



Westchester Institute  
for Human Development

<https://www.wihd.org>

*Welcome!*

**Community Support Network Transition Institute 2021**



# Employment Services Post High School

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# Presentation Overview

- Pre-Employment Services
- Job Development & Supported Employment Services
- Building Skills Today for a Smoother Transition Tomorrow
- Questions



# Pre-Employment Services



# PRE-EMPLOYMENT SERVICES

## Project SEARCH Autism Enhancement (PSAE)

- One-year curriculum-based work readiness program
- **Schedule:** September-June, Monday-Friday (6 hours/day)
- **Goal:** Employment
- Job Development ACCESS-VR
- *Qualify & Interested? Ask to be added to interest list*



## Employment Training Program (ETP)

- ETP Discovery, short term service
- **Schedule:** N/A
- Discovery comprised of: File Review, Observations, Interviews & Two Brief Assessments
- **Goal:** Discovery Report & Recommendation
  - A.) Job Development
  - B.) Skill Development
- *Qualify & Interested? Ask about an ETP application*

## Pathway to Employment (PE)\*

- Emphasis on identifying present work skills, developing and teaching work skills.
  - **Schedule:** N/A One-Year or 265 Hours (which ever occurs first)
  - **Goal:** Pathway to Employment concludes with a recommendation based on findings over the past year.
- \*This Program is not offered by The Arc Westchester*



# Candidates for The Arc Westchester's Project Search Autism Enhancement (PSAE)



- Ages 18 - 28 and no longer in High School
- Diagnosis of IDD including Autism, PDD-NOS, or Asperger's syndrome
- OPWDD Eligibility and HCBS Waiver enrolled
- Independent hygiene and grooming skills
- Maintain appropriate behavior and social skills in the community without immediate supervision
- Able to engage in basic communication effectively (verbal or non-verbal)
- Travel independently throughout campus setting including waiting for transportation to & from program
- Follow direction from supervisors
- Desire to obtain independent competitive employment in the community
- Pass a drug screen, felony check, fingerprinting, and receive medical clearance.  
*These steps are required to be an intern at NewYork-Presbyterian Hospital.*



# Employment Training Program (ETP)

## ETP Intern

### ETP Trainee

- OPWDD eligible students, who attend a high school that offers a school-to-work program.
- Students become NY State paid employees
- Paid Internships (during school day)
- Provider: high school
- Application Process:
  - Begin application when 18 or 19 y/o
  - Family and school are responsible for completing application; school submits application to OPWDD

### Contact Information:

**Bryan L. Bischoff**

*Employment Training Program Supervisor*

OFFICE: (845) 947-6021 | [Bryan.L.Bischoff@opwdd.ny.gov](mailto:Bryan.L.Bischoff@opwdd.ny.gov)

- Adults who have exited high school have OPWDD's Waiver and SEMP Authorization.
- **Discovery:**
  - Short-term service comprised of an intensive Review of Records, Observations, Interviews, Short-term assessments
- Discovery Findings & Recommendation
- Job Development:
  - If recommended by Discovery & approved by OPWDD
  - Eligible for NYS paid internship (up to one year)
- Application Process:
  - Work with Care Manager to complete ETP Application



# Pathway to Employment

Person Centered Employment Planning through a Discovery Process

Explores new opportunities to enhance skills and abilities for community employment

Designed to assist individuals in identifying a career goal through exploration and experience

One-Year Service, Pathway to Employment services focus on:

- Pre-Employment Skills
- Integrated Community Vocational Experiences
- Development of a Vocational or Career Plan
- Achieving Highest Level of Independence

Application/Enrollment: Work with your Care Manager to obtain service authorization and secure an agency provider.



# Pre-Employment Transition Services (Pre-ETS)

ACCES-VR's Pre-ETS include existing and new services to address the career development needs of students with disabilities who are age 16-21.

Pre-ETS include job and career exploration counseling and activities, work-based learning experiences, counseling on postsecondary options, and instruction in self-advocacy, which may include peer mentoring.

For more information about Pre-ETS speak with your High School transition counselor or contact the ACCES-VR White Plains District Office:

**Ehrenberg, Debra**

*Senior VR Counselor Transition and Youth Services*

914-946-7648

[Debra.Ehrenberg@nysed.gov](mailto:Debra.Ehrenberg@nysed.gov)

**For General Inquiries, call: 914-946-1313**



New York State  
EDUCATION DEPARTMENT  

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ADULT CAREER & CONTINUING ED SERVICES



# Job Development & Supported Employment



# ACCES-VR

- Supported Employment Service (**SES**)
- Job Development & Placement
- *Short Term Supports*

Job  
Coaching

# OPWDD

- Supported Employment (**SEMP**)
- Ongoing Supports



# Road to Employment Starts with Job Development



## ROUTE 1

### ACCES-VR -> OPWDD

- ACCES-VR Supported Employment Service (SES) Referral
- Job Development, Placement & Coaching
- Job Stabilization



ACCES-VR Funding Ends

Now Eligible for **OPWDD SEMP-Extended** for continued job supports

## ROUTE 2

### OPWDD

(SEMP Intensive -> SEMP Extended)

- ETP Discovery (SEMP-Intensive)
- Job Development Recommendation & NYS Approval
- Job Development & Placement
- Intensive Job Coaching & Stabilization
- Continued Job Supports though SEMP-Extended



# Considerations

## Candidates for Supported Employment (ACCES-VR & OPWDD)

<b>Motivation &amp; Mindset</b>	Have expressed a clear desire to work. Have set reachable employment goals. Have an open mind, reliable & flexible (work is the priority)
<b>Ratios</b>	Able to work independently & utilize natural supports (able to successfully complete job tasks without the presence of Job Coach)
<b>Location</b>	100% Community, fully integrated work site
<b>Transportation</b>	Travels to and from work independently (includes ParaTransit)
<b>Schedule</b>	Fixed or Varies (As agreed upon by Employer)
<b>Prompting</b>	Independent (self-starter, uses checklists, phone reminders, alarms or other visual supports as necessary to complete tasks independently)
<b>Stamina</b>	Typically, 4-8 hour shifts – schedule determined by employer to meet their need.
<b>Productivity</b>	Meet the productivity expectations of the employer
<b>Communication</b>	<ul style="list-style-type: none"><li>Engage in basic communication effectively (verbal or non-verbal methods)</li><li>Take direction and receive feedback from supervisors</li></ul>
<b>ADLs, Medication &amp; Hygiene</b>	Have independent hygiene, grooming skills and self-administers medication Maintain appropriate behavior and social skills without
<b>Benefits</b>	SSI, SSDI, SNAP and other benefits may be impacted depending on wage and hours worked.

# Building Skills Today

For a Smoother Transition  
Tomorrow



# High School Supports vs. Post-Secondary & Adult Services

## High School:

- Supports come to you
- 1:1 or 1:2 student to teacher ratios
- Verbal prompts
- Routine schedule and environment
- Length of work shift or internship experience (average 2 hours)
- Pursuit dream job (eg. veterinarian or equine therapist)

## Adult Services:

- You pursue supports
- Independent job placement with occasional supports from Job Coach
- Level of independence expected
- Schedule and Environment change often
- Length of work shift average 4+ hours
- Pursuit of position based on job market (eg. working in pet store)

# DOES YOUR YOUNG ADULT...

- Have ParaTransit
- Schedule their transportation?
- Check voice messages? Return calls
- Follow a schedule? Know their schedule? And manage their time independently?
- Go places alone? Walk into town?
- Stay home alone?
- Carry their own identification/wallet
- Know how to implement a back-up plan (e.g. how would they handle a missed ride? What if their phone battery died? What if the smoke detector went off?)
- Know what allergies they have? (if any)
- Know the names of their medications or their purpose?
- Have assigned chores at home?
- Have a clear desire to work? Do they know some of their preferences, likes and dislikes?
- *Participate in conversations and meetings about their future?*



Some?  
None?  
Not yet?  
That's okay!  
**Where to  
Start...**

- Limit Verbal Prompts
- Use Apps, Lists, Schedules & Pictures
- Consistency (school & home)
- Set clear expectations
- Take ParaTransit by self
- Volunteer on the weekends for longer time periods (Com-Hab)
- Chores & Accountability @ Home
- Adding new contacts into phone, take messages
- Carry wallet
- Emergency contact information





# TOOLS FOR EMPLOYMENT



Work Schedule: Every Friday fill out for the following week, take a picture and e-mail it to Jerin, Colin, Mimi & Dad

Date:	Day:	Shift Time:	Set Alarm/ Wake-up @:	Leave Apartment @:	Bus #:	Bus Time:
5/20	Sun.	X				
5/21	Mon.	X				
5/22	Tues.	1-6	10:00	12:05	13	12:16
5/23	Wed.	X				
5/24	Thurs.	1-6	10:00	12:05	13	12:16
5/25	Fri.	10-3	8:00	9:00	14	9:10
5/26	Sat.	10-3	8:00	9:05	14	9:15

- Pictures
- Labels
- Alarms
- Reminder Apps
- Written or Picture Schedule
- Gesture or Demonstrate (don't do)
- Timers
- Check Lists
- Communication Apps

**JoJo's Job Tasks:**

If door is closed—do NOT enter. **STOP**  
If person is in a room—ASK if you may clean room

	Social Work Department:	34 Montgomery Place:	Chapel:
Shake small rugs out, outside			
Sweep Floors			
Dusting – Radiators			
Clean <u>Outside</u> & <u>Inside</u> of Microwaves			
Take out Garbage			
Ask Erica what to do next!			





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**WHOLE  
FOODS  
MARKET**

**MMJ** | MAIER  
MARK | JUSTI  
Certified Public



**TARGET**

HOSPITALITY GROUP

 Northern Westchester  
Health

**REGENERON**  
*science to medicine™*

**Stillman**  
PROPERTY  
MANAGEMENT



# Questions?

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