 2-5 Chris</td>
<td>ETP 4-8 pm Terry</td>
</tr>
</tbody>
</table>

Staff Retention Strategies

- Regular individual and group supervision
- Clear understanding of roles
- Staff training
**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.

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

For questions you can email: info@eleversity.org

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**Innovation Trainings - Eleversity.org**

- Introduction to Employment
- Discovery Assessment and Planning
- Beyond Discovery
- Basics of Business Engagement
- ETP 101
- Effective Job Coaching
- Job Development
- Community-Based Pre-vocational Services
- Management Skills for SEMP Leaders
- How to Deliver the OPWDD Resigned Work Readiness Curriculum
- Pathway to Employment
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

Section 4

Referral Sources for Employment Services

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

- Schools
- OPWDD programs (DH, CBPV, SRPV, Pathways to Employment, etc.)
- Families
- Case Managers
- ACCESS-VR/VVY/VR
- Businesses
- Other Community Organizations
- Self Referrals
- Other DD Agencies
Billing Systems

Coordinate with the business office to submit billing

Automate documentation and billing systems when possible.

Track and follow up with claims that 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

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:
Billing SEMP in eMedNY  
https://emex.emedny.org

<table>
<thead>
<tr>
<th>Type</th>
<th>Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive</td>
<td>Individual</td>
<td>4790-SEMP</td>
</tr>
<tr>
<td>Intensive</td>
<td>Group</td>
<td>4791-SEMP</td>
</tr>
<tr>
<td>Intensive</td>
<td>Individual, Agency Supported, Self-Directed</td>
<td>4792-SEMP</td>
</tr>
<tr>
<td>Intensive</td>
<td>Group, Agency Supported, Self-Directed</td>
<td>4793-SEMP</td>
</tr>
<tr>
<td>Intensive</td>
<td>Individual, Self-Hire, Self-Directed</td>
<td>4770-SEMP</td>
</tr>
<tr>
<td>Intensive</td>
<td>Group, Self-Hire, Self-Directed</td>
<td>4771-SEMP</td>
</tr>
<tr>
<td>Extended</td>
<td>Individual</td>
<td>4794-SEMP</td>
</tr>
<tr>
<td>Extended</td>
<td>Group</td>
<td>4795-SEMP</td>
</tr>
<tr>
<td>Extended</td>
<td>Individual, Agency Supported, Self-Directed</td>
<td>4796-SEMP</td>
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<tr>
<td>Extended</td>
<td>Group, Agency Supported, Self-Directed</td>
<td>4797-SEMP</td>
</tr>
<tr>
<td>Extended</td>
<td>Individual, Self-Hire, Self-Directed</td>
<td>4772-SEMP</td>
</tr>
<tr>
<td>Extended</td>
<td>Group, Self-Hire, Self-Directed</td>
<td>4773-SEMP</td>
</tr>
</tbody>
</table>

* Fee Regions correspond to the county TABS SEMP code.

**Loop 2310F / Segment REF02 When submitting the 837 Institutional (8371) claim submission to Medicaid, the provider ID used to bill the services will need to be input in the following loop/segment of your claim submission – Loop 2310F / Segment REF02.

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?

- 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>

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. (Temporarily withheld during Public Health Emergency)
- Employment service agency submits DDP1 through CHOICES.

OPWDD Service Amendment Request Form

- When completing the Service Amendment Request Form, the employment service 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.
SAMPLE SARF – INDIVIDUAL IS NOT EMPLOYED AND APPLYING FOR ETP

SAMPLE SARF – INDIVIDUAL IS NOT EMPLOYED (NOT APPLYING FOR ETP)

SAMPLE SARF – INDIVIDUAL OBTAINED JOB THROUGH ACCES-VR
When Individual Has a Job through ACCES-VR and is Requesting SEMP Enrollment

The authorizer/enroller checks with the agency:

- What is the Stabilization date in ACCES-VR? (after job placement when person is stable in their job)

- Date that agency can bill Extended SEMP (ON DAY 91 AFTER STABILIZATION). The 91st date is often used as the enrollment date.

- If the person is enrolled prior to the ACCES-VR Stabilization date, they cannot bill until 91 days.

Information for Providers when Individual Transitions to SEMP from ACCES-VR

Example:

- Job obtained through ACCES-VR on April 28, 2021
- Date of ACCES-VR Stabilization: July 23, 2021
- Agency will qualify for the ACCES-VR Job Retention Payment on October 23, 2021.
- Date agency can enroll and/or bill OPWDD SEMP services (91st day after ACCES-VR Stabilization): October 24, 2021.

SAMPLE SARF – INDIVIDUAL OBTAINED JOB THROUGH OTHER SOURCE
Individuals Who are Unemployed are Billed Under Intensive SEMP Services:

- Need an approved request to provide intensive SEMP services for each SEMP enrollment year. If the individual was recently employed, the provider has 45 days to acquire an approval.
- When approved, providers bill the intensive SEMP billing codes.

What OPWDD considers for intensive SEMP service approvals:

- 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.
- 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.

Individuals Who are Employed are Billed Under Extended SEMP Services

- SEMP agencies may bill up to 200 Extended SEMP hours every SEMP enrollment year. If the agency needs more than 200 hours, submit a Request to Bill Additional SEMP Extended Services form for more hours each SEMP enrollment year.
- Providers bill the Extended SEMP billing codes for individuals who are employed.

What OPWDD considers for additional Extended SEMP service approvals (over 200):

- The job tasks match the individual’s skill level and interests.
- SEMP staff are building competency and independence on the job.
- 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.

SEMP Request Forms Process

- The SEMP enrollment anniversary date (for billing approval purposes) is based on the SEMP enrollment date as listed in CHOICES. 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 1/1/21 would have an annual SEMP enrollment year of 1/1 to 12/31. If a person was enrolled in SEMP on 1/1/21, the annual SEMP enrollment year would be 1/1 to 12/31.
- 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.
1. An individual recently lost their job of 5 years because of layoffs. The individual participated in the Employment Training Program (ETP) 5 years ago. They were successful in their first job but now would like a very different type of job. The individual has not completed Discovery in the past. ETP or Intensive SEMP Request?
   ETP because the person has no Discovery and wants a very different job

2. An individual recently lost a job of 2 years because the company moved to another state. The job was initially found through ACCES-VR and is now supported through OPWDD SEMP. The individual needed minimum supports on the job and the business is willing to give them a positive reference. The individual wants to work in a very similar capacity. ETP or Intensive SEMP?
   Intensive SEMP because the person completed ACCES-VR, was successful in past employment and wants a similar job

3. An individual is referred to your SEMP program. They have participated in Community Based Prevocational Services for several years, have been successful in volunteer work and have time alone listed in their Life Plan. They have not completed Discovery. ETP or Intensive SEMP Request?
   ETP because the person has not completed Discovery and is coming from CBPV so probably needs more supports than ACCES-VR

4. An individual recently graduated from high school where they participated in a school to work program. The individual had positive work experiences, the student has some time alone, but the family is not sure if he/she is ready for work? ETP or Intensive SEMP (or other?)
   ETP because the person has not completed Discovery and it is unknown if they are ready for work despite their school to work experiences

5. An individual moved from a different county in NY. They completed ETP about 3 years ago. They are referred to your SEMP program. The SEMP program gives you a copy of the person’s ETP Discovery. The individual would like a new job using similar skills as their previous employment. The business will give them a positive reference. ETP or Intensive SEMP?
   Intensive SEMP because they completed ETP, completed Discovery, had positive work experiences and want similar work.

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.eleversity.org](http://www.eleversity.org).

1. The employee is paid minimum wage or higher (or meets applicable labor laws).
2. The job is integrated in the community.
3. There is documentation on file that Intensive SEMP services were not available through another funding source, were previously accessed, or are not required.
4. The supports/services at this job site are determined to be either individual or group (no more than 8 individuals) services.
• 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 Documentation and Reporting Requirements

Section 5
Life Plan Development

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.

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>

Sample Life Plan Section II or III

Goal/Valued Outcome | Provider Assigned Goal | Provider Location | Service Type | Frequency | Quantity | Time Frame | Special Considerations |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions: What does the person want out of life? What do they want to achieve? May be generated from I AM or planning meetings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sample: I want to improve or maintain my work skills</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>
</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 ADMs may be listed in sections I, II, III. See valued outcomes as listed in service ADMs 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 – Last the number of units listed in the Service Authorization Letter or 99999 if unknown
• Comments – may list additional information as needed

Supported Employment

Section IV
HCBS Waiver and Medicaid State Plan Authorized Services

<table>
<thead>
<tr>
<th>Authorizations</th>
<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 SEMP 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>Duration: Ongoing “Hour” or “Hourly” This field is to assist in calculating the total units and may or may not be used by the CCO. Per service Authorization or 99999 if unknown</td>
<td>Other required or pertinent information.</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)
• ACCESS-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 – Section IV:**

<table>
<thead>
<tr>
<th>Service</th>
<th>Effective Date</th>
<th>Qty</th>
<th>Unit</th>
<th>Total Units</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMP</td>
<td>Name of the SEMP agency/IF providing the service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effective date (i.e., the date on which the service is first provided, not the Life Plan or new service start date)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Duration (i.e., if the service is ongoing or has a set end date)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total units are calculated by multiplying the quantity and unit, rounded to the nearest whole unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ETP Wages – Section V:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Address</th>
<th>Phone</th>
<th>Wages paid for ETP internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYS OPWDD/Employment Training Program (ETP)</td>
<td></td>
<td></td>
<td></td>
<td>Intern/Trainee is paid wages for internship through NYS OPWDD for a limited period of time.</td>
</tr>
</tbody>
</table>

**Staff Action Plan Required Sections**

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

1. Identifying Information
   - Name
   - Medicaid
   - Medicaid Plan
   - CDD
   - CDS
   - Service Plan
   - Status of Life Plan and/or Staff Action Plan review meeting

2. Individual Habilitation Goals/Valued Outcomes, and Provider Assigned Goals
   - Self-Advocacy/Rehabilitation
   - Staff Supports
   - Exploration of New Experiences

3. Individual Safeguards
   - Supported Employment Model
   - Individual-specific protective measures that the staff must implement

**Provider Assigned Goals in the Life Plan**

**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”
Staff Action Verbs to Describe Medicaid-Funded Services

<table>
<thead>
<tr>
<th>Skill Acquisition</th>
<th>Staff Supports</th>
<th>Exploration of New Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach</td>
<td>Remind</td>
<td>Explore</td>
</tr>
<tr>
<td>Instruct</td>
<td>Monitor</td>
<td>Assess</td>
</tr>
<tr>
<td>Reinforce</td>
<td>Provide</td>
<td>Evaluate</td>
</tr>
<tr>
<td>Increase</td>
<td>Prompt</td>
<td>Test</td>
</tr>
<tr>
<td>Enhance</td>
<td>Assist</td>
<td>Identify</td>
</tr>
<tr>
<td>Role play</td>
<td>Network</td>
<td>Others?</td>
</tr>
<tr>
<td>Prompt</td>
<td>Communicate</td>
<td></td>
</tr>
<tr>
<td>Fade supports</td>
<td>Develop</td>
<td></td>
</tr>
<tr>
<td>Others?</td>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

Use language to justify Medicaid-funded services. Avoid passive verbs or judgmental language.

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 descriptions 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.
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 services).
4. Documentation of start and stop times for each contiguous period of service.
5. The ratio of individuals to staff (i.e., individual or group).
6. Description of services. Each documented session must be at least one allowable service identified in the participant’s 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
- Quarterly SEMP Reports need to be submitted in a timely manner.

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.

Other Regulations that Impact SEMP Services

Section 6
Department of Labor (DOL)
Regulations that Impact SEMP

➢ Unpaid work experiences
➢ 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.

Workers Age 24 or Younger, Hired After July 22, 2016

Section 511 prohibits section 14(C) certificate holder from hiring and paying subminimum wages to any individual under a certificate who is 24 years of age or younger unless the employer has completed 3 requirements:
1. Transition services under the Individuals with Disabilities Act (IDEA) and/or pre-employment transition services under section 113 of the Rehab Act.
2. Vocational rehabilitation (VR), as follows:
   1. The youth applied for VR services, and was found ineligible.
   2. The youth applied for VR services, and was found eligible and
      1. had an individualized plan for employment (IPE) and
      2. worked toward an IPE employment outcome for a reasonable period without success AND
      3. the VR case was closed; and
3. Career counseling, including information and referrals to Federal and State programs and other resources in the employer’s geographic area.
Thank You
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

Contact Information

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