Virtual Learning Protocol

- Be on-time. Late arrivals will not be admitted.
- Choose an appropriate place to set up your webcam (e.g. not laying down or in bed, sitting in front of a bright light window)
- Keep the camera centered and avoid moving around and communicating with others in your office or home
- No smoking or vaping
- Minimize background noise and visual distractions
- Only 1 person per device
- Must attend the 2 days as scheduled to receive credit
- 100% participation is required (chat discussions, poll questions, etc.)
- No cellphones and tablets must be in landscape view.

Important information from OPWDD

- OPWDD is open for business! ETP Supervisors are available to answer questions and assist you.
- Requests to bill Intensive and Extended SEMP hours are being processed regularly. If an individual is in need of hours, please submit a request.
- Please submit any employment and vocational service questions you may have to:
  employment.technical.assistance.questions@opwdd.ny.gov
Important information from OPWDD

- Please be aware of the unique situations and difficult circumstances of the people you work with.
- Know who is on your roster and what services could benefit them.
  - What can they be working on now? Discovery? Work Readiness?
  - Will they be ready to get back to work if they’ve been furloughed or terminated? Are they maintaining or learning new skills?
- What services do you need to request now in order to be ready to support people returning to work?

Community-Based Prevocational Services

Agenda

1. Setting the Stage
2. Community-Based Prevocational Services - The Basics
3. Setting up the Program
4. Assessing and Teaching Employability Skills
5. Billing and Documentation

PART 1: SETTING THE STAGE
Innovations Trainings

Introduction to Employment
Discovery: Assessment and Planning
Effective Job Coaching
Basics of Business Engagement

Beyond Discovery
Job Development
Community Prevocational Services
Employment Training Program (ETP) 101
Management Skills for SEMP Leaders

Today

Purpose:
To understand the benefits of providing Community-Based Prevocational Services and how to implement a program

Process:
Discussion, participation, and application

Payoff:
• Greater understanding of Community Prevocational activities
• Ideas for implementing your program
• Clarity regarding the Community Prevocational Services
• Guidelines and documentation requirements

OPWDD MISSION
We help people with developmental disabilities live richer lives.

OPWDD VISION
People with developmental disabilities enjoy meaningful relationships with friends, families and others in their lives, experience personal health and growth, live in the home of their choice, and fully participate in their communities.
My First Jobs
Credit: Kim Osmani, Yang Tan Institute, Cornell University

1. Take out a sheet of paper.
2. Number it from 1-10 (or more as you go).
3. Write down in order every paid job you have held (on and off the books).
4. Write down how old you were with your very first job.

How old for first job? 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?
What is Discovery?

- **Discovering Who**: Before you can make a career choice, you must learn about yourself and your interests, passions, strengths, support needs, and motivations.
- **Discovering What**: Identifying all the different aspects of different jobs allows you to identify what the job entails and how it matches your interests.
- **Discovering How**: Once you have figured out the type of job and career that will best fit your interest, it is time to figure out how to go about getting it.
CBPV Discovery Over Time

- You will learn that group members respond differently to each workplace, situations, and pairings.
- Offer a variety of workplaces allowing individuals to gain confidence and skills.
- You can customize the experiences as you learn more about the person.
- Your groups may look different a year from now.

THE Es OF SUCCESSFUL DISCOVERY

CBPV

Employability Skills

Competitive Employment

Community Inclusion
What does someone need in order to be successful in competitive employment?

KEY COMPONENTS FOR SUCCESS IN COMPETITIVE EMPLOYMENT

- **Discovery** - Learning all we can about the person
  - Where we do this: CBPV / PTE / ETP
- **Developing Good Job Matches** - Fitting the individual’s skills and personality to the employer’s needs and culture
  - Where we do this: ETP / SEMP
- **Job Coaching Support** - Supporting the individual as they learn new tasks, supporting the employer and building up natural supports
  - Where we do this: SEMP

OPWDD Supported Employment
Number of Individuals in Competitive Employment 2013-2021

*All numbers represent December annually*
The Tools in our Toolbox

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

HOW DO INDIVIDUALS MOVE BETWEEN SERVICES?

How Do OPWDD Employment Services Flow?

Day Habilitation, Work Centers, Other

Community Based Prevoc

Employment Training Program

OPWDD Extended Supported Employment

Intensive Supported Employment

Pathway to Employment

ACCES VR

*Chart is designed for illustrative purposes only. An individual may apply for services in the order that makes sense based on individual circumstances.*
COMMUNITY-BASED PREVOCATIONAL SERVICES BASICS

CBPV 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 Prevocational Services [Eligibility]?

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.

**COMMUNITY-BASED PREVOC TRAITS**

- Individualized, person-centered plan for achieving employment goals
- Mix of group and individual activities is possible
Allowable Services

Highlights

• Transporting individuals between activities
• Assisting an individual with obtaining and participating in Community-Based Prevocational experiences
• Developing and negotiating potential community and employment experiences on behalf of the individual
• Staff travel time to and from allowable Community Based Prevocational services activities while the staff is being paid for work hours by the provider

Allowable Services

Highlights

• Staff time to attend OPWDD Innovations Training
• Communicating with family or other members of the individual’s circle of support to discuss and address issues related Community Based Prevocational activities, and preparing the individual for prevocational activities

What does this look like at a potential volunteer site?

Mary volunteers at an animal shelter

• Teaching Mary how to clean out the litter boxes = Job Task Specific
• Teaching Mary how to respond to correction = Non-Job Task Specific
• Evaluating Mary’s learning style and attitude toward authority = Non-Job Task Specific

Specific tasks may need to be taught, but they are used as a tool to teach and evaluate the person’s general employment skills. The service documentation should reflect this.
What are some Non-Job Task Specific Examples

- Following directions
- Attending to tasks
- Managing stress
- Problem-solving
- Working safely
- Understanding work culture
- Being flexible
- Developing social and natural supports
- Learning about various job requirements
- Travel training

WHY IS COMMUNITY-BASED PREVOC IMPORTANT TO THE AGENCY?

- Provides a continuum of services allowing your agency to serve people regardless of their vocational needs
- Improves coordination of vocational services
- Fills the gap for people who are uncertain about work
- Exposes people to different career opportunities
- Increases agency revenue

WHY IS COMMUNITY PREVOC IMPORTANT TO THE INDIVIDUAL?

- Engage in new experiences
- Assess and develop basic work skills
- Identify barriers and solutions
- Explore employment directions
- Clarify vocational goals
- Determine when and if competitive employment is appropriate
WHO SHOULD PARTICIPATE IN COMMUNITY-BASED PREVOC?

- Maria is leaving high school soon and doesn't know what to do next, and has limited community experience.
- John is moving on from a sheltered workshop and is unsure what it takes to be competitively employed.
- Julie has only participated in day Hab and would like to try something different.

Has limited experience in the community

Has limited employment experience

Would like more Discovery

How is Community-Based Prevoc Different from Day Hab?

<table>
<thead>
<tr>
<th>CBPV</th>
<th>Day Hab</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Vocational focus</td>
<td>- Life-skills focus</td>
</tr>
<tr>
<td>- Non-certified setting</td>
<td>- Certified or non-certified</td>
</tr>
<tr>
<td>- Fully integrated sites</td>
<td>- May be integrated or not</td>
</tr>
</tbody>
</table>

WHERE SHOULD COMMUNITY-BASED PREVOC ACTIVITIES TAKE PLACE?
Examples of Non-Food and Non-Retail Job Settings: Individuals in SEMP in 2019

- Law Offices
- Spas
- Nursing Homes
- Small Manufacturers
- Community Centers
- Youth Services
- Automotive
- Libraries
- Animal Care
- Casinos
- Schools
- Non-profits
- Athletic Facilities
- Governmental
- Redemption Centers
- Farms
- Landscaping Companies
- Micro-businesses

How can we help individuals increase employment in these fields?

WHAT ARE HCBS INTEGRATED SETTINGS?

- Freedom to move around the setting
- Located in the community and afford inclusion with the greater community
- Offer interaction with the greater community (aside from paid staff)
- Access to and training on the use of public transportation
- Access to tasks and activities comparable to tasks and activities that people without disabilities engage in
- Not co-located with a public or private institution, or located on the grounds of a public institution (hospital, nursing facilities, ICF, etc.)

EXCLUSION SEgregation INTEGRATION INCLUSION
Unpaid For-Profit Work Experiences and DOL Regulations

- The work is not intended to substantially benefit the organization
- The work cannot take a position away from a paid employee

**Work experiences do not exceed:**
- Vocational exploration - 5 hours per job experienced
- Vocational assessment - 90 hours per job experienced
- Vocational training - 120 hours per job experienced

---

**PART 3:**
**SETTING UP THE PROGRAM**

**PROGRAM DESIGN OVERVIEW**

- **Step 1:** Identify the number of participants
- **Step 2:** Project a program schedule based on individuals selected
- **Step 3:** What are the existing opportunities
- **Step 4:** Assign staff to develop opportunities
- **Step 5:** Create a master schedule
- **Step 6:** Determine staffing needs
### PROGRAMMING OPPORTUNITIES

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING HOME – 3</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Individuals All Day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary 6 hrs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joanie 6 hrs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>David 6 hrs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO existing opportunity for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tracy 6 hrs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allen 6 hrs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sue 3 hrs.</td>
<td>Sue 3 hrs.</td>
<td>Sue 3 hrs.</td>
<td>Mary 6 hrs.</td>
<td>Sue 3 hrs.</td>
</tr>
</tbody>
</table>

### STAFFING NEEDS

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING HOME – 3</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Individuals All Day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 staff needed for</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nursing home</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO existing opportunity for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 staff needed for</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>future opportunity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Staffing CBPV Services

- Guiding career exploration
- Transportation
- Job coaching during work/volunteer experiences
- Individualized training on employment topics
- Facilitating group training
How do we identify these 10 people?

How did we determine that 5 of them needed full days?

Existing opportunities – you have them already

How to fill in the blanks – you can find contacts and staff can bill for development

ASSIGN staff to develop opportunities

How do we fill service gaps?

SCHEDULING SAMPLE

FINISHED SCHEDULE

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING HOME</td>
<td>3 Individuals All Day</td>
<td>Mary 6 hrs.</td>
<td>Sue 3 hrs.</td>
<td>Staff: John and Sue</td>
<td></td>
</tr>
<tr>
<td>LIBRARY</td>
<td>3 Individuals for 3 hours</td>
<td>Joanie 6 hrs.</td>
<td>Ed 3 hrs.</td>
<td>Staff: John</td>
<td></td>
</tr>
<tr>
<td>NEWS STATION</td>
<td>3 Individuals ½ day</td>
<td>David 6 hrs.</td>
<td>Jim 3 hrs.</td>
<td>Staff: John and Sue</td>
<td></td>
</tr>
<tr>
<td>CAN DEALERSHIP</td>
<td>2 Individuals All Day</td>
<td>Tracy 6 hrs.</td>
<td>Dan 3 hrs.</td>
<td>Staff: John</td>
<td></td>
</tr>
<tr>
<td>ANIMAL SHELTER</td>
<td>2 Individuals ½ day</td>
<td>Dan 3 hrs.</td>
<td>Monica 3 hrs.</td>
<td>Staff: Mary and Bob</td>
<td></td>
</tr>
</tbody>
</table>

How do we identify these 10 people?

How did we determine that 5 of them needed full days?

Existing opportunities – you have them already

How to fill in the blanks – you can find contacts and staff can bill for development

ASSIGN staff to develop opportunities
HOW CBPV FITS INTO AN INDIVIDUAL'S DAILY SCHEDULE

Monica

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathway to Employment 9-12pm</td>
<td>Day Hab 9-12pm</td>
<td>Day Hab 9-12pm</td>
<td>Comm Hab 10-12pm</td>
<td>Day Hab 9-12pm</td>
</tr>
<tr>
<td>Comm Hab 1-3pm</td>
<td>Community Prevoc 1-4pm News Station</td>
<td>Community Prevoc 1-4pm Work Readiness</td>
<td>Pathway to Employment 1-4pm</td>
<td>Community Prevoc 1-4pm Work Readiness</td>
</tr>
</tbody>
</table>

Networking Resources

- Chamber of Commerce
- Local business journal
- Board of directors
- American Job Center (One Stop)
- Newspapers
- Others?

Moving Beyond - “There are no opportunities in my town”

Identify Assets
- Individuals in CBPV services
- Businesses in the community

Research the community in your area
- Perimeter of search (names of the streets)
- Community organizations, schools, libraries, fire houses, hospitals, stores, manufacturing, parks, etc.
- Transportation

Survey interviews
- Sketch street map, Google maps
Community Business and Organization Survey

- Purpose of the business
- The business's history of or knowledge about partnering with community organizations
- How will the assets and employability skills of the participants in CBPV be developed in this business?
- Assets of the business
- Does this business need education and training on disability?
- Identify possible vocational exposure activities

WHAT’S AROUND ME?

PART 4: ASSESSING FOR AND TEACHING EMPLOYABILITY SKILLS
Career Exploration Activities

Career Interest Assessments  Vocational Skill Classes  Virtual Job Shadowing

Interviewing Business Managers  Researching Career Options  Other Career Exposure and Skill Learning Opportunities

O*NET

Community-Based Activities

Volunteering for the Red Cross  Volunteering at a community garden  Participating in mock interviews

Participating in business tours  Visiting the local One-Stop for information and classes  Group participation in Work Readiness Curriculum
TOOLS FOR DISCOVERY AND TEACHING EMPLOYABILITY SKILLS

Transferable Skills: Skills that a person has developed which can be applied in different jobs or situations

- Career development
- Integrated learning
- Basic skills
- Thinking skills
- Managing information
- Managing resources
- Systems
- Personal qualities
- Interpersonal skills
- Technology

Transferable Skills Assessment Checklist

Example 1 | THINKING SKILLS: Ability to use ideas and information to make decisions and solve problems

- 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)
Example 2 | **SYSTEMS:** Ability to understand how a system operates and identify where to obtain information and resources within that system

- 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

**Active Listening**

- Listening to understand
- Maintain attention
- Listening without judgment
- Maintain emotions
- Paraphrase content
- Act on directives
- Reflect emotion
- Asking questions
- Self-awareness
- Open-mindedness

**Communication**

- Comprehension
- Read and respond to body language
- Maintain emotions
- Express self clearly
- Exhibit positive body language
- Offer clarity
- Being clear and succinct
- Tone of voice appropriate to person and setting
- Provide feedback
- Use of gratuities
- Assert thoughts
- Understanding right timing

**Hard Skills**

- Tell time – analog and digital
- Understand how to utilize a calendar/day planner
- Identify tasks to be completed
- Use Outlook Calendar
- Have contingency plans
- Prioritize tasks in order of importance
- Forward Planning
- Backward planning

**Soft Skills**

- Emotion
- Feel the passage of time – minutes, hours, weeks, months, years
- Envision end results
- Initiative
- Plan B - reprioritize
- Decision-making
- Multi-tasking
- Critical thinking
- Problem-solving
- Strategic thinking
- Value planning process – ownership
- Delegation

**Time Management**

-硬技能
- 告诉时间 – 模拟和数字
- 了解如何使用日程表/日历
- 确定要完成的任务
- 使用Outlook日历
- 备份计划
- 按重要性排序任务
- 前向规划
- 后向规划

- 软技能
- 感受时间的流逝 – 分钟、小时、周、月、年
- 想象结果
- 主动
- 计划B - 重新优先
- 决策
- 多任务
- 批判性思维
- 解决问题
- 战略思维
- 价值规划过程 – 所有权
- 代理
OPWDD WORK READINESS CURRICULUM

Includes table of contents and 6 modules

Starts with defining goals, interests, and dreams and follows the career journey through success after starting the job

Includes many activities, discussion starters, and exercises designed to make the material fun and memorable

Work Readiness Curriculum Modules

- **Module 1:** My Life, My Choices
- **Module 2:** Fostering Community Involvement
- **Module 3:** Understanding Employer Expectations
- **Module 4:** Entering the Workplace
- **Module 5:** Learning the Job & Managing the First 30 Days
- **Module 6:** Professional Behavior for Long Term Success

Online / Virtual Resources

- [https://careerwise.minnstate.edu/](https://careerwise.minnstate.edu/) Career and job exploration tools. Videos of different careers with identified requirements and skills. No account needed.
- [https://www.careertrek.bc.ca/](https://www.careertrek.bc.ca/) Career and job exploration tools. Videos of different careers with identified requirements and skills. No account needed.
- [https://www.onetonline.org/](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/](https://www.16personalities.com/) Online assessment to determine the dominant personality factors an individual might hold.
Online Curriculum

- Skills to pay the bills
- The 411 on Disability Disclosure
- Staying Safe at Work
- A Toolkit of Motivational Skills

PART 5: BILLING AND DOCUMENTATION

COMMUNITY PREVOC STANDARDS AND REGS

- Eligibility determination
- Billing standards
- 14c Paid Community Prevoc
# Billing Standards

## Travel
Billing allowed for staff travel time
- Travel may be with or without the individual
- May be individual or group

## Training
Billing allowed for Innovations trainings
- Travel may be included
- Billed to group
- Multiple staff cannot bill for the same individual at the same time

## Billing: Fees
- 1 individual = individual fee
- 2 individuals = group (serving 2) fee
- 3-8 individuals = group (serving 3+) fee
BILLING: DAILY MAXIMUM (including travel)

<table>
<thead>
<tr>
<th>Full Day of CBPV</th>
<th>Partial day of CBPV</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ 6 hours of service allowed</td>
<td>❑ ½ Unit of Day Hab or Site-Based Prevoc OR ❑ 2 Hours of Community Hab / (R) + ❑ 4 hours of CBPV</td>
</tr>
</tbody>
</table>

BILLING: CERTIFIED SITES

Community Prevocational Services may be performed at a certified site when:

- Used as a meeting space for training for no more than 2 hours
- To identify activities for the day for no more than 2 hours
- Inclement weather prohibits activities at non-certified sites

Providing CBPV in a Certified Space Exception to 2 Hour Limit

(i) Providing services at the community site when conditions make it unsafe for individuals to receive service or travel to their usual community location, a public safety emergency, or any other circumstance in which service delivery in the community may jeopardize the health and safety of individuals as determined and documented by the provider agency administration*; or

(ii) OPWDD has given prior approval based on the interests of the individual(s)

Examples of provider agency administration would be: Executive Director, Chief Operating Office, or Chief Financial Officer. The document should be retained for audit purposes.
PAID COMMUNITY-BASED PREVOC (14C)

- Must have assessed earning capacity less than 50% of Fed/State minimum wage or prevailing wage.
- All documentation, assessments, monitoring, etc. related to subminimum wages are governed and regulated by the Department of Labor.
- Earning capacity is generally determined using time studies as governed by DOL
- Only relevant if individual is participating in paid work

GROUP SIZE/STAFF RATIO CONSIDERATIONS

- A provider may bill at the group Rate for 9-15 individuals only if it has prior approval from OPWDD’s Central Office Employment Unit.
- Groups bigger than 8 are allowed, but it will be less individualized
- Must have prior approval for groups larger than 8 or billing will be disallowed


GROUP SIZE/STAFF RATIO CONSIDERATIONS, Cont.

- If a provider want to increase a group size or have multiple groups at a location, a Request to Provide Prevocational Services in a Larger Group or Multiple groups form must be approved by OPWDD Central office and kept on file by the provider.
Documentation

- Checklist
  - Daily checklist must be completed the day the service is delivered
- Monthly Summary
  - The narrative monthly summary note must be completed, signed, and dated no later than the 30th day after the month of service.

Be accurate, thorough, and clear!

8 ELEMENTS OF DOCUMENTATION

1. Individual’s name and CIN
2. Name of agency
3. Identification of the service as Community Prevocational Services
4. Start and stop times
5. Group or individual billing
6. Description of services
7. Date the service was provided
8. Verification of service provision by the staff person who delivered the service (full name and signature)

CBPV Service Monthly Summary

- Summarize the implementation of the individuals’ Community Based Prevocational Habilitation Plan
- Describe whether the individual participated in paid work and/or unpaid activities
- Describe the individual’s 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
ANNUAL CBPV ASSESSMENT

Annual assessment to determine whether services are consistent with an individual’s needs and valued outcomes.

- Must be completed annually by end of calendar year (Dec. 31). If enrolled on or after October 1, it is due by the end of following calendar year.
- Must include a situational assessment in the community (outside of agency). This may be done at the current CBPV site.
- Preserves the service if ongoing Community-Based Prevoc is needed

ANNUAL SITUATIONAL ASSESSMENTS

- Must meet DOL regulations
- Each assessment should have three tasks and/or skills worked on in the last year
- Each assessment is individualized to the person and the duration will vary from person to person (4-6 hours is the average)
- Staff should have the opportunity to identify the person’s learning style, individualized instructional strategies, and motivators

ANNUAL ASSESSMENT FORM

- Demographic and enrollment information
- List 3 Prevocational Tasks and/or skills worked on in the last year
- Assessment info including:
  - Tasks performed
  - Description of interactions
  - 3 positive behaviors and 3 challenges
- Have PTE or competitive employment been considered?