

***Employment  
Training Program  
(ETP)  
Guide for Supported  
Employment  
Providers and Staff***

**New York State  
Office for People with Developmental Disabilities  
(OPWDD)**



# INTRODUCTION TO THE ETP GUIDE

## *Welcome to OPWDD's Employment Training Program (ETP) Guide for Supported Employment (SEMP) Agencies*

### **What is the purpose of this guide?**

The purpose of this guide is to provide an overview of OPWDD's Employment Training Program (ETP). This guide gives a step-by-step process to follow for providing ETP services.

### **Who is the audience for this guide?**

This guide is specifically designed for Supported Employment (SEMP) agency directors, managers, job developers, job coaches, SEMP staff and cross-trained staff from other vocational and day services that may provide ETP services. SEMP provider agencies shall be referred to as "agency" in this resource guide.

### **How should this guide be used?**

**This guide is a resource as well as a tool to be used by SEMP agencies to gain a better understanding of:**

- What is ETP and the ETP step by step process?
- How to determine who is a good candidate for ETP and how to apply for ETP.
- The Discovery process, job development planning for an intern site, and intern site development.
- What's involved with an ETP internship?
- How an intern transitions to an employee with supports and services provided for job retention.

### **Each section offers:**

- Purpose
- Instructions
- Management/Staff Roles
- ETP Approval
- Required Documentation

### **Where can I find more information about this topic?**

More information on ETP can be found at:

OPWDD website: [www.opwdd.ny.gov](http://www.opwdd.ny.gov)

Eleversity website: [www.eleversity.org](http://www.eleversity.org)



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# Introduction to the Employment Training Program (ETP)

## What is the Employment Training Program (ETP)?

- The Employment Training Program (ETP) offers paid internships for individuals seeking employment in the community.
- ETP prepares individuals for employment and assesses the individual's skills, preferences and abilities through ETP Job Readiness Training, Discovery, and an ETP Job Development plan prior to seeking internships with local businesses.
- Once Discovery and the ETP Job Development Plan are completed, job coaches/developers seek a targeted internship that matches the individual's Discovery findings.
- When an internship is obtained, OPWDD (ETP) initially pays the wages while an individual is learning the job. Interns earn minimum wage as a New York State (NYS) temporary hourly paid employee.
- OPWDD Supported Employment (SEMP) agencies provide intensive job coaching until the individual is hired directly by the business. After the individual meets job performance expectations, job coaching supports are provided as needed for the individual to maintain employment.
- ETP job coaching services are funded through OPWDD Supported Employment (SEMP).
- The ETP Supervisor provides guidance, submits ETP payroll, approves SEMF funding, and partners with the business, intern, and SEMF agency to assure a successful internship outcome.



## What is the Employment Training Program History?

- The Employment Training Program (ETP) began because there was a lack of employment opportunities in the community for people with developmental disabilities.
- ETP began providing paid internships to individuals who needed opportunities to gain work experience and skills. These internships gave individuals a chance to show employers their capabilities to be hired.
- The program expanded in 2004 when the Self-Advocacy Association of New York State advocated that there were not enough employment opportunities in the community for people with developmental disabilities.
- New York State then began investing in individuals to provide them with paid internship opportunities which may lead to competitive integrated employment.
- ETP continues to evolve since its inception to incorporate best practices in Supported Employment (SEMP).
- Today, OPWDD's ETP continues to offer paid internships, in communities throughout New York State. In 2019, ETP had grown to serve over 1,000 individuals per year.

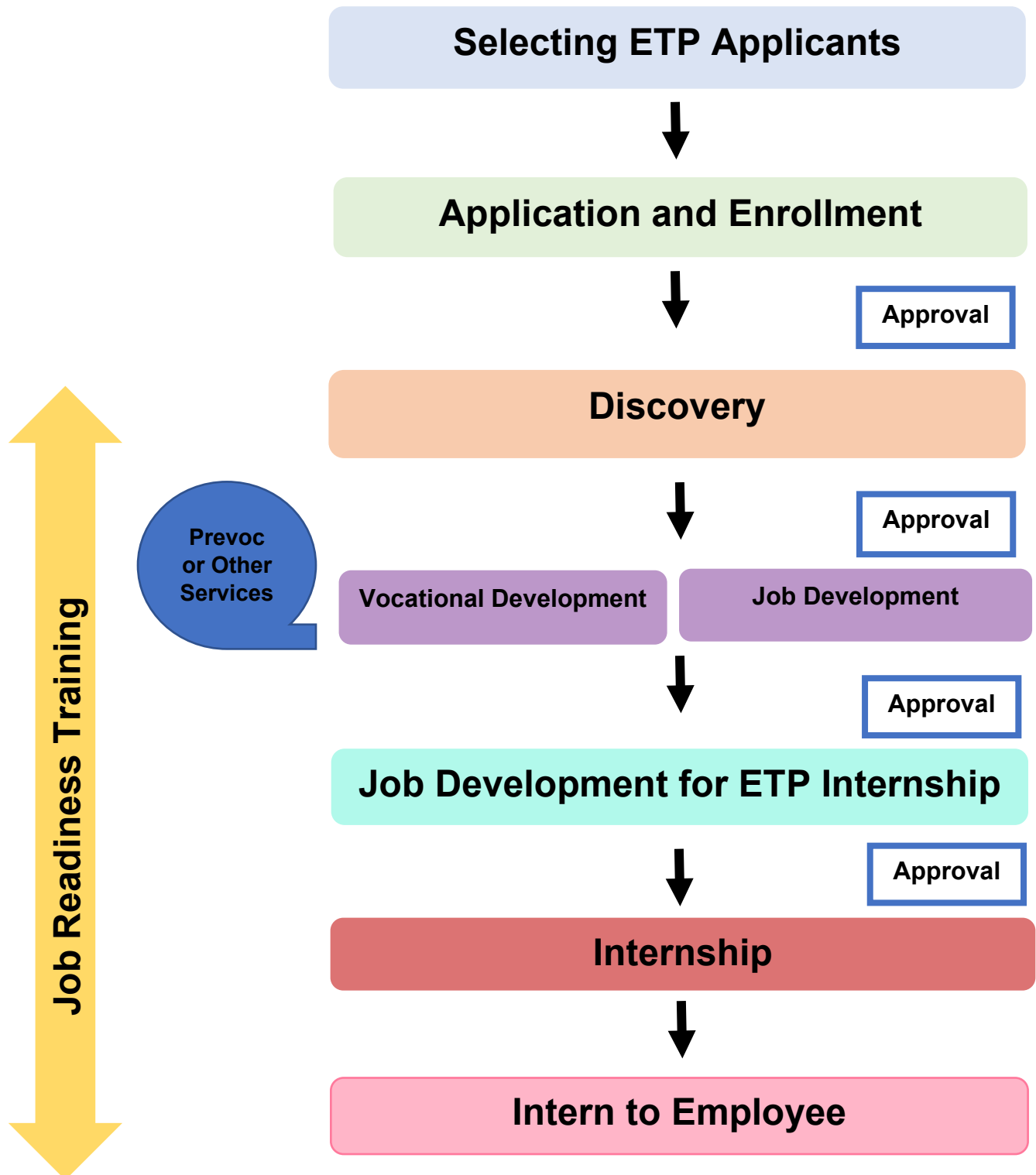
## How Does ETP Partner with a SEMP Agency?

- ETP Supervisors provide Supported Employment (SEMP) agencies with continued technical assistance, training, funding approvals, monitor quarterly outcomes and oversight of services to enable them to offer quality job supports for the people they serve.
- The ETP Supervisor communicates regularly with the intern, job coach and worksite supervisor to assure successful employment.
- The ETP Supervisor processes ETP applications, coordinates NYS wages, approves funding, provides monthly ETP Job Readiness Training classes, monitors program implementation, and periodically visits worksites to monitor progress and evaluate the interns' job performance.
- The ETP Supervisor also works with the intern, work site supervisor and SEMP agency to assure a successful transition when the intern is hired by the business and ETP has concluded.
- The employee will continue to receive on the job supports as needed to assure long-term employment success.

## What are the Benefits of Participating in the Employment Training Program (ETP)?

- Interns work with a job coach to complete a Discovery to gather information relevant to employment, implement career planning, gain brief hands-on work experiences, and to make recommendations regarding job match and job development next steps.
- Interns work with a job developer to gain an internship in the community to build the skills needed to become successfully employed.
- Interns learn real work skills including job specific tasks, technology, employment standards and work culture at local businesses.
- Interns develop relationships and experiences that give them a competitive edge in the workforce.
- Interns build relationships with supervisors, coworkers, and customers in their communities.
- Interns work with a job coach to learn work skills and perform to the employer's standards to be hired by the employer at the conclusion of the internship.
- During the initial training period, interns are paid minimum wage by NYS as a temporary hourly employee and covered by Workers' Compensation and General Liability Insurance through NYS.
- Interns attend classes that enhance work skills such as time management, customer service, dependability, conflict resolution, flexibility, and communication.
- Interns typically work between 4 and 12 hours per week while they learn the job. Once hired by the business, individuals can work as many hours as needed by the employer.
- ETP Internships vary in duration depending upon the intern and the business' needs.

# ETP Process



# Selecting ETP Applicants

**Purpose:** It is important to briefly review the individual's records and meet with the individual, Care Manager and support team to determine if the individual has the experiences, resources, and desire to participate in the Employment Training Program (ETP).

**Instructions:** Review the following to determine if ETP is right for the person.

- 1 Does the person have some positive work and/or community experiences and some time alone in the community?
- 2 Has the individual previously participated in either ETP or ACCES-VR?
- 3 Is the individual OPWDD eligible and enrolled in the OPWDD Waiver?
- 4 Would the individual benefit from Discovery, targeted job development, and temporary paid wages?
- 5 Does the individual have a state-issued ID, transportation options, and supports to be successful at a job?

# Questions to Ask Prior to Submitting an ETP Application

Prior to submitting an application, please consider this information to make an appropriate recommendation to ETP:

- Does the person have previous work and/or volunteer experience?
- Has the person previously been served by ACCES-VR for Supported Employment?
- 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?

**Review the Tools in our Toolbox Diagram below to assure that the person would be best served by ETP at this time.**

## Review: Is ETP the Right Service for the Person?

OPWDD provides a variety of vocational and employment services. Choosing a service or combination of services is based on the individual's experiences, skills, interests, and support needs.

### Review: ETP or ACCES-VR?

- Medicaid is the payor of last resort.
- However, there is a signed OPWDD and ACCES-VR Agreement Letter that individuals may participate in ETP instead of ACCES-VR based on review of the program needs of individuals who meet the following criteria.
  - Individuals who have expressed an interest in employment who are limited to working for short periods of time.
  - Individuals who, due to their support needs, will require a highly intensive set of programs, 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.
- Review the criteria listed in the agreement letter and determine if the individual meets the criteria to apply for ETP.
- The OPWDD and ACCES-VR Agreement Letter is available at:  
**<https://eiversity.org/resources/opwdd-innovations-resources/>**
- A copy should be kept in each individual's file with a brief note as to why the individual qualifies for ETP versus ACCES-VR.



## Tools in the Employment Toolbox

Community Prevocational Services	Pathway to Employment	Employment Training Program	Supported Employment
Prepares people for paid employment or meaningful activities (2 years or more)	Creates a Vocational Plan and prepares people for paid work (1 year)	Provides time-limited paid work experience after Discovery and targeted job development (1 year or less)	Provides Job Coaching, Job Development (replacement) and Supports on a Job (On-Going, As Needed)
Discovery, community vocational & volunteer experiences, work-related skills development and career planning	Discovery, community work experiences and develop a vocational goal	Discovery, job development, job coaching at a paid internship at a community business that agrees to hire the person	Community-based, competitive, integrated employment
Most activities are unpaid community vocational experiences or volunteer work. If work activities are paid, must be subminimum wage according to DOL requirements	Most activities are unpaid community vocational experiences or volunteer work. If work activities are paid, must be paid at least minimum wage	Services are funded by Supported Employment (SEMP). Wages paid by OPWDD at minimum wage until the business hires	Paid by business at minimum wage or higher

### **Staff/Management Role:**

- A copy of the OPWDD and ACCES- VR Letter of Agreement should be kept on file when a person is accepted into ETP.
- Review candidate requirements to determine if ETP is the best service for the person.
- Request application from the ETP Supervisor and coordinate with Care Manager and support team to acquire required documents.



# ETP Application & SEMP Enrollment

**Purpose:** The ETP application consists of two components: one is the application for the program and the second is the New York State employment application for ETP wages.

**Approval:** The ETP Supervisor reviews the program application for completeness and specific criteria related to employment success. If the ETP Supervisor approves the program application, they will notify the SEMP agency that they can begin Discovery services. The employment application for ETP Wages will then be reviewed by Human Resources for final approval.

**Instructions:** Review the following to complete the ETP application process.

- 1** After discussion and planning with the person and their support team, the SEMP agency requests an application for ETP.
- 2** The ETP Supervisor discusses with the SEMP agency whether to put the individual **on the payroll before or after Discovery**. If the person has a lack of experience or work challenges, the ETP Supervisor will recommend ETP Discovery First.
- 3** The application is completed in collaboration with the applicant, SEMP agency, and Care Manager and then submitted to the ETP Supervisor.
- 4** The ETP Supervisor will review the application to assure all required documents/information are included and review for approval.
- 5** If approved, the ETP Supervisor will send an ETP Approval Letter and/or confirmation of approval or notify the applicant and SEMP agency if they are not accepted.
- 6** The SEMP agency will work with the Care Manager to enroll the Individual into SEMP, if approved.



 Form: Appendix A-ETP APPLICANT INFORMATION SHEET

## Enrolling an Accepted ETP Intern in SEMP

**Purpose:** Funding is provided for ETP services through OPWDD Intensive Supported Employment (SEMP) billing. Once an individual is accepted in ETP and **IF** the person is not already enrolled in SEMP, the SEMP agency needs to work closely with the Care Manager and the DDRO to enroll the individual in SEMP in a timely manner.

**Instructions:** Review the following to complete the SEMP enrollment process for ETP.

- 1** ETP intern, SEMP agency and Care Manager receive notification from the ETP Supervisor that the person is accepted into ETP.
- 2** Service Amendment Request Tool (SART) for SEMP has been submitted by the Care Manager to region specific DDRO for approval.
- 3** SEMP agency has received SEMP Service Authorization Letter (NOD.09) from DDRO and submits a DDP1 and supplement in CHOICES. SEMP agency informs Care Manager and ETP Supervisor of the SEMP enrollment date.
- 4** The ETP Supervisor will send an ETP Approval Letter and/or confirmation of approval for the intern, Care Manager, and SEMP agency. The SEMP Manager begins tracking staff service hours in the ETP SEMP Intensive Spreadsheet for ETP Participants. ETP Supervisor will request hours as needed by reviewing.
- 5** The Care Manager updates the Life Plan. The SEMP agency creates a Staff Action Plan and SEMP service record to document billable SEMP/ETP services.

 Appendix B- SERVICE AMENDMENT REQUEST TOOL  
 Appendix C- DDPI SUPPLEMENT





\*\*\*Provider agencies must keep this approved Request to Bill Intensive SEMP Services for ETP Participants on file to bill SEMP services for ETP activities.

OPWDD Determination to be Completed by OPWDD:

Approved (check one): [ ] Yes [ ] No Number of Hours Approved: \_\_\_\_\_

ETP Activities Approved (check all that apply):

- [ ] Interim Services [ ] Application [ ] Discovery [ ] CSVT-CVE's [ ] JD Plan [ ] Job Development [ ] Job Coaching [x] Best Interest of the Person [ ] Other: \_\_\_\_\_

Approved Billing Start Date: \_\_\_\_\_ Last Date to Bill Approved Hours: \_\_\_\_\_

OPWDD Signature: \_\_\_\_\_ Date Processed: \_\_\_\_\_ Approval Number: \_\_\_\_\_

A. Individual:

Last Name of Individual: \_\_\_\_\_ First Name of Individual: \_\_\_\_\_

SEMP Enrollment Date: \_\_\_\_\_ TABS#: \_\_\_\_\_

If in process, Projected SEMP Enrollment Date: \_\_\_\_\_

Is the individual funded by State SEMP (Non-HCBS Waiver)? [ ] Yes [ ] No

Are SEMP Services Self-Directed? [ ] Yes [ ] No If yes, Choose One: Choose One

If yes, what is the annual SEMP budget amount? \_\_\_\_\_

What date does the annual SEMP Self-Directed, Self-Hire budget begin? \_\_\_\_\_

B. SEMP Agency or Fiscal Intermediary (Self-Hired, Self-Directed):

SEMP Agency Name: \_\_\_\_\_

SEMP Program Code: \_\_\_\_\_ DDRO: Choose One

SEMP Director Name: \_\_\_\_\_ SEMP Director E-mail: \_\_\_\_\_

C. Request Information (e-mail to etp.requests@opwdd.ny.gov):

Request Billing Start Date: \_\_\_\_\_ Number of hours requested: Choose One Hours (If Other, please type number of hours.)

ETP Activities Requested (check all that apply):

- [ ] Interim Services [ ] Application [ ] Discovery [ ] CSVT-CVE [ ] JD Plan [ ] Job Development [ ] Job Coaching [x] Best Interest of the Person [ ] Other: \_\_\_\_\_

Return Processed Request to (Name): \_\_\_\_\_ E-mail: \_\_\_\_\_

Submitted By (ETP Supervisor Name): \_\_\_\_\_ Date: \_\_\_\_\_

\*\*\*\*SEE PAGE 2 FOR ADDITIONAL INSTRUCTIONS.\*\*\*\*

# ETP Job Readiness Training

**Purpose:** ETP requires that interns on the ETP payroll attend and are paid for monthly ETP Job Readiness Training (JRT) classes as offered by the ETP Supervisor. The ETP Job Readiness Training classes may also be offered to individuals with no payment if the individual is in Discovery First. The ETP Job Readiness Training classes are typically offered monthly. The training topics expose interns to real life work-related skills, work culture expectations and interpersonal skills required to be successful in employment. Job coaches attend the classes to reinforce the learning at internships and community experiences.

**Instructions:** Review the information below for ETP Job Readiness Training class procedures.

- 1 The ETP Supervisor will contact the SEMP agency and interns with the monthly ETP Job Readiness Training class schedule.
- 2 The SEMP agency coordinates transportation and provides support for interns attending the classes.
- 3 Interns are expected to participate to the best of their ability. Interns share their experiences and learn from the instructor and each other.
- 4 The ETP Supervisor will request job coach support for one or more interns at the ETP Job Readiness Training classes as needed. Job coaches will share the topics and learning with co-workers so they can reinforce the learning at internships.

## ETP Job Readiness Training

Sample topics may include:

- |                             |                                 |
|-----------------------------|---------------------------------|
| ➤ Personal hygiene          | ➤ Coping with stress            |
| ➤ Interviewing skills       | ➤ Health and wellness           |
| ➤ Dressing for success      | ➤ Self-confidence at work       |
| ➤ Positive communication    | ➤ Professional behavior         |
| ➤ Listening skills          | ➤ Overcoming challenges at work |
| ➤ Teamwork                  | ➤ Safety at the workplace       |
| ➤ Conflict in the workplace | ➤ Setting goals                 |
| ➤ Helping coworkers         | ➤ Asking for help               |

**Staff Role:**

- Reinforce concepts learned in the ETP Job Readiness Training classes in community activities. Share information for what was covered with other job coaches at your agency to aid in reinforcement of training.

**Management Role:**

- Ensure staff are scheduled to assist with the ETP Job Readiness Training participation.

# ETP Discovery

**Purpose:** ETP requires that individuals participate in Discovery to assess individual's skills/abilities/interests, prepare for employment, and to gain information for the SEMP agency to develop a good job match and to provide customized, quality job training supports to the employee.

**ETP Approval:** The ETP Supervisor will review the completed ETP Discovery Report and determine if job development is the next step or if the person needs to build more skills and experiences. The ETP Supervisor will request either an ETP Job Development or ETP Vocational Plan. If it is agreed that the person is prepared for employment, an ETP Job Development Plan needs to be completed. If the individual needs to build additional work skills, interpersonal skills, safety skills, or has medical needs, an ETP Vocational Plan will be developed. Based on the ETP Vocational Plan, the person will be referred to services to implement the plan.

**Instructions:** Each section of the ETP Discovery Report offers specific instructions to complete, for implementation and documentation. The recommended total Discovery hours are 75-90 with an average of 20 hours a month provided by the job coach. If a formal Discovery was completed previously, the ETP Supervisor will review the formal report and determine next steps.

The ETP Discovery packet and worksheets can be found at:

<https://eleversity.org/resources/opwdd-innovations-resources/>

## 1 Review of records (4-6 Hours)

**PURPOSE:** To obtain, review, and summarize documented information from the services the individual is currently receiving or has previously received. Records contain valuable information about an individual's background, progress, skills, abilities, preferences, experiences, and support needs. Researching this information will help determine the individual's ability to obtain and/or maintain employment.

## 2 Interview individual, support staff, family and friends (6-8 hours)

**PURPOSE:** To obtain various perspectives on the individual's background, progress, skills, abilities, preferences, experiences, and support needs through discussion of these subjects with the individual and their stakeholders. Each perspective will provide information relevant to the individual's ability to obtain and/or maintain employment.

## 3 Two Observations (6-8 Hours)

**PURPOSE:** To obtain information about the individual's interests, motivators, interpersonal/soft skills, independence, behavior, physical ability, self-care skills, safety awareness, and support needs through direct observation. Observation will reveal information about how an individual reacts to various social and physical environments. This information can be related to how they might react to similar environments and the expectations found in employment.

## 4

### Community Based Experiences/ Situational Assessments Minimum of 12 hours each (24-40 Hours)

**PURPOSE OF DEVELOPMENT:** To utilize information learned through observations and interviews and to develop two different community based situational assessments based on the person's interests and skills.

**PURPOSE OF SITUATIONAL ASSESSMENTS:** To collect information about an individual's practical work performance by simulating a work environment at a location in the community that exposes them to realistic expectations in career areas they may enjoy. Supporting, observing, and assessing an individual participating in work activities in the community will allow individualized and objective evaluation of their interests, skills, and abilities. This will identify an individual's motivators, learning style, and areas of support needs. Overall work performance depends on proficiency in multiple areas including, but not limited to; physical ability/stamina, academic ability, interpersonal/social skills, communication skills, problem solving, stress management, safety skills, and response to supervision, instruction, and support. The information collected can be directly related to the support the individual will benefit from to succeed in employment.

## 5

### Discovery Report Findings (1-2 Hours)

**PURPOSE:** To summarize the findings relevant to employment that were gathered during Discovery. This will consolidate information about the individual's strengths and support needs in a variety of vocational areas. Environmental preferences, transportation, work availability, supervision needs, and career options will also be identified in this section.

## 6

### Career research (4-6 Hours)

**PURPOSE:** To compare the individual's skills and abilities with the duties and requirements of specific job titles. This will help determine if these job titles are a realistic match for the individual.

#### HOW TO USE O\*NET ONLINE:

Open your internet browser and enter "[onetonline.org](http://onetonline.org)" into the address bar.

Enter the career in the "Occupation Quick Search:" field in the upper right corner of the O\*NETOnlineHome Page and hit enter or click on the arrow.

Select and click on the most appropriate O\*NET Career from the search results.

Expand all categories on the Summary tab of the O\*NET Career page by clicking on the "+" under each category heading. There are 13 categories that can be expanded. If a category is showing all possible results, the "+" will be light grey and unclickable. (*Optional*) Print out the page with all categories expanded for reference.

#### HOW TO USE O\*NET ONLINE INFORMATION TO FILL IN CHARTS:

Enter one Identified Career Option in each chart and select if it is an expressed preference of the individual or was derived from the ETP Discovery Report findings.

Enter one job title from the "Sample of reported job titles:" area of the O\*NET Career page.

Enter the O\*NET Code. Example: "15-1199.11" for Video Game Designers.

Select 4-6 of the most important functions or requirements of the O\*NET Career and enter them under the "Job Duties / Requirements" column.

Fill in the information under the "How does the job duty match the individual's skills and abilities?" corresponding to each function in the "Job Duties / Requirements" column.

# 7

## Recommendation, Review and Approval (1-2 Hours)

PURPOSE: To provide a recommendation for the next steps.

- The recommendation is to begin job development (complete ETP Job Development Plan)
- OR the person is not ready for job development (complete ETP Vocational Development Plan).

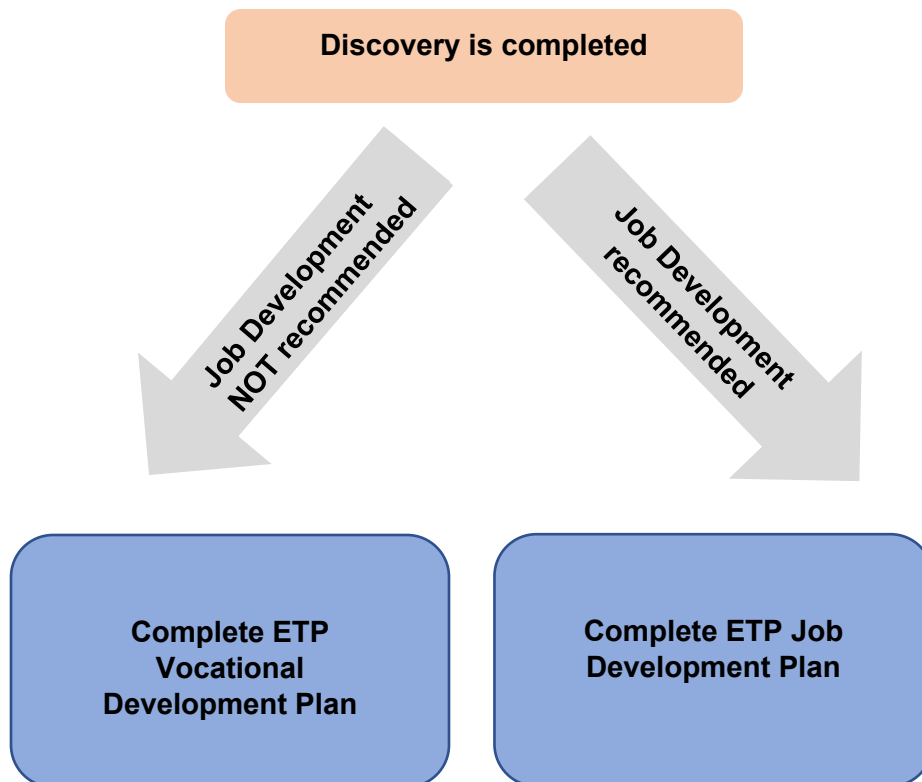
The SEMP Supervisor reviews and approves the ETP Discovery Report and submits to the ETP Supervisor. A Discovery Review Worksheet is available for SEMP Supervisors. ETP Supervisor approves the next steps or requests additional information.

# 8

## Monthly Progress Updates

PURPOSE: To assure that staff are following the Discovery process and providing consistent services. The reports also provide ETP Supervisors with individual progress updates.

### What happens after ETP Discovery?



### **SEMP Staff Role:**

- Review ETP Discovery requirements and complete each section as outlined.
- Submit ETP Discovery Monthly Update to ETP Supervisor. ETP Supervisor may request additional information if the Discovery is not completed within 90 days.
- Register for ETP 101 and Discovery Trainings through Eleversity, if you have not already.
- Use plain language to clearly describe the Discovery process. Avoid technical or process descriptions such as, “we need to complete 6-8 hours of Observations”.
- **Connect the dots!** Each section of Discovery serves an important purpose that should inform the greater goal of identifying the best possible job match or avenue for vocational development.
- Discovery is not job development. Let the person and any stakeholders know that before considering job development they will participate in some career exploration and planning to determine next steps. You may need to reiterate this information.
- Interview worksheets are provided in a separate document to be used as a guide. Ask open ended questions that generate conversation. Practice active listening and ask follow up questions.
- Observations may be done while the person participates in a different service. Take note of their interpersonal skills, level of interest and how they respond to the environment.
- Report any concerns such as lack of commitment, recurring travel issues or behavioral challenges to the SEMP manager, ETP Supervisor, person and their support team.
- Explore potential solutions to barriers.
- Develop community based vocational (situational) assessments that replicate typical work experiences. Gather all the information you need to make a good job match or to develop a clear plan for further skill development.
- If recommending job development, make sure that the identified careers are supported by the information in the ETP Discovery Report.
- See Discovery Review Worksheet in appendix.

### **SEMP Management Role:**

- The ETP Discovery Report and recommendation must be completed and then **reviewed and approved by the SEMP / Employment Services Manager** before submitting it to the ETP Supervisor.
- Provide ongoing guidance and assistance to staff during Discovery.
- Review that staffing is consistent, that Discovery process is being followed and that the individual is making progress. Discovery should be completed within 90 days. Please discuss with the ETP Supervisor if additional time is needed.

# Vocational Development Plan

**Note:** The ETP Vocational Development Plan is **only completed when Discovery does not result in a recommendation for job development**. If job development is recommended, skip this section and see ETP Job Development Plan.

**Purpose:** The ETP Vocational Development Plan is completed after Discovery, only if it is not feasible to move to job development as the next step. The ETP Supervisor will let you know if this form is required. The purpose of the process is to consolidate information gathered during Discovery and create a plan for the next steps to assist the individual to build independence and develop employment skills. The plan is meant to be shared with the individual's support team in order to implement the ETP Vocational Development Plan. This information should highlight the positive attributes and describe specific vocational challenges identified during Discovery.

**ETP Approval:** The ETP Supervisor will review the completed ETP Vocational Development Plan and require that the SEMP agency share the plan with the individual, Care Manager and support team to develop a follow up plan. After this step, the intern will be terminated from ETP. No future Intensive SEMP hours will be approved until the person has addressed the challenges listed in the ETP Vocational Development Plan.

**Instructions:** Review the information below prior to completing the ETP Vocational Development Plan.

- 1** Review the ETP Discovery Report and record the targeted challenges to employment as listed in the ETP Discovery Report.
- 2** Set up a meeting with the person, Care Manager and support team to discuss the challenges and develop strategies to address the challenges.
- 3** Set up a process for the individual to pursue employment in the future once they have increased their work experience, employment skills, addressed interpersonal challenges or addressed medical needs, as identified.

### **SEMP Staff Role:**

- Fill out each section of the ETP Vocational Development Plan and submit it to the ETP Supervisor for review.
- Upon approval, SEMP staff will arrange a meeting to discuss the plan and next steps with the individual and their support team. The ETP Supervisor may attend the meeting.
- Information in the ETP Vocational Development Plan should be clearly stated and based on evidence so that the person, family, Care Manager, and support staff are able to monitor progress as they work to improve the noted challenge areas.
- It is recommended that the planning summary include a plan of action with specific activities listed for the person and support team members to implement and monitor progress. Note **specific** activities and services that will help the person address identified challenge areas.

### **SEMP Management Role:**

- Ensure that the Vocational Plan meeting is scheduled, and a plan of action has been developed. The ETP Vocational Plan is submitted to the Care Manager and other management for implementation so the person can be return to employment services in the future.
- Review and ensure that the ETP Vocational Development Plan is fully completed, recommendations are clear, and there is a plan of action that is shared with the Care Manager.
- Assist with the planning meeting, when necessary.
- **This plan is to be discussed and a summary is provided to the support team after the vocational development planning meeting.**
- Let the person know this is not the end of the road. They now have a clear plan for next steps in their employment journey and will be able to reconsider job readiness after demonstrating progress.

# ETP Job Development Plan

**Purpose:** To consolidate the pertinent information related to an individual's employment related needs and qualifications before approaching businesses to develop an internship. 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 skills, abilities, preferences, experiences, schedule, transportation, environmental, cultural, and support needs.

**ETP Approval:** The ETP Supervisor will review the completed ETP Job Development Plan to determine whether job development for an ETP internship is the next step. The ETP Supervisor will approve additional Intensive SEMP hours if needed.

**Instructions:** Review the information below to complete the ETP Job Development Plan.

- 1 Review entire ETP Discovery Report prior to completing the ETP Job Development Plan.
- 2 Complete the ETP Job Development Plan, synthesizing the information learned to make specific job development and job matching recommendations.
- 3 Review the ETP Job Development Plan results with the individual and their support team and share tasks when possible.
- 4 Submit the ETP Job Development Plan to the ETP Supervisor for approval. If job development is not recommended, please complete an ETP Vocational Development Plan.
- 5 Complete the **NYS OPWDD Employment Application Part 1** for ETP wages as requested by the ETP supervisor.



FORM: Appendix G- ETP JOB DEVELOPMENT PLAN

# NYS OPWDD Employment Application Process for ETP Wages

If the person is found to be best served by ETP and is recommended for job development, ETP Supervisor will set up an interview and coordinate with the completion of the NYS OPWDD Employment Application Part 1 to receive ETP wages.

## **Documents to be completed:**

- NYS OPWDD Employment Application Part 1
- Intern Vocational Recommendation Form
- Care Manager/Broker recommendation (if requested)
- Intern Benefits Statement
- OPWDD Photo Consent Form (optional)

## **If offered ETP wages, person will be required to complete the following documents and undergo a background check including fingerprinting:**

- NYS OPWDD Employment Application Part 2A
- I-9 Form (Must provide NYS ID plus Birth Certificate or Social Security Card)
- State and Federal tax forms
- Payroll Authorization for Criminal History
- All other documents as required by OPWDD Human Resources

## **Once person has been fully added to the NYS OPWDD payroll:**

- ETP Supervisor will send an ETP Intern Approval Letter and/or confirmation of approval.
- SEMP provider will seek an internship which meets the requirements for a successful ETP internship.
- Intern will receive NYS OPWDD paid wages until fully trained.
- Intern will record time on bi-weekly timesheet for submission.
- SEMP staff will provide training and coaching supports to successfully move the intern to the employer's payroll.

### **SEMP Staff Role:**

- Complete thoroughly ensuring to highlight both the persons strengths and support needs.
- Review the plan with the individual, the job developer, the SEMP Manager, and the support team.
- Target businesses that relate to careers identified in the ETP Discovery Report and listed in the ETP Job Development Plan.

### **SEMP Management Role:**

- Oversee and review ETP Job Development Plan. Ensure that the ETP Job Development Plan matches the two career areas identified in the ETP Discovery Report.
- Provide oversight and guidance throughout job development.

# Job Development for ETP Internship

**Purpose:** Job development is implemented using a clear and focused ETP Job Development Plan. The plan should identify businesses that offer positions which match the individuals' skills, ability, preference, experience, schedule, transportation, environmental needs, work culture, and support needs. Strategies outlined in this plan, should provide the job developer with effective job match information for job development.

**Instructions:** To move forward with job development, the ETP Supervisor must first approve the ETP Discovery Report and ETP Job Development Plan. Only the two career areas that have been identified in the report, are to be targeted for intern site development. Contact the ETP Supervisor to discuss any changes to the plan and job development strategies. Review the information below to complete job development.

## ETP Intern Site/Job Development

1

### **Review ETP Job Development Plan based on Discovery outcomes to begin job development**

- Review the ETP Job Development Plan for guidance on the job development process:
  - What skills and interests does the person possess?
  - What work environment best fits the person?
  - What are the person's limitations and challenges?
  - What accommodations and natural supports might they need?
  - What hours and geographical locations are best for the person?
- Involve the individual and their support team throughout the process.

2

### **Research Targeted Businesses**

- Start with businesses identified in the ETP Job Development Plan, to conduct online research.
- Visit the business's website. Identify the business's mission, vision, and values.
- Identify possible unmet business needs in person:
  - Is there enough staff?
  - Is the environment organized and clean?
  - Are there tasks that could be customized?
  - Do customers look confused?
  - Are customers waiting a long time to be helped?

### 3

## Approach and Engage Businesses

- Begin by finding who to approach from online research. Identify who the owner/manager is, head of human resources, operations and who has the authority to hire new employees.
- Have your introduction prepared prior to making your first contact, via phone or in person. If approaching them in person have a business card/brochure available to leave with them.
- Let them know you have a partnership with OPWDD/ETP. Explain that the agency provides job coaching to ensure the person learns the job after the business orientation. Discuss possible incentives such as the Work Opportunity Tax Credit.
- Request a job description for the position. Complete a job/discrepancy analysis to determine if this a good job match. This will enable you to look at the tasks involved so you can customize a position for an internship.
- Review what aspects of this job that may not be a good fit with the intern's skills and abilities. This will enable you to carve a position as needed.
- Follow up to determine if the business has an internship opportunity that will lead to a paid position after the internship is completed, should the intern meet the job performance requirements.

### 4

## Complete ETP Job Development Monthly Progress Update

Once you have gathered specific information about the job and have determined that the job is a good match; you would approach the employer to talk about the intern you have in mind.

- Gather information from the employer to complete the ETP Intern Worksite Placement form. Attach a complete job description of specific tasks for the internship. Submit to ETP Supervisor for final approval.

### 5

## Identify positions that match the ETP Job Development Plan

- Review selected businesses for intern site development.
- Identify best positions at those businesses with intern's input.
- Discuss the following expectations with the intern: physical characteristics of the business, pace, culture, and job description.
- Review any other observations that are important and relevant to the intern.
- If after reviewing selected positions with the intern and it has been determined that this will be a good match, set up a meeting with employer, intern and ETP Supervisor.

 Form: Appendix H- ETP JOB DEVELOPMENT MONTHLY PROGRESS UPDATE

## 6

### **Prior to intern placement, set up a meeting for the intern to meet with the employer.**

**Instructions:** Please be sure to complete all sections in full on the ETP Intern Worksite Placement form. Ensure job duties are described in detail in the job duties section. Submit completed form for ETP Supervisor for approval.

- Attach a formal job description from the employer or one you created with the employer's input for a carved position.
- Verify with the employer that this position will lead to competitive integrated employment when the intern has been trained to the employer's expectations.
- Verify all portions of this form with the employer prior to submission to ETP Supervisor for approval.
- **Please note that the intern may not start in this internship until the ETP Supervisor approves the placement and a worksite placement meeting has been held at the work site.**

## 7

### **Complete the ETP Intern Worksite Placement Form and submit to ETP Supervisor for approval.**

Once the ETP Supervisor has approved of the ETP Intern Worksite Placement form, the next steps for setting up the placement meeting for the internship would be to:

- Discuss final details for the internship with the worksite supervisor, such as:
  - set up a work schedule and arrival time
  - required work attire
  - date for intern and job coach to begin
- Select a job coach best suited to meet the intern's needs. Review information for internship with the job coach. Create an action plan that includes coaching strategies to begin internship. Make transportation arrangements for intern, to and from the worksite. Ensure that the job coach has availability for designated work schedule for the full work shift. The intern requires 100% job coaching supports until the employer expectations are met.

 Form: Appendix I- ETP INTERN WORKSITE PLACEMENT FORM

 Form: Appendix J- JOB DESCRIPTION EXAMPLE

### **SEMP Staff Role:**

- Thoroughly read and review the ETP Discovery Report and ETP Job Development Plan before beginning intern site development.
- Note there are two career options that are identified for job development. Only these identified career areas on the ETP Discovery Report can be targeted for development.
- Please note the ETP Job Development Monthly Progress Update is due to the ETP Supervisor by the 10<sup>th</sup> of each month, while the intern is in job development.
- Refer to ETP Discovery Career Research and ETP Job Development Plan for businesses to be targeted for job development.
- Before approaching a business be prepared in advance to present information on the ETP program and job coaching supports the intern would receive. Have appropriate questions prepared ahead of time that you would ask the business.
- Communicate job development outcomes and review potential job matches with the intern, ETP Supervisor, and support team.
- Contact the ETP Supervisor if there any changes to the ETP Job Development Plan.
- Assist with setting up intern worksite placement meeting.
- Please note: *The intern cannot be placed into an internship without the ETP Supervisor's approval.*

### **SEMP Management Role:**

- Ensure that SEMP staff who are developing internship sites have access and have fully reviewed the ETP Discovery Report, including completed worksheets prior to development for an intern site. Ensure that staff targets only the businesses for intern site development that match the two career areas identified on the report.
- An ETP Job Development Monthly Progress Update is due by the 10th of each month that an intern is in job development. Please ensure that SEMP staff providing job development are correctly completing this each month and sending it to the ETP Supervisor.
- Provide supervision and oversight to SEMP Staff throughout the intern site development process.
- Meet with the job developers regularly. Review all potential job matches to assure that the job developer is focused on the Discovery outcomes and ETP Job Development plans.
- Review Intern Placement Approval Form. Ensure that that there is a full job description attached. Check that this position is consistent with career areas identified in the ETP Discovery Report.

# Internship

**Purpose:** The ETP internship is matched to the intern's skills, abilities, and preferences. The SEMP agency provides quality intensive job coaching for the first 3 months and begins to fade supports as appropriate. ETP will pay the wages until the person becomes competent at the job. The business will begin to hire the individual on the business' payroll within approximately 3-6 months. The ETP Supervisor will monitor the progress to assure that the person will be hired.

**ETP Approval:** After the ETP Supervisor approves the ETP Intern Worksite Placement form, a worksite placement meeting will be held with: The intern, the worksite supervisor, the job coach and the ETP Supervisor. The ETP Supervisor will meet every 2-3 months with the intern, SEMP agency and worksite supervisor to ensure the intern is learning the job and the job is still an appropriate match. The ETP Supervisor will continue to approve Intensive SEMP hours as needed. After the intern has demonstrated that they are able to consistently perform the job duties according to the business' expectations; the business is expected to hire the person. The ETP Supervisor will choose a date to conclude the ETP internship. The SEMP agency will continue to support the person through Extended SEMP funding. Should the internship be unsuccessful, or the employer is unable to offer a position; next steps will be discussed, and the internship will be concluded.

**Instructions:** Review the expectations to provide ETP (SEMP) services at the internship.

1

At the worksite placement meeting, agreements and criteria for the intern to be hired by the business will be developed. The information from this form will be used on the Quarterly Progress Reports.

2

The job coach provides allowable SEMP services for the individual to be successful in the ETP internship. The SEMP agency will provide intensive, on-site job coaching for at least the first 3 months. Fading will not occur until agreement is reached with the intern, ETP Supervisor and worksite supervisor.

3

The SEMP agency will communicate regularly with the ETP Supervisor, Care Manager and support team regarding employment progress, and support needs to be successful in employment. The job coach will assist the intern in submitting ETP timesheets to the ETP Supervisor while receiving ETP wages.

4

The SEMP agency will complete all required ETP documentation and SEMP services documentation.

5

The intern, job coach, and worksite supervisor will complete the quarterly evaluation forms. The ETP Supervisor will hold quarterly evaluation meetings to review progress and determine what progress is needed for the person to be hired.

## Worksite Preparation and Process

The **worksite placement meeting** is attended by worksite supervisor, Intern, Job Coach and ETP Supervisor. This meeting will discuss and review:

- Review job duties, expectations, work schedule, and supervisor contact information.
- Overview of the program, program specifics, and worksite supervisor/employer responsibilities.
- Provide the intern's emergency contact information to be kept at the business to access in the event of an emergency.
- Review the NYS Worker's Compensation and Liability Coverage documentation, reporting forms, and process to be kept at worksite in case of a worksite injury.
- Review the payroll schedule and timesheet. Provide instruction of how to complete and when timesheet is due to ETP Supervisor. Intern will not be paid unless timesheet is properly completed and submitted to ETP Supervisor on time.

## Quality Indicators for Job Coaching

The following are the quality indicators and expectations for job coaching at an ETP internship and on-going employment supports.

- Job coach attends required trainings (through Eleversity) and competently performs the job task and interpersonal skill instruction. Job coach utilizes various instructional techniques based on the supported employee's learning style and targeted job requirements.
- Based on the learning through Discovery, job coach develops training plans, job performance criteria, natural supports, projected fading time frames, and accommodations collaboratively with the business' management. Interpersonal skill training may be developed both on and off the job by the employment specialist or other appropriate services.
- Job coach promotes and facilitates intern/employee independence, natural supports, job accommodations, and responsive communication between the person and their supervisor/coworkers.
- Job coach facilitates strong coworker and supervisor relationships including participation in the formal and informal work culture. Job coach provides interpersonal skill training both on and off the job.
- Job coach regularly evaluates and adjusts training and supports based on worker performance and employer feedback. Job coach works with the person to understand and perform to the supervisor's expectations. Periodic meetings are scheduled with the supervisor to carefully evaluate job coach supports and the person's performance.
- Job Coach works collaboratively with the person and their support team to provide outside work supports and to participate in person-centered planning activities.

 FORM: Appendix K-INTERN QUARTERLY PROGRESS REPORT FORM

# ETP Quarterly Progress Evaluation Process and Forms

- The ETP Supervisor may visit the internship worksite up to 2 times per quarter (more if needed).
- The Individual will be **evaluated quarterly** and a **quarterly progress meeting** held with the worksite supervisor, job coach, intern and ETP Supervisor. The job coach, worksite supervisor and intern will complete an **Intern Quarterly Progress Report - Plan of Action Form** to be reviewed and discussed to form a **plan of action** to outline the areas needed for improvement by the intern to be hired by the business. The **Intern Quarterly Progress Report - Plan of Action** will also outline job coach instruction/consultation, fading as the intern meets the businesses' performance standards, and competently performs their duties with minimal support.
- The ETP Supervisor will ask that the business begin paying partial or full wages based off the intern's performance.
- *An ETP internship is subject to end if the intern is not progressing, or the employer is unwilling or unable to offer employment. The ETP Supervisor will make this determination and outline next steps for intern.*

## **SEMP Staff Role:**

- Re-confirm with the business that this is a position they will hire for and that the job tasks match the interns career findings, skills, and abilities.
- Arrange worksite placement meeting with worksite supervisor, intern, SEMF Staff, and ETP Supervisor.
- Provide on-the-job training per job tasks outlined during the worksite placement meeting.
- Give consistent feedback regarding intern's performance to ETP Supervisor.
- Complete ETP Intern Quarterly Progress Report Worksite Evaluation form by providing honest and constructive input which realistically outlines progress and areas for improvement.
- Collect ETP Intern Quarterly Progress Report Worksite Evaluation forms completed by intern and worksite supervisor.
- Frequently check in with the worksite supervisor to assure intern is progressing.
- Return all completed ETP Intern Quarterly Progress Report Worksite Evaluation forms to ETP Supervisor by designated time on the form.
- Be prepared to participate in creating a plan of action which may include, a need for the intern to learn additional duties, increase productivity or quality to meet the employer's standards.
- Summarize specific coaching actions to help the intern meet the employer's standards for the tasks needed to be hired.
- Update ETP Supervisor of any schedule changes, job task changes, management changes that may affect hiring, as made aware.

## **SEMP Management Role:**

- Provide targeted supervision to assure quality SEMF services, review all documentation and review interns progress with the job coach.
- Communicate any employment challenges, staffing challenges, etc. to the ETP Supervisor.
- Track all staff service hours on the ETP SEMF Intensive Spreadsheet and request additional Intensive SEMF hours as needed to the ETP Supervisor.
- Review all SEMF documentation required to bill for SEMF services.
- Ensure that SEMF Staff is prepared to give feedback and their plan to execute coaching techniques that will address the barriers.



## Intern is Hired by Business

**Purpose:** When the business has agreed to hire the intern and the start date has been established, the ETP Supervisor, intern, job coach and worksite supervisor work together to assist the intern in completing the hiring process and plan for future supports to continue to be successful. All screening and training requirements will be outlined and completed with assistance from the job coach. This is also the time to develop a plan to assist the person in continued success through Extended SEMP services.

**ETP Approval:** The ETP Supervisor will work with the worksite supervisor to determine the last date the intern will be paid with ETP wages and start on the business' payroll. However, ETP involvement may continue for a period after the individual transitions to the business payroll to monitor success and assure that the transition is positive. The ETP Supervisor will choose a date that the Employment Training Program (ETP) will conclude and the agency will continue to provide supports to assure successful employment.

**Instructions:** Review the information below to transition from ETP Internship to Employee at a Business.

1

ETP Supervisor and employer have agreed upon date for intern to transition to the business payroll and hired directly.

2

Complete all onboarding training and businesses' human resources forms with assistance from the SEMP staff, including orientation, background screening, application, time and attendance documents.

3

SEMP staff, worksite supervisor and intern have agreed on work schedule, job coaching schedule, job tasks, and additional training, as needed.

4

ETP Supervisor notifies the intern, SEMP agency and Care Manager the date that ETP services ended and the individual continues to receive SEMP services.

5

SEMP agency will begin billing Extended SEMP services after ETP internship has concluded. SEMP staff continue to complete all required SEMP services documentation.

### **SEMP Staff Role:**

- Once the employer can fully hire the individual, the necessary hiring process is completed with assistance from the job coach in order to get the individual on the employer's payroll.
- Job coaching supports will continue through Extended SEM. The reduced job coaching hours will be discussed with the individual and employer to assist the individual in maintaining employment.
- Once intern becomes an employee, they will no longer attend the ETP Job Readiness Training classes.
- SEM staff assist in training individual on all the businesses policies and procedures including time and attendance.

### **SEMP Management Role:**

- Once the individual has fully transitioned to an employee with the business, use remaining Intensive SEM Billing Hours prior to their expiration date, and then begin billing Extended SEM.
- Work with the ETP Supervisor for a date to fully remove the individual from the ETP Payroll.
- Upon completion of ETP, if an intern is hired by the business the provider agency should complete the Verification that Job Meets SEM Criteria form to maintain in the person's file.
- Per SEM ADM 2023-09 , the SEM service provider must obtain wage documentation verifying that the individual is earning at least minimum wage.

## Self-Direction

The Employment Training Program (ETP) is SEMP funded and may be a self-directed service. ETP/SEMP services may be funded through a self-directed budget, either a direct provider purchased or self-hired budget.

The ETP Supervisor will work with the person, Support Broker, and circle of support to apply and, if accepted implement ETP services.

Self-directed employment staff (job coach/developers) should use this Guide to provide services. ETP services are the same whether they are self-directed or not. The only differences in self-directed ETP are the budget process and, if the services are self-hired, hiring a job coach.

Please find included process and charts for direct provider purchased or self-hired ETP services.

## COMPARISON OF DIRECT PROVIDER PURCHASED AND SELF-HIRED SEMP

<i><b>Direct Provider Purchased SEMP Services</b></i>	<i><b>Self-Hired SEMP Services</b></i>
<p><b><u>COST</u></b>- Statewide average of \$95/ hour multiplied by approximately 250 hours a year. (See Waiver rates for exact hourly cost)</p>	<p><b><u>COST</u></b> –Approximately \$23,750 for the first year (inclusive of training, travel time hours, staff hours, benefits, etc.).</p>
<p><b><u>STAFFING</u></b> - Agency offers trained and experienced staff that are supervised by agency. Agency will provide a backup staff if needed to assure the continuum of services.</p>	<p><b><u>STAFFING</u></b> – Individual, family and circle of support are responsible for hiring, training and supervising staff. Team should also have a trained back up staff for times when regular employment staff is unavailable.</p>
<p><b><u>STAFF TRAINING</u></b> – Agency is responsible for scheduling mandatory initial 24 hours of training in first year and maintain annual 2 hours of staff training. Agency supervisors provide internal SEMP services training and supports.</p>	<p><b><u>STAFF TRAINING</u></b> – Self-Hired employment staff must meet the initial 24 hours of training and maintain yearly mandatory 6 hours of staff training, including ETP 101. Staff must provide Fiscal Intermediary with training records.</p>
<p><b><u>DISCOVERY &amp; JOB DEVELOPMENT</u></b> – Agency offers established community business connections for assessments, internship placements and jobs. Agency continues to develop new business contacts for individualized experiences too.</p>	<p><b><u>DISCOVERY &amp; JOB DEVELOPMENT</u></b> – Self-Hired employment staff must create new community business connections for assessments, which are required prior to developing internship placements.</p>
<p><b><u>JOB COACHING</u></b> – Agency offers a cadre of trained staff experienced and/or familiar with job coaching techniques, skills assessment, job accommodations, job/task analysis, interpersonal skills training, job readiness training, building natural supports, promoting independence on the job.</p>	<p><b><u>JOB COACHING</u></b> – Self-Hired employment staff is often familiar with the person. Self-Hired employment staff needs to know job coaching techniques, skills assessment, job accommodations, job/task analysis, interpersonal skills training, job readiness training, building natural supports, and promoting independence on the job.</p>
<p><b><u>DOCUMENTATION</u></b> - Agency quality assurance staff review all SEMP documentation for accuracy. Agency submits ETP documentation to ETP Supervisor for monthly review and billable hours tracking. Agency requests Intensive and Additional SEMP billing hours from OPWDD, as needed.</p>	<p><b><u>DOCUMENTATION</u></b> – Fiscal Intermediary reviews all SEMP documentation for accuracy. Self-Hired employment staff submits ETP documentation to ETP Supervisor for monthly review and Fiscal Intermediary submits billable hours tracking to ETP. Support Broker or Fiscal Intermediary requests Intensive and Additional SEMP billing hours from OPWDD, as needed.</p>
<p><b><u>RECORD KEEPING</u></b> - Agency is responsible for keeping SEMP/ETP records and meeting all SEMP ADM and regulations and other employment-related regulations such as NYS, DOL, Medicaid, Social Security, IRS, etc. Agency is responsible for all OPWDD required reporting.</p>	<p><b><u>RECORD KEEPING</u></b> – Fiscal Intermediary, Support Broker and self-hired employment staff are responsible for keeping SEMP/ETP records and meeting all the requirements set in ADM and regulations. In addition, Fiscal Intermediary, Support Broker and self-hired employment staff must know, follow and report other employment-related regulations such as: NYS DOL, Medicaid, Social Security, IRS, etc. FI is responsible for all OPWDD required reporting.</p>

**Responsibilities and Roles:**  
**Employment Staff**  
**(Job Coach/Developer), ETP Supervisor,**  
**Fiscal Intermediary, and Support Broker**

In order to participate in ETP, you must have dedicated resources in your self-direction budget for employment supports and have your application approved by the ETP Central Office. The Employment Training Program processes include Discovery, circle of support planning, job development, on-the-job supports, JRT Classes and ongoing documentation. As you begin to hire your employment support staff, you may want to consider the skills and qualifications listed below.

**There are primary roles and tasks that employment support staff will implement throughout the ETP process; Discovery, vocational/job development, and on-the-job training.** The employment support staff person needs to relate to business culture and understand business needs. It is important that job coach/developer blend into the general work environment and have strong communication and negotiation skills. The job coach/developer will accompany the intern to the required monthly ETP Job Readiness Training Classes until the completion of the ETP internship. The various job functions differ, so you will need to decide to either hire one person for all roles or hire separately for the specific roles.

**Job Coach/Developer** responsibilities in the following steps:

1. **Discovery Process:** job coach/developer will complete the ETP Discovery Report. This is completed by a variety of activities and assessments:
  - Spend one-on-one time with the person in the community and at home
  - Review the person's records, work history and demographics
  - Complete career and interest assessments
  - Interview family, friends and circle of support staff
  - Observe the person in the community, participating in volunteer work, classes and vocational programs
  - Coordinate job-related situational assessments
  - Complete career research
  - Complete required documentation (Discovery, SEMP documentation, billing, etc.)

2. **Job /Vocational Development Planning:** the job coach/developer will review the information from the ETP Discovery Report and depending on the ETP Discovery Report findings, they will complete the ETP Vocational Development or ETP Job Development Plan. If job development is the next step; the job coach/developer perform a variety of tasks to develop an internship that is a good job match.

- Contacting businesses that were outlined in ETP Job Development Plan and continue to explore other businesses in the community for a good job match.
- Scheduling interviews and meetings with employers to determine their business and hiring needs.
- Assisting the intern with the development of a resume, references and interview skills.
- Supporting the intern at job interviews and provide information about the ETP internship to businesses.
- Analyzing internships for an appropriate job match to the intern's interests, abilities, environmental preferences, support needs, transportation options, work hours, supervision, etc.
- Assuring the business/hiring manager understands that the goal of ETP is paid employment at the business when the intern performs the required work skills to the employer's standards.
- Coordinating with the ETP Supervisor and worksite supervisor to advocate for needed accommodations and internship expectations.

3. **On-the-Job Training- Internship:** providing intensive on-the- job supports to aid the intern with mastering job duties/tasks that are required to be hired by the business.

- Providing worksite skills training and support.
- Developing workplace accommodations as needed.
- Monitoring the intern's work performance to meet the employer's quality and productivity standards.
- Assisting the intern to develop positive relationships with supervisors, coworkers and customers.
- Instructing the intern in workplace culture and related interpersonal skills.
- Ensuring that the intern understands both the workplace and ETP policies and procedures.
- Building independence and fading intensive supports once appropriate and approved by ETP supervisor.
- Assisting with time sheets, managing breaks and lunch schedules.
- Communicating progress and concerns regularly with the worksite supervisor, ETP supervisor, intern and their circle of support.

4. **On-the-Job Training- Hired by the Business:** when the person is hired by the business, the job coach/developer continues to provide job coaching supports to meet the intern's (now employee) and business' needs. After the ETP internship has concluded, it is important that the job coach/developer continues to provide the following ongoing supported employment:

- Advocating and exploring career advancement opportunities at the current or new business.
- Assisting with resolution of problems and concerns with the employee and the business.
- Facilitating inclusion into the workplace culture, forming appropriate relationships with the supervisor, co-workers and customers.
- Assisting with adjustment to changes in work tasks, personnel or workplace expectations.
- Supporting the individual in accessing workplace benefits, activities and ongoing job site trainings.
- Assisting the individual learn new tasks and improve job performance as needed.
- Assuring that the individual continues to meet the employer's expectations as an employee of the business.

**ETP Supervisor** is the OPWDD liaison who coordinates the ETP process with the worksite supervisor, job coach/developer, and the intern to assure a quality experience and positive outcomes. The ETP Supervisor's goal is to facilitate an ETP experience that will lead to quality, community integrated employment at the conclusion of the internship.

- ETP Supervisor reviews the ETP application and notifies the Support Broker and FI if approved.
- The ETP Supervisor provides the self-hired job coach/developer with the ETP Discovery Report to complete.
- The ETP Supervisor reviews the ETP Discovery Report and if employment seems feasible for the individual, approves the self-hired job coach/developer to start internship development.
- The ETP Supervisor collects the ETP monthly reports.
- The ETP Supervisor will schedule and facilitate quarterly progress meetings with the business, intern, and job coach/developer to review internship progress. ETP Supervisor will complete the ETP Intern Quarterly Progress Reports-Plan of Action.
- The ETP Supervisor implements the ETP Job Readiness Training classes.
- ETP Supervisor will request Intensive SEMP Hours while the intern is in ETP Program. Intern then moves into Extended SEMP when the ETP Program is completed and after intern is hired by business.
- When an ETP internship is developed, the ETP Supervisor meets with the business to approve the site and describe business' expectations.
- ETP Supervisor processes the intern's time sheets and assures that the intern transitions to the business' payroll when the intern becomes competent in the job position.

**Fiscal Intermediary (FI)**: works with the person to complete billing and payment for employment services identified in the budget.

The Fiscal Intermediary (FI) is responsible for the following:

- Finalize the hiring process and human resources for self-hired job coach/developer.
- Requires the job coach/developer attend required Eleversity - Innovations in Employment Supports Trainings.
- Ensures that job coach/developer understand the required SEMP and ETP documentation.
- Submits DDP1 to Regional Office for approval and enrollment onto SEMP roster in Choices.
- Keeps all required SEMP documentation for services provided by self-hired staff. (documentation requirements outlined in SEMP Regulations and ADM).
- Collects SEMP/ETP service documentation, reviews documentation for compliance and submits SEMP billing.
- Collects SEMP Staff Action Plan, monthly summaries, service documentation and ETP documentation to review for compliance and maintain in individual's file.
- Completes and submits the Quarterly SEMP Report for all individuals enrolled in SEMP and ETP to Central Office, as directed.
- Upload any supporting documentation in Choices as needed.
- Track SEMP Intensive hours approved by Central Office to determine when additional hours need to be requested to support the SEMP budget.

FI or Support Broker submits the *ETP Intensive SEMP Hours Provided Spreadsheet* to the ETP Supervisor by the 10<sup>th</sup> of each month.

While the person is in ETP, the ETP Supervisor will request Intensive SEMP hours to cover ETP services. Once the individual has completed ETP, FI will request SEMP hours (Intensive or Extended over 200 hours) at the beginning of each SEMP anniversary.

**Support Broker** assists individuals to develop their self-direction budget and circle of support to implement their self-direction goals.

- Care Manager, Support Broker and the individual complete and submit the ETP application.
- Individual, Support Broker and circle of support interview and hire self-hired job coach/developer.
- Support Broker ensures budget includes SEMP units needed to provide a quality service.
- Support Broker or FI submit the *ETP Intensive SEMP Hours Provided Spreadsheet* to the ETP Supervisor by the 10<sup>th</sup> of each month.

# SEMP Documentation & Regulations

**Purpose:** Employment Training Program services are funded through OPWDD Waiver Supported Employment. ETP wages are funded through OPWDD state-funding. In addition to the ETP reporting requirements, staff need to meet all SEMD required documentation. Once ETP has concluded, staff will continue to meet all SEMD documentation and regulatory requirements. This section will briefly review the requirements.

**Instructions:** Review the instructions below to document SEMD services.

- 1 Participate and update individual and support team at Life Plan meetings. Provide feedback to care manager if changes are needed in Life Plan.
- 2 Develop a SEMD Staff Action Plan based on the assigned goals from the Life Plan.
- 3 Complete SEMD service documentation every time a service is delivered in response to the Staff Action Plan and allowable SEMD services.
- 4 Complete the SEMD Monthly Summary documenting services provided, vocational progress, and identified challenges.
- 5 Assure that SEMD staff understand all SEMD documentation and regulatory requirements.

## **SEMD Management Role:**

- Review SEMD documentation and regulatory requirements with staff.
- Review SEMD documentation for compliance.
- Review SEMD documentation for quality of services and employment progress.
- Work with staff to update employment supports and support strategies, as identified.

## **Staff Training**

### **Eleversity - Innovations in Employment Supports - Training Resources:**

NYS OPWDD is committed to assisting individuals with developmental disabilities to achieve independence through community and employment experiences. OPWDD recognizes the benefits of partnering with the voluntary agencies and DDROs across NYS to educate DSPs, employment support staff and leaders about OPWDD's employment initiatives, services and supports. It is imperative that staff are prepared to plan and deliver person-centered services. OPWDD funds Eleversity to provide the Innovations in Employment Supports training series to meet the training requirements as listed in the SEMP ADM. Management and staff may register for training at [www.eleversity.org](http://www.eleversity.org).

#### **SEMP Staff:**

- Please refer to the SEMP ADM for details regarding staff training requirements.
- Staff providing SEMP services must participate in Eleversity's Innovations in Employment Supports Training including managers, supervisors, directors, and any other staff providing and billing for SEMP Services.
- Staff must meet the requirements for initial and annual continuing education trainings.
- The service provider must maintain documentation that the trainings requirements for each staff person are met. To meet this requirement, all Eleversity - Innovations in Employment Supports Trainings completed by the individual staff are listed on their official transcript.

#### **SEMP Management Role:**

- Ensure SEMP staff are participating and engaged in Eleversity - Innovations Training's
- Assist the SEMP staff in receiving the above trainings prior to beginning working with ETP Participants, when possible.
- Maintain records of Eleversity - Innovations in Employment Supports Training's per Supported Employment ADM(s).



# ETP Forms

***Appendix A-*** ETP APPLICANT INFORMATION SHEET

***Appendix B-*** SERVICE AMENDMENT REQUEST TOOL

***Appendix C-*** DDPI SUPPLEMENT

***Appendix D-*** DISCOVERY REVIEW WORKSHEET

***Appendix E-*** ETP DISCOVERY MONTHLY UPDATE

***Appendix F-*** ETP VOCATIONAL DEVELOPMENT PLAN

***Appendix G-*** ETP JOB DEVELOPMENT PLAN

***Appendix H-*** ETP JOB DEVELOPMENT MONTHLY PROGRESS UPDATE

***Appendix I-*** ETP INTERN WORKSITE PLACEMENT FORM

***Appendix J-*** JOB DESCRIPTION EXAMPLE

***Appendix K-*** ETP INTERN QUARTERLY PROGRESS REPORT - PLAN OF ACTION



SAMPLE

# Appendix A

OPWDD Employment Training Program DDRO: Capital District

Region: 3

## ETP APPLICANT INFORMATION SHEET

### Part I: To be completed by Care Manager, SEMP Agency or Broker

Applicant: Jane Smith TABS#: XXXXX

Last First

Last 4 digits of Social Security #: XXXX Medicaid #: XXXXXXXXXX

Is applicant OPWDD Eligible?  Yes  No Is applicant HCBS Waiver Enrolled?  Yes  No

*if no, please contact OPWDD Front Door for Eligibility information*

#### Care Manager Information:

Name: Care Manager C.C.O: Care Manager Organization

E-mail: CManger@caremanagerorganization.org Phone#: 123-456-7890 ext 1234

#### Supported Employment Agency:

Agency: SEMP Agency Contact Name: Clark Kent

E-mail: ClarkKent@sempagency.org Phone#: 123-456-7890 ext 45452

Is applicant currently enrolled in SEMP?  Yes  No Enrollment Date 01/23/2026

Does the Applicant have a Self-Directed Plan?  Yes  No

If yes, What type of budget?  Residential Only  Both  Other Than Residential (OTR)

*(If the applicant has a Both or OTR budget, a copy of the budget should accompany the application. You will need to determine if there is enough money in the budget to fund Supported Employment before proceeding).*

Is the applicant currently working and being paid minimum wage or above?  Yes  No

#### Has the applicant participated in:

CSVT  Pathway to Employment  Employment Training Program  Other Formal Discovery

Has the applicant received services with ACCES-VR in the past, if yes provide the following?  Yes  No

Year Enrolled: \_\_\_\_\_ Year Removed: \_\_\_\_\_

Agency which provided ACCES-VR: \_\_\_\_\_

If the applicant has been in other programs (ACCES-VR, SEMP, ETP, etc.); why were they unable to find or keep the job(s) with those services?

Please describe any potential barriers or challenges to a successful internship and job placement (i.e., family concerns, transportation, residential supports, etc.)?

Public transportation in the area where Jane resides is limited and requires changing buses, therefore, she is currently reliant on family for transportation. Unfortunately, family is not always available to bring her to work and taking a bus may be necessary.

If job development has been attempted, but a job was not found, what were the challenges to the SEMP agency?

## ETP APPLICANT INFORMATION SHEET

Please confirm:

Does the applicant have a valid government issued photo ID?  Yes  No  
 Does the applicant have an original Social Security card?  Yes  No

If "No" to any of these questions, who will assist the applicant in obtaining required documents?

Please provide the applicant's current weekly schedule- note all activities and services:

Activity or Service	Days	Times	Agency	Plans to Continue? (Y/N)
Day Hab	4	9 am to 2 pm	XYZ	Y
Community Hab	1	2 pm to 4 pm	ABC	Y
Community Pre Voc	2	4 pm to 5 pm	ABC	Y
Site- Based Pre Voc				
Pathway To Employment	1	9 am to 11 am	PDQ	N
SEMP				
Current Job				
Volunteer (without services)				
Other:				
Other:				

Completed by: Care Manager Title: CM

### Part II. To be completed with the Applicant:

Did you complete High School?  Yes  No Year Graduated High School: 2002

What type of diploma did you receive?

Local  Regents  IEP  CDOS  BOCES Certificate  
 Skills and Achievement Commencement Credential  
 Vocational or Career Development Program (ex: forklift operator, food prep, etc.) Describe below:

What are the top 3 reasons you would like to work?

1. I want to earn my own money.
2. I love dogs and cats. I want to learn to take care of them-feed, brush, clean and train them to walk on a leash.
3. I want to experience new things.

If you had a choice, where would you work?

Animal Shelter, Vet office

## ETP APPLICANT INFORMATION SHEET

### What do you do in your free time?

- |                                             |                                                  |                                            |                                           |                                               |
|---------------------------------------------|--------------------------------------------------|--------------------------------------------|-------------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> Clubs              | <input type="checkbox"/> Church                  | <input checked="" type="checkbox"/> Crafts | <input checked="" type="checkbox"/> Music | <input type="checkbox"/> Community Activities |
| <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Video-Gaming            | <input type="checkbox"/> Cooking           | <input type="checkbox"/> Sports           | <input type="checkbox"/> Theatre/Movies       |
| <input type="checkbox"/> Sewing/Knitting    | <input type="checkbox"/> Computers               | <input type="checkbox"/> Gardening         | <input type="checkbox"/> Dance            | <input type="checkbox"/> Special Olympics     |
| <input type="checkbox"/> Self-Advocacy      | <input checked="" type="checkbox"/> Volunteering | <input type="checkbox"/> Exercise/Fitness  | <input type="checkbox"/> Other: _____     |                                               |

### Select the transportation resources available to you:

- |                                                                               |                                             |
|-------------------------------------------------------------------------------|---------------------------------------------|
| <input checked="" type="checkbox"/> Public transportation (bus/subway)        | <input type="checkbox"/> Residential staff  |
| <input type="checkbox"/> Public transportation-ambulatory (van/car)           | <input type="checkbox"/> Taxi/Uber/Lyft     |
| <input type="checkbox"/> Agency van funded by SEMP                            | <input type="checkbox"/> Drives own vehicle |
| <input type="checkbox"/> Agency van/car funded by another HCBS Waiver service | <input checked="" type="checkbox"/> Family  |
| <input type="checkbox"/> Walk/bike                                            | <input type="checkbox"/> Friend/coworker    |
| <input type="checkbox"/> Other (please specify): _____                        |                                             |

### Describe any training or support you will need to become independent with transportation:

Public transportation would require changing buses. I need training to understand the bus schedules, which buses to take to get to work on time and change buses.

### Are there specific customs, traditions or practices that are important to you? (e.g., cultural, identity, spiritual, religious)? Describe how this may affect work.

### Describe your living arrangements:

- Independently in Home/Apartment (not staffed regularly)
- Group Home/IRA
- Supervised Apartment/Home (staffed 24 hours)
- With Parents/Relatives
- Supported Apartment/Home (staff on call and intermittent)
- Other: \_\_\_\_\_

Date Completed with Applicant: 02/09/2026

SAMPLE



SAMPLE



# DDP1 SUPPLEMENT

**Instructions:** This form must be completed by the Agency/Provider and attached to the DDP1 when submitting to enroll an individual in a *new service*. When requesting a change in service amount (units) for an *existing service*, this form should be completed (no DDP1 required) and submitted to the DDRO.

This form must be submitted for any of the following services:

- ✓ Day Habilitation
- ✓ Community Habilitation
- ✓ Community Pre-Voc
- ✓ Site-Based Pre-Voc
- ✓ Hourly Respite
- ✓ SEMP
- ✓ Pathway to Employment
- ✓ Free Standing Respite

**< PLEASE COMPLETE THE SECTIONS BELOW >**

CHECK the TYPE OF REQUEST				
<input type="checkbox"/> Requesting enrollment in a <b>NEW SERVICE</b>	<input type="checkbox"/> Verification of Medicaid (current/appropriate coverage type) and Waiver enrollment as of today's date			
<input type="checkbox"/> Requesting an <b>INCREASE IN SERVICE AMOUNT</b> for an existing service				
<input type="checkbox"/> Requesting a <b>DECREASE IN SERVICE AMOUNT</b> for an existing service				
DEMOGRAPHIC INFORMATION				
<b>INDIVIDUAL'S NAME</b>	LAST	FIRST	M	
<b>TABS ID:</b>				
SERVICE AMOUNTS				
Specific Service Type	TABS Program Code	Total Service Amount		
		<b>UNITS/YEAR*</b> (for fraction, 1/2 unit = .50) <i>see key at bottom of form</i>		
FIRST DAY OF BILLABLE SERVICE INITIATION DATE (projected) AND FUNDING				
<b>SERVICE START DATE:</b>	MO	DAY	YR	
<b>FUNDING SOURCE:</b>	<input type="checkbox"/> Check here if new units will be required to support this request			
PROVIDER CONTACT INFORMATION				
PROVIDER STAFF COMPLETING FORM: (print)		PHONE NUMBER:		
TITLE or POSITION:		(    )    -    extension:		
		EMAIL ADDRESS:		DATE:
		@    .		

**NOTE:** REQUESTS FOR NEW FUNDING ARE SUBJECT TO REVIEW BY THE REGIONAL OFFICE.

UNIT CONVERSION KEY	
Service Type	Unit to Hour Conversion
Group Day Habilitation	1 unit = 4+ hours. 1/2 unit = 2-4 hours
Supplemental Group Day Habilitation	1 unit = 4+ hours. 1/2 unit = 2-4 hours
Community Habilitation	1 unit = 15 minutes
Community Pre-Voc (NSB)	1 unit = 15 minutes
Site-Based Pre-Voc	1 unit = 15 minutes
Free Standing Respite - IRAs	1 unit = 15 minutes
Hourly Waiver Respite	1 unit = 15 minutes
<i>Tip: to calculate units annually, determine number of units required per week and multiply times 52 weeks</i>	
<i>* For SEMP and Pathway to Employment, enter "0" as the service amount.</i>	

For Internal/Regional Office Use Only	
<input type="checkbox"/> Follow-up with SC/provider required	Name of DDRO Staff Reviewing: _____
Form Revised 06/26/2015	

SAMPLE

*Appendix D*  
**DISCOVERY REVIEW WORKSHEET**

**Individual Name:**

**Agency Name:**

**Date Discovery Reviewed:**

**Reviewer Name:**

**Discovery Completed (# months):** --Select--

**If Discovery was not completed within recommended time, please explain reason(s):**

The purpose of this review tool is to assist managers when reviewing the Discovery/Career Plan for quality, comprehensiveness, and completion. It also allows the manager to identify any areas where staff may need training to assist them in completing quality Discovery Reports.

You will receive this review worksheet if the ETP Supervisor has identified any concerns with a submitted Discovery. Please work with your staff to address the questions and concerns and return the updated Discovery. You may also use this tool internally to review Discoveries before they are sent to OPWDD.

**REVIEW OF RECORDS:**  Completed Satisfactorily  Not Completed Satisfactorily

1. Was each section completed fully and comprehensively? --Select--
2. Are all interpersonal, physical, medical, behaviors, and safety challenges described? --Select--
3. Is there a comprehensive review of the individual's past or present work or volunteer experiences (including other programs and school)? --Select--
4. Do school records provide a description and level of support received during participation in school?  
--Select--
5. Did the staff discuss the potential effects of wages on the individual's benefits and if so, was a person identified to assist the individual with reporting wages? --Select--
6. Upon review of all records, do you have a clear understanding of the cognitive abilities of the person (i.e.: learning style, etc.)? --Select--

**INTERVIEWS OF THE INDIVIDUAL, SUPPORT STAFF, FAMILY, AND FRIENDS:**

Completed Satisfactorily  Not Completed Satisfactorily

7. Was there a good representation of interviews with family, friends, and support staff from each service they receive completed? --Select--
8. Do the interviews describe work preferences of the individual and the perceived work preferences by family/friends and support staff? --Select--
9. Do the interviews have a detailed discussion of how independent the individual is in the community or any concerns regarding safeguards? --Select--
10. Do the interviews have a clear description of things that would impact the individual's ability to obtain or maintain employment (behavioral, medical, social, benefits, hygiene, environmental, etc.)? --Select--

**OBSERVATIONS:**  Completed Satisfactorily  Not Completed Satisfactorily

11. Was each section completed fully and comprehensively? --Select--
12. After reading the description of what tasks the individual successfully completed during the observations what was the level of support needed to successfully complete these tasks? --Select--
13. Is there a detailed description of any observed challenges/concerns regarding physical limitations, dress and hygiene, interactions/communication with others, etc. --Select--
14. Do the observations describe the individual's level of engagement or what motivated or demotivated the person? --Select--
15. Do the observations describe behaviors or skills that would be transferrable to employment? --Select--

**COMMUNITY-BASED EXPERIENCES / SITUATIONAL ASSESSMENTS:**

Completed Satisfactorily  Not Completed Satisfactorily

16. Was the required number of work experiences completed and were they relevant to the individuals' preferences identified in previous sections? --Select--
17. Did all work experiences in the community include typical work tasks and were clearly described? --Select--
18. If there were concerns regarding the individual's hygiene/grooming per site expectations, were they noted in the Discovery? --Select--
19. Is there a detailed description of the individual's interpersonal, communication skills and challenges and how they would impact employment? --Select--
20. Is there a detailed description about the individual's response to supervision/coaching/requests from others? --Select--
21. Is there a detailed description of whether the individual had any limitations with the required academic skills (reading/math)? --Select--
22. Is there a detailed description of whether the individual had any stamina, physical or medical concerns related to performing work tasks? --Select--
23. Is there a detailed description of what environmental factors are most important for the individual's success at each assessment site? --Select--

**DISCOVERY REPORT FINDINGS:**  Completed Satisfactorily  Not Completed Satisfactorily

24. Are the findings consistent with ALL the information gathered throughout the Discovery? --Select--
25. Were the strength and support needs connected to the vocational/employment goals for the individual? --Select--
26. Has all the information in this section been completed with a good description? --Select--

27. Were transportation options and challenges fully assessed and described? --Select--

28. Has there been a discussion regarding the persons availability to work to be realistic and flexible to meet the needs of the business? --Select--

**CAREER RESEARCH:**  Completed Satisfactorily  Not Completed Satisfactorily

29. Do the recommended careers have a corresponding community-based experience and been researched in ONET?  
--Select--

30. Are there descriptions of the job duties/responsibilities from each ONET career researched AND are individual's skills and abilities discussed using information gathered in this Discovery (i.e.: seen in a situational assessment or observation, learned in an interview, etc.)? --Select--

**RECOMMENDATION:**  Completed Satisfactorily  Not Completed Satisfactorily

31. Is the recommendation consistent with the Discovery findings? --Select--

32. Was the Discovery Report reviewed for content, quality, and accuracy is attested to and signed by the SEMP/Employment Manager? --Select--

33. Did the staff meet and/or confer with the individual and their support team to review the Discovery and discussed whether the person is ready for job development or needs to develop additional vocational skills/experiences?  
--Select--

34. If received, is the Job Development Plan or Vocational Plan consistent with the Discovery Report?  
--Select--

SAMPLE

# Appendix E

ETPS Name: John Doe

DDRO: Capital District

OPWDD Employment Training Program (ETP)

## **DISCOVERY MONTHLY UPDATE**

(Complete and submit to ETP Supervisor by the 10th of each month)

**Intern Name:** Jane Smith

**Update for the month of:** January

SEMP Agency: SEMP Agency

Date Submitted: 02/09/2026

Staff Name: Clark Kent

Staff Email: ClarkKent@sempagency.org

ETP Supervisor's Email: John.Doe@opwdd.ny.gov

**Discovery Start Date:** 12/01/2025

**Planned Completion Date:** 05/30/2026

Is the intern actively participating in Discovery?  Yes  No If no, contact your ETP Supervisor.

Select Discovery activities where progress was made during this month:

Review of records

Interviews

Observations

Assessments

Location(s):

Location(s):

Discovery Findings

Career Research

Review and Approval

Job or Vocational Development Plan

Briefly describe any challenges, concerns, or new skills observed this month:

New skills: Jane is now able to process credit card orders on the cash register without assistance.  
Challenge: Jane needs to maintain speed and accuracy rates set by employer. Jane provides professional customer service and has an excellent rapport with the patrons. Jane engages in long casual conversations that hinder her from maintaining speed and accuracy at the cash register.

If fewer than 20 total hours of discovery activities were provided, why? (Cancellations, sick, vacation, etc.)

Additional comments:

Job coach will work with Jane to multi-task and reduce chatting.

ETP Supervisor Review:  Date Reviewed:

SAMPLE



Name: John Doe

TABS ID #: 12345

## VOCATIONAL DEVELOPMENT PLAN

**PURPOSE:** To consolidate information gathered during Discovery and create a plan for the next steps to assist the individual to build independence and develop employment skills. The plan is meant to be shared with the individual's current and future supports. This information should highlight the positive attributes and describe specific vocational challenges identified during Discovery.

**INSTRUCTIONS:** Fill out each section below and submit the plan to the ETP Supervisor for review. With input from the ETP Supervisor, a meeting may be held to discuss the plan and next steps with the individual and their Circle of Support. Information in the chart on page 3 should be clearly stated so that the individual, their family, their Care Manager, and any support staff working with them are able to monitor their progress as they work to improve in the noted challenge areas.



Name: John Doe

TABS ID #: 12345

The following services are being recommended:

- Community Habilitation, Community Pre-Voc, Pathway to Employment, Day Habilitation, Recreation, Other (list below):

Summarize the positive attributes observed during Discovery:

Showed a steady work pace
When understands a task he has the ability to complete it
Responds well to clear written instruction. Seems to be list oriented
Came to work dressed in uniform
Enjoys routine. Likes the same job tasks day to day and all day
Polite and friendly

Summarize the reason(s) that Job Development is not being recommended at this time:

Job development is not being recommended at this time because John Doe needs to improve his interpersonal skills. John Doe was so quick/focused on completing/starting tasks, he failed to listen to directions given and struggled to be "stopped" in order to be corrected or informed of something.

Check off the challenge areas that were identified during Discovery:

- General Workplace Independence, Stress Management, Social Interactions / Relationships, Productivity / Work Pace, Transportation Resources, Attendance / Punctuality / Time Management, Physical / Medical / Mental Health, Communication, Focus /Attention to Task, Safety / Environmental Awareness, Personal Grooming / Hygiene, Initiative / Motivation to Work, Other (specify):



Name: John Doe

TABS ID #: 12345

Instructions: SEMP Staff / Manager should complete as much of this information as possible prior to ETP Supervisor review.

- 1. Identified challenge area: Independence and safety skills in the work place
Service/Activity Recommended: Community Based Prevocational services
2. Identified challenge area: Social interaction and building positive and professional relationships
Service/Activity Recommended: Community Based Prevocational services
3. Identified challenge area: Time Management / Stress Management / Self Regulation
Service/Activity Recommended: Community Based Prevocational services & Community Hab
4. Identified challenge area: Independence, personal hygiene and safety skills in the community
Service/Activity Recommended: Community Hab
5. Identified challenge area: Work related communication skills / accepting feedback
Service/Activity Recommended: Community Based Prevocational services

ATTACH ADDITIONAL INFORMATION IF NEEDED

Plan completed by:

Name: SEMP Staff

Title: Manager

Signature: Signed by SEMP staff and/or management that will attend meeting

Agency: ABC Agency

Date: 05/30/2025



Name: John Doe

TABS ID #: 12345

PLANNING MEETING SUMMARY

To be completed by Circle of Support Meeting facilitator

Date of meeting: 06/04/2025

Please list the attendees names and their relationship to the individual:

- 1. Name: Sue Smith Relationship: Care Manager
2. Name: John Hancock Relationship: SEMP Staff and/or Manager
3. Name: Barb Doe Relationship: Mother
4. Name: Karen Johnson Relationship: ETP Supervisor
5. Name: John Smith Relationship: Broker
6. Name: Sandra Bullock Relationship: Behavior Specialist
7. Name: Clark Kent Relationship: Residential Manager
8. Name: Brenda Varcaro Relationship: Community Hab Staff
9. Name: Relationship:

Summary of meeting:

Care Manager will submit a SART to have John Doe enrolled into Community Based Prevocational Services where John Doe will go into the community to increase his independence and safety skills. John will also work on social interaction and building positive and professional relationships in Community Based Prevocational Services. Behavioral Specialist and Residential Manager will update John Doe's goals in the Behavioral Plan in order to address John's inflexibility in accepting change in routine, establishing community independence and safety skills, and properly communicating. Time management will be consistently worked on in all support services. Community Hab Staff will work on community independence, safety skills, time management, social interaction and relationships. Broker will remove SEMP from the budget at this time to allocate funds for Community Based Prevocational Services. Goals for employment in the Life Plan will continue to be carried out by all support staff, in order to recommend John for employment in the future. SEMP will be reconsidered after goals are met. A copy of this plan will be provided to all support staff in order to ensure that the plan discussed will be carried out to reach John's employment goals.

Signature: Signed by SEMP Staff / Manager after meeting

Title: SEMP Staff/Manager

Date: 06/05/2025

cc: Individual, Care Manager, Support Staff, Other

SAMPLE



Name: Cecilia Doe

TABS ID #: 12456

## 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 customization 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 below 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.



Name: Cecilia Doe

TABS ID #: 12456

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

a. Career Area 1: Food Service

i. Positions: Dining/table attendant, dietary aid, kitchen helper

b. Career Area 2: Retail

i. Positions: Stocking clerk, merchandiser

2. List the hard skills demonstrated in previous employment or volunteer activities by the individual that support success in each career area: (examples: clerical, money handling, mechanical, and/or cleaning skills)

a. Career Area 1: Familiarity with kitchen/food service from years working in a dish room. Cecilia enjoys cooking for herself and can perform basic food prep tasks.

b. Career Area 2: Cecilia demonstrated a variety of stocking and related retail skills in her assessment at the College Store.

3. List the soft skills demonstrated in previous employment or volunteer activities by the individual that support success in each career area: (examples: ability to focus, attention to detail, work pace, social skills)

a. Career Area 1: Cecilia has demonstrated the ability to be a productive worker in a kitchen environment, handling the temperature and pace of the work.

b. Career Area 2: Cecilia has an outgoing personality and could learn to be good at customer service. She was able to read, focus and retain information adequate to do this kind of work.

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: Cecilia has years of experience washing dishes so she is used to a food service environment and the attendant pace. She recognizes the need for basic safety protocols in that environment and is familiar with them - i.e. non-slip shoes, basic hygiene. She is still very interested in food service. Her desire for a new job is more about leaving the specific employer she has had, not completely changing fields.

b. Career Area 2: Cecilia has a very outgoing personality and likes to be around people. She likes to be busy and is able to read well enough to accurately place like items together. She has basic computer skills to do most of the necessary data entry that might go with such a job (with sufficient coaching).



Name: Cecilia Doe

TABS ID #: 12456

5. List and describe the factors that create an ideal workplace culture for the individual: (examples: team structure, set routine, clear expectations, flexible supervisor)

- 1. A set, familiar routine.
- 2. Clear expectation.
- 3. A flexible supervisor.
- 4. A positive team structure where negative comments and attitudes are shut down quickly.

6. List and describe the factors that create an ideal workplace environment for the individual: (examples: lighting, noise level, crowded, inside/outside)

There are not any obvious environments that would be red flags for Cecilia. She worked for a long time in a hot, crowded dish-room and did not have issues with the environment. Between Discovery Assessments and recent Community Based Prevoc programming, she has worked indoors and outdoors, in loud and quiet environments and in both crowded and relatively empty spaces.

7. Fill in the individual's weekly availability:

Monday	From: <u>9 am</u>	Until: <u>4 pm</u>
Tuesday	From: <u>9 am</u>	Until: <u>4 pm</u>
Wednesday	From: <u>9 am</u>	Until: <u>4 pm</u>
Thursday	From: <u>9 am</u>	Until: <u>4 pm</u>
Friday	From: <u>9 am</u>	Until: <u>4 pm</u>
Saturday	From: <u>Not available</u>	Until: <u>Not available</u>
Sunday	From: <u>Not available</u>	Until: <u>Not available</u>

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

Cecilia currently participates in Community Based Prevoc but this can be adjusted for a job. Saturday and Sunday-Cecilia participates in extracurricular activities.

8. Transportation information:

a. Available Mode(s): Public bus, some ability of staff to transport.

b. Travel radius / area: In this county, on bus routes or close by her residence in City, NY.

c. Travel restrictions: Anything off the bus route would be a challenge.



Name: Cecilia Doe

TABS ID #: 12456

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:

- a. Business and Location: Career Area(1 or 2):  
Xxxx School District, food service--City, NY 1
- b. Business and Location: Career Area(1 or 2):  
The Corner Brew--City, NY 1
- c. Business and Location: Career Area(1 or 2):  
Clark's IGA Supermarket--City, NY 1
- d. Business and Location: Career Area(1 or 2):  
Pizza and Bones--City, NY 1
- e. Business and Location: Career Area(1 or 2):  
The Bridges of Heights--City, NY 1
- f. Business and Location: Career Area(1 or 2):  
Beach Tree--City, NY 1
- g. Business and Location: Career Area(1 or 2):  
McDonald's--City, NY 1
- h. Business and Location: Career Area(1 or 2):  
Village Taqueria--City, NY 1

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

- a. Business and Location: Career Area(1 or 2):  
College Store--City, NY 2
- b. Business and Location: Career Area(1 or 2):  
Pineridge Grocery--City, NY 2
- c. Business and Location: Career Area(1 or 2):  
Clark's IGA Supermarket--City, NY 2
- d. Business and Location: Career Area(1 or 2):  
Target--City, NY 2
- e. Business and Location: Career Area(1 or 2):  
Home Goods Store--City, NY 2
- f. Business and Location: Career Area(1 or 2):  
ReUse Center--City, NY 2
- g. Business and Location: Career Area(1 or 2):  
Dollar General--City, NY 2
- h. Business and Location: Career Area(1 or 2):  
Rite Aid--City, NY 2



Name: Cecilia Doe

TABS ID #: 12456

11. List and describe vocational gaps in the following areas that could create barriers to success in the chosen careers or with the potential employers:

- a. Hard Skills: Cecilia would struggle to work a cash register--the idea of making change is intimidating to her. She struggles to count money, more so than she does to deal with numbers themselves.
- b. Soft Skills: Cecilia has definite boundary issues. This was a frequently noted barrier in the Discovery interviews (including Cecilia's own interview).
- c. Workplace Culture: Cecilia is very easily influenced by a negative workplace culture and does best with a stable, familiar crew. Given the turnover in these two fields, a good, stable workplace culture could be tougher to locate than an simple vacancy.
- d. Workplace Environment: Cecilia has at least some experience in both food service and retail environments and has been comfortable in both.
- e. Schedule / Availability: Cecilia has a very open schedule right now and working is a priority for her.
- f. Transportation: Cecilia is competent on using the bus to get around the county. Her residential staff can provide some amount of transportation. But, lack of adequate transportation will limit the search.

12. List any other potential barriers to successful employment:

No other significant barriers so long as there is well considered job development and competent coaching.

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:

11 a--staff will coach Cecilia in any job she needs to learn, including using the cash register. 11 b--this is an area that Cecilia's staff has been addressing with Cecilia for years. She is aware that she struggles with this and is redirectable.

Other Supports:

14. List any employment conditions or environments that are non-negotiable to the individual:

Cecilia does not want a job where dish washing is the only responsibility. She wants to develop some new skills. Other than that, she is quite open.



Name: Cecilia Doe TABS ID #: 12456

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

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

Individual:

Cecilia Doe Cecilia Doe 05/29/2025
Print / Type Sign Date

Plan Preparer:

Care Manager Care Manager 05/29/2025
Print / Type Sign Date

Business Relationship Manager / Job Developer:

Job Developer Job Developer 05/29/2025
Print / Type Sign Date

SEMP Program Manager:

SEMP Program Manager SEMPER Program Mgr 05/29/2025
Print / Type Sign Date

Agency:

Date Job Development could begin: 06/20/2025

Agency staff are available to provide XXX hours of job development each month.

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

ETP Supervisor Approval:

ETP Supervisor ETP Supervisor 6/16/2025
Print / Type Sign Date

SAMPLE

# APPENDIX H

OPWDD Employment Training Program: \_\_\_\_\_ DDRO: Capital District

## **ETP JOB DEVELOPMENT MONTHLY PROGRESS UPDATE**

(Complete and submit to ETP Supervisor by the 10<sup>th</sup> of each month)

Intern Name: Johnny Smith Date Submitted: 05/09/2025

SEMP Agency: SEMP Agency Staff Name: Clark Kent

Staff Email: ClarkKent@sempagency.org Staff Phone: 123-456-7890

**Job Development Start Date:** 03/01/2025 **Report Month:** April **Year:** 2025

### List the 2 Career areas approved for Job Development after Discovery:

1.: Food Service 2.: Retail

Hours of Job Development services provided during report month: 32 if under 20, explain below:

N/A

Follow up activities completed:  Job Carving  Job Analysis

Was the intern offered employment during the report month?  Yes  No **If Yes-contact ETP Supervisor.**

### Complete the information below based on Job Development activity during the report month.

**Do not submit online applications until a relationship has been established with a business**

1. Name of business/person contacted: Xxxx School District

Career #: 1 Contact method: Telephone Outcome/Response to contact:

School district has an opening in the cafeteria serving students breakfast and lunch. They are interested in setting up an interview with John.

2. Name of business/person contacted: Clark's IGA Supermarket-Lisa Doe

Career #: 2 Contact method: In-person Outcome/Response to contact:

Clark's IGA Supermarket currently has no vacancies. The Manager, Lisa Doe, is interested in our program and will contact our office when the need arises.

3. Name of business/person contacted: Target

Career #: 2 Contact method: In-person Outcome/Response to contact:

Target has an opening for a cashier. We are currently working with Target to establish a relationship.

4. Name of business/person contacted: \_\_\_\_\_

Career #: \_\_\_\_\_ Contact method: \_\_\_\_\_ Outcome/Response to contact:

\_\_\_\_\_

OPWDD Employment Training Program: \_\_\_\_\_ DDRO: Capital District \_\_\_\_\_

5. Name of business/person contacted: \_\_\_\_\_

Career #: \_\_\_\_\_ Contact method: \_\_\_\_\_ Outcome/Response to contact: \_\_\_\_\_

**Select any other career development activities the intern engaged in during the report month**

- No Activities       Interview Practice       Resume Building       Travel Training  
 Job Research       Job Readiness Training       Other: \_\_\_\_\_

Hours of other career development activities provided during report month: 20

**Describe any new concerns and/or barriers to employment and how they will be addressed:**

The companies with openings (Target and Xxxx School District) are 12 miles from John's residence. John will need to utilize public transportation to commute to work. Next month, we plan to engage in travel training with John.

**Describe any progress made towards addressing previously identified gaps and/or barriers:**

John has been working diligently on his social interaction skills and communication. During his volunteer work at the local animal shelter, he welcomes visitors and directs them to leave the donations of food and supplies for the animals. He thanks the person for the donation and gives them a "I helped a Shelter Dog or Cat" sticker. In addition, puts the donated items in the specif storage area on the proper shelf. He asks questions if he receives an item that he is unsure of where it needs to be stored.

Is the intern actively participating in job development?  Yes  No

Are the identified career areas still a good fit for the intern?  Yes  No

**If No, to ANY of the questions above, describe the circumstances or situation below:**

N/A

-----  
*This section completed by the ETP Supervisor after receipt and review*

**ETPS review date:** 05/15/2025

**ETPS initials:** ETPS

**ETP Supervisor comments:**

John has experience in both Retail and Food Service. John struggled previously at a retail position using a cash register to make change. I will request that SEMP Manager, Clark Kent, address this barrier and report progress.

**Date feedback provided to agency:** 05/19/2025

SAMPLE

# Appendix I

ETPS Name: Larry Supervisor

DDRO: Hudson Valley

OPWDD Employment Training Program (ETP)

## WORKSITE PLACEMENT FORM

This form is to be completed by the SEMP Agency and returned to the ETP Supervisor prior to the ETP Worksite Placement Meeting or Direct Hire Placement beginning. All information will be reviewed and shared with the worksite supervisor, intern, and SEMP agency staff at the ETP Internship Worksite Placement Meeting.

For Direct Hire Placements: If a job description is included then page 2 may be omitted.

### INTERN INFORMATION

Intern Name: Joseph Smith Date Starting this Placement: 03/30/2026

Intern Telephone #: 123-456-7890

Direct Hire Placement

### WORKSITE INFORMATION

Business Name: xxx Hospital and Rehabilitation Center Phone: 012-345-6789

(Name of the Business that will eventually hire the intern or has directly hired the intern)

Business Address: 123 Anywhere Street, City, NY XXXXX

Worksite Supervisor Name and Title: Larry Supervisor, Housekeeping Manager

Phone: 012-345-6789 ext 5 Email Address: email@email.com

Alternate Worksite Supervisor Name: Linda Supervisor, Senior Housekeeping Attendant Phone: 012-345-6789 ext 15

Name and Title of Supervisor Authorized to Hire: Jason Owner, Director Human Resources

Phone: 012-345-6789 ext 2 Email Address: email@email.com

### SUPPORTED EMPLOYMENT AGENCY

Supported Employment Agency: SEMP Agency

Job Coach Name: Betty Smith

Phone: 123-456-7890 ext 123 Email Address: BSMITH@SEMPAGENCY.org

Supervisor Name: Daniel SEMP

Phone: 123-456-7890 ext 155 Email Address: DSEMP@SEMPAGENCY.org

### POSITION INFORMATION

Title of Position: Housekeeping Attendant Direct Hire Wage: 19.00

(used by the employer)

(if directly hired by business)

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Total Hours.
Intern Work Schedule:	8-11 am	8-11 am	8-11 am	8-11 am	8-11 am			15 hours

What is the dress code for this position? (Non-skid shoes, no jeans, uniform, office attire, etc.)

non-skid shoes, dark slacks (prefer not jeans), polo shirt provided by xxx Hospital and Rehabilitation Center

What is the attendance policy for this business? (Vacation, sick leave, tardiness):

3 instances or tardiness results in verbal warning, more than 12 instances in a 12 month period results in a written warning and could result in termination. Part time employees earn 1 week vacation and 1 week sick per year based on weekly hours. Example: employee works 15 hours per week, they earn 15 hours vacation and 15 hours sick leave per year. Employees will receive 50% of earned time after 6 months and are eligible to begin using earned sick and vacation after 6 months of employment.

**Job Duties and Required Level of Performance**  
*(Attach a complete job description if Directly Hired by Business)*

Job Duty:	Describe Related Tasks:
1. Cleaning Cart	Restock cleaning cart with supplies repeat throughout shift as needed. Assure the broom, mop, and cleaning cloths are clean. Change as needed.
2. Clean 6 bathrooms on Floor 2	Clean and sanitize surfaces, sweep and mop floors at least once during shift. Restock paper products and soap in rest rooms. Take out rest room trash as needed. Check restrooms to ensure clean and tidy during your shift. Respond to customer complaints about bathroom cleanliness.
3.	
4.	
5.	
6.	

Agreements or accommodations needed for the intern to be successful in this position:

No agreements or accommodations at this time.

**TO BE COMPLETED AT THE INTERNSHIP PLACEMENT MEETING BY THE ETP SUPERVISOR:**

Reviewed the following statement with business, intern, and job coach.

ETP will pay the intern's wages for the initial training period in an ETP Internship. Interns will be evaluated on a quarterly basis; the job duties listed above will be used to prepare evaluations. If the intern is performing to standards, it is the expectation that the intern will transition to the business' payroll. The worksite supervisor and intern will receive a copy of this Worksite Placement Form.

First Quarterly Progress Meeting is scheduled for: \_\_\_\_\_

**Please obtain all signatures for ETP Internship Placement:**

_____	_____	_____	_____
Intern Signature	Date	Job-Site Supervisor	Date
_____	_____	_____	_____
ETP Supervisor	Date	Job Coach	Date

ETP Supervisor Name: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Email Address: \_\_\_\_\_  
 Address: \_\_\_\_\_

# Appendix J

## Job Description Example

### Custodian/Maintenance

XXXX Hall Nursing Home

Full-time and Part-time

No degree mentioned

Health insurance

Dental insurance

Paid time off

#### Job description

We are looking for a responsible custodian to maintain and protect our facilities. The external and internal appearance of a building reflects on the occupants. It is important for a custodian, or janitor, to be careful and thorough in working, cleaning and tidying the premises, as well as preventing vandalism.

The ideal candidate will be experienced in a custodian role focused on building upkeep. They will have great physical endurance to cover a large space. A keen eye for detail and diligence are imperative in custodial maintenance jobs.

#### Responsibilities

- Ensure spaces are prepared for the next day by taking out trash, tidying furniture and dusting surfaces
- Sweep and mop floors and vacuum carpets
- Wash and sanitize toilets, sinks and showers and restock disposables (e.g. soap)
- Wipe mirrors and windows • Maintain outer premises by watering plants, mowing lawn, cleaning entrances
- Utilize insecticides to prevent infestation by dangerous pests
- Perform maintenance and minor repairs (replacing broken switches, fixing door handles, minor leaks etc.)
- Report major damages and oversee repairs
- Secure facilities after operating hours by locking doors, closing windows and setting up the alarm
- Undertake occasional custodial and janitorial tasks (shoveling snow from the sidewalk, lifting heavy items, moving chairs etc.)

#### Skills

- Proven experience as custodian, janitor or in a similar role
- Knowledge of use and maintenance of industrial cleaning equipment and appliances
- Knowledge of safe disposal of chemical liquids and other hazardous components
- Familiarity with basic landscaping and handyman practices
- Attention to detail and conscientiousness
- Very good physical condition and strength

Job Types: Part-time, Full-time Pay: \$15.00 - \$18.00 per hour

Schedule: • 8-hour shift • Monday to Friday • Weekend availability:

Shift availability: • Night Shift (Preferred)

Work Location: In person

SAMPLE

# Appendix K

ETPS Name: Josh Doe

DDRO: Brooklyn

OPWDD Employment Training Program (ETP)

## INTERN QUARTERLY PROGRESS REPORT – PLAN OF ACTION

**A copy of this action plan will be distributed to the Employer, SEMP Agency Director, Job Coach & Intern**

**Intern Name:** Linda Smith **Placement Date:** 09/15/2025

ETP Supervisor's Email: Josh.Doe@opwdd.ny.gov Date of Report: 12/30/2025

Business Name: XXX Nursing and Rehabilitation Center Current Period Reviewed: 09/15/25-12/15/25

<b>Work Schedule:</b>	<b>Mon.</b>	<b>Tues.</b>	<b>Wed.</b>	<b>Thurs.</b>	<b>Fri.</b>	<b>Sat.</b>	<b>Sun.</b>
Current Schedule:		12 pm - 3 pm	12 pm - 3 pm	12 pm - 3 pm	12 pm - 3 pm		
New Schedule:		11 am - 3 pm	11 am - 3 pm	11 am - 3 pm	11 am - 3 pm		

<b>Job Coaching Schedule:</b>	<b>Mon.</b>	<b>Tues.</b>	<b>Wed.</b>	<b>Thurs.</b>	<b>Fri.</b>	<b>Sat.</b>	<b>Sun.</b>
Current Schedule:		1 pm - 3 pm	1 pm - 3 pm	1 pm - 3 pm	1 pm - 3 pm		
New Schedule:		12 pm - 2 pm	12 pm - 2 pm	12 pm - 2 pm	12 pm - 2 pm		

**Based on Progress Meeting and Evaluations, the following revisions/action steps will occur:**

<b>New/Changed Job Duties:</b>	<b>Describe Acceptable Performance and Outcomes:</b>
--------------------------------	------------------------------------------------------

<b>Example: Clean the floors</b>	<b>Example: The floors are free of dirt and debris</b>
New: Clean restrooms independently	Restrooms are cleaned using prepared checklist. Tasks are performed, marked as complete and initialed .

**Summarize steps that need to be taken before business pays intern's wages:**

**Ex: Learn additional duties, increase productivity or quality, specific coaching support needs, orientation requirements, etc.**

Linda has been assisting other janitorial staff with the restroom cleaning. This is the last task that needs completed independently prior to hiring fully on business payroll. Linda will increase her daily hours to complete all assigned tasks independently.

**Intern's Wage Status:**

Full ETP Wages     Partial Hire    Start Date: 01/06/2026     Full Hire    Start Date: \_\_\_\_\_

Pay Rate: \$18.00    Hours on Business' Payroll: 8

List any changes or anticipated changes that may occur during the next quarter:

Empty text box for listing changes or anticipated changes during the next quarter.

Is any follow up needed with outside supports? If so, who will take the lead?

Job coach will work with parents who provide transportation to job site.

Additional Notes:

Linda performs most tasks very well with producing a good result with attention to detail. The company is very pleased with Linda's work ethic and commitment to the job. Linda struggles with occasional emergencies such as overflowing sink. Linda needs to first contact the maintenance department, then proceed to clean up the water.

Next Progress Meeting is scheduled for: 01/30/2026

**Attendees:**

Name: Mom Smith    Title: Parent

Name: Josh Doe    Title: ETPS

Name: William Clark    Title: Job Coach

Name: Lois Lane    Title: Care Manager

Name: \_\_\_\_\_    Title: \_\_\_\_\_

Name: \_\_\_\_\_    Title: \_\_\_\_\_

Name: \_\_\_\_\_    Title: \_\_\_\_\_

## Contacts

ETP Supervisor name: \_\_\_\_\_

ETP Supervisor phone #: \_\_\_\_\_

Email: \_\_\_\_\_

Address: \_\_\_\_\_

ETP Supervisor name: \_\_\_\_\_

ETP Supervisor phone #: \_\_\_\_\_

Email: \_\_\_\_\_

Address: \_\_\_\_\_

**For general questions, email:**

**[employment.vocational.services@opwdd.ny.gov](mailto:employment.vocational.services@opwdd.ny.gov)**



