

Community-Based Prevocational Services

Training Manual



Innovations in Employment Supports

Exercise—My First Jobs

- Write down in order every paid job you have held (on and off the books).
- Write down how old you were with your very first job.

Maybe put down
these ages next
to jobs
16 & 18

How/why did you
get your first job?

When do you feel
like you became an
adult?

When do you feel
like you discovered
your passion?

What/who
influenced some of
the changes in jobs
that occurred?

If you held more
than one at a
time, why?

Are you where you
thought you'd be
at 16? 18? After
college?

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

Community Pre-Vocational (Waiver Service)	Pathway to Employment (Waiver Service)	Employment Training Program (ETP) (Program)	Supported Employment (SEMP) (Waiver Service)
Prepares people for paid employment or meaningful activities	Creates a vocational plan and prepares people for paid work	Provides an opportunity time limited paid work experience after Discovery and targeted job development	Provides job coaching, job development and support on a job
2 years or more	1 year	1 year or less	On-Going
Discovery, community work experiences, volunteer opportunities and career planning	Discovery, community work experiences, and develop a vocational goal	Discovery, job development, Intensive SEMP, and Internship/Work opportunity at a community business that agrees to hire the individual	Community-based, competitive, integrated employment
Unpaid/Volunteer work or 14C Paid Experiences	Unpaid/Volunteer Experiences or paid at minimum wage	Wages paid by OPWDD at Minimum Wage until business hires	Paid by business at Minimum Wage or higher

The Tools in our Toolbox

COMMUNITY-BASED PREVOCATIONAL SERVICES

CPV services provide learning and work experiences, including volunteer work, where the individual can develop general, **non-job-task-specific** strengths and skills that contribute to employability in paid employment in integrated community settings.

What are the Individual's Requirements for Participating in Community-BASED Prevocational Services?

- Require habilitative services including learning and work experiences, including volunteer experiences, where the individual can develop general, non-job-task specific strengths and skills that contribute to employability in paid employment in integrated community settings; **AND EITHER**
- Have documented and assessed earning capacity of less than 50 percent of the current state minimum wage, federal minimum wage, or prevailing wage; **OR**
- Be likely unable to retain competitive employment in the community without significant prevocational or job readiness services due to the nature of his or her developmental disability.

FLSA—Unpaid Work Experiences

Per Department of Labor, individuals with disabilities can spend a **limited number of hours** engaged in unpaid work experiences at a business for job exploration, assessment and training.

These experiences must meet all of the following criteria:

1. The individual participating in the situational assessment has a physical and/or cognitive disability that prevents them from obtaining competitive employment at or above the minimum wage immediately and the individual needs intensive ongoing support to succeed in employment.
2. Time spent at the place of business is for vocational exploration, assessment or training. It must be conducted under the general supervision of staff from a rehab organization.
3. Employment in the community must be a specific goal in the individual’s plan of service specifying the need for exploration, assessment and training activities.
4. The individual’s activities can’t result in an immediate advantage to the business, examples include:
 - a) Individual can’t displace regular employees
 - b) Individual can’t fill a vacant position
 - c) Individual can’t relieve regular employees of assigned duties
 - d) Individual can’t perform duties that are a clear advantage to the business
 - e) Individual can’t be under the supervision of the business instead of the rehab agency
 - f) Individual can’t be engaged in activities that don’t address the needs identified in the individual’s service plan
 - g) The individual’s service plan specifies a limit on the time spent at the business (the planning document needs to be specific regarding the intent of the person’s time at the site in terms of duties and how long they spend there).
5. Per DOL, as a general rule, unpaid work experiences are permissible if the following hour limitations are not exceeded:
 - Vocational explorations (Identifying types of jobs an individual may be interested in) - **5 hours per job experienced**
 - Vocational assessments (Evaluating an individual’s overall employment skills, interest and suitability for specific occupations)- **90 hours per job experienced**
 - Vocational training (Developing an individual’s skills for a specific occupation)- **120 hours per job experienced**

FLSA—Situational Assessment Criteria

6. The participating individual is not entitled to a job after the unpaid work experience is completed. However, if they are hired they can't be considered a trainee unless they are working in a different, clearly distinguishable occupation.
7. Upon request, documentation must be provided to DOL indicating that the **individual is enrolled in a community based placement program, that the enrollment is voluntary and that there is no expectation of payment.**

Considerations in Unpaid Work Experiences

There are a number of practical considerations in the use of unpaid job experiences under the DOL guidelines:

1. The use of unpaid work experiences must connect clearly with the goals and objectives of the individual's service plan. There should be a particular rationale why the specific activities at the that particular place of business are occurring and it should be documented in the service plan. Simply having an individual participate in a unpaid work experiences to "stay busy" or because it is a standard part of the "employment program" for everyone is not acceptable to DOL.
2. The planning document must state the specific intent and purpose of the individual's time at the employer site in terms of duties and number of hours that will be spent there.
3. If there are benefits to the business be explicit that these benefits are incidental and immaterial and ensure that all other requirements are fully complied with.
4. A type of work experience that raises DOL concerns is taking a group on an ongoing basis to a business to perform job duties for no pay, unless each individual's service plan specifically states how this unpaid work experience is connected to their employment goals and specifies the number of hours of the unpaid work experience. All other requirements of the guidelines must be complied with.

Volunteering, internships and unpaid job exploration can be effective strategies for individuals with disabilities to gain work-related experience, as well as assessments and training.

FLSA—Volunteering Overview

- Volunteering refers to unpaid activities with **non-profit groups** that are open to the public.
 - DOL “ individuals may volunteer or donate their services for public service, religious or humanitarian objectives”
- Volunteering may be a step towards employment. It is a way of exploring interests, developing skills, gaining experience, building a resume and making connections that lead to future paid jobs.
- **Volunteering should not be a long-term substitute for paid employment.**
- Volunteer activities should be based on an individual’s interests and preferences.
- General characteristics of a volunteer opportunity:
 1. The activity is generally part-time
 2. The activities are the kind typically associated with volunteer work rather than paid employment
 3. **Services are offered freely and without pressure or coercion—i.e. the person is truly volunteering.**
 4. Regular employees have not been displaced to accommodate the volunteer.
 5. The individual does not receive or expect to receive any benefit) beyond the experience itself).
 - Volunteers may receive reimbursement for expenses, discounts on services, refreshments, small gifts of appreciation.

Community Business and Organization Survey

Find an organization (a community center, senior center, school, library, etc.) that provides services to the community and speak to a staff member to help answer the following questions. Attach a business card of the person you spoke to or an organizational flyer/pamphlet.

1. Name / address of organization:
2. Name of representative interviewed:
3. Title of individual interviewed:
4. Telephone / email of individual interviewed:
5. Purpose of business / organization:
6. History of / knowledge about partnering with community organizations:
7. How will the assets and employability skills of the participants in CBPV be developed in this business /organization:
8. Assets of business / organization:
9. Does this business / organization need education and training on disability and/or what to expect? If so, what will this encompass?

10. Possible vocational exposure activities:

Sampling— Great Informational Interview Questions to Choose From

1. What are the various jobs available in this field?
2. What types of training do companies offer those who enter this field?
3. In what ways is your occupation changing?
4. How is the economy affecting this industry?
5. What is the employment outlook like in your career field? How much demand is there for people in this career?
6. How quickly is the field growing?
7. What are the growth areas of this field?
8. Are you likely to have future job openings?
9. What is the typical entry-level salary in this field?
10. What do you find unique about your career field?
11. From everything you've observed, what problems can you cite regarding working in this career?
12. What skills or personal characteristics do you feel contribute most to success in this industry?
13. What sacrifices have you had to make to succeed in this field, and do you feel the sacrifices were worth it?
14. When people leave this career, what are the usual reasons?
15. What are the typical entry-level job titles and functions?
16. What entry-level jobs offer the best opportunities for learning?
17. What are the most significant characteristics of this industry?
18. What trends in the field would be most likely to affect someone just entering this career now?
19. What kinds of people experience the greatest success in this field?
20. What is the most important thing that someone planning to enter this career should know?
21. How did you get your job?
22. What jobs and experiences have led you to your present position?
23. What were the keys to your career advancement?

Access full document:

https://gsm.ucdavis.edu/sites/main/files/file-attachments/informational_interviewing_200_questions.pdf

COMMUNITY-BASED VOLUNTEER/WORK EXPERIENCES

Identify the Career Exploration Activity that will address the Discovery area below

- Assess a person's skills, abilities, and strengths in real work situations
- Allow the person to experience a variety of work environments, tasks, work expectations, and work-related social interactions
- Determine the person's interests and dislikes
- Identify barriers and long-term supports needed for employment success
- Identify the interpersonal and social skills needed specific to various work environments
- Allow the person to make informed decisions about employment interests, capabilities and goals
- Contribute to building comprehensive job match criteria for job development
- Build relationships in the community

CBPV—Transferable Skills Assessment Checklist

Key for level of Independence (with the use of assistive technology and accommodations as appropriate)

1. Not Applicable	Individual has not had an opportunity or been observed to attempt or complete skill
2. Extensive Support	Individual requires ongoing assistance (verbal, physical, visual prompts) and close supervision to complete skill
3. Moderate Support	Individual requires frequent assistance (verbal, physical, visual prompts) and periodic supervision to complete task
4. Minimal Support	Individual requires occasional assistance (verbal, physical, visual prompts) and intermittent supervision to complete task
5. Independent	Individual completes task without assistance/supervision

Career Development: Knowledgeable about the world of work, career options, personal skills, aptitudes, and abilities relating to future career decisions.

Level of Independence	Skills/Ability
	Exhibits and/or expresses specific interests
	Demonstrates abilities related to specific interests
	Identifies skills needed for employment success
	Identifies accommodations and supports needed for employment success

Comments:

Integrated Learning: Application of academic knowledge and skills to CBPV experiences

Level of Independence	Skills/Ability
	Uses basic academic skills in community/work-based learning experiences (e.g. applies math skills to purchase items, alphabetizing skills to sort or file)
	Demonstrates newly acquired skills in a variety of settings

Comments:

Basic Skills: Ability to read, write, listen, speak and perform mathematical functions	
Level of Independence	Skills/Ability
	Reading: Identifies and understands texts and symbols (e.g., stop, exit, and restroom signs)
	Reading: Identifies vocabulary associated with various jobs (e.g., matches tools to words)
	Writing: Creates pictures, symbols and objects and writes words and sentences to communicate information
	Listening: Follows one step directions to complete a given task
	Listening: Follows two or more step directions to complete a given task
	Speaking: Uses language to interact with other (e.g., expresses needs, demonstrates understanding, and interacts socially with others). May include augmentative communication, as
	Math: Demonstrates basic math skills, including counting with one-to-one correspondence, matching similar objects, and understanding concepts of quantity (e.g., more, less, etc.)
	Functional Math: Applies basic math skills to daily living (e.g., tells time, manages money needed for work setting)
Comments:	

Thinking Skills: Ability to use ideas and information to make decisions and solve problems	
Level of Independence	Skills/Ability
	Recognizes that there is a problem and requests assistance
	Solves routine problems in daily life (e.g., indicates choice from menu of items, dresses for the weather)
	Solves lesser common problems, such as contacting emergency services (e.g., dial 911)
	Demonstrates understanding of cause and effect (e.g., hot stove will cause burn, consequences of inappropriate workplace actions)
	Uses similar skills across a variety of settings (e.g., identifies building exits in different settings)
Comments:	

Managing Information: Ability to access and use information	
Level of Independence	Skills/Ability
	Uses information to make simple decisions (e.g., responds to safety alarms, follows traffic safety rules)
	Access information from a variety of sources (e.g., internet, advertisements, orders from menu)
Comments:	

Managing Resources: Ability to apply financial and human resources and manage time and materials to successfully carry out a planned activity	
Level of Independence	Skills/Ability
	Selects the appropriate resources to complete a task
	Initiates tasks
	Remains on task
	Completes tasks within existing time limits
	Manages work experience task (e.g., gathers materials, knows when to replace broken or soiled items, restocks depleted items)
Comments:	

Systems : Ability to understand how a system operates and identify where to obtain information and resources within that system	
Level of Independence	Skills/Ability
	Navigates the community (e.g., walking, public transportation)
	Demonstrates understanding of who to ask for help
	Uses appropriate health and safety practices
	Follows daily schedule and routines
	Adapts to new situations
	Understands and follows rules
Comments:	

Personal Qualities: Ability to self-manage, plan, organize, and take independent action	
Level of Independence	Skills/Ability
	Communicates preferences and needs
	Self-regulates during transitions (e.g., waits appropriately, engages in appropriate self-soothing activity in stressful situations)
	Transition appropriately between activities
	Manages health (e.g., makes personal and health needs known)
	Performs personal care skills
	Uses unstructured time appropriately
Comments:	

Interpersonal Skills: Ability to work independently or as a part of a team and relate to different people across settings	
Level of Independence	Skills/Ability
	Asks for help when faced with difficult situations and individuals
	Self-advocates (e.g., seeks out and uses supports and accommodations)
	Accepts direction from authority figures
	Works independently
	Works as part of a team
	Respects the space and property of others
	Demonstrates appropriate behavior across settings
	Interacts appropriately with peers and others
	Participates in leisure/recreation activities
Comments:	

Technology: Ability to use different types of technology and resources to satisfy personal and societal needs and wants	
Level of Independence	Skills/Ability
	Identifies the correct tool/technology necessary to complete a given task
	Uses basic tools safely and appropriately (e.g., microwave, eating utensils, mobile phones, assistive technology)
Comments:	

COMMUNITY BASED PREVOCATIONAL SERVICE DOCUMENTATION - CHECKLIST

Agency Name:		Services for Calendar Month/Year:																					
Individual's Name:		Individual's Medicaid ID:																					
Date Services Provided	Staff Initials by Person Delivering Services	Services were provided to (Individual or G-group (2) or G (3+))	Date Services Documented	Time Start	Time Stop	Total Duration per Session	Total Number of Services Provided (At least 1 service from Habilitation Plan must be provided for each session)	Description of Services:	Assessing the individual with adjusting to the demands of the workplace	Familiarizing the individual with job production and performance requirements	Providing travel training	Providing transportation between activities	Providing instruction in the appropriate use of job-related facilities	Assessing the individual to determine his or her work interests, productivity and skills	Providing instruction in benefits planning	Providing instruction in the use of technology that can assist in developing job skills and meeting workplace expectations	Assessing the individual to experience a variety of employment options within the community	Developing the individual's service delivery plan and related documents	Documenting the delivery of prevocational services	Developing and negotiating potential community and employment experiences	Communicating with family or other members of the individual's circle of support	Traveling time for staff	
(OPTIONAL) Purpose and/or Response to Services:																							
(OPTIONAL) Purpose and/or Response to Services:																							
(OPTIONAL) Purpose and/or Response to Services:																							
Signature		Staff Signatures Log		Print Name		Initials		Title															

INDIVIDUAL'S NAME:	TABS ID :	MEDICAID # :
<i>Summarize the Community Based Prevocational Services provided this month, as follows.</i>		
Summarize the implementation of the individual's Community Based Prevocational Habilitation Plan.		
Describe whether the individual participated in paid work and/or unpaid activities.		
Describe the individuals prevocational progress.		
Describe some of the staff actions to address prevocational challenges.		
Describe the individual's response to services.		
Describe any issues or concerns pertaining to prevocational services.		
<i>The narrative monthly summary note must be completed, signed, and dated no later than the 30th day after the month of service.</i>		
SIGNATURE OF STAFF PERSON WRITING THE NOTE <i>(required)</i>	TITLE	DATE (mth/dy/yr)
SIGNATURE OF STAFF PERSON REVIEWING THE NOTE	TITLE	DATE (mth/dy/yr)
		8/8/2018

Community-Based Prevocational services may be provided directly to an individual or on his or her behalf. These services may include, but are not limited to:

1.	training the individual to follow directions, attend to task, multi-task, complete tasks, problem solve, work safely, increase productivity, adapt to work routines, and carry out assigned duties in an effective manner;
2.	helping the individual to acquire appropriate attitudes and work habits, including instruction in socially appropriate behaviors on and off the job site;
3.	assisting the individual with adjusting to the demands of the workplace including stress management techniques;
4.	familiarizing the individual with job production and performance requirements, such as training the individual to follow directions;
5.	providing travel training, including the use of public and para-transit systems;
6.	instructing the individual to adhere to generally accepted workplace policies, conduct and dress;
7.	instructing the individual to communicate effectively with supervisors, coworkers and customers;
8.	instructing the individual on topics related to mobility about the appropriate use of job-related facilities, such as lounge areas, lunch rooms/cafeterias; and rest rooms;
9.	instructing the individual, family, advocates, and support staff about benefits, planning, education, and counseling pertaining to benefits management and employment;
10.	instructing the individual about the use of technology that can assist in developing job/volunteer skills and meeting workplace expectations;

11.	providing instruction in the appropriate use of job-related facilities (e.g., lounge areas, lunch rooms/cafeterias, and rest rooms);
12.	assessing the individual to determine his or her work interests, productivity and skills;
13.	instructing the individual about the use of technology that can assist in developing job/volunteer skills and meeting workplace expectations;
14.	assisting the individual to experience a variety of employment and/or volunteer options within the community;
15.	documenting and supporting the delivery of Community Based Prevocational services. Examples include habilitation plans/staff action plans, service documentation, monthly summaries, annual assessments, and other documentation directly related to the delivery of community based prevocational services, as required by OPWDD;
16.	transporting individuals between activities;
17.	assisting an individual with obtaining and participating in Community Based Prevocational experiences;
18.	developing and negotiating potential community and employment experiences on behalf of the individual;
19.	assisting an individual with obtaining and participating in Community Based Prevocational experiences; (repeat)
20.	communicating with family or other members of the individual’s circle of support to discuss and address issues related to Community Based Prevocational activities, and preparing the individual for prevocational activities;
21.	staff travel time to allowable Community Based Prevocational services activities while the staff is being paid for work hours by the provider;
22.	staff time to attend OPWDD Innovations Training; and
23.	other services, as previously authorized by OPWDD.

<h2>Work Readiness Preparation Resources</h2>	
https://careerwise.minnstate.edu/careers/clusters.html	Career and job exploration tools. <u>Videos</u> of different careers with identified requirements and skills. No account needed.
https://www.careertrekbc.ca/	Career and job exploration tools. <u>Videos</u> of different careers with identified requirements and skills. No account needed.
https://www.jobzone.ny.gov/	Target group – Adult job seeker. Need to register and create an account
https://www.onetonline.org/	O*NET OnLine has detailed descriptions of the world of work for use by job seekers, workforce development and HR professionals, students, researchers, and more!
https://www.16personalities.com/	Online assessment to determine the dominant personality factors an individual might hold.
http://parenttoparentnys.org/	Parent to Parent of New York State builds a supportive network of families to reduce isolation and empower those who care for people with developmental disabilities or special healthcare needs to navigate and influence service systems and make informed decisions. Provides information and training for families. Excellent resource for family engagement.
https://www.dol.gov/odep/documents/TeachingSoftSkills.pdf	Teaching soft skills through workplace simulations in classroom settings
https://www.lwsd.org/uploaded/Website/Get_Involved/MTSS/Best Practices in Social Emotional Learning Hanover Report.pdf	Manual – Best Practices in Social-Emotional Learning
https://www.heath.gwu.edu/sites/g/files/zaxdzs2346/f/downloads/the_411_on_disability_disclosure_for_adults.pdf	The 411 on Disability Disclosure. Excellent resource to teach self-advocacy skills.

Work Readiness Preparation Resources

<p>https://1drv.ms/b/s!AvUzndtkEoSy9HEYNXLPxKLB_AF?e=ooJ4nH</p>	<p>A Toolkit of motivational Skills. Encouraging and supporting change. Guide to the motivational approach for any professional who needs to help others to change.</p>
<p>https://lohp.berkeley.edu/wp-content/uploads/2017/09/SSAW_24nr_2016-159.pdf</p>	<p>Staying Safe at Work: A curriculum for Teaching Workers with Intellectual and Developmental Disabilities about Health and Safety on the job</p>
<p>https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf</p>	<p>Skills to Pay the Bills: Mastering Soft Skills for Workplace Success (curriculum)</p>
<p>https://opwdd.ny.gov/opwdd_regulations_guidance/adm_memoranda/documents/sifl/request_eight</p>	<p>The approval form for providing site based or community based prevocational services to a group of more than 8 or more than one group</p>