

*Employment Training Program*

*Introduction to the  
Employment Training  
Program for Consolidated  
Supports and Services*

**Employment Training Program (ETP)  
New York State  
Office for People with Developmental Disabilities**

 **Putting People First**





Dear CSS Participant:

We are pleased to introduce you to OPWDD's, Introduction to the Employment Training Program (ETP) for Consolidated Supports and Services informational packet. OPWDD is committed to increasing the number of individuals with developmental disabilities working in their communities. The purpose of this packet is to provide Consolidated Supports and Services (CSS) participants with information and resources to assist with the successful development of ETP internships and employment outcomes.

The Employment Training Program (ETP) offers job seekers with developmental disabilities opportunities to pursue internships in community businesses with the goal of gaining paid employment. ETP provides a comprehensive process to assist you in learning about the world of work, gaining real work experience, acquiring work skills, building relationships at work and maintaining employment. The information in this packet contains information about the ETP process which is designed to assist you in gaining a well-matched internship leading to paid community employment.

The packet includes various steps and forms required by the Employment Training Program:

- The ETP application process
- ETP Job Readiness Training classes
- ETP Discovery process and creating an Employment Profile
- Job development for ETP
- On-the-job coaching supports
- Building natural supports and independence
- Partnering with the local ETP Supervisor throughout the process

Other materials contained in the packet include information you may want to consider when choosing your employment support staff as well as staff training resources. One section is dedicated to exploring the world of work and activities you can pursue while you are considering employment. Because your employment support staff will continue to support you after you have completed the ETP internship, information about job retention supports, participating in the work culture, and career development is included. The packet concludes with an article featuring expert advice on customized employment with an overview of the staff competencies needed to provide quality employment outcomes.

We hope you find these materials helpful and look forward to working collaboratively to create internships that will lead to successful, long-term employment opportunities. If you would like additional information, please contact your local ETP Supervisor or the ETP Coordinating Unit as listed in the ETP Locations and Contacts List in the back of the packet.

Sincerely,

*Lynne Thibdeau*

Lynne Thibdeau  
Assistant Director  
Employment and Meaningful Community Activities

**Executive Office**



OWPDD Employment Training Program (ETP)  
**Introduction to the Employment Training Program for  
Consolidated Supports and Services (CSS)**

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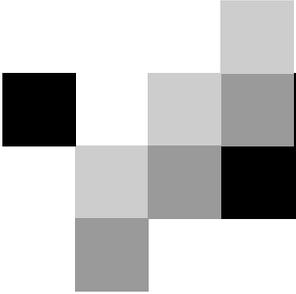
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- ETP Locations and Contacts List





*Employment Training Program*

**Section 1:**

**Introduction to the  
Employment  
Training Program**

*Introduction to the Employment Training Program for  
Consolidated Supports and Services*



# Employment Training Program (ETP) Process for CSS Participants



Develop or review the CSS budget for adequate job development and job coaching resources.

Complete and submit an ETP application to your local ETP Supervisor. If approved begin the planning process.

Plan with your circle of support whether to hire your own staff or hire provider agency staff for various job support roles.

Interview and hire the job developer and job coaching staff. Use ETP manuals, Innovations Training Seminars and Circle of Support for staff training.

The job developer staff will complete the ETP Discovery and Employment Profile and interview preparation with you.

Once your ETP Discovery and Employment Profile have been approved by the ETP Supervisor, you will be notified and your job developer may begin to develop an internship.

The job coach will assist the business with customizing a position and assist you in becoming as independent as possible on the job. ETP will pay your wages.

The job coach will assist the business in hiring you directly when you have learned the job and will he/she will provide ongoing support.

# **Benefits of Participating in the Employment Training Program (ETP)**

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- ❖ Interns work with a job developer to gain an individualized, internship in the community in order to build the skills needed to pursue quality employment.
- ❖ Interns learn real work skills including job specific tasks, technology, employment standards and work culture at a local business.
- ❖ 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 in order to be hired by the employer at the conclusion of the internship.
- ❖ During the initial training period, interns are paid at least minimum wage by New York State as an hourly, temporary employee and covered by Workers' Compensation and General Liability Insurance through New York State.
- ❖ 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.
- ❖ ETP internships vary in duration depending upon the intern and business needs.

# **OVERVIEW OF THE EMPLOYMENT TRAINING PROGRAM FOR CSS APPLICANTS**

## **Overview of Program**

The purpose of the Employment Training Program (ETP) is to offer an opportunity for persons with developmental disabilities to gain work experience through an on-the-job, paid internship. ETP interns learn new skills and attend seminars preparing them for competitive employment. Provided the intern is successful, there will be a reasonable expectation for continued employment at the business where the internship is established. An ETP Application packet is submitted to the ETP Supervisor to review for potential approval. When an applicant is approved for ETP, the following procedures and responsibilities begin.

## **Program Specifics**

- All interns must participate in the regularly scheduled ETP Job Readiness Training classes even when scheduled during internship work hours. The job coach will coordinate advance notice to the worksite supervisor and transportation to the classes.
- Interns are paid by NYS OPWDD as an hourly, temporary employee and covered by NYS Worker's Compensation and General Liability. Interns are paid only for hours worked and not entitled to paid leave or additional benefits. Interns are allotted at least one-half hour per day for a lunch/meal break if they work more than five (5) hours during that day. Interns are not paid for this lunch/meal break.
- When an accident occurs on the worksite, a call must be placed by the intern to 1-888-800-0029 NYS Accident Reporting System Call Center to report the accident and details.
- Interns will receive intensive job coaching supports at the new internship worksite which will gradually fade, to the extent possible as the intern gains the skills required to meet the employers' standards.
- Interns must follow the agreed upon work schedule. Changes to the work schedule must be coordinated with the ETP Supervisor.
- ETP Supervisors provide guidance, coordination and monitoring of services. ETP staff approve all internship applications, placements and transition to each phase of the ETP process.
- ETP Supervisors visit worksites periodically to monitor progress as well as meet with interns, employment support staff and worksite supervisors.
- Businesses participating in ETP will offer direct hire opportunities, as available within a reasonable training period, when the intern performs to the employer's work standards.

The job coach/job developer you hire will implement the ETP process and complete the required paperwork as described in this packet. ETP is designed to provide interns with the resources and training needed to be successful in community employment and build a satisfying, successful career. It is important that the ETP process and procedures are followed in order to assure a coordinated and positive experience.

**OVERVIEW OF THE EMPLOYMENT TRAINING PROGRAM**  
**FOR CSS APPLICANTS – page 2**

**Intern Responsibilities**

- ❖ The intern works closely with their circle of support and employment support staff to develop a clear understanding of their job interests, skills, abilities and the environments where the person is the most successful. This includes trying various types of jobs through either situational assessments or volunteer work.
- ❖ The intern will attend job readiness classes for the duration of the ETP internship except for excused absences.
- ❖ The intern will be flexible with their availability and offer a few job options in order to promote timely and successful internship development.
- ❖ The intern will work closely and be open to instruction from their worksite supervisor and employment support staff in order to learn the job tasks and worksite culture.
- ❖ The intern will respond to the worksite supervisor requests in a positive manner. The intern will interact with coworkers and customers in an acceptable manner.
- ❖ The intern will have regular attendance at the internship and follow workplace policies and procedures.
- ❖ The intern will complete their Quarterly Progress Worksite Evaluation Form with assistance from staff if needed and return it to the ETP Supervisor at least 1 week prior to each scheduled quarterly progress meeting.
- ❖ The intern will communicate all concerns on a proactive basis and work hard to correct any work issues that arise.

**Job Developer / Job Coach Responsibilities**

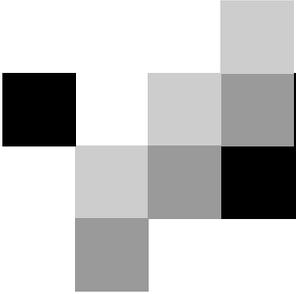
- The job coach/job developer will get to know the person through a variety of activities such as reviewing past employment history, community situational assessments, observing volunteer work, circle of support interviews, etc. The information from these activities will be documented on the Discovery Report and Employment Profile. The job coach will submit the completed Discovery Report and Employment Profile to the ETP Supervisor for approval in order to initiate job development or other recommendations.
- Once job development is approved by the ETP Supervisor, the job coach/job developer will begin the job search based on the Employment Profile and job match criteria. The job developer will network to identify a community internship placement with potential employment after successful completion of ETP. The job coach will submit Intern Monthly Job Development Reports to the ETP Supervisor by the 10<sup>th</sup> of each month.
- The job coach/job developer will notify the ETP Supervisor of all potential internship placements for approval and to coordinate the placement process. The job coach/job developer will submit the Intern Pre-Placement Approval Form to the ETP Supervisor for approval prior to starting a new internship.

**OVERVIEW OF THE EMPLOYMENT TRAINING PROGRAM**  
**FOR CSS APPLICANTS – page 3**

**Job Developer / Job Coach Responsibilities continued.....**

- When an internship is approved, a worksite placement meeting will be held at the worksite with the intern, the job coach, worksite supervisor and ETP Supervisor to agree upon the job duties, training and review ETP expectations.
- The job coach will provide the intern on-the-job training related to specific work tasks and work-related skills as agreed upon at the worksite placement meeting and adjusted at progress meetings as needed.
- The job coach will provide coaching and assistance to help the intern learn general work habits including attendance, following worksite policies, interpersonal interactions, punctuality, time sheet preparation and workplace culture.
- Job Coaches will assist the intern in completing time sheets, as well as record job coach hours on the time sheet.
- The job coach will assist the intern in learning safety and fire evacuation procedures at the worksite, as instructed by the worksite supervisor.
- The job coach will develop and implement natural supports and accommodations at the worksite to assist the intern in successfully completing the job requirements and building independence.
- The job coach will complete their own and assist the intern in completing the Quarterly Progress Worksite Evaluation Form prior to each quarterly progress meeting. At the quarterly progress meetings, the intern, job coach, worksite supervisor and ETP Supervisor will evaluate the intern's job performance, progress and develop a Plan of Action for next quarter. The job coach will follow through with training and other agreements made at the quarterly progress meeting.
- The job coach will provide positive as well as constructive feedback to the intern regarding job performance, adherence to worksite rules and coworker/supervisor/customer interactions.
- The job coach will maintain REGULAR communication with the ETP Supervisor regarding progress; reinforce ETP rules and regulations and work collaboratively to resolve all challenges and issues. The job coach will assist the worksite supervisor to resolve minor work conflicts when they arise.
- The job coach will notify the ETP supervisor and worksite IMMEDIATELY if the intern is not able to perform duties as scheduled, in order to develop a plan of action for next steps.
- Once the intern has achieved the workplace performance standards, the job coach will facilitate the hiring process with the intern and the worksite supervisor to prepare for the transition from the ETP payroll to the employer's payroll.
- At the successful conclusion of the ETP internship, the job coach will continue to provide ongoing, periodic employment supports at the business to ensure job retention, employer relations, assist the employee with task changes or new tasks, adapt to personnel changes, learn new policies and procedures and promote career advancement.





*Employment Training Program*

# **Section 2:**

# **Exploring the World of Work**

*Introduction to the Employment Training Program for  
Consolidated Supports and Services*



# **Activities to Complete while Considering Community Employment**



- Complete Career Interest Surveys
- Interview Businesses about Careers Opportunities
- Job Shadow and/or Complete Situational Assessments
- Attend Classes Related to Career Skills (i.e. customer service)
- Volunteer in the Community
- Practice Interview Skills
- Learn about Work Dress & Appearance Standards
- Learn about Workplace Culture
- Learn to Respond to Supervisors' Requests
- Learn about Conflict Resolution Techniques
- Practice Time Management
- Learn to Travel in your Community
- Learn Community Safety Skills
- Take Vocational Skills Classes (computers, food prep, retail, landscaping, etc.)
- Develop a Resume and Request Reference Letters
- Build your Stamina at Volunteer Jobs or Other Community Activities

## **Overview of the Impact of Wages on Your Benefits**

At the present time, you may be receiving benefits like SSI, SSDI, Food Stamps, Medicaid or other benefits. As you are considering employment, it is advisable to find out how wages would impact your benefits. The Social Security Administration offers various incentives and programs to promote gainful employment; however, each person's situation varies. As an ETP intern, you will be earning **at least minimum wage**. As your wages increase, your benefit income may decrease. If you receive Social Security or other benefits; you must notify the appropriate benefit's office, submit the information they require and maintain well organized files with paycheck receipts. Your service coordinator can assist you with this process. You may also contact the New York State Toll-Free Work Incentives Hotline (see below).

**New York State Toll-Free Work Incentives Hotline:  
1.888.224.3272 Voice 1.877.671.6844 TDD**

The **New York Makes Work Pay Initiative** believes that to close the employment gap for New Yorkers with disabilities, information is key. New Yorkers with disabilities and their supporters need access to timely, relevant and accurate information pertaining to how benefits are impacted by work. Further, we know that information is not enough and that subsequently those same New Yorkers need to be connected with individuals and organizations that can assist them in creating and maneuvering a path to employment and increased economic well-being.

Through a contract with Cornell and Neighborhood Legal Services (NLS) of Buffalo, the **New York Makes Work Pay Initiative** offers a statewide, toll-free *Work Incentives Hotline* to answer calls on a wide range of issues related to benefits and work. The hotline is available during business hours on Monday through Friday, except on holidays, and every effort will be made to return calls the same day or within one business day. Generally, any call related to SSI, SSDI, Medicaid and Medicare is appropriate for the hotline.

The *Work Incentives Hotline* is designed as a short-term service to provide information and technical assistance to individuals with disabilities and provider agency personnel, including individuals who provide some form of benefits and work incentives planning services. In most cases, the service request will be handled in 30 minutes or less. Where appropriate, our staff will research the issue and get back to the caller. The hotline should not be viewed as a substitute for the comprehensive services available through benefits and work incentives practitioners and Community Work Incentives Coordinators available from agencies funded through the Social Security Administration or other sources. Our hotline staff will be able to provide referral information to an agency in your region of the state that can provide that service.

# ETP and Circle of Support Planning



## *It all starts with a plan.....*

The person and their circle of support create a self-directed plan with the person to pursue employment in the community. The person and their circle of support meet to develop a plan for building career experiences through career exploration, work-related volunteer work, classes, career assessments, job shadowing, learning safety and travel skills and developing potential work references. The person and their circle also have community connections to share which are valuable resources when networking for internship and employment possibilities.

The person and their circle of support meet to answer person-centered questions such as:

- What are the person's goals for the future?
- What are the person's skills and experiences?
- What are the person's hobbies and personal interests?
- What environments and supports work best for the person?
- How does the person prioritize their goals?
- What are the person's career goals?
- Where in the community can the person volunteer to gain job-related experience?
- Where in the community are classes offered that match the person's career interests, ability and skills?
- What various transportation resources can the person learn to access?
- What new careers might the person want to explore?
- Which friends, family and acquaintances can help the person connect to community work experiences?

The information collected is used to develop goals for the person's career path which may include applying to the Employment Training Program (ETP) for a job internship. Through their experiences in the community and employment, the person will grow and evolve. The person and their circle of support should meet regularly to plan continued steps for growth and career development.



**Section 3:**

**Choosing and  
Training Your  
Employment Support  
Staff**

*Introduction to the Employment Training Program for  
Consolidated Supports and Services*



# **Employment Support Staff Roles and Expectations**

In order to participate in ETP, you must have dedicated resources in your CSS budget for employment supports and have your application approved by the ETP Coordinating Unit. The Employment Training Program processes include discovery, circle of support planning, job development, on-the-job supports, monthly classes and on-going documentation. As you begin to interview and hire your CSS employment support staff, you may want to consider the following skills and qualifications.

There are three main roles and tasks that employment support staff will implement with ETP; discovery, 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 employment support staff blend into the general work environment and have strong communication and negotiation skills. In addition, your circle of support or employment support staff will assist you in attending the **required monthly Job Readiness Training classes until the completion of the ETP internship.** The various job functions differ so you may want to hire one person for all roles or hire separately for specific roles. You may also want to consider hiring a seasoned job developer or job coach from a provider agency for one or more employment support roles. The staff responsibilities for the three main roles are as follows:

The **Discovery Process** consists of getting to know the person through a variety of activities and completing the **Intern Discovery Report and Employment Profile** (see section 5). The discovery process includes analysis of information collected with the job seeker from a variety of activities such as:

- 1) Spends one-on-one time with the person in the community and at home.
- 2) Reviews the person's records, work history and demographics.
- 3) Completes career and interest assessments.
- 4) Interviews family, friends and circle of support staff.
- 5) Observes the person in community jobs, volunteer work and classes.
- 6) Arranges job-related situational assessments.

It is anticipated that by following these steps, job development will be efficient and effective resulting in a well-matched internship.

The **Job Developer** reviews the information from your Employment Profile and lists job match criteria to use when searching for an internship. The job developer performs a variety of tasks to find an internship that meets your qualifications and interests. In order to participate in ETP, a business must agree to consider hiring you should you meet the workplace standards at the completion of the internship. The job developer's role includes the following tasks:

- 1) Contacts businesses known to the person's circle of support to discuss a potential internship.
- 2) If the warm contacts do not lead to an internship, contacts various businesses in the person's geographical region related to his/her interests to discuss a potential internship.
- 3) Sets up interviews and meetings with employers to determine their business and hiring needs.
- 4) Works with businesses to carve or customize a job position which meets the employer's needs as well as the intern's skills, abilities and interests, as needed.
- 5) Works with the intern to develop a resume, references and interview skills.
- 6) Assists at job interviews and describes the ETP internship program to businesses.
- 7) Analyzes potential internships for a potential match to the intern's interests, abilities, environmental preferences, support needs, transportation options, work hours, supervision, etc.

- 8) Assures that the worksite supervisor 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.
- 9) Works with the ETP Supervisor and worksite supervisor to negotiate needed accommodations and internship expectations.

The **Job Coach** identifies clear work expectations with the worksite supervisor and ETP Supervisor in order to develop a training and orientation plan. The training tasks are shared with the worksite supervisor who provides initial training and orientation similar to any new employee or intern. The job coach supplements the workplace training and supports the intern in a variety of ways as follows:

- 1) Provides worksite skills training and support.
- 2) Develops workplace accommodations as needed.
- 3) Monitors the intern's work performance to meet the employer's quality and productivity standards.
- 4) Assists the intern to develop positive relationships with supervisors, coworkers and customers.
- 5) Instructs the intern in workplace culture and related interpersonal skills.
- 6) Assures that the intern understands both the workplace and ETP policies and procedures.
- 7) Builds independence and fades worksite training and support when possible.
- 8) Assists with time sheets and leave requests.
- 9) Develops a long-term employment and training plan.
- 10) Communicates progress and concerns regularly with the worksite supervisor, ETP Supervisor, intern and their circle of support.

When the person is fully hired by the business, the job coach continues to provide **on-going, job site supports** that meet the intern's (now employee) and business' needs. After the ETP internship has concluded, it is important that the job coach periodically visit the job site to provide the following ongoing, work supports:

- 1) Renegotiates job tasks and responsibilities as needed.
- 2) Assists with career advancement.
- 3) Assists in the resolution of issues with the employee and the business.
- 4) Facilitates inclusion into the workplace culture.
- 5) Facilitates quality relationships with the supervisor, coworkers and customers.
- 6) Assists with adjustment to changes in work tasks, personnel or workplace expectations.
- 7) Assists the person in accessing workplace benefits and activities.

The **ETP Supervisor** is the OPWDD liaison who coordinates the ETP process with the worksite supervisor, job developer/job coach and the intern to assure a quality experience and positive outcomes. The ETP Supervisor's tasks are as follows:

- 1) Enrolls the intern on the NYS payroll, collects timesheets and provides the intern with a bi-weekly paycheck during the ETP training period.
- 2) Coordinates the intern's NYS employee orientation and mandatory training schedule.
- 3) Coordinates the required Job Readiness Training classes.
- 4) Approves all phases of ETP including discovery, job development and internship placement.
- 5) Monitors intern's work performance, adherence to policies and visits the worksite regularly to assure a quality internship experience.

The ETP Supervisor's goal is to facilitate an ETP experience that will lead to quality, community employment at the conclusion of the internship.

# **CSS Employment Support Staff Roles and Expectations** **and the Employment Training Program (ETP)**

In order to participate in ETP, you must have dedicated resources in your CSS budget for employment supports and have your application approved by the ETP Coordinating Unit. The Employment Training Program processes include discovery, circle of support planning, job development, on-the-job supports, monthly classes and on-going documentation. As you begin to interview and hire your CSS employment support staff, you may want to consider the following skills and qualifications.

There are three main roles or tasks that employment support staff will implement; discovery, job development and on-the-job training. The employment support staff needs to relate to business culture and understand business needs. It is important that employment support staff blend into the general work environment and have strong communication and negotiation skills. In addition, **your circle of support or employment support staff will assist you in attending the required monthly Job Readiness Training classes until the completion of the ETP internship.** The various job functions differ so you may want to hire one person for all roles or hire separately for specific roles. You may also want to consider hiring a seasoned job developer or job coach from a provider agency for one or more employment support roles. The staff responsibilities for the three main roles are as follows:

The **discovery process** consists of getting to know the person through a variety of activities and completing the Intern Discovery Report and Employment Profile (see section 5). The discovery process includes analysis of information collected with the job seeker from a variety of activities as follows:

- 1) Spends one-on-one time with the person in the community and at home.
- 2) Reviews the person's records, work history and demographics.
- 3) Completes career and interest assessments.
- 4) Interviews family, friends and circle of support staff.
- 5) Observes the person in community jobs, volunteer work and classes.
- 6) Arranges job related situational assessments.

It is anticipated that by following these steps, job development will be efficient and effective resulting in a well-matched internship.

The **job developer** reviews the information from your Employment Profile and develops job match criteria to use when searching for an internship. The job developer performs a variety of tasks to find an internship which meets your qualifications and interests. In order to participate in ETP, a business must agree to consider hiring you should you meet the workplace standards at the completion of the internship. The job developer's role includes the following tasks:

- 1) Contacts businesses known to the person's circle of support to discuss a potential internship.
- 2) If the warm contacts do not lead to an internship, contacts various businesses in the person's geographical region related to his/her interests to discuss a potential internship.
- 3) Sets up interviews and meetings with employers to determine their business and hiring needs.
- 4) Works with businesses to carve or customize a job position which meets the employer's needs as well as the intern's skills, abilities and interests, as needed.
- 5) Works with the intern to develop a resume, references and interview skills.
- 6) Assists as needed at job interviews and describes the ETP internship program to businesses.
- 7) Analyzes potential internships to match the intern's interests, abilities, environmental preferences, support needs, available transportation, work hours, supervision, etc.

- 8) Assures that the worksite supervisor 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.
- 9) Works with the ETP Supervisor and worksite supervisor to negotiate needed accommodations and internship expectations.

The **job coach** identifies clear work expectations with the worksite supervisor and ETP Supervisor in order to develop a training and orientation plan. The training tasks are shared with the worksite supervisor who provides initial training and orientation similar to any new employee or intern. The job coach supplements the workplace training and orientation and supports the intern in a variety of ways as follows:

- 1) Provides worksite skills training and support.
- 2) Develops workplace accommodations as needed.
- 3) Monitors the intern's work performance to meet the employer's quality and productivity standards.
- 4) Assists the intern to develop positive relationships with supervisors, coworkers and customers.
- 5) Instructs the intern in workplace culture and related interpersonal skills.
- 6) Assures that the intern understands both the workplace and ETP policies and procedures.
- 7) Builds independence and fades worksite training and support when possible.
- 8) Assists with time sheets and leave requests.
- 9) Develops a long-term employment and training plan.
- 10) Communicates progress and concerns regularly with the ETP Supervisor, intern and their circle of support.

The job coach typically provides **on-going, job site supports** that meet the intern's (now employee) and business' needs after the person has been hired by the business and ETP internship has concluded. It is important for the job coach to be present periodically on the job site to provide the following ongoing work supports:

- 1) If needed renegotiates job tasks and responsibilities.
- 2) Assists with career advancement.
- 3) Assists in the resolution of issues with the employee and the business.
- 4) Facilitate inclusion into the workplace culture.
- 5) Facilitates quality relationships with the supervisor, coworkers and customers.
- 6) Assists with adjustment to changes in work tasks, personnel or workplace expectations.

The **ETP Supervisor** is the OPWDD liaison who coordinates the ETP process with the worksite supervisor, job developer/job coach and the intern to assure a quality experience and positive outcomes. Examples of the ETP Supervisor's tasks are as follows:

- 1) Enrolls the intern on the NYS payroll, collects timesheets and provides the intern with a bi-weekly paycheck during the ETP training period.
- 2) Coordinates the intern's NYS employee orientation and mandatory training schedule.
- 3) Coordinates the required Job Readiness Training classes.
- 4) Approves all phases of ETP including discovery, job development and internship placement.
- 5) Monitors intern's work performance, adherence to policies and visits the worksite regularly to assure a quality internship experience.

The ETP Supervisor's goal is to facilitate an ETP experience that will lead to quality, community employment at the conclusion of the internship.

# Training for Your Job Coach/Job Developer



## **The Innovations in Employment Supports Training Series**

New York State OPWDD's Division of Person Centered Supports, Employment and Meaningful Community Activities unit in partnership with NYSRA and the Center for Human Services Education is pleased to offer the Innovations in Employment Supports four-part training series at locations across the state.

**The four-part training series is designed to give staff an opportunity to enhance their skills to better support individuals with developmental disabilities through person-centered plans that focus on meaningful activities and employment opportunities.**

### **The Four-Part Series Includes:**

#### ***Embracing Employment: Putting People First***

Receive a comprehensive overview of the OPWDD Employment First initiative and the values, skills, and processes that will lead to greater employment success.

#### ***Assessment and Planning: The Forgotten Art***

Maximize the art of discovery and the skills of assessment. Participants will learn to gather information and create vocational services plans that will lead to the ultimate employment supports goal -- the job match!

#### ***Job Development: Creating Connections***

Learn the most important skills for discovering opportunities. Participants will learn to shift their thinking and practices to a relationship-building model for creating volunteer and employment options.

#### ***Job Coaching: Learning, Teaching and Facilitating Integration***

Acquire comprehensive training in and tools for effective / efficient job coaching supports which will allow the Employment Specialist to transition from the art of assessment and job development to the science of job coaching.

As OPWDD moves forward with its commitment to an Employment First philosophy and the implementation of the People First Waiver, it is imperative that staff members be prepared to plan and deliver person-centered services. Assure that you are on the forefront by attending!

There is NO COST for registration if you are an OPWDD funded provider of services and there is no restriction on the number of staff that may attend. (If you have a question about whether you are eligible to attend, please send an email to: [Innovations@humanservicesed.org](mailto:Innovations@humanservicesed.org)).

The list of trainings sessions scheduled near you is available on the OWPDD website at [http://www.opwdd.ny.gov/opwdd\\_services\\_supports/employment\\_for\\_people\\_with\\_disabilities](http://www.opwdd.ny.gov/opwdd_services_supports/employment_for_people_with_disabilities), under the Resources for Employment Services Providers and Supported Employment Training Opportunities tabs.



**Section 4:**

**Introduction to the  
ETP Application  
Process**

*Introduction to the Employment Training Program for  
Consolidated Supports and Services*



## Overview of the ETP Application Process for CSS Applicants

The Employment Training Program (ETP) is designed to assist individuals with **established OPWDD eligibility** in obtaining an on-the-job work experience with an **employer that is willing and able to hire** the individual after the initial training period.

The goal of ETP is to provide participants with the tools needed to become competitively employed. In addition to working at an internship site, ETP participants are required to attend classroom Job Readiness Training sessions that will cover topics such as how to dress for work, conflict resolution, communication skills and proper time and attendance procedures. An ETP internship is an **opportunity to learn skills and demonstrate that the intern can be a valued and productive employee**. We anticipate that the internship will result in the intern being hired directly by the business; however, **the ETP internship itself should not be considered permanent employment**.

The selection process begins by completing an ETP Application Packet and attaching the additional information required such as a recent Individual Service Plan (ISP), psychological, and other relevant documentation. An ETP Application Packet can be obtained by contacting your local ETP Supervisor (See Section 9: ETP Locations and Contacts). Included in the application packet is the Intern Application Transmittal Form which provides a checklist for the required paperwork. Please collect all of the requested information then submit it with the transmittal form to your local ETP Supervisor. Unfortunately, **we are unable to process incomplete application packets**. Once all the documents listed on the transmittal form are received and reviewed, an interview may be scheduled.

If an applicant is selected to participate, ETP will work with the intern and their CSS hired job coach to complete the required ETP activities. **The ETP Supervisor will work with the job coach to guide and approve each phase of the ETP process**. The job coach will assist the intern in the following activities:

- Attend the Job Readiness Training classes.
- Complete the ETP timesheets and NYS required training.
- Engage in the discovery process to identify the intern's interests and abilities.
- Contact and meet with businesses until a well-matched internship is identified.
- Provide work task and interpersonal skills instruction at the worksite until the intern meets the employer's standards.
- Build the intern's independence at the worksite to the extent possible.
- When the intern has met the workplace standards and is hired by the business, complete all hiring requirements to transition the intern to the employer's payroll.

The ultimate goal of ETP is to help the intern gain competitive employment in the community.



**Section 5:**

**Introduction to the  
ETP Discovery and  
Employment  
Preparation Process**

*Introduction to the Employment Training Program for  
Consolidated Supports and Services*



# **Introduction to the ETP Job Readiness Training Classes**

All interns are required to attend the monthly ETP Job Readiness Training classes hosted locally. The ETP Supervisor will provide interns and job coaches a schedule for the Job Readiness Training classes. As an ETP intern, you will be paid for the time you attend the Job Readiness Training classes. The job coach and intern are responsible for coordinating in advance with the worksite supervisor time off to attend classes. The job coach will coordinate transportation and attend the class as well in order to reinforce classroom learning at the worksite. At the Job Readiness Training classes, the job coach role is to assist the intern to participate, help facilitate small group activities (if needed), review key points at the worksite and alert the instructor if the intern has specific accommodation or learning needs. The job coach can enhance information retention by reinforcing the intern's newly acquired knowledge at the worksite.

**The Job Readiness Training classes consist of 14 MODULES and 3 THEMES:**

## **1) PROFESSIONAL:**

- Setting Goals
- First Impressions
- Teamwork
- Self-Confidence at Work
- Professional Behavior
- Job Success

## **2) SOCIAL:**

- Positive Communication
- Non-Verbal Communication
- Friendships at Work
- Understanding Conflict
- Building Self-Esteem
- Overcoming Challenges

## **3) LIFE SKILLS:**

- Healthy Living
- Coping with Stress



***THROUGHOUT THE SESSION, WORKPLACE MANNERS ARE INTRODUCED AND REINFORCED:***

- |  |   |
|--|---|
| ▪ Basic Manners (i.e. please, thank-you) | ▪ Avoiding TMI                          |
| ▪ Clean Language                         | ▪ Sharing Space                         |
| ▪ Personal Space                         | ▪ Positive Interactions with Co-workers |
| ▪ Cleaning up After Eating               | ▪ Avoiding Moodiness                    |
| ▪ Listening Not Interrupting             | ▪ Eating Manners                        |
| ▪ Acceptable Voice Tone                  | ▪ Avoiding Gossip                       |
| ▪ Cell Phone Expectations                | ▪ Sportsmanship                         |
| ▪ Elevator Courtesies                    | ▪ Sharing Success not Bragging          |
| ▪ Computer Rules                         |   |

# Introduction to the ETP Discovery Process for CSS Employment Support Staff



## Step 1 – Get to Know the Person

It is important for employment support staff to invest upfront resources in the discovery process in order to develop a clear employment profile with job match criteria. This information will assist the job developer in identifying a well matched internship with the best chance for success. The goal of the ETP internship is for the intern to be hired directly by the employer when he/she has successfully met the employer's performance standards. Internships that are well-matched to the intern's abilities, interests and support needs will result in longer job retention.

The discovery process is initiated once the ETP Supervisor has notified the intern and their employment support staff that the individual has been accepted into ETP. Prior to starting job development, the Discovery Report and Employment Profile (see attached) must be completed and submitted to the ETP Supervisor for review and to approve job development. The discovery process typically includes analysis of information gathered with the job seeker from activities listed below:

- Spending one-on-one time with the person in the community and at home.
- Reviewing the person's records, work history and demographics.
- Completing career and interest assessments.
- Interviewing family, friends and support staff.
- Observing the person in community jobs, volunteer work and classes.
- Arranging job-related situational assessments.

## **Step 2 – Complete the Discovery Report and Employment Profile**

The job developer will complete the Discovery Report as the person engages in discovery, interest assessments and situational assessments. At the end of the discovery process, review the results with the intern and their circle of support in order to make recommendations for next steps. The intern, job coach and his/her circle of support need to decide whether to recommend beginning job development for an ETP internship or other activities to build work experience and abilities.

If job development is recommended, the job coach staff will complete the Employment Profile (page 6 of the attached form). The Employment Profile is a summary of the information needed to develop an internship that meets the person's interests, skills and abilities and also summarizes any disability-related accommodations needed.

## **Step 3 – Submit the Discovery Report and Employment Profile**

Submit the completed Discovery Report and Employment Profile (see form attached ) to the ETP Supervisor who will review the documents and approve job development or make other recommendations.

## **Step 4 – Begin the Job Development Process:**

If job development is approved by the ETP Supervisor, the job developer must carefully review the Discovery Report and Employment Profile prior to starting job development. The Employment Profile information should be incorporated into the job developer's plan of action.

**FOR MORE INFORMATION PLEASE SEE:  
THE ETP GUIDE TO THE DISCOVERY PROCESS AND EMPLOYMENT PROFILE  
PACKET.**



**ETP DISCOVERY REPORT - Page 1**

*This form is to be completed and returned to the ETP Supervisor **before** job development will be approved.  
In addition, please attach any assessment reports you completed during the Discovery Process.*

Person's Name: \_\_\_\_\_ Date Started: \_\_\_\_\_  
 SEMP Agency: \_\_\_\_\_ Date Completed: \_\_\_\_\_  
 Discovery Completed by: \_\_\_\_\_  
 Telephone Number: \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

**The following activities complete the Discovery Process (check all that were completed):**

*Recommended Timeframes: up to 60 hours for new referrals and up to 25 hours for interns previously placed as approved by ETP Supervisor.*

<b>Assessment Activity:</b>	<b>Number of Hours Provided</b>	<b>Assessment Activity:</b>	<b>Number of Hours Provided</b>
Interviewed individual one-on-one		Vocational and other standardized tests	
Observed at job-related situational assessments		Interviewed family & friends	
Reviewed file		Interviewed support staff	
Observed at community based job and/or volunteer job		Observed at home	
Observed at community activities		Other (describe):	

**Based on your observations, interviews and information review:**

What are the person's hobbies and interests (home, past, community)? \_\_\_\_\_

\_\_\_\_\_

What are the person's talents and skills (home, employment, community)? \_\_\_\_\_

\_\_\_\_\_

What are the person's positive personality traits (helpful, takes initiative, etc.)? \_\_\_\_\_

\_\_\_\_\_

What are the person's general dislikes (home, employment, community)? \_\_\_\_\_

\_\_\_\_\_

**ETP DISCOVERY REPORT - Page 2**

What is the person's learning style?  Auditory  Visual  Kinesthetic

Describe the person's academic skills (reading, math, time, money): \_\_\_\_\_

List if the person has specific learning accommodations and detail the expectations: \_\_\_\_\_

**Describe the Person's Volunteer Experiences:**

Name of Organization	Role	Dates	Liked or Disliked	Skills Learned

**Describe the Person's Work Experiences:**

Name of Business	Role	Dates	Liked or Disliked	Skills Learned

**Describe the Reasons for Past Job Terminations:** \_\_\_\_\_

**Describe Career and Vocational Education:**

Name of School	Course of Study	Dates	Liked or Disliked	Skills Learned

**ETP DISCOVERY REPORT - Page 3**

What work related interpersonal skills has the person developed (helping others, safety, teamwork, reliability, etc.)?

**Community Based Observation Results (Job, Volunteer Work or Situational Assessment):**

Name of Business	Type of Work	Role (job, volunteer, or situational assessment)	What related skills did the person have potential to perform to an employer's standard?

**Based on your observations, interviews and information review, how would the person's main interests and skills translate into work skills at a community job?**

Specific Interest/Skills	Extent of Knowledge	List Related Experience	What types of businesses use this skill? (list as many as possible)

**ETP DISCOVERY REPORT - Page 4**

**Potential Work Challenges (choose all that apply):**

Choose Potential Work Challenges:	Describe the specific challenge:	What has been tried in the past?	What new strategies will be put in place?
<input type="checkbox"/> Difficulty managing stress			
<input type="checkbox"/> Limited independence			
<input type="checkbox"/> Repetitive job loss history			
<input type="checkbox"/> Limited safety skills			
<input type="checkbox"/> Limited transportation resources			
<input type="checkbox"/> Physical limitations			
<input type="checkbox"/> Limited communication skills			
<input type="checkbox"/> Difficulty staying on task			
<input type="checkbox"/> Limited interview skills			
<input type="checkbox"/> Limited work experience			

- Reviewed the person's ISP Safeguards and IPOP for time alone in the community.
- If community time alone is limited, describe under what conditions the person has time alone in the community (attach ISP Safeguards/IPOP):

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**ETP DISCOVERY REPORT - Page 5**

**What are person's career interests?** \_\_\_\_\_

If the person's career preference is not readily accessible, what type(s) of work can they do now? \_\_\_\_\_

**Will wages impact their public benefits?**  Yes  No If yes, how many hours can they work each week? \_\_\_\_\_

Are there other financial/benefit needs (please describe)? \_\_\_\_\_

**Environmental Preferences/Needs:**  Outdoor Work  Physical Work  Social Work Culture  Flexible Supervisor  Quiet Environment

Consistent Tasks  Routine Work Schedule  Limited Standing/Lifting  Variety of Tasks  Self Directed Work  Limited Tasks

Limited Customer Interaction  Limited Distractions  Coworkers Available to Redirect  Other (List): \_\_\_\_\_

What would you **avoid** regarding job duties and environment (if possible): \_\_\_\_\_

**Availability:** List the hours and days the person is available are (**be as flexible** as possible-most activities can be moved to accommodate work):

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

**Transportation Options:** (Check available options):  Drive Own Vehicle  Walk/Ride Bike  Family/Residence Transportation

Public Transportation  Taxi/Ambulatory Transportation Contractor  Other: \_\_\_\_\_

To meet their transportation needs, in which geographic area(s) could they work? \_\_\_\_\_

**Based on the Discovery Process, I am recommending:**

The person will not begin job development yet and will improve specific work skills related to their job interest through the following service(s):

List which specific work skills the person will develop: \_\_\_\_\_

Pre Voc  Day Hab  Job Readiness Training  Community Hab  Other Training (list): \_\_\_\_\_

The person will not begin job development yet and will improve interpersonal skills through the following service(s):

List which interpersonal skills the person will develop: \_\_\_\_\_

MH Supports  Pre Voc  Day Hab  Job Readiness Training  Community Hab  Other (list): \_\_\_\_\_

The person is ready for job development (**if approved by ETP**) and the **Employment Profile Summary** on Page 6 is completed.

Evaluator Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date Completed: \_\_\_\_\_

**ETP EMPLOYMENT PROFILE SUMMARY- Page 6**

What type(s) of work will be targeted for job development based on the person’s current skills, career development and employment needs?

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Work Skills/Talents: \_\_\_\_\_

List 3 Personal Assets: \_\_\_\_\_

List 3 Challenges to obtaining or retaining employment: \_\_\_\_\_

Natural Supports Needed: \_\_\_\_\_

Work Tasks & Environmental Conditions to Avoid (if possible): \_\_\_\_\_

Availability: List the hours and days the person is available are (**be as flexible** as possible):

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

How many hours does the person want to work? \_\_\_\_\_ Are there hours and wage limitations related to public benefits?  Yes  No

Are there limitations due to stamina/health concerns?  Yes  No If yes, what are the concerns? \_\_\_\_\_

Transportation Availability:  Dependable transportation available  Person needs travel training  Limited transportation available

If transportation resources are limited, what are the available resources? \_\_\_\_\_

What geographic areas will be targeted? \_\_\_\_\_

Will the position need to be customized?  Yes  No If yes, describe the plan of action: \_\_\_\_\_

Based on the type of work that best suits the person, what types of businesses offer this work? \_\_\_\_\_

Approved for Job Development (ETP Supervisor Signature): \_\_\_\_\_

**Section 6:**

**Introduction to the  
ETP Job  
Development Process**

*Introduction to the Employment Training Program for  
Consolidated Supports and Services*



# **Introduction to ETP Job Development for CSS Employment Support Staff**

Once you have received approval from the ETP Supervisor to begin job development, review the completed ETP Discovery Report and Employment Profile. The job developer is required to submit to the ETP Supervisor, an Intern Monthly Job Development Report (see attached) summarizing each month's activities and progress by the 10<sup>th</sup> of each month until an internship placement is identified. Job developers should seek additional training available through OPWDD and other resources in order to build quality job development skills. The following is a list of the steps for an organized and efficient job development process.

## **Step 1 – Prepare and Organize the Job Search:**

- Based on the Employment Profile, identify companies and organizations that have business needs in which an intern could fulfill.
- Organize informational materials about the Employment Training Program (ETP) and the intern's capabilities and experiences to distribute to businesses.

## **Step 2 – Prepare and Plan with the Person:**

- Develop a resume and reference list with the person. Request letters of recommendation from previous employers, teachers and/or volunteer supervisors.
- Review the ETP Discovery Report and Employment Profile with the person and their circle of support. Create a list of potential job leads generated by family, friends, past coworkers, teachers, neighbors, etc. (warm contacts) and plan to follow up with the warm contacts.
- Prepare and practice interview skills with the potential intern throughout the job development process in order to improve skills and adjust to specific business cultures.

## **Step 3 – Contact Businesses and Introduce ETP:**

- Call or visit all warm contacts to discuss potential internships. Follow up with informational interviews and tours when possible.
- Call or visit companies and organizations within the targeted geographical region to set up informational interviews.
- Introduce ETP to businesses using the Intern Information Sheet for Businesses (see attached) and other ETP promotional materials. Highlight ETP benefits and expectations with businesses. Key points to cover include:
  - ✓ ETP offers recruitment, pre-screening and on-the-job training services at no cost to the business resulting in significant cost savings.
  - ✓ Businesses work collaboratively with the job developer to develop clear training and work performance criteria. The goal is to develop the intern's skills and competency to a level where they can independently perform to employer's standards with minimal supervision.
  - ✓ Businesses can free up employees from operational tasks to focus on generating additional customers and income by hiring an intern to perform operational duties.
  - ✓ Once an intern is matched to a job position at your business, interns work and are paid by NYS for an agreed upon duration. ETP internships can vary in length depending upon the needs of the business and the intern.

- ✓ Interns are paid by NYS as hourly, temporary employees and covered by NYS Workers' Compensation and General Liability Statement of Self-Retention until hired by the business.
- ✓ In order for businesses to participate in ETP, they need to have potential employment to offer should the intern learn the required tasks and perform satisfactorily to the businesses' standards.
- Set up informational interviews with interested companies and organizations to learn about their business and hiring needs. Prepare a list of questions to learn about the employer and their business. Sample questions are as follows:
  - ? Tell me about your company's mission, products/services & goals.
  - ? How is your business growing and changing? What are the future trends?
  - ? Please describe the various job positions in your company?
  - ? What are the biggest challenges with work production and quality?
  - ? Are there tasks that receive less attention than needed or unmet operational needs? What are the tasks?
  - ? What is your hiring process? Do you have recruitment challenges?
  - ? What qualities do you value in your employees?
  - ? What are the next steps in developing a collaborative relationship (intern interviews, job carving, company tours, presentations to department heads, follow up calls, mock interviews, etc.)?
- Follow up and establish relationships with local businesses that have possible internships or employment available now or in the near future. Assist the intern in contacting businesses periodically when an internship is possible in the near future.
- Complete an Intern Monthly Job Development Report (see attached) with the intern and submit to the ETP Supervisor by the 10<sup>th</sup> of each month. Communicate all progress and issues regularly with the potential intern, their circle of support and the ETP Supervisor.

#### **Step 4 – Introduce the Potential Intern to Businesses**

- Distribute the ETP Intern Information Sheet for Businesses (see attached) to provide a more in depth explanation of ETP, employer benefits and the various roles and expectations.
- Set up an interview with the potential intern and business. Ask additional questions about the position available, workplace culture and potential job match criteria.

#### **Step 5 – After the Potential Intern is Offered an Internship**

- After a business offers an internship, complete and send the Pre-Placement Approval Form (see attached) to the ETP Supervisor.
- If the internship is approved by the ETP Supervisor, meet with the employer and ETP Supervisor to review the ETP process and develop a clear understanding of the business' employment standards. The ETP Supervisor will present the employer with the ETP Placement Form which includes training agreements and a copy of the ETP Employer Handbook.
- Develop a comprehensive job training plan based on the specific measures for successful job performance in order with the ETP Supervisor.
- Set up time to learn the employer's hiring process in order to prepare for the eventual transition to the employer's payroll after successful completion of the internship.

**FOR MORE INFORMATION PLEASE SEE THE  
JOB DEVELOPMENT FOR ETP PARTICIPANTS PACKET.**

## Locations and Contacts

### OPWDD ETP Coordinating Unit

Lynne Thibdeau, Coordinator .....518-372-3796  
Wendy Colonno,  
Employment & Community  
Service Coordinator.....518-408-2464

### Albany/Region 3

Gail Barbera.....518-486-1313 ext. 109  
Gloria Hart .....518-486-1313 ext. 133

### Binghamton/Region 2

Sue Tesar .....607-771-7784 ext. 104  
Denise Odea .....607-771-7784 ext. 105

### Bronx/Region 4

Felisha Grant .....718-430-0457

### Brooklyn/Region 4

Liz Leahy .....718-642-8669

### Buffalo/Region 1

Mary Pritchard.....716-532-5522 ext. 2344  
Kevin Robison .....716-517-2346

### Long Island/Region 5

Michele Costa .....631-434-6142  
Charice Drakeford .....631-434-6055

### Manhattan/Region 4

Edele St. Jean-Pierre .....212-229-3169

### Poughkeepsie/Region 3

Marilyn Granieri .....845-382-1899  
Tanya Shook .....845-471-9226

### Queens/Region 4

Valerie Mitchell .....718-217-2897

### Rochester/Region 1

Nancy Edelstein.....315-331-1700 ext. 2517  
Janice Shafer .....585-241-5704

### Rome/Syracuse/Region 2

Janet Bennett .....315-336-2300 ext. 261

### Staten Island/Region 4

Denise Funk.....718-982-1934

### Thiells/Region 3

Grady Miller .....845-947-6211

### Tupper Lake/Region 2

Sarah Gallagher.....518-359-4125

 NYS Office for People With Developmental Disabilities  
**Putting People First**

# Develop new talent to help your business grow!



## Employment Training Program

44 Holland Avenue  
Albany, New York 122229  
518-473-4785  
[www.opwdd.ny.gov](http://www.opwdd.ny.gov)

# Develop new talent to help your business grow!



The Employment Training Program (ETP) provides opportunities for businesses to train and prepare a workforce to meet specific industry and business needs. Potential interns are pre-screened and assessed to match your particular needs.

## How does a business participate?

- Contact your local Developmental Disabilities Regional Office. An ETP Supervisor or an Employment Specialist will meet with you in order to analyze your business and future hiring needs.
- The ETP Supervisor or Employment Specialist will partner with you to match an intern to your business needs. Your business staff will then interview the potential intern in order to make the final selection.
- A Job Coach will be working with the intern and they will provide instruction and orientation as you desire until the intern gains the skills necessary to become employed within the workforce.

Upon completion of the internship, the employer agrees to consider hiring the intern, as employment opportunities are available. Interns who are hired by your business will receive on-going supports from a job coach to promote your employee's continued success. The Employment Training Program (ETP) provides opportunities for businesses to train and prepare a workforce to meet specific industry and business needs. Potential interns are pre-screened and assessed to match your particular needs.

Interns are paid by New York State as an hourly, temporary employee and covered by Workers' Compensation and General Liability Insurance through New York State.

Job Coaches work with the business to provide a quality training program and assure a positive experience. All interns attend classes to enhance their skills and improve job retention.

Interns typically work between 4 and 12 hours per week while they learn the job. ETP internships vary in length depending upon intern and business needs.

## What are the benefits for businesses?

- Businesses gain a new option to develop potential employees to grow business success. They also save money on recruitment, orientation, job training and retention with job coaching services at no cost to the employer. Businesses have a creative opportunity to fill their employment needs, workflow gaps, and reduce outsourcing ultimately saving time and money, all while enhancing the diversity of their workforce.
- Throughout their employment, interns continue to attend classes that benefit businesses by improving the intern's communication skills.

- Upon successful completion and employment of an intern, businesses may be eligible for tax credits.
- All internships are temporary opportunities to allow for success within a reasonable time period. However, businesses agree to consider the intern for long-term employment as positions become available.

## Examples of successful internship partnerships:

- Inventory Associate
- Computer Repair
- Floral Worker
- Mail and Supply Clerk
- Dining Room Attendant
- Bakery Assistant
- Mechanic Assistant
- Grocery Clerk
- Dietary Aide
- Childcare Assistant
- Veterinarian Assistant
- Porter
- Bookstore Associate
- Housekeeper
- Warehouse Associate
- Materials Handler

Employers gain by building productive, future employees through real work experiences.

# Internship Information Sheet for Businesses

## New York State OPWDD Employment Training Program

44 Holland Avenue  
Albany, New York 12229  
(518) 372-3796  
[www.opwdd.ny.gov](http://www.opwdd.ny.gov)



***We are sure you will agree there is no better employee than one your business has trained directly. Hiring an intern through the Employment Training Program (ETP) is an excellent way to build your workforce.***

### ***Benefits:***

***There are many benefits to partnering with the Employment Training Program:***

- ***Your business will gain a new employee with training customized to meet your business needs.***
- ***Your business will save time and money on recruitment, orientation, job training and retention when participating with ETP.***
- ***Interns hired through ETP come with professional job coach services and consultation at no cost to your business.***
- ***NYS OPWDD pays interns' initial, training wages while they are learning your business expectations.***
- ***Your business will demonstrate a commitment to diversity and develop new community partnerships.***
- ***Businesses can free up employees from operational tasks to focus on generating additional customers and income by hiring an intern to perform operational duties.***
- ***Businesses that hire their intern (excluding non-profits) may be eligible for tax credits and other financial incentives.***
- ***Exemplary businesses may be publically recognized in NYS OPWDD's annual "Works for Me" event.***

The Employment Training Program (ETP) provides internship opportunities for businesses to train and prepare individuals with developmental disabilities in job skills and other workforce skills in order to be hired by your business. Potential interns are prescreened and assessed to match your business needs. Once matched to your business, interns work in a job position at your business for an agreed upon duration. ETP internships can vary in length depending upon the needs of the business and intern. Interns are paid by New York State as an hourly, temporary employee and covered by NYS Workers' Compensation and NYS General Liability.



Once you have selected an intern, a job coach will work with your business to develop a productive training program and assure a positive experience. The worksite supervisor will provide initial training and supervise the intern. The job coach will provide supplemental, individualized job skill training at your business. The purpose of the job coach training is to assist the intern in learning the job duties in order to perform to the workplace standards. The job coach also provides interpersonal skills training relevant to your workplace culture, customer service expectations, and employee relations to promote success. Job coach instruction and consultation are gradually faded as the intern meets the business' performance standards and competently performs their duties with minimal supervision. The goal is for the intern to become a productive and valued employee at your business.

## *How the Employment Training Program Works:*

The **Worksite Supervisor** is an employee of the business who oversees the intern on a regular basis. The worksite supervisor assigns tasks, provides initial training, establishes work hours (with the ETP Supervisor), approves hours worked by signing the time sheet, and prepares quarterly job performance evaluations. The worksite supervisor assists the intern in developing their work skills, helps with job related issues, and provides workplace policy information. It is important for the worksite supervisor to assess and communicate clear performance standards in order for the internship to be successful. Upon completion of the internship, the intern is considered for employment at your workplace and if hired will continue to receive job coaching services, as needed to promote job retention.

The **ETP Supervisor** is the New York State OPWDD representative who approves the worksite placement, coordinates the job coach funding, oversees the NYS intern payroll, schedules trainings, monitors the intern's work performance and adherence to policies. The ETP Supervisor visits the worksite regularly, collects time sheets, distributes pay checks, and meets with the worksite supervisor, job coach, and intern to assess progress. The ETP Supervisor works closely with all parties involved in order to provide responsive and proactive support. The ETP Supervisor also offers local monthly seminars for interns to enhance their work related skills such as time management, customer service, dependability, conflict resolution, communication and flexibility. The ETP Supervisor is the central internship coordinator.

The **Job Coach** is an employee of a not-for-profit agency funded by OPWDD. The job coach develops the worksite placement, provides worksite training, monitors the intern's work performance and adherence to policies, gradually fades worksite training, and builds independence. The job coach provides logistical coordination and assists with time sheets, transportation, work preparation, and other supports needed. The job coach provides training and support for the intern to develop positive and mutual relationships at the worksite. The job coach works closely with the worksite supervisor to evaluate progress and adjust instructional supports as needed. The job coach agency is responsible for providing on-going, job supports as needed when the person is hired by your business upon successful completion of the internship.

**Interns** are available to your business based on a match of their skills and preferences to your business needs. The internship is a great opportunity for persons with disabilities to learn your business, the work atmosphere, customer service, business relationships and build their job skills in order to be hired by your business. Interns are expected to attend job skills classes in the areas of time management, customer service, communication skills, etc. to enhance their on-the-job training experience. At your worksite, the intern performs the assigned job duties and should be included as part of your workforce. OPWDD pays the intern's initial training wages and provides the intern with job coach supports. Interns are provided with task instruction and job information by the worksite supervisor and job coach. Upon successful completion of the internship, the intern will pursue employment at your business with the new skills they have developed. The intern's goal is to become a productive and contributing employee at your business!

## **INTERN MONTHLY JOB DEVELOPMENT REPORT**

*This form is to be completed by the job developer and returned to ETP Supervisor by the 10th of each month.*

Intern Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

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

Job Developer: \_\_\_\_\_ (Printed Name)

Telephone Number: \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

Date Job Development Started: \_\_\_\_\_ Did you receive written notice to start?  Yes  No

Job Development Report for Month of (circle or X): J F M A M J J A S O N D

Have you completed Discovery with the intern?  Yes  No

How often did you meet with the Intern? \_\_\_\_\_ Number of job development hours provided this Month: \_\_\_\_\_

What are the intern(s) top 3 preferred job choice(s)? \_\_\_\_\_

List the employers/types of businesses contacted, type of contact (phone, in person, etc.) and progress:

<b>Business Name</b> <i>(Record additional contacts on back of sheet)</i>	Type of Contact (phone, in person, e-mail.)	Progress

Was the intern offered employment this month?  Yes  No Did they decline any job offers and why?

What are the factors that may be impeding the person from obtaining an internship or job?

What is the plan to address any barriers/challenges, as listed above?

Job Developer Signature: \_\_\_\_\_ Date Completed: \_\_\_\_\_

**Section below is completed by the ETP Supervisor - SEND TO C.U. MONTHLY.**

<b>ETP Supervisor Signature:</b>	<b>Date Sent to CU:</b>
<b>ETP Supervisor Comments:</b>	



## INTERN PRE-PLACEMENT APPROVAL FORM – Page 1

*The SEMP Agency submits this form for approval when a potential worksite placement has been identified.*

Intern: \_\_\_\_\_ Job Developer: \_\_\_\_\_  
 SEMP Agency: \_\_\_\_\_ Date Completed: \_\_\_\_\_  
 Telephone Number: \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

### WORKSITE INFORMATION

Business Name: \_\_\_\_\_ Phone: \_\_\_\_\_  
*(Name of the Business that will eventually hire the intern)*

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

Worksite Supervisor Name and Title: \_\_\_\_\_

Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

Name and Title of Supervisor in Charge of Hiring: \_\_\_\_\_

Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

Approved by Supervisor in Charge of Hiring?  Yes  No

Potential Start Date: \_\_\_\_\_

**Does the employer understand that this is a training program and agrees that if the intern learns the tasks of the job adequately, ETP should lead to a competitive job?**  Yes  No

If the employer cannot hire, why should we consider this placement?  No prior work experience

Intern graduated from High School less than 6 months ago  Other: \_\_\_\_\_

Is the employer open to on-site job coaching?  Yes  No

Does this job match the person's career goals?  Yes  No If no, what is purpose of this job?

### POSITION INFORMATION

Proposed Work Schedule	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Total Hours:
Initial Work Schedule/Times								
Initial Job Coaching/Times								

Title of position used by employer: \_\_\_\_\_ Type of Work: \_\_\_\_\_

Attached is a job description for this position:  Yes  No *(If No, develop with employer and attach)*

Job Duties (attach extra sheets, if necessary): \_\_\_\_\_

Does the intern currently work or volunteer at this worksite?  Yes  No

If yes, describe: \_\_\_\_\_

Does someone currently perform the job duties listed for the position?  Yes  No

**INTERN PREPLACEMENT APPROVAL FORM – Page 2**

Are there pre-employment testing or medical exam requirements to be hired?  Yes  No

If yes, describe: \_\_\_\_\_

When/how often does this position typically become available for direct hire? \_\_\_\_\_

**Job Match Criteria:**

Number of intern's prior ETP placement(s) (circle):    1<sup>st</sup>                      2<sup>nd</sup>                      3<sup>rd</sup>                      4<sup>th</sup>

If this is a 2<sup>nd</sup> or 3<sup>rd</sup> placement, how this job match better meet the person's criteria and needs:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If this is a 2<sup>nd</sup> or 3<sup>rd</sup> placement, describe how job coach supports will better meet the intern's needs:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Is the intern working at another job site currently (if yes, where and what hours?):

\_\_\_\_\_

**INTERN INFORMATION**

Has the intern expressed any concerns or unwillingness regarding working with a job coach?

Yes  No If yes, what do you propose? \_\_\_\_\_

\_\_\_\_\_

To your knowledge does this business employ other individuals with disabilities?  Yes  No

Have you placed people with this employer before?  Yes  No If yes, what is your relationship?

\_\_\_\_\_

***\*\*\*\* Please note that individuals may not start in this position until you have received written approval from the ETP Supervisor.***

Job Developer Signature: \_\_\_\_\_ Date Completed: \_\_\_\_\_

ETP Supervisor Approval: \_\_\_\_\_ Date: \_\_\_\_\_

ETP Supervisor Comments to Coordinating Unit:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Coordinating Unit Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Section 7:**

**Introduction to the  
ETP Job Training  
Process**

*Introduction to the Employment Training Program for  
Consolidated Supports and Services*



# Introduction to ETP Job Training for CSS Employment Support Staff



## Step 1 - Develop an Employment Training Plan

When an intern is matched to a new internship, the first step is to develop a comprehensive training plan. The training plan is based on the person's learning style, needed accommodations, natural supports available, communication and social skills, skill levels and a detailed understanding of the employer's productivity and work quality expectations. In order to develop a quality employment training plan the following tools are utilized.

- ✘ **Job Analysis** – Observe, record and analyze work tasks in order to break them down to teachable components according to the person's skill level. Work with the employer to clearly understand their productivity and task quality expectations. ETP pays the initial training wages to accommodate each intern's learning curve within reason.
- ✘ **Task Analysis** – Develop a system of environmental or internal task cues and in order to teach in a consistent, measurable, and systematic style. Choose which instructional techniques to use and how to fade the supports over time.
- ✘ **Accommodations and Natural Supports** – Coordinate with the business any accommodations needed to enable or enhance the person's ability to perform a task, participate in social interactions or assist with their work life. Examples of accommodations are shortening a coat rack, assistance entering work attendance on the computer, a tape recorder for taking phone messages, coworker ride to a weekend staff meeting, etc.
- ✘ **Learning Styles** – Review the person's educational assessments to determine their academic skills and learning style. Assess whether the person learns best from written, auditory or physical experience information (or a combination). Adjust your training strategies to reflect the person's learning style. Share this information with the worksite supervisor as they will also need the information when supervising and training the intern.
- ✘ **Self-Management Tools** – Develop, if needed, aids that allow the person to perform tasks more independently such as picture lists, typed instructions, a model to follow, recorded instructions, coworker reminders, self-reinforcement charts, timers, beepers, calendars, etc.

## **Step 2 – Job Skill Training at the Worksite:**

There are several goals for providing quality training and supports to the intern at the new worksite. The goals are as follows:

- Maximize the intern’s participation in the business’ new employee orientation and training.
- Provide quality, supplemental job training that results in satisfactory work performance according to the employer’s standards.
- Provide efficient task training that maximizes the intern’s independence at the worksite.
- Ensure that the intern has the proper work materials (uniform, equipment, tools, task lists, etc.) to complete the tasks assigned.
- Assist the intern in building positive and mutually beneficial work relationships with supervisors, coworkers and customers.
- Provide social and communication skills training to promote workplace inclusion and natural supports.

Ultimately, quality job matching and job training should result with the intern being hired by the business as he/she demonstrates job skill competence and satisfactory social skills. Job skill training tools that will assist in accomplishing ETP goals are listed below.

✂ **Maximize the training tools available at the worksite** to reinforce learning about the tasks and workplace expectations. Examples of training tools that may be available at businesses include orientation videos, website training, computer simulations, personnel manuals, task instruction manuals, shadowing coworkers, work related classes, etc.

✂ Provide the intern with the **least intensive skill training** needed to learn the job and build independence. The goal of the worksite training is to assist the intern in meeting the employer’s productively and quality standards. As the person is learning the skills, the job coach should fade their training and support to the extent possible. Training skill levels range from the least intensive to the most intensive as follows:

1. Verbal/Gestural Prompts
2. Modeling
3. Verbal Assistance
4. Physical Prompts
5. Physical Guidance

✂ Provide **social and interpersonal skills training** using customized instructional techniques such as role modeling, supervisor instruction, peer prompting, classes in the community, on-going prompts, memory aids, counseling, behavioral supports, etc.

✂ Assist the intern in **building task productivity** to meet the employer’s workplace standards with strategies such as shadowing coworkers, supervisor instruction, job coach modeling, job training, self-monitoring production, and accommodations such as timers, beepers or other externals aides. If the intern has difficulty over time performing a task to the supervisor’s expected productivity levels, the job coach may need to renegotiate the tasks if possible.

✂ Assist the intern in **learning the workplace policies and procedures**. The intern is expected to follow workplace policies and procedures such as requesting leave time, adhering to their work schedule, dressing/grooming according to work standards and following supervisor instructions. The job coach may instruct the intern on these skills both on and off the worksite.

- ✘ Provide **logistical coordination** and regular communication with the intern's circle of support. It is important to coordinate with the circle of support reliable transportation, meal break provisions, proper dressing/grooming, scheduling medical appointments during non-work hours and other logistics in a manner amenable to work routines.

### **Step 3 – Evaluate Progress at the Worksite**

On-the-job instruction and supports are faded slowly as the intern meets the business' performance standards and competently performs their duties with minimal employer supervision. The goal is for the intern to become a productive and valued employee at the business. **Every 3 months, the ETP Supervisor will coordinate an ETP progress meeting** to evaluate the intern's progress. The evaluation process includes the following steps:

- The job coach, worksite supervisor and intern are required to complete and submit to the ETP Supervisor an Intern Quarterly Progress Worksite Evaluation Form (see attached) one week prior to the scheduled meeting. The job coach will assist the intern in completing the Worksite Evaluation Form, in addition to completing their own. The ETP Worksite Evaluation Form records the intern's progress on work tasks, productivity, work routines, interpersonal skills and adherence to workplace policies and procedures.
- The worksite supervisor, intern and job coach meet to discuss the intern's progress and additional learning as needed in order for the intern to become a direct employee of the business.
- After the progress meeting, the job coach will adjust their training and support strategies to meet the worksite supervisor's expectations. The intern will be responsive to the worksite supervisor's expectations and make adjustments, as well. The ETP Supervisor will document the internship agreements made for the next 3 months on an Intern Plan of Action form (see attached) which will be distributed to the intern, job coach and worksite supervisor for reference.

### **Step 4 – Facilitate the Hiring Process:**

When the intern is within 2-3 months of being hired directly by the business, the job coach will assist the intern in completing the business hiring procedures. The businesses required hiring process may include submitting an employment application, employment testing or other human resource requirements to prepare for the transfer from the ETP payroll to the employer's payroll.

When the ETP internship is completed and the intern has transferred to the business' payroll, the intern becomes a regular employee of the business. It is important for the job coach to remain regularly involved at the worksite with the employee and the employer to ensure job retention and continued growth. There are various supports that the job coach staff can provide after the intern has been hired by the business which include:

- Assist the employee in continuing to build positive employer, customer and coworker relations.
- Support the employee in adapting to task, work schedule and routine changes.
- Provide job training for new tasks assigned in order for the employee to perform to the employer's standards.
- Support the employee in adapting to personnel and management changes.
- Review workplace policy and procedure updates with the employee.
- Prepare and assist the employee in pursuing career advancement when possible.
- Continue to communicate regularly with the employee's circle of support to promote consistent logistical and home supports related to employment.

See the Job Retention Supports after ETP document for more information.





**Worksite Evaluation Form-Page 2**

GENERAL PERFORMANCE GOALS	MEASURE OF SUCCESSFUL PERFORMANCE	MET	NOT MET

**Comments:**

**General Performance Rating Scale:**

(1) UNSATISFACTORY (2) NEEDS IMPROVEMENT (3) SATISFACTORY (4) VERY GOOD

GENERAL PERFORMANCE	RATE 1-4	COMMENTS
Attendance (on time and regular attendance)		
Demonstrates Appropriate Work Behaviors		
Works Well with Co-workers		
Respectful of Supervisor		
Seeks Assistance for Challenging Tasks		
Responds Well to Constructive Criticism		
Groomed/Dressed for Work Appropriately		
Follows Policies and Procedures		

**What supports are needed to improve performance?**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Print Name: \_\_\_\_\_

**RETURN TO THE ETP SUPERVISOR BY THE FOLLOWING DATE:** \_\_\_\_\_

**ETP SUPERVISOR FAX, E-MAIL & ADDRESS:**

# Building Independence and Natural Supports in Community Employment

*“Natural Supports are any resource or form of assistance that exists or can be adapted at a job to enhance the person’s job performance or inclusion in the workplace culture.”*

## **Building Independence and Natural Supports in Employment**

- ❑ Periodically fade your instruction to test for increasing independence.
- ❑ Share the person’s progress with their supervisor and management.
- ❑ Utilize natural and environmental cues during instruction.
- ❑ Assist the person to enhance workplace relationships (supervisors, coworkers, customers) while supporting the person as inconspicuously as possible.
- ❑ Teach the intern reciprocity such as holding doors open for others and helping coworkers when possible.
- ❑ The job coach should refrain from participating directly in workplace activities in order to build task independence and promote coworker interaction.
- ❑ Set up times to step back and monitor from afar. Leave the worksite for incremental periods if the person has the safety skills and time alone in their plan.
- ❑ Set up natural supports and workplace accommodations that are reasonable and have workplace management approval.
- ❑ Assist the person to participate in all formal and informal workplace activities such as staff meetings, holiday parties, coffee breaks, etc.

## **Benefits of Using Natural Supports**

- ❑ Promotes inclusion at the worksite.
- ❑ Allows relationships to build naturally.
- ❑ Contributes to heightened employee and coworker morale.
- ❑ Enhances success since employees perform better working cooperatively.
- ❑ Increases independence – decreases dependence on paid staff.
- ❑ Builds the person’s self confidence.
- ❑ Builds career skills for advancement.

# Participating in Workplace Culture



There are various activities, events and tasks in which an employee may participate at their workplace. Assisting an employee to participate in these activities is a key role in increasing their likelihood of long-term employment success. Below are examples of shared activities, events or tasks in which employees can participate with job coach support as needed.

1. Shared work tasks
2. Co-worker help
3. Break times
4. Visiting local restaurants & ordering delivered meals
5. Employee orientation & training
6. Group customs
7. Staff meetings
8. Special terms and jargon
9. Items issued to employees and shared equipment
10. Coworker celebrations (marriages, birthdays, etc.)
11. Company social activities (picnics, banquets, etc.)
12. Company sponsored activities (5K walks/runs, trips, etc.)
13. Employee assistance & wellness programs
14. Car pooling or typical transportation options
15. Employee incentives (classes, contests, etc.)
16. Advancement opportunities (mentor programs, on-line classes, training programs, etc.)
17. Similar dress and appearance (uniform, grooming, etc.)
18. Name display and title
19. Work space personalization (pictures, sports memorabilia, post cards, etc.)
20. Employer-sponsored sports leagues and group activities
21. Employer-sponsored fundraising or volunteer activities

# Job Retention Supports after ETP

When the ETP internship is completed, the intern transfers to the business' payroll to become a regular employee of the business. It is important for the job coach to remain regularly involved at the worksite with the employee and the employer to ensure job retention and continued growth. The job coach performs a variety of tasks during the job retention or follow along phase as listed below:

1. Periodic evaluation of the employee's performance based on information from the worksite supervisor and job coach observations.
2. Periodic surveys of the employee's job satisfaction by interviewing the employee and their circle of support.
3. Ongoing documentation of progress, issues and concerns.
4. Facilitation of positive coworker, supervisor and customer relations.
5. Troubleshoot periodic work issues and concerns with the employer, employee and the circle of support.
6. Ongoing reinforcement for a job well done and job retention.
7. Ongoing work skills instruction such as learning new tasks, building interpersonal skills, etc.
8. Assist the employee with work culture participation including staff meetings, holiday events, work recreation leagues, etc.
9. Assist the employee in staying abreast and understanding company policies and procedures.
10. Assist the employee in understanding and accessing company benefits.
11. Build work skills to advance the employee's career movement within the business.
12. Periodically assess the employee's job interests, skills and abilities.
13. Assist the employee with various career building activities.
14. Assist the employee in acquiring either formal or informal valued roles at the worksite such as mentoring new employees, organizing coworker events, or ordering lunch.
15. Provide other employment supports as necessary.



**Section 8:**

**Expert Advice on  
Customized  
Employment**

*Introduction to the Employment Training Program for  
Consolidated Supports and Services*



## Customized Employment Competency Model

This document includes a brief description and presentation of the Customized Employment Competency Model. The document first describes customized employment (CE) as both a concept (for example, how the practices of CE differ from those of supported employment and other employment strategies) and a process (that is, the four essential components of CE). A diagram illustrating the nine CE competencies and four CE components of the model follows. Next, the CE components, and the tasks within each component, are displayed. Finally, the competencies are presented along with the knowledge, skills, abilities, and other characteristics that make up each competency, and some recommended ways in which the model may be used are provided.

As stated on the Office of Disability Employment Policy website, "Customized Employment is a flexible process designed to personalize the employment relationship between a job seeker and an employer in a way that meets the needs of both." Thus, CE:

- Is the outcome that results from an individualized, person-centered process.
- Results in a customized job that will meet the needs that the individual has for employment, the conditions necessary for his or her success, and the needs that the business has for valued, contributing employees.
- Differs from the typical employment practices used by Vocational Rehabilitation (VR) personnel and Supported Employment (SE) job developers, which aim first to successfully place job seekers within the context of competitive hiring processes and then to provide supports as needed to maintain employment.
- Can only be successful if the job seeker is treated as an individual who is free to make choices about his or her life's direction; is afforded respect and dignity; is assumed to have competencies that, if not readily obvious, can be discovered; is given access in natural settings with minimal intrusion; and is provided with high quality employment opportunities and services.

*Due to job seeker complexities, identifying and coordinating an optimal fit between the job seeker, the job tasks, the supporting environment, and the employer requires that persons providing CE services see things from a different vantage point than those typical of VR personnel or SE job developers.*

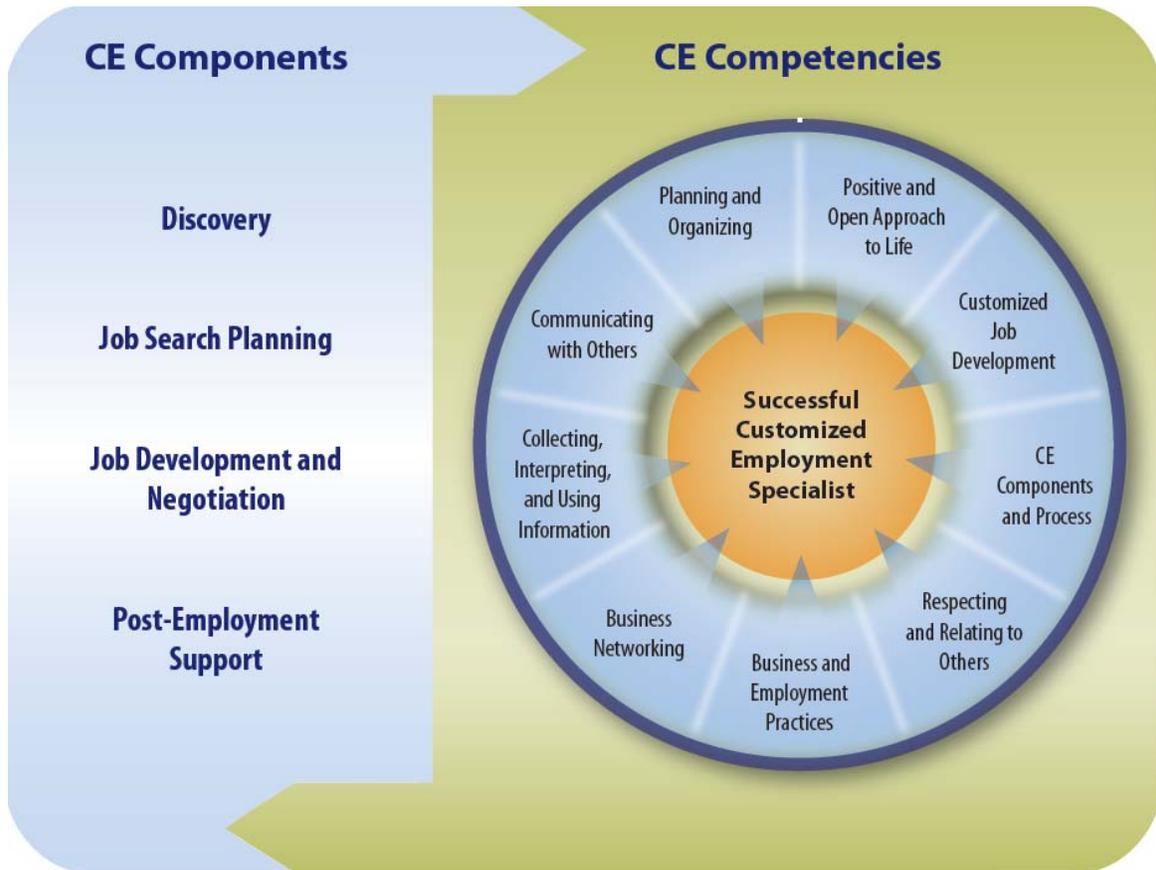
CE is a process-driven concept with four essential components:

- **Discovery** - Gathering information from the job seeker and the CE support team (a group of multiple partners, including the employment specialist, with all jointly taking some responsibility for identifying the job seeker's needs; however, the job seeker is the ultimate decision-maker) to determine the job seeker's interests, skills, and preferences related to potential employment that guide the development of a customized job.
- **Job Search Planning** - Using the information learned about an individual job seeker in Discovery to develop a plan toward a meaningful employment, determine a list of potential employers, and conduct an analysis of benefits.
- **Job Development and Negotiation** - Working collaboratively with the individual and the employer to negotiate a customized job; the provision of supports; and the terms of employment that will match the individual's interests, skills, conditions necessary for success, and specific contributions, and will fill the unmet needs of an employer.
- **Post-Employment Support** - Setting up on-going post-employment supports and monitoring the employment relationship to ensure satisfaction of both the individual and the employer.

*In some settings, CE services are provided by an individual employment specialist (that is, the key person who is working with the job seeker to develop a meaningful employment). In other cases, a team may provide the services.*

Distilled from the input of numerous experts in the field, the diagram below illustrates the four CE components and the nine competencies needed by employment specialists and the CE support team to successfully provide CE services to job seekers.

## Customized Employment Competency Model



The diagram begins with the four components of the CE process and moves to the nine competencies needed by the employment specialist. While the job seeker is the driver of the process, the employment specialist needs the nine competencies to enable them to direct, assist and support the job seeker to success. The competencies are presented in the circles around the employment specialist. The bidirectional arrow between the CE components and competencies represents the reciprocal relationship between them.

The tasks that are included in each component and the knowledge, skills, abilities, and other characteristics (KSAOs) that make up each of the competencies are provided in the following tables. Please note that the titles of the CE competencies do not necessarily relate to any particular step or task in the CE process and multiple competencies may be required for a single task.

## Customized Employment Components and Tasks

The table below contains the tasks that may be completed during each of the CE Components. Because CE is person-centered, driven by the interests, strengths, and conditions for success of each individual, it will differ slightly each time it is implemented. Not all of the tasks will be performed in the same sequence with each job seeker, and some of the tasks may not need to be performed at all. In addition, because CE is comprehensive and occurs over time, it often requires support from a number of funding sources; these may differ depending on factors such as an individual's state and agencies.

*While the CE process used with each individual may vary, it is intended to be a process that is coherent and logical where each step or task builds logically on all previous steps or tasks.*

<b>DISCOVERY:</b>	
<i>Gathering information from the job seeker and the CE support team to determine the job seeker's interests, skills, and preferences related to potential employment that guide the development of a customized job</i>	
<ol style="list-style-type: none"> <li>1. Explain the CE process and the activities that may be involved in individualized, customized job development to the job seeker and family.</li> <li>2. Anticipate, consider, discuss, set-up, and coordinate the financial supports that are required to implement and maintain the CE process, involving an integrated service coordinator or others with expertise with funding issues, as necessary.</li> <li>3. Complete any forms and paperwork necessary to initiate the process with the job seeker or to initiate funding supports for CE services (for example, identification, address, photo release, access to information and records, and release to use information gathered in Discovery).</li> <li>4. Identify a profile format or template for recording and capturing relevant job seeker information from the Discovery process.</li> <li>5. Identify and involve a support team (delegating roles to team members as needed) that can help identify the individual's strengths, interests, preferences, skills, and support needs, as well as provide expertise, valuable input, and resources into the process of attaining and maintaining meaningful employment.</li> <li>6. Begin the Discovery process with the job seeker, which should define the job seeker's ideal conditions of employment, learning characteristics, interests, preferences, contributions, task competence, and support needs. (If desirable, the personal profile may be started, but it should be continuously updated and revised as new information is learned).</li> </ol>	<ol style="list-style-type: none"> <li>7. Observe the job seeker perform activities in a variety of settings, such as the job seeker's home, school, and the neighborhood and community within which the job seeker functions, taking care to document information about the job seeker's interests, support needs, successful support strategies, and performance with notes and pictures.</li> <li>8. Participate with the job seeker in a novel or unfamiliar activity, as well as family activities or routines, documenting with notes and pictures information about the job seeker's interests, performance, successful support strategies, and interactions with others.</li> <li>9. Interview people who know the job seeker well to gather and document information about the job seeker's interests, support needs, and performance in various activities.</li> <li>10. Review relevant records and information available from other sources to learn more about the job seeker.</li> <li>11. Integrate the information gathered during Discovery, and revise or complete the personal profile with the job seeker. Continually update it with information about identified skills and workplace contributions, as well as possible vocational areas of interest (to include self-employment options).</li> </ol>

**JOB SEARCH PLANNING:**

*Using the information learned about an individual job seeker in Discovery to develop a plan toward a meaningful employment, determine a list of potential employers, and conduct an analysis of benefits*

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>12. Present the personal profile to the job seeker to obtain his or her preliminary review.</li> <li>13. Conduct a CE plan development meeting with the job seeker and the CE support team to review and discuss the results of Discovery; to map out an initial plan for seeking and negotiating a CE situation for the job seeker; and to assign tasks to various team members based on members' strengths, contributions, and knowledge of potential employers.</li> <li>14. Develop a plan for employment development activities with the job seeker based on his or her identified employment interest areas, skills, support needs, and so on to include a list of potential employers and task list. This may also include identifying a leader or coordinator from the CE support team for employment development activities.</li> </ul> | <ul style="list-style-type: none"> <li>15. Discuss with the job seeker his or her preferences and develop a plan for disclosure of the disability to include timing and manner in which to discuss the disability with the employer.</li> <li>16. Develop a strength-based portfolio or resume with the job seeker that represents his or her skills and abilities (contributions) for potential employers.</li> </ul> |
|---|--|

**JOB DEVELOPMENT AND NEGOTIATION:**

*Working collaboratively with the individual and the employer to negotiate a customized job; the provision of supports; and the terms of employment that will match the individual's interests, skills, conditions necessary for success, and specific contributions, and will fill the unmet needs of an employer*

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>17. Present the job seeker, and CE as needed, to the employer in a manner establishing his or her value to the organization (that is, specifically connect the individual's strengths to organizational needs).</li> <li>18. Set up informational interviews with potential employers.</li> <li>19. Conduct informational interviews and participate in tours of businesses with potential employers to learn about the businesses, their operations, the business cultures, the work environments, and current or anticipated future opportunities and challenges facing each business.</li> <li>20. Determine potential needs of an employer using information gathered in informational interviews and tours to determine a business need.</li> <li>21. Identify social networks, strategically enter those networks, and act as a bridge to develop social capital (that is, relationships which can be leveraged to match the job seeker's interests and strengths) for the job seeker.</li> </ul> | <ul style="list-style-type: none"> <li>22. Develop a formal or informal CE proposal with the job seeker that fills the employer's business need with the job seeker's contributions.</li> <li>23. Contact the employer to schedule a customized job development meeting with the employer.</li> <li>24. Conduct a customized job development meeting with the employer and job seeker to negotiate a customized job description, job supports, and terms of employment (for example, hours, pay).</li> <li>25. Analyze how to maximize naturally occurring supports, building on the organization's training and development programs to ensure that the job seeker will have adequate on-going support resulting in continuing meaningful employment.</li> </ul> |
|--|---|

**POST-EMPLOYMENT SUPPORT:**

*Setting up on-going post-employment supports and monitoring the employment relationship to ensure satisfaction of both the individual and the employer*

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>26. Assist job seeker in reporting benefits and monitoring impact of employment on benefits based on the benefits plan developed during Discovery.</li> <li>27. Maintain close contact with both the employee and employer during post-employment job training to resolve problems and continue to evaluate performance, work behavior, and production (for example, set up regular meeting schedule).</li> <li>28. Prepare and maintain employment records.</li> <li>29. Renegotiate, as needed, with the employer regarding tasks, additional responsibilities, promotion and career advancement, increased wages, and support provided after job starts.</li> </ul> | <ul style="list-style-type: none"> <li>30. Support problem resolution processes by coaching the employer and the employee, while respecting the business culture, organizational processes, and policies and procedures.</li> <li>31. Maintain close contact with the employee and employer during the tenure of employment to ensure satisfaction and to quickly resolve issues as they arise.</li> </ul> |
|---|--|

**Customized Employment Competencies\*** - The table below contains the knowledge, skills and abilities that make up each of the CE Competencies.

Positive and Open Approach to Life	
<p><b>Abilities</b></p> <ul style="list-style-type: none"> <li>• Ability to work independently</li> <li>• Ability to react quickly in situations</li> <li>• Ability to receive criticism or negative feedback</li> <li>• Ability to tolerate frustration (that is, is patient)</li> </ul> <p><b>Other Characteristics</b></p> <ul style="list-style-type: none"> <li>• Desires to work in community</li> <li>• Desires to help others</li> <li>• Stays calm in crisis situations</li> </ul>	<ul style="list-style-type: none"> <li>• Takes initiative</li> <li>• Is persistent</li> <li>• Is open (that is, is willing or enthusiastic to try new things and is open to new ideas)</li> <li>• Is optimistic (that is, focuses on the most positive aspects rather than on perceived difficulties or shortcomings)</li> <li>• Is flexible (that is, is able to adapt to fit changing situations or to meet needs of others)</li> </ul>
Customized Job Development	
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Knowledge of systematic instruction appropriate for people with disabilities</li> <li>• Knowledge of support strategies that can help the job seeker be successful</li> <li>• Knowledge of local transportation networks</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Skill in teaching others how to do something</li> <li>• Skill in interpreting how the job seeker's complexities impact work skills, including needed supports</li> <li>• Skill in applying knowledge learned about the job seeker (for example, their interests and skills) during the Discovery process to later CE steps and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Skill in researching information through a variety of media sources, such as internet, library, and so on.</li> </ul> <p><b>Abilities</b></p> <ul style="list-style-type: none"> <li>• Ability to translate specific behaviors and skills in a given situation into general capabilities</li> <li>• Ability to set goals individually or in conjunction with others</li> <li>• Ability to direct others toward the completion of a goal</li> <li>• Ability to combine various pieces of information about the job seeker to identify a job match or vocational theme (that is, inductive reasoning)</li> <li>• Ability to break down a process into individual components</li> </ul>
CE Components and Process	
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the CE process and activities (for example, Discovery, informational interviews, job shadowing, job tryouts) and how it differs from other employment practices and strategies (for example, supported employment)</li> <li>• Knowledge of person-centered, strength-based planning techniques appropriate to job seekers with disabilities</li> <li>• Knowledge of the intent, purpose, and potential outcomes of CE</li> <li>• Knowledge of various types of portfolios and resumes</li> <li>• Knowledge of available funding and resources for job seekers, such as self-financing options through Social Security, and how to braid, blend, and otherwise coordinate and leverage the funding sources</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of state and local agencies that serve people with disabilities and the services provided</li> <li>• Knowledge of customized employment job development strategies (for example, job creation, job carving, job restructuring, job sharing)</li> <li>• Knowledge of the forms and documentation required by the organization and the state governing bodies and accreditation entities</li> <li>• Knowledge of various income support and benefits and how work impacts those benefits</li> <li>• Knowledge of resources on benefit planning including those available through SSA and the Work Incentives Planning and Assistance Program (WIPA)</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Skill in identifying long-term support and funding requirements for job seekers</li> </ul>
Respecting and Relating to Others	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Skill in interacting socially with others</li> <li>• Skill in being aware of others' reactions and understanding why they react as they do (that is, social perceptiveness)</li> </ul> <p><b>Abilities</b></p> <ul style="list-style-type: none"> <li>• Ability to work as part of a team</li> <li>• Ability to build and maintain relationships with others</li> <li>• Ability to put others at ease</li> </ul>	<p><b>Other Characteristics</b></p> <ul style="list-style-type: none"> <li>• Values connecting with people</li> <li>• Is culturally sensitive</li> <li>• Has a world view that all people can work and that people with disabilities can contribute to the workplace</li> <li>• Treats others with respect and dignity</li> <li>• Is curious or interested in learning about others</li> </ul>

Business and Employment Practices	
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Knowledge of principles and procedures for personnel recruitment, selection, and training</li> <li>• Knowledge of standard business practices (for example, business etiquette, resumes, job applications)</li> <li>• Knowledge of work flow and work processes</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Skill in determining how a system, business, or job should work to identify operational improvements as potential negotiating points for a customized position</li> <li>• Skill in monitoring or assessing performance of oneself, other individuals, or organizations to make improvements or take corrective action</li> </ul>	<ul style="list-style-type: none"> <li>• Skill in using common computer word-processing and presentation software</li> </ul> <p><b>Abilities</b></p> <ul style="list-style-type: none"> <li>• Ability to facilitate meetings or discussions</li> <li>• Ability to identify unmet workplace needs</li> <li>• Ability to imagine how a job or business process will look after it is changed or its parts are moved or rearranged (that is, visualization)</li> </ul> <p><b>Other Characteristics</b></p> <ul style="list-style-type: none"> <li>• Is professional or displays professional character</li> </ul>
Business Networking	
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Knowledge of local community and community employers near job seeker's home</li> <li>• Knowledge of the range of strategies that can be used to make connections with potential employers</li> <li>• Knowledge of self-employment and resource acquisition strategies and micro-enterprise centers</li> <li>• Knowledge of economic trends locally and nationally</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Skill in persuading others to change their minds or behavior</li> <li>• Skill in negotiating a win-win solution</li> </ul> <p><b>Abilities</b></p> <ul style="list-style-type: none"> <li>• Ability to build networks of social contacts with others (for example, disability providers, peers, employers) in order to develop social capital</li> <li>• Ability to coordinate actions in relation to others' actions</li> </ul>
Collecting, Interpreting, and Using Information	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Skill in systematic inquiry (that is, asking questions to get to key issues)</li> <li>• Skill in updating and integrating new information and knowledge</li> </ul> <p><b>Abilities</b></p> <ul style="list-style-type: none"> <li>• Ability to observe, identify, and interpret relevant information</li> <li>• Ability to generate a number of ideas about a topic (for example, potential places of employment that match job seeker's areas of interest)</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to come up with unusual or clever ideas about a given topic or situation or develop creative ways to solve a problem (that is, creativity)</li> <li>• Ability to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems (that is, critical thinking)</li> <li>• Ability to tell when something is wrong or is likely to go wrong; may not involve solving the problem, only recognizing that there is a problem (that is, problem sensitivity)</li> </ul>
Communicating with Others	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Skill in communicating orally</li> <li>• Skill in communicating with people with disabilities in various ways (for example, non-verbal methods, such as sign language)</li> <li>• Skill in active listening (that is, giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate and not interrupting at inappropriate times)</li> </ul>	<ul style="list-style-type: none"> <li>• Skill in written communication</li> </ul> <p><b>Abilities</b></p> <ul style="list-style-type: none"> <li>• Ability to comprehend written material</li> <li>• Ability to present information logically and in an organized manner</li> <li>• Ability to speak in front of a group of people</li> </ul>
Planning and Organizing	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Skill in maintaining and keeping records</li> </ul> <p><b>Abilities</b></p> <ul style="list-style-type: none"> <li>• Ability to manage a variety of job demands</li> <li>• Ability to organize steps into a logical sequence</li> <li>• Ability to set priorities and manage competing demands</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to look beyond the immediate details to see the bigger picture</li> </ul> <p><b>Other Characteristics</b></p> <ul style="list-style-type: none"> <li>• Is detail-oriented and thorough</li> </ul>

\*Note: Competencies are displayed in order of importance as calculated from expert ratings of KSAO importance.

## Implementation of CE Competency Model

The CE competency model can be used in several ways to increase awareness and utilization of CE and to increase the skill and capabilities of employment personnel for engaging in this type of employment strategy. Some of the recommended ways in which the model may be used include:

- As a shared framework for defining, thinking about, and using CE.
- As a means to help establish standards and/or standardize practices and expectations across service providers.
- As a description of CE that will assist in distinguishing CE from other employment strategies.
- As a guide for individual development and training in CE.
- As a tool in recruitment efforts.
- As a realistic job description.
- As a foundation for developing a hiring or selection program for employment specialists.

For more information:

[www.dol.gov/odep/CE-FWA](http://www.dol.gov/odep/CE-FWA)

1-866-ODEP-DOL (633-7365)

TTY: 1-877-889-5627

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**Section 9:**

**ETP Locations and  
Contacts List**

*Introduction to the Employment Training Program for  
Consolidated Supports and Services*



*New York State Office for People with  
Developmental Disabilities*

**LOCATIONS AND CONTACTS**

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