



**585-340-2051**  
**COMMUNITY-BASED  
PREVOCATIONAL SERVICES**  
Innovations in Employment Supports

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Community-Based  
Prevocational Services



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

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**PART 1:  
SETTING THE STAGE**

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**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

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**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.**

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**My First Jobs**

Credit: Kim Osmani, Yang Tan Institute,  
Cornell University

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## My First Jobs

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.

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## My First Jobs

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?

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## What is Discovery?

Discovering Who	Discovering What	Discovering How
Before you can make a career choice, you must learn about yourself and your interests, passions, strengths, support needs, and motivations	Identifying all the different aspects of different jobs allows you to identify what the job entails and how it matches your interests	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

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### 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

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EMPOWERMENT  
EXPLORATION  
EDUCATION  
EVALUATION  
EXPERIENCE  
EXPOSURE  
EXPECTATIONS

THE Es OF  
SUCCESSFUL  
DISCOVERY

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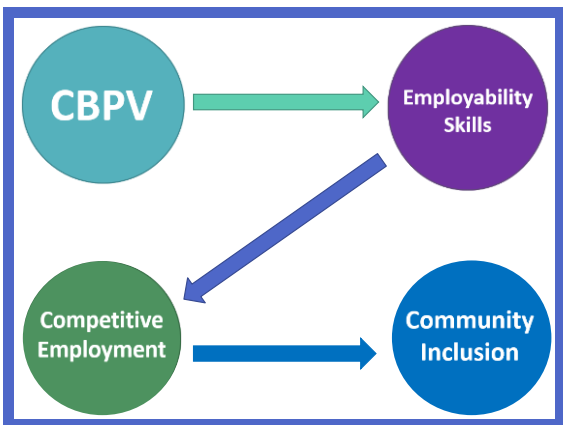
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# What does someone need in order to be successful in competitive employment?

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## 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 employers 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

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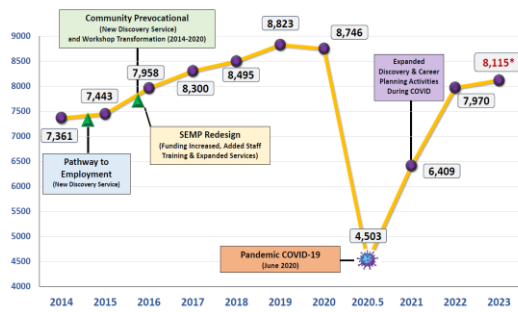
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### OPWDD SEMP Placements




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Community-Based 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
<b>2 years or more</b>	<b>1 year</b>	<b>1 year or less</b>	<b>On-Going</b>
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**

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**HOW DO INDIVIDUALS MOVE BETWEEN SERVICES?**

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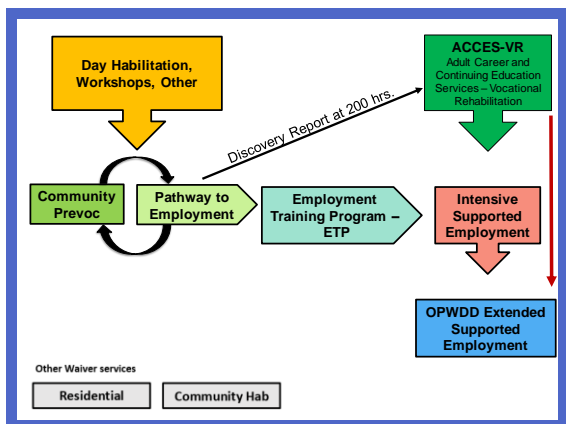
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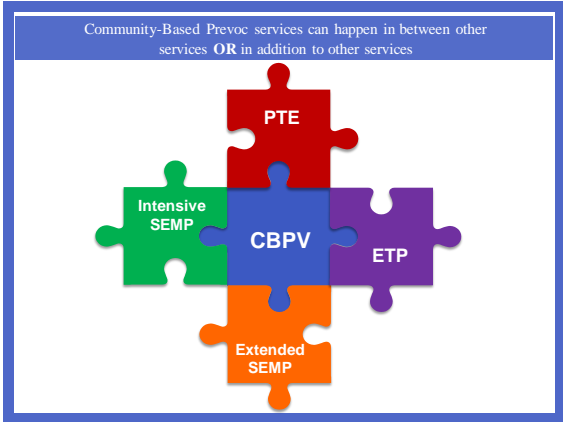
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**PART 2:  
COMMUNITY-BASED  
PREVOCATIONAL SERVICES BASICS**

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**COMMUNITY BASED  
PREVOCATIONAL SERVICES**

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.

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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**

What are the Individual's Requirements for Participating in Community Prevocational Services [Eligibility]?

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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.

What are the Individual's Requirements for Participating in Community Prevocational Services [Eligibility]?

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### COMMUNITY-BASED PREVOC TRAITS



Individualized, person-centered plan for achieving employment goals



Mix of group and individual activities is possible

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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

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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

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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.

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### 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	

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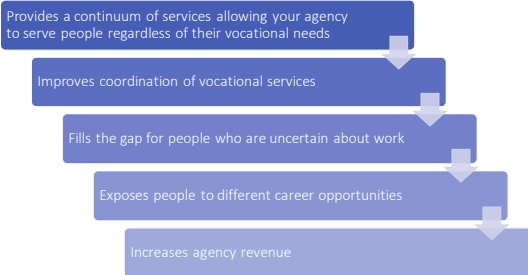
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### WHY IS COMMUNITY-BASED PREVOC IMPORTANT TO THE AGENCY?

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### 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

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## WHO SHOULD PARTICIPATE IN COMMUNITY-BASED PREVOC?

<p style="text-align: center;">Has limited experience in the community</p>	<p>Maria is leaving High School soon and doesn't know what to do next, and has limited community experience</p>
<p style="text-align: center;">Has limited employment experience</p>	<p>John is moving on from a sheltered workshop and is unsure what it takes to be competitively employed</p>
<p style="text-align: center;">Would like more Discovery</p>	<p>Julie has only participated in day Hab and would like to try something different</p>

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## How is Community-Based Prevoc Different from Day Hab?

CBPV	Day Hab
<ul style="list-style-type: none"> <li>• Vocational focus</li> <li>• Non-certified setting</li> <li>• Fully integrated sites</li> </ul>	<ul style="list-style-type: none"> <li>• Life-skills focus</li> <li>• Certified or non-certified</li> <li>• May be integrated or not</li> </ul>

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**WHERE SHOULD COMMUNITY-BASED PREVOC ACTIVITIES TAKE PLACE?**

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**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.)

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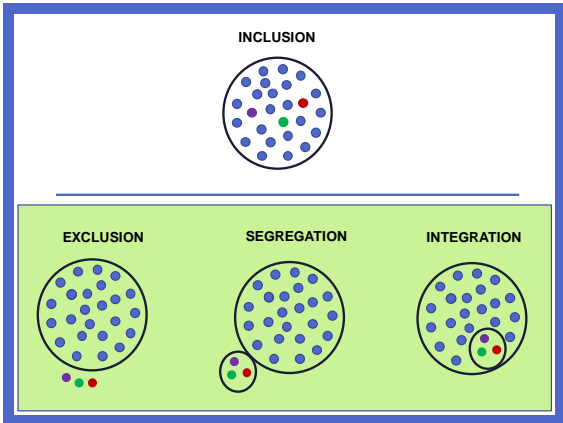
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**Unpaid For-Profit Work Experiences and DOL Regulations**

- 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

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**PART 3:  
SETTING UP THE PROGRAM**

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**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

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**PROGRAMMING OPPORTUNITIES**

10 people: 5 people – 2 full days      5 people – 3 half days

Monday	Tuesday	Wednesday	Thursday	Friday
NURSING HOME – 3 Individuals All Day Mary 6 hrs. Joanie 6 hrs. David 6 hrs.	NO existing opportunity for: Sue 3 hrs. Ed 3 hrs. Jim 3 hrs.	LIBRARY – 3 individuals for 3 hours Sue 3 hrs. Ed 3 hrs. Jim 3 hrs.	NO existing opportunity for: Mary 6 hrs. Joanie 6 hrs. David 6 hrs.	NO existing opportunity for: Sue 3 hrs. Ed 3 hrs. Jim 3 hrs.
NO existing opportunity for: Tracy 6 hrs. Allen 6 hrs.	NO existing opportunity for: Dan 3 hrs. Monica 3 hrs.	WORK READINESS Dan 3 hrs. Monica 3 hrs.	NO existing opportunity for: Tracy 6 hrs. Allen 6 hrs.	NO existing opportunity for: Dan 3 hrs. Monica 3 hrs.

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**PLAY TO YOUR STRENGTHS**

**Staffing CBPV Services**

- Guiding career exploration
- Transportation
- Job coaching during work/volunteer experiences
- Individualized training on employment topics
- Facilitating group training

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STAFFING NEEDS				
John - FT   Sue - PT   Mary - PT   Bob - PT				
Monday	Tuesday	Wednesday	Thursday	Friday
NURSING HOME – 3 Individuals All Day 2 staff needed for nursing home	NO existing opportunity for: 1 staff needed for future opportunity	LIBRARY – 3 individuals for 3 hours 1 staff needed for library	NO existing opportunity for: 2-4 staff needed for future opportunity(s)	NO existing opportunity for: 1 staff needed for future opportunity
NO existing opportunity for: 2 staff needed for future opportunity	NO existing opportunity for: 1 staff needed for future opportunity	WORK READINESS 1 staff needed for Work Readiness class		NO existing opportunity for: 1 staff needed for future opportunity

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**SCHEDULE**

**SCHEDULING SAMPLE**

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FINISHED SCHEDULE				
John - FT		Sue - PT	Mary - PT	Bob - PT
Monday	Tuesday	Wednesday	Thursday	Friday
NURSING HOME – 3 Individuals All Day	NEWS STATION – 3 Individuals ½ day	LIBRARY – 3 Individuals for 3 hours	CAR DEALERSHIP – 2 Individuals All Day	NEWS STATION – 3 Individuals ½ day
Mary 6 hrs. Joanie 6 hrs. David 6 hrs.	Sue 3 hrs. Ed 3 hrs. Jim 3 hrs.	Sue 3 hrs. Ed 3 hrs. Jim 3 hrs.	Mary 6 hrs. Joanie 6 hrs. David 6 hrs.	Sue 3 hrs. Ed 3 hrs. Jim 3 hrs.
Staff: John and Sue	Staff: John	Staff: John	Staff: John and Sue	Staff: John
CAR DEALERSHIP – 2 Individuals All Day	NEWS STATION – 2 Individuals ½ day	HUB - WORK READINESS – 2 Individuals ½ day	ANIMAL SHELTER – 2 Individuals All Day	HUB - WORK READINESS – 2 Individuals ½ day
Tracy 6 hrs. Allen 6 hrs.	Dan 3 hrs. Monica 3 hrs.	Dan 3 hrs. Monica 3 hrs.	Tracy 6 hrs. Allen 6 hrs.	Dan 3 hrs. Monica 3 hrs.
Staff: Mary and Bob	Staff: John	Staff: John	Staff: Mary and Bob	Staff: John

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## How do we fill service gaps?

How did 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

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HOW CBPV FITS INTO AN INDIVIDUAL'S DAILY SCHEDULE				
Monica				
Monday	Tuesday	Wednesday	Thursday	Friday
Pathway to Employment 9-12pm	Day Hab 9-12pm	Day Hab 9-12pm	Comm Hab 10-12pm	Day Hab 9-12pm
Comm Hab 1-3pm	Community Prevoc 1-4pm News Station	Community Prevoc 1-4pm Work Readiness	Pathway to Employment 1-4pm	Community Prevoc 1-4pm Work Readiness

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Networking Resources

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

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**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

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## Community Business and Organization Survey

- Purpose of the business
- The businesses 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

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**WHAT'S AROUND ME?**

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**PART 4:  
ASSESSING FOR AND TEACHING  
EMPLOYABILITY SKILLS**

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**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

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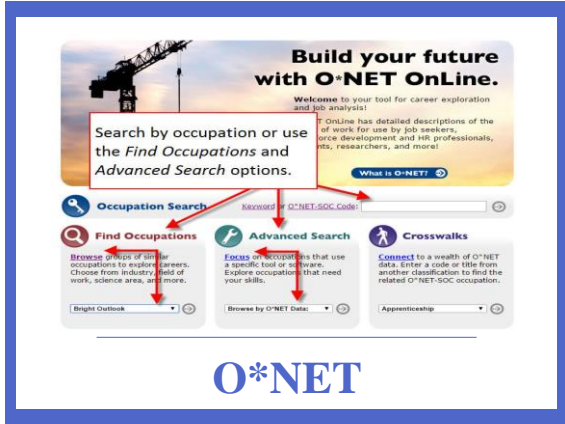
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**Transferable Skills:**  
*Skills that a person has developed which can be applied in different jobs or situations*

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

**Transferable Skills Assessment Checklist**

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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)

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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

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**Active Listening**

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

**Responding**

- Comprehension
- Read and respond to body language
- Being empathetic
- 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

**Communication**




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**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**

- 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**




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**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

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## 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**

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## Online / Virtual Resources

<a href="https://careerwise.minnstate.edu/careers/clusters.html">https://careerwise.minnstate.edu/careers/clusters.html</a>	Career and job exploration tools. <u>Videos</u> of different careers with identified requirements and skills. No account needed.
<a href="https://www.careertrekbc.ca/">https://www.careertrekbc.ca/</a>	Career and job exploration tools. <u>Videos</u> of different careers with identified requirements and skills. No account needed.
<a href="https://www.onetonline.org/">https://www.onetonline.org/</a>	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!
<a href="https://www.16personalities.com/">https://www.16personalities.com/</a>	Online assessment to determine the dominant personality factors an individual might hold.

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Mastering Soft Skills for Workplace Success

## Online Curriculum

- [Skills to pay the bills](#)
- [The 411 on Disability Disclosure](#)
- [Staying Safe at Work](#)
- [A Toolkit of Motivational Skills](#)

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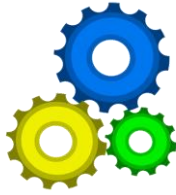
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**PART 5:  
BILLING AND DOCUMENTATION**

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**COMMUNITY PREVOC  
STANDARDS AND REGS**

Eligibility determination

Billing standards

14c Paid Community Prevoc

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**Eligibility  
Who Remembers?**



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## BILLING STANDARDS

<b>Travel</b>	Billing allowed for staff travel time <ul style="list-style-type: none"> <li>• Travel may be with or without the individual</li> <li>• May be individual or group</li> </ul>
<b>Training</b>	Billing allowed for Innovations trainings <ul style="list-style-type: none"> <li>• Travel may be included</li> <li>• Billed to group</li> <li>• Multiple staff cannot bill for the same individual at the same time</li> </ul>

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## Billing: Fees

1 individual = individual fee

2 individuals = group (serving 2) fee

3-8 individuals = group (serving 3+) fee

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## BILLING: DAILY MAXIMUM (including travel)

Full Day of CBPV	Partial day of CBPV
<input type="checkbox"/> 6 hours of service allowed	<input type="checkbox"/> ½ Unit of Day Hab or Site-Based Prevoc <b>OR</b> <input type="checkbox"/> 2 Hours of Community Hab / (R) <b>+</b> <input type="checkbox"/> 4 hours of CBPV

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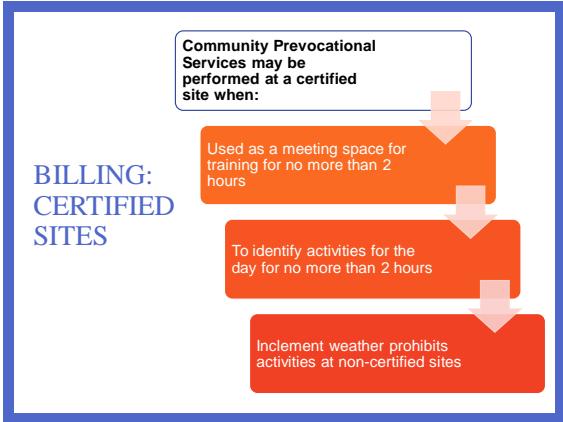
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### Providing CBPV in a Certified Space Exception to 2 Hour Limit

- (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

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### 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

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## 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

<https://opwdd.ny.gov/system/files/documents/2020/02/request-to-provide-community-prevocational-services-in-a-larger-group-or-multiple-groups.pdf>

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## GROUP SIZE/STAFF RATIO CONSIDERATIONS, Con’t

- 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.

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## 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!*

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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)

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### ANNUAL CBPV ASSESSMENT

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

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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.

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Must include a situational assessment in the community (outside of agency). This may be done at the current CBPV site.

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Preserves the service if on-going Community-Based Prevoc is needed

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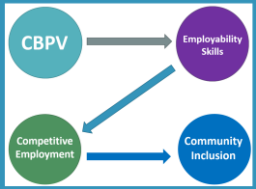
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<https://opwdd.ny.gov/system/files/document/s/2020/02/annual-prevocational-services-assessment.pdf>

### 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

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## ANNUAL ASSESSMENT FORM


**Demographic and enrollment information**

**List 3 Prevocational Tasks and/or skills worked on the last year**

**Assessment info including**

- Tasks performed
- Description of interactions
- 3 positive behaviors and 3 challenges

**Have PTE or competitive employment been considered?**



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Thank You!



**Next-Level Workforce Education**

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