

The Job Development Plan

Innovations in Employment Support

585-340-2051



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The Discovery Report



EMPLOYMENT TRAINING PROGRAM DISCOVERY REPORT

Name: _____ TABS ID #: _____
SEMP Agency: _____ DDRR: Choose One
Date Discovery Started: _____ Date Report Completed: _____

PURPOSE: To gather information relevant to employment and analyze and synthesize this information into a recommendation for meeting the individual's career and vocational goals. Discovery through Assess, Explore, Experience, Evaluate, Educate, and Empowerment will also prepare the individual for competitive employment.

The Discovery Report and recommendation must be completed and then reviewed and approved by your supported employment services management. After the Discovery Report has been reviewed and approved by your Supported Employment Manager, please forward it to the ETP Supervisor.

If job development is authorized by the ETP Supervisor, a Job Developer can use this information to develop a job that matches the individual's skills and abilities. If other services are recommended, the support team can use this information to coordinate services that will help the individual achieve their employment goals.

DISCOVERY ACTIVITY	MINIMUM EXPECTED HOURS	RECOMMENDED HOURS	ACTUAL HOURS PROVIDED
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The Job Development Plan



EMPLOYMENT TRAINING PROGRAM Job Development Plan

Name: John Smith TABS ID #: 113456

JOB DEVELOPMENT PLAN

PURPOSE: To research and consolidate the pertinent information related to an individual's employment related needs and qualifications before approaching businesses to develop a placement. By having this information, the Job Developer will be able to provide targeted job development at businesses who have positions that meet the individual's skill, ability, preference, experience, schedule, transportation, environmental, cultural, and support needs. The Job Developer will be prepared to negotiate any necessary customizations to positions so that they meet the individual's needs. With the focus and strategies provided by this plan, the Job Developer is more likely to create effective job matches. The Job Developer should approach businesses the provider currently has relationships with, as well as new businesses to build new relationships. Targeted job development is best accomplished by directly contacting businesses to develop placement opportunities. Do not just focus on completing online applications. The SEMP Manager should provide oversight and guidance throughout job development.

INSTRUCTIONS: Review Discovery documents and follow up as needed to fill out each section before with detailed, individualized information. Review the plan with the individual, the Job Developer, the SEMP Manager, and any other staff or stakeholders that support the individual for approval, and collect signatures on page 6. This plan should be available to anyone supporting the individual with any part of their job development.



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**The
Job
Development
Plan**

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THE JOB DEVELOPMENT PLAN

Other ways to maximize the Job Development Plan:

- Pathway to Employment
- Extended SEMP services
- Billing Intensive



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Request to Bill OPWDD Intensive SEMP Services

CHECK ONE OF THE FOLLOWING BOXES AND COMPLETE AS DIRECTED:

- Individual has a completed OPWDD Discovery, and provider is requesting job development. (Complete Sections I, II, III)
- Individual was recently approved for job development hours and provider is requesting additional hours for job development. (Complete Sections I, III, IV)
- Individual has several years of positive and continuous work history, has been employed within the last year and has previously completed ACCES-VR or ETP. (Complete Section I, III)
- Individual is starting a job within 6 weeks. (Complete Sections I, V)



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Request to Bill OPWDD Intensive SEMP Services

III. Job Development Plan

Check which applies:

- ETP Job Development Plan is attached. (You are not required to complete this section)
- ETP Job Development Plan is NOT attached. (You are required to complete this section)



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EMPLOYMENT TRAINING PROGRAM Job Development Plan

Name: _____ TABS ID #: _____

1. List the 2 career areas and possible positions that will be the focus of Job Development:

Where can we find it?

- a. Career Area 1: _____
 - i. Positions: _____
- b. Career Area 2: _____
 - i. Positions: _____



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The individual is recommended for Job Development for competitive employment in the community.

I am recommending the following 2 careers as determined by Career Research and approved by the individual. If Identified Career Options do not match the individual's preferences, I have discussed this with the individual. Date of Meeting: 3.15.2024

- 1. Dishwasher _____
- 2. Stocker _____

If the ETP Supervisor agrees with the recommendation of Job Development, they will request a Job Development Plan prior to approval.

Do not begin ETP Job Development without the written approval of an ETP Supervisor.



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The Job Development Plan Per the O-Net

Stockers and Order Fillers
53-7065.00

Bright Outlook

Dishwashers
35-9021.00

Receive, store, and issue merchandise, materials, equipment, and other items from stockroom, warehouse, or storage yard to fill shelves, racks, tables, or customer orders. May operate power equipment to fill orders. May mark prices on merchandise and set up sales displays.

Clean dishes, kitchen, food preparation equipment, or utensils.

Sample of reported job titles: Checker Stocker, Inventory Specialist, Inventory Technician (Inventory Tech), Label Maker, Marking Clerk, Order Filler, Order Picker, Stock Clerk, Stocker, Warehouse Technician (Warehouse Tech)

Sample of reported job titles: Dish Machine Operator (DMO), Dish Room Worker, Dish Technician, Dishwasher, Kitchen Helper, Kitchen Steward, Pots and Pans Person, Steward, Utility Aide, Utility Worker



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2. List the hard skills **demonstrated** in previous employment or volunteer activities by the individual that support **success** in each area: (examples: clerical, money handling, mechanical, and/or cleaning skills)
 - a. Career Area 1
 - b. Career Area 2
3. List the soft skills **demonstrated** in previous employment or volunteer activities by the individual that support **success** in each area: (examples: ability to focus,)
 - a. Career Area 1
 - b. Career Area 2



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The Job Development Plan Page 2

4. List any other factors that explain why these career areas are a good match for the individual: (examples: previous experience, strong interest, personal traits, transferrable skills)
 - a. Career Area 1
 - b. Career Area 2



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Review of Records & Interviews

- Prior work and volunteer activities; programs & services; former assessments
- School – CDOs, volunteer, school to work program
- What does the person want and what others think might be a good job
- What 3 new things did you learn?

Observations

- What skills did you see:
- Transferable: Job Specific (aka Hard)
- Fundamental Employability (aka Soft)
- What 3 new things did you learn?

Community Assessment Experiences

- What tasks were they able to perform during work experience?
- Were they able to try a variety of tasks?

Career Research

- Did you look at this BEFORE doing the Community Experiences so you could have the person try out the actual tasks of the job?



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The Job Development Plan

Page 2

- Demonstrated HARD skills:
 - Career Area 1: Hand-washing dishes, operating a dish machine, sorting dirty, dishes, putting clean dishes away, wiping surfaces, sweeping
 - Career Area 2: Organizing, stocking, lifting materials up to 50lbs, counting materials, grouping materials by category, recovery (collecting boxes and damaged goods), reading labels.
- Demonstrated SOFT skills:
 - Career Area 1: Attention to detail, focus on task, follow verbal directions, personable, and polite, working well with coworkers, asking questions when needed.
 - Career Area 2: Attention to detail, focus on tasks, following verbal directions, working at a reasonable pace, following safety protocol, asking for help when lifting heavy items.
- Other factors that support the job match:
 - Jon has previous experience with washing dishes from his time, at Tent & Party Rental. He also washed dishes at two out of his three assessments, and reported thoroughly enjoying the task
 - Jon has previous experience with stocking. At his time at PARTY & TENT RENTAL, he moves tables and chairs and put them away in groups. He also did stocking at his assessment at the RETIREMENT BJ's and reported enjoying the task. Additionally, he did recovery at his CBWA at BJ's and reported enjoying it. Jon is physically strong and benefits from movement while working.



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Factors for an Ideal Workplace Culture

-
- Team Structure
- Work/task routines
- Work Expectations
- Supervision & Oversight

Factors for an Ideal Workplace Environment

-
- Lighting
- Noise Level
- Business Size
- Inside/Outside



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CULTURE:

- Jon will work best in an employment setting where he can work independently. He will be able to stay engaged if given a variety of tasks but should not be given more than one or two tasks to complete at once. Jon will benefit from having clear expectations and open/frequent communication with management at any given time. Jon prefers a business that is smaller, so that can get to know his coworkers. Jon will do best with coworkers who are respectful towards him.

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ENVIRONMENT:

- Jon reports being sensitive to bright light, so the lighting in the work environment should be somewhat dim, or not have many windows. Jon works best in a temperature-controlled setting. Jon would prefer a workplace environment where there are not many children. Jon would also like to stay away from a large warehouse or office environment. It should also be noted that Jon is allergic to rabbits and should not work in an environment where there are rabbits.

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WEEKLY AVAILABILITY & TRANSPORTATION

7. Weekly Availability

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
From							
Until							

List any times, days, or dates that the individual is NOT available to work and why:

8. Transportation information:

- Available Mode(s): _____
- Travel radius / area: _____
- Travel restrictions: _____

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Availability and Transportation

- How independent is the person in the community?
- What is their level of alone time in the community?
- Would this person have any challenges in a community work environment?
- Does the person currently receive day services? What services do they receive?
- What are the persons' goals for employment?
- Is the person motivated to work?
- Does the person have reliable transportation? Safety skills/awareness? If not, can they achieve them?



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WEEKLY AVAILABILITY & TRANSPORTATION

7. Weekly Availability

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
From	9am	12pm	9am	12pm	9am	9am	9am
Until	5pm	5pm	5pm	5pm	5pm	8pm	6pm

List any times, days, or dates that the individual is NOT available to work and why:
 Work schedule needs to accommodate CBPV; Prefers not to work weekends and will not work every weekend

8. Transportation information:

- Available Mode(s): RTS Bus, residential staff, walking, bike, comm hab and family
- Travel radius / area: Job location must be located on public transit route
- Travel restrictions: No jobs outside public transit area, not on the west side of city

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Identifying Businesses:

9. List potential employers that meet the criteria for success listed in 1-8 that the SEMP Agency or individual has an established relationship with:

Business	Career Area 1 of 2	Location

10. List potential employers that meet the criteria for success listed in 1-8 that the SEMP Agency can contact to develop a new relationship:

Business	Career Area 1 of 2	Location

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Identifying Businesses:

Established Relationships

Business	Career Area 1 or 2	Location
Tops Markets	1 or 2	Winton Road, Rochester
Marshalls	2	Monroe Ave, Rochester
Wegmans	1 or 2	Fairport Road, Fairport
Cloverwood Nursing Home	1	Clover St, Pittsford



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Identifying Businesses:

New Relationship Development

Business	Career Area 1 or 2	Location
CanAm Imaging Products (Ellen)	1	Rochester Public Market
Hahn Automotive Warehouse (Norm - Comm Hab)	1	Main Street, Rochester
Radio Social (Dorothy)	1 & 2	Carlson Road, Rochester



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Potential Barriers to Success:

11. List and describe locational gaps in the following areas that could create barriers to success in the chosen careers or with the potential employers:
 - a. Hard Skills
 - b. Soft Skills
 - c. Workplace Culture
 - d. Workplace Environment
 - e. Schedule / Availability
 - f. Transportation
12. List any other potential barriers to successful employment:



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Potential Barriers to Success:



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Horizontal lines for notes.

Supports for Potential Barriers to Success:

13. List all supports that will address the gaps and barriers described in 11 & 12 and how each support plans to address them both on and off the job:

List specific Job Coach Supports:

Other Supports:

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Horizontal lines for notes.

Supports for Potential Barriers to Success:

- a. Ensure there is no money handling in the job or computer input related to tasks. Ensure job includes 1-2 tasks at a time with clear expectations and in a smaller environment.
- b. Coaching support with social cues and support on conversation appropriate to workplace through redirection via verbal prompt.
- c. Coach will need to closely observe Jon's facial expressions as he begins to frown when he feels coworkers are disrespectful or talking about him. Coach will process with Jon to help him learn to communicate his with those coworkers for clarification. Coach can discuss a referral to CBPV to also help upskill social engagement supports.

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Supports for Potential Barriers to Success:

- d. Temp. controlled environment and no bright lights are needed. Jon and his coach will need to discuss variances in temp. if they happen, identify frequency of possible changes. Due to Jon's hearing loss, jobs with loud ambient noise should be avoided.
- e. Coach will need to work with Jon and Comm Hab staff for work schedule. Jon's work schedule will need to consider transportation needs.
- f. Jon requires a job accessible by public transportation and coach may need to assist in setting up transportation considering their pick-up/drop-off windows and work hours.

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Signature Page

Once the Job Development Plan is complete, review it with the individual, the Job Developer, and the SEMP Manager and sign below.



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Signature Page

I contributed to, reviewed, and approve of this plan:

Individual:

Print / Type	Sign	Date

Additional Signatures:

- Plan Preparer
- Business Relationship Manager / Job Developer
- SEMP Program Manager

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Signature Page

Date Job Development could begin: _____
Agency staff are available to provide _____ hours of job development each month.

Submit the Job Development Plan to an ETP Supervisor for review and final approval.

ETP Supervisor Approval:



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what's coming up in MARCH

Creating a Targeted Job Match

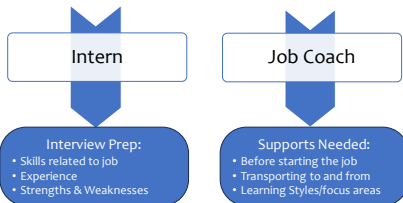
Employee Rights & Employer Resources

Management Skills: Strategies for Programmatic Success



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Preparing the Intern and Coach



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Preparing the Intern



This is the #1 or #2 question on each site:

- Tell me about yourself.

All on the different sites in their top questions:

- What are your strengths?
- What are your weaknesses?
- What do you know about us? Why do you want to work here?
- What skills do you bring to the job?

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Preparing the Coach



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Job Development Plan – Pg. 5

Hard Skills
Soft Skills
Workplace Culture
Workplace Environment
Schedule and Availability
Transportation
Any other potential barriers

Discovery Report - Findings

Physical / medical / mental health / stress mgt.
Communication and social interactions
Focus / attention to task
Productivity / work pace
Safety / environmental awareness
Personal grooming / hygiene
Initiative / motivation to work
Other

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THANK YOU

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