

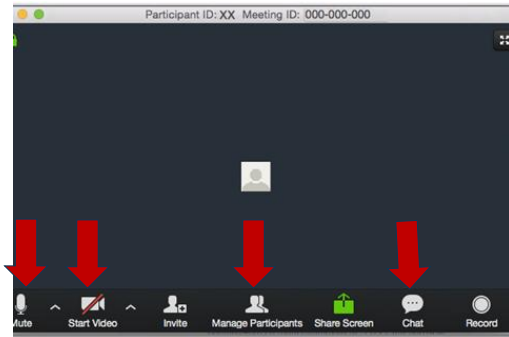
CARE MANAGER TRAINING: OPWDD EMPLOYMENT & VOCATIONAL SERVICES

INNOVATIONS IN EMPLOYMENT SUPPORTS



1

Zoom Features



2



3

Speaker View



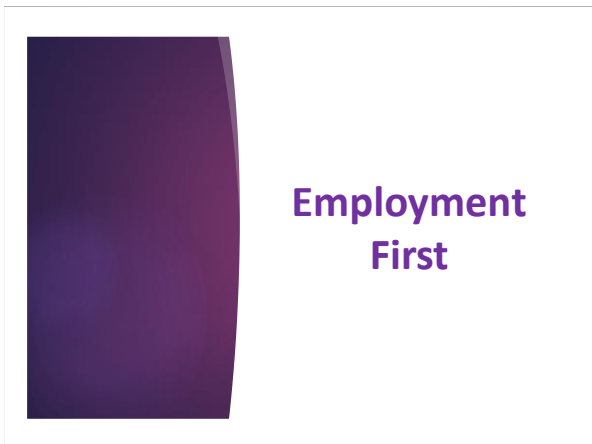
4

- Executive Order 40
- Principles of Employment
- Definition of Competitive Integrated Employment
- What does it take to be Employed?
- Care Manager Role/Other Considerations
- Key Ingredients for Competitive Employment
- Introduction to OPWDD Employment Services
- Career Specific Vocational Training (CSVT)
- Authorization and Enrollment

Agenda

ABOUT TODAY

5



6

Executive Order 40

- Signed by Governor Hochul on September 31, 2024.
- Committing New York to be an employment first state to increase competitive integrated employment for New Yorkers with disabilities.
- Based on the belief that all individuals, including those with the most significant disabilities, are capable of full participation in Competitive Integrated Employment (CIE) and community life.
- CIE is considered the first option and preferred outcome in the planning and delivery of services and supports.
- Employment is not the only option or a forced option.

7

Executive Order 40



<https://www.governor.ny.gov/executive-order/no40-committing-new-york-be-employment-first-state-increase-competitive-integrated>

8

Employment First Principles

1. Disability in no way diminishes the rights of people to live independently in their communities.
2. Dignified workforce participation is a fundamental aspect of life for people with or without disabilities.
3. People with disabilities, including those with the most significant disabilities, can obtain CIE within the general workforce.
4. CIE is the intended and expected outcome for all working age New Yorkers with disabilities.
5. All students with disabilities should receive the education, training, and services necessary to achieve CIE as adults.

9

Employment First Principles

- 6. Person-centered planning and valuing of individual voice are priorities and should be incorporated into policy, program design, implementation and service delivery.
- 7. The workforce should reflect the diverse makeup of the community in which it resides.
- 8. Public awareness of the values of employing people with disabilities should be increased, including engagement of the NY business community.
- 9. Informed choices, respect for privacy and confidentiality, availability of assistive technology, and the inclusion of evidence-based practices in the pursuit of CIE are essential.
- 10. People with disabilities receiving public benefits should be supportive in efforts to work toward financial independence.

10

Competitive Integrated Employment - CIE

- Competitive Integrated Employment (CIE) is work that is performed on a full or part-time basis for which an individual is:
 - Compensated at or above minimum wage and comparable to the customary rate paid by the employer to employees without disabilities performing similar duties and with similar training and experience;
 - Receiving the same level of benefits provided to other employees without disabilities in similar positions;
 - At a location where the employee works alongside other employees without disabilities; and
 - Presented opportunities for advancement similar to other employees without disabilities in similar positions.
- <https://www.dol.gov/agencies/odep/program-areas/cie>

11



12



**What Does It
Take To Be
Employed?**

13



What does it take to be successful in community employment?

14

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?

15

Examples of Who May Want to Work?

o Tim has been enrolled in community based prevocational services for three years and has experienced many different community vocational experiences. He has excelled in food service and is interested in pursuing a part time job at his community diner.

o 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 very nice and according to her teacher has good work habits and everyone loves her.

o Anthony has been attending community based 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.

o Heidi has held two previous jobs. 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 based prevocational services three days/week and volunteered the other two days/week with support from her community habilitation staff. She feels ready to get back out into the work force.

16



17

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 programs, services and resources 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 Tool.
5. Update the Life Plan, as required.

18

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

OPWDD Employment and Vocational Service Options



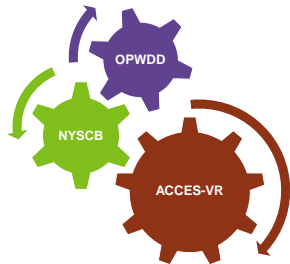
19

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

- ACCES-VR is another state agency that assists people with disabilities to achieve and maintain employment and to support independent living through training, education, rehabilitation and career development.
- Vocational Rehabilitation Counselors guide individuals through service programs they need to reach their employment goal.
- ACCES-VR services are time-limited and may be requested at any time.
- You do not need a denial from ACCES-VR to request pathway to employment, CBPV or ETP on behalf of a person seeking these intensive pre-employment services.

20

NYS Interagency Partnership to Coordinate Services and Leverage Resources



21

NYS Interagency Partnership Goals



Increase coordinated efforts between our agencies to customize services and resources for successful employment outcomes and to build careers.



Improve transitions between agencies.



Implement best practices and new projects.

22

Coordinating Services and Leveraging Resources

- To date, most ACCES-VR or NYSCB and OPWDD services have been provided/funded in sequential order. However, based on recent federal guidance, some services may be provided/funded concurrently.
- Concurrent services must be complementary, projected to improve or enhance the person's employment outcome, and do not duplicate the primary activity of the service being provided by the other state agency.
- In situations where a service could be provided by multiple agencies, ACCES-VR or NYSCB and OPWDD will review requests for regulatory conformity.

23

When Can You Request SEMP on Behalf of the Person?

- 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. ACCES-VR does not provide Extended services (Follow Along services) to OPWDD eligible individuals.
- If the individual does not have a job and is not enrolled in SEMP:
 - The SEMP agency requests an approval number for Intensive SEMP from OPWDD Central Office. This may or may not be approved based on criteria.
 - The provider agency shares the approval number with the Care Manager for the SART.

24

How Can Community Habilitation Help People Attain their Career Goals?

Community Habilitation may include activities such as:

- Relationship building and socially appropriate behaviors.
- Exploring and participating in volunteer activities.
- Community inclusion.
- Learning about different jobs, visiting job sites and other experiences that are not long-term vocational commitments.
- Enhancing communication and social skills.
- Improving personal care and health through experiences focused on well being.
- Facilitate and promote independence.

25

Community Habilitation for People that are Employed

Once a person is employed, Community Habilitation activities on the job may include:

- Facilitate and promote independence.
- Community Inclusion.
- Relationship building and socially appropriate behaviors. behaviors.

26

Important Reminders

- Community Habilitation services cannot be used for job coaching or job development related activities and cannot be provided at the same time as supported employment services (SEMP).
- It is important that staff and management are familiar with the allowable services and requirements for both Supported Employment and Community Habilitation in order to differentiate between service types and to assure staff meet the requirements of each service.

27

Challenges and Recommendations

1. **Cannot start waiver service until service is authorized by the Regional Office (SART/RSA).**
 - o Submit SART/RSA in advance of the service starting.
 - o Ensure a CAS has been completed within 2 years. If not, request CAS prior to SART submission.
 - o If SART returned, follow up on corrections and resubmit timely.
 - o Provide NOD-09 to provider agency upon approval of the agency.

28

Challenges and Recommendations

2. **Service needs to be on Life Plan before service begins.**
 - o [Life Plans and Service Authorization Memorandum 3/15/2022](#)
3. **Safeguards in Life Plan best represent the person's employment related goals .**
 - o *Continuous review/evaluation of a person's safeguards in various settings.*
 - o *Discuss with provider agency of service.*

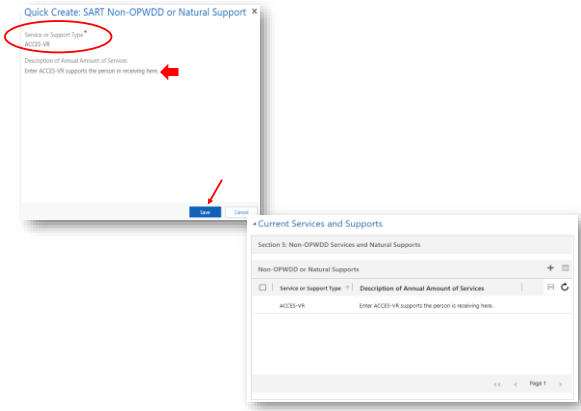
29

Challenges and Recommendations

4. **Unsure if individual is enrolled in ACCES-VR.**
 - o *If an individual is enrolled with ACCES-VR, should be listed in [Section V of Life Plan](#).*
 - o *When completing a SART add ACCES-VR to Section 5.*
 - ❖ Click the + icon to add an entry to *Section 5 – Non-OPWDD Services and Natural Supports* to document supports a person is receiving from ACCES-VR .



30



31

Self-Direction

- Ensure there is enough money in the budget for SEMP with the chosen provider agency identified.
- 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.

32

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 2023 Red Book, [The Red Book](#) / [What's New in 2025](#)

33

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; Care Coordination Training:
 - 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.

34

Disability Resource Coordinators

DRCs are specialized staff that work to change local workforce systems to better serve individuals with disabilities.

Among other things, DRCs:

- Obtain and maintain a credential to provide benefits advisement and work incentive counseling
- Facilitate an effective approach to leverage resources needed for individuals with disabilities to fully participate in existing career pathway programs and to achieve their employment and/or training goal(s).

For a list of DRCs working across NYS, visit:

[Career Services for Persons with Disabilities | Department of Labor](#)

35

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)

36

Telehealth and Employment (SEMP, Prevocational, and Pathway to Employment)

- The requirements of [21-ADM-03R](#) apply when a person (or provider on behalf of a person) notifies the Care Manager they would like to use remote technology for **teaching** or **training** habilitative services delivered **directly to them**.
- The Care Manager evaluates the use of technology to assure that remote delivery of services for the person is appropriate and collaboration with the provider has occurred.
- Care Managers will update the Life Plan accordingly.
- Service providers will reference remote service delivery as needed in the Staff Action Plan.
- [End of the Appendix K Coverage and ADM Revisions Presentation Q & A | Office for People With Developmental Disabilities \(ny.gov\)](#)

37



38

Key Ingredients for Success in Competitive Integrated Employment



39

Key Ingredients for Success in Competitive Employment

Discovery - Learning all we can about the person

- Community-Based Prevocational Services
- Pathway to Employment
- Employment Training Program (ETP)

Developing Good Job Matches- Fitting the person's skills and personality to the employer's needs and culture

- Employment Training Program (ETP)
- Supported Employment (SEMP)

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

- Supported Employment (SEMP)

40



What is Discovery?

- Person-centered career planning
- Learning about a person (current activities, past experiences, interests, social skills, learning style, history, family culture, etc.)
- Learning about a person's community work experiences (unpaid or paid)
- Learning about their work-related skills
- Doing career development/exploration activities
- Making a Discovery/Employment Plan to develop next steps and job match criteria (if job development is recommended)

41

The Es of Discovery



42



Why Discovery?

- Employment success and retention
- Improved coaching supports and strategies
- Stronger job development and placement
- Learning about their work-related skills
- Get to know the person

43

Which Services Include Discovery?

- ✓ **Community Based Prevocational Services:** on-going, as services are needed. Discovery process includes ongoing community work experiences (volunteer or paid).
- ✓ **Pathway to Employment:** Time-limited, wrap around service.
- ✓ **Employment Training Program (ETP):** up to 90 hours Intensive OPWDD SEMP. Discovery process includes at least 2 community work experiences.

44

Comparing Discovery Services

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

45

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?

46



Beyond Discovery?



47

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

48

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

49



50

Community-Based Prevocational Services
Provides work-related skill training to prepare people for employment or meaningful activities
Includes Discovery, community-based work experiences, volunteer opportunities, training to use available transportation options and career planning
Skill development is reviewed annually to determine when the person is prepared to move to an employment service.
Provides primarily unpaid volunteer opportunities and short-term work experiences according to DOL requirements. Subminimum wages may be paid only in approved integrated work settings.

51

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

52

Pathway to Employment Services
A career planning service designed to help people identify vocational skills, interests and strengths
Time-limited service refer to Regulation and ADM
Includes person-centered planning, Discovery, community-based vocational experiences, job readiness training and career planning
Includes a Career, Vocational and Transition Plan which includes the next steps for achieving employment

53

What are the Benefits of Pathway to Employment?

- Provides exposure to the world of work especially for individuals who need career planning and have limited work experiences in the community
- Wraps around current schedule
- Explores strengths, skills, interests and experiences
- Results in a comprehensive Career, Vocational and Transition Plan with recommendations for next steps to employment and/or transition to other services

54

Employment Training Program (ETP) <i>Funded by SEMP</i>
Paid internships in businesses that lead to competitive, integrated employment if the person's performance meets business standards
Internships vary in length. People receive job supports from SEMP.
Includes Discovery, targeted job development and placement in a time-limited internship that is overseen by an ETP Supervisor
Wages are paid by OPWDD during the internship and assumed by the business if the person is hired.
OPWDD also partners with schools to offer ETP traineeships for students in High School.

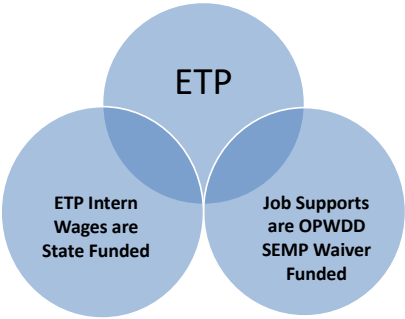
55

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

56

How is ETP Funded?



57

Employment Training Program or Pathway to Employment

Employment Training Program (ETP)

or

Pathway to Employment

- Application to ETP and enrollment in OPWDD Intensive SEMP
- Individual has some positive work or community experiences
- Discovery is up to 90 hours and activities are done in 3-5 months
- Focus is on proving the good job match and the internship to provide a longer period of intensive coaching supports.

- Time limited waiver service that wraps around the individual's current activities
- Individual has limited or no work experiences in the community
- Individual requires a longer period to assess readiness for competitive employment
- Focus is on Career, Vocational and Transition Plan

58

Supported Employment (SEMP)
Job development requires networking and building relationships with businesses in the community. Jobs are skillfully matched to the person's skills and interests.
Provides job coaching, interpersonal skill training, and career advancement services. On-going supports and services are provided, as needed.
The outcome is community-based, competitive, integrated employment.
Employee is paid by business at minimum wage or higher.

59

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

60

Why Combine Services for Employment Success?

Combining services helps people develop the marketable skills to obtain, maintain and advance their employment goals, for example:

- Address barriers to employment
- Build social and community relationships outside of work
- Build stamina and healthy habits
- Develop transportation skills
- Build independence and safety skills
- Gain experience in new career paths
- Career planning and prepare for next job

61

Which Services 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 SEMP/ETP and Pathway.
- **Pathway to Employment** – wrap around service that 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.

62

Quick Reference

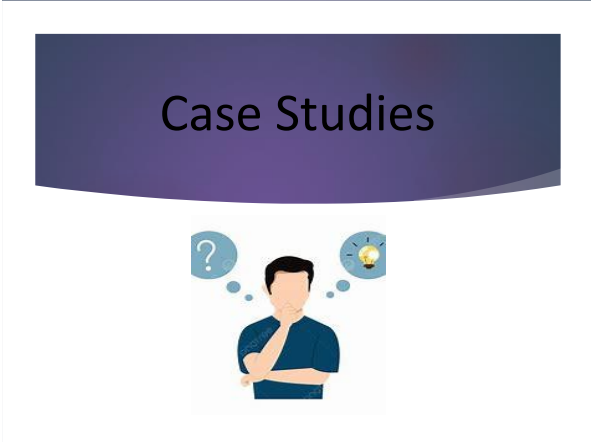
Pathway to Employment (PE) is a time limited service to develop a career plan through Discovery. Pathway is a great option for graduating students, people in day habilitation or those who have not completed a comprehensive career plan yet.

Community-Based Prevocational (CBPV) services provide work-related skill training and vocational experiences. CBPV can help people who are new to employment, need to improve skills, have a job and need to reinforce skills for job retention, or have a job but want to develop new skills to get a better job.

Employment Training Program (ETP) offers paid internships in the community that lead to employment. All people new to employment need to utilize with ETP's or ACCES-VR's intensive SEMP services at least once. Services include matching people to internships/jobs and job coaching. ETP is funded by Supported Employment (SEMP).

Supported Employment (SEMP) services help people who have work goals and experience, gain and retain jobs in their chosen careers. SEMP services include job development, job coaching and job retention services.

63



64

What Service is Best for Thomas?

Thomas just finished Pathway to Employment and his Discovery Report/Employment Plan recommends that Thomas pursue employment working in outdoors lawn/maintenance work. ACCES-VR recommended that Thomas' pursue employment funded by OPWDD, because he has higher support needs and limited work experience.

What would be the next steps?

- 1) Complete an **Employment Training Program (ETP)** application.
- 2) If the ETP application is approved, Care Manager would submit a SART for **OPWDD Intensive SEMP**. Once approved, the provider agency can enroll Thomas in SEMP.
- 3) Once ETP and SEMP services have started, make sure that the job developer is utilizing the Discovery/Job Development Plan to direct the job development.

65

What Service is Best for Kara?

Kara has attended Site Based Prevoc (previously Workshop) for 15 years. She recently stated that she wants to work but only wants to cook in a restaurant. She has a lot of experience helping her mom cook but has not had paid work experience outside of 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 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.

66

What Service is Best for Astrid?

Astrid was employed as a laundromat attendant for 12 years 3 blocks from her home. The laundromat recently closed, and Astrid needed to pursue new employment. She needs to continue working to pay for her apartment and daughter's daycare, and Astrid wanted to work in retail either stocking or customer service.

Astrid was accepted by ACCES-VR and began working at Staples earning minimum wage stocking shelves and various customer service duties. Astrid has stabilized through ACCES-VR services and is currently enrolled in the OPWDD Waiver.

What would be the next steps?

- 1) The Care Manager can submit the SART for *OPWDD Extended SEMP* because Astrid has a job earning minimum wage in an integrated setting.
- 2) Astrid can be enrolled in OPWDD SEMP services 90 days after her ACCES-VR stabilization date.

67

68

CSVT Project Design



- Length of class series** – no more than 5 months
- Hours per class series** – minimum 75 | maximum 100
- Participants per class series** – minimum 50 | maximum 75

69

Goal

- People receiving career specific vocational training are required to participate in community vocational experiences to supplement their classroom training.
- This required combination is intended to:
 - Increase the marketable skills of people enrolled in HCBS Waiver services
 - Provide job-specific skill training
 - Increase the number of people in competitive integrated employment
- People who complete the classes and community vocational experiences will be fast-tracked to OPWDD's Employment Training Program which offers paid internships that lead to jobs.

70

Candidate Selection

Ideal Candidates	Potential Candidates
Enrolled in SEMP	In group employment, seeking individual employment
Unemployed	Employed in agency operated integrated business, seeking employment elsewhere
Stated interest in CSVT topic	Seeking career advancement
Completed Discovery	Seeking career change
Written career and vocational plan	History of employment, seeking return to workforce
Enrolled in Community Based Prevocational or Pathway to Employment	Students leaving high school

71

Service Planning Considerations

Person must have employment-related goals and valued outcomes in their Life Plan

Person must have documented interest in the training topic

Person and team understand that participation in CSVT will temporarily alter the person's weekly schedule

Person and team understand and agree to support competitive integrated employment following completion of CSVT

Person must be enrolled in a HCBS Waiver-funded employment and vocational service prior to starting CSVT classes to fund their involvement in community vocational experiences

72

Care Manager Role

- Inform person and their team about CSVT and participation requirements
- Verify that person's authorized service amounts and schedule allow for participation
- Submit service amendments, if applicable
- Ensure that person has a current CAS/CANS
- Consider referral to a Disability Resource Coordinator (DRC) to obtain credentialed benefits advisement <https://dol.ny.gov/career-services/career-services-for-persons-with-disabilities>
- Referral to CSVT, provide input/complete CSVT Candidate Selection Form
- Monitor participation and assist with ETP application
- Review person's CSVT Transition Plan
- Facilitate service linkage upon transition from CSVT

73

Questions for CSVT Agencies

- What do you need from potential candidates and their Care Managers for screening and selection?
- Which industries, businesses, educational partners and/or agencies do you partner with?
- Where are classes held – business space or agency space?
- What is the class schedule?
- How is transportation handled?
- How do you coordinate with other agencies to ensure CSVT participants complete Community Vocational Experiences?
- Can I receive the CSVT Transition Plan to support service planning for CSVT participants?
- What will CSVT participants exit the program with – certificate, industry-recognized credential, portfolio, resume, etc.?
- How many CSVT participants have aligned with ETP and/or secured employment post-graduation?

74

CSVT Project Overview

Region	Training Topic(s)	Lead Agency
1	Hospitality	Community Services for Every1
2	Janitorial	Access CNY
	Food Service	Upstate Caring Partners (UCP)
3	Hospitality	Access: Supports for Living
	Retail	Jawonio
4	Janitorial	AHRC NYC
5	Office Skills Custodial	FREE

75

CSVT Agency Contacts

Agency	Contact Person(s)	Email
Community Services for Every1 www.csevery1.com	Arnecia Delk	ADelk@csevery1.com
Access CNY www.accesscny.org Career Skills Training - AccessCNY	Russ Gentile Erin Leahey	Russ.Gentile@accesscny.org Erin.Leahey@accesscny.org
Upstate Caring Partners (UCP) www.upstatecp.org Career Skills Training - AccessCNY	Dawn Gentile	Dawn.Gentile@upstatecp.org

76

CSVT Agency Contacts

Agency	Contact Person(s)	Email
Access: Supports for Living www.accesssupport.org	Ashleigh Vandermeulen	avandermeulen@astl.org
Jawonio https://jawonio.org/ Vocational Training Jawonio Organization	Stacey Kantrowitz Courtney Burnham	Stacey.Katrowitz@jawonio.org Courtney.Burnham@jawonio.org

77

CSVT Agency Contacts

Agency	Contact Person(s)	Email
AHRC NYC www.ahrcnyc.org	Francklin Morose Edie Weber Wilson Perrin	Francklin.Morose@ahrcnyc.org Edie.Weber@ahrcnyc.org WPerrin@goodwillny.org JanitorialTraining@GoodwillNY.org
FREE www.familyres.org	John Gallagher	Jgallagher@familyres.org CommunityServicesIntake@FamilyRes.org

78



79

**REQUEST FOR SERVICES (RSA/SART)
Important Points to Consider**

- Identify service needs with individual/support team
- Determine if individual requires a Front Door Authorization (RSA). If not, submit SART.
 - * (SEMP- If individual has already been authorized to receive SEMP services AND there is record of the authorization, then it is not necessary to submit a SART).
- Submit RSA/SART properly along with justification and explain WHY individual needs the support/service.
- A Life Plan or In-Process Life Plan submitted with the RSA/SART:
 - Contain detailed person-centered information describing the individual's skills, abilities, reasonable accommodations...as they relate to their home, work, relationships, health and educational profile.
 - Have at least one valued outcome/goal for each waiver service associated with the requested service(s).
 - Include, if known, safeguards and/or supports needed to support the individual while receiving the requested service(s).
 - If provider is known, they should be listed in section. If the provider is unknown, then the provider should be listed as pending.

80

**REQUEST FOR SERVICES (RSA/SART)
Important Points to Consider**

- Front Door Facilitator (FDF) or Waiver Service Liaison (WSL) will return requests that are incomplete or require correction.
- Requests that are complete/correct will be presented to the Quality Review Team (QRT).
- Based on the outcome:
 - If authorized, Care Manager needs to inform provider (share NOD-09 and Life Plan/ Life Plan Addendum) and secure the service
 - If not authorized, Care Manager needs to discuss/pursue alternative service(s) recommended by QRT
 - Provide additional information if requested

81

Service Amendment Request Tool (SART) and Central Office Approvals

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

- 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

82

Resources

<p>OPWDD Website: www.opwdd.ny.gov</p> <p>EMCA Technical Assistance Mailboxes: employment.vocational.services@opwdd.ny.gov day.community.services@opwdd.ny.gov</p> <p>Eleversity Trainings: www.eleversity.org</p> <p>CCO Questions: care.coordination@opwdd.ny.gov</p> <p>Self-Direction Questions: self.direction.redesign@opwdd.ny.gov</p> <p>EMCA Directory: ETP-EMCA-AT-A-GLANCE-EXTERNAL-1.25.pdf https://eleversity.org/wp-content/uploads/2024/04/1.-ETP-EMCA-AT-A-GLANCE-EXTERNAL-4-4-24.pdf</p>
--

83

Questions?

84

Thank you!



info@eleversity.org

Eleversity.org

(585) 340-2051