

# Community-Based Prevocational Services

Innovations in Employment Supports



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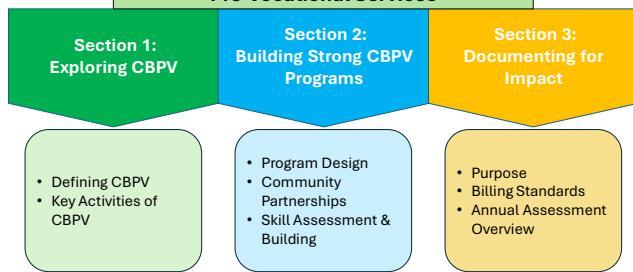


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## Today's Agenda for Community-Based Pre-Vocational Services




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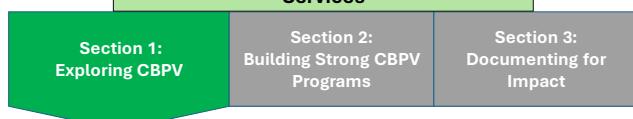
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## Community-Based Pre-Vocational Services



**Part 1:** What is Community-Based  
Pre-Vocational Services (CBPV)

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**CBPV (Community-Based Prevocational Services)** is a program ... designed to help people with **intellectual and developmental disabilities (I/DD)** build the skills needed for competitive employment.

This program ensures that people with I/DD have meaningful opportunities to grow, learn, and transition into the workforce at their own pace.



Office for People With Developmental Disabilities

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### How CBPV Supports This Mission & Vision:

**OPWDD's Mission:**  
"To help people with developmental disabilities live richer lives."

**OPWDD's Vision:**  
"People with developmental disabilities enjoy **meaningful relationships** with friends, family, 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

Grab a piece of paper and write down all the jobs you have had from first to current, note the age of your first job.



Adapted from an activity by: Kim Omani, Yang Tan Institute, Cornell University

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## My First Jobs

- What was the youngest age someone in your group had their first work experience?
- What's the greatest number of jobs anyone in your group has had? Has anyone only had one job so far?
- What is the most unique or unconventional experience someone in your group has had?
- How has those experiences shaped your vocational experience today?

Please select a spokesperson for your group.



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### Community-Based Pre-Vocational Services

**Section 1:  
Exploring CBPV**

**Section 2:  
Building Strong CBPV  
Programs**

**Section 3:  
Documenting for  
Impact**

**Part 2: Who Benefits from CBPV?**

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**What are Some Common Reasons People Lose or Leave Jobs?**

- Poor Attendance & Punctuality**  
 **CBPV Solution:** Teaches time management, scheduling, and accountability.
- Difficulty with Workplace Relationships**  
 **CBPV Solution:** Provides structured practice in social interactions and collaboration.
- Workplace Behavior & Professionalism Issues**  
 **CBPV Solution:** Reinforces appropriate workplace conduct and self-regulation strategies.
- Lack of Job Satisfaction & Career Fit**  
 **CBPV Solution:** Provides workplace exploration to help people find meaningful, suitable job paths.

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#### General Eligibility Requirements:

#### Need for Habilitative Services:

- The individual must require **learning and work experiences** that develop **general, non-job-task-specific strengths and skills** contributing to employability in **integrated community settings**.

#### Employment Readiness Limitations:

- The individual must either:
  - Have a **documented and assessed earning capacity of less than 50%** of the current state, federal minimum wage, or prevailing wage **OR**
  - Be **unlikely to retain competitive employment** without significant prevocational or job readiness services due to their **developmental disability**.

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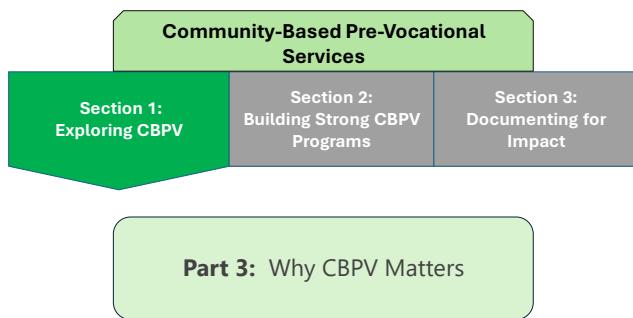


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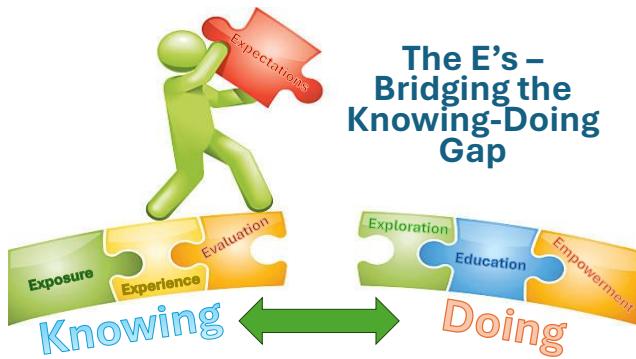


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### Employment 1st

#### How Expectations Shape Opportunities

How Expectations Shape Opportunities

- Low Expectations Limit Potential
- High Expectations Drive Success
- CBPV Supports This Shift

Who Benefits from Employment 1st?

- The Person
- Businesses
- Society



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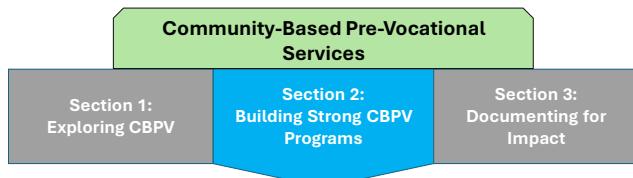


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**Part 1: Assessing Interests & Abilities**

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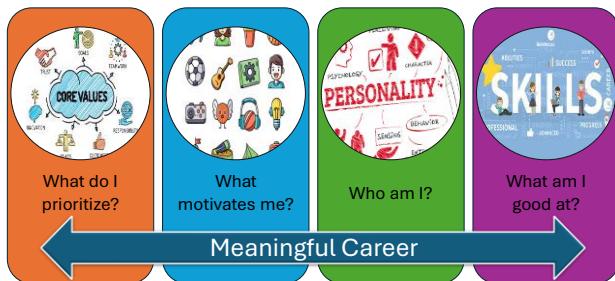
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Methods for identifying strengths, interests, and goals



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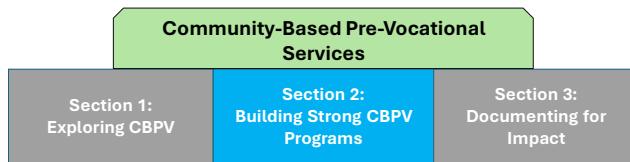
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**Part 2: Designing Meaningful Activities**

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## Individualizing Group Activities

- Offer role variety and let people try different tasks.
- Observe and document strengths and note who enjoys what.
- Connect tasks to personal goals and highlight transferable skills



**How can we make shared experiences meaningful for everyone, regardless of their vocational goals?**

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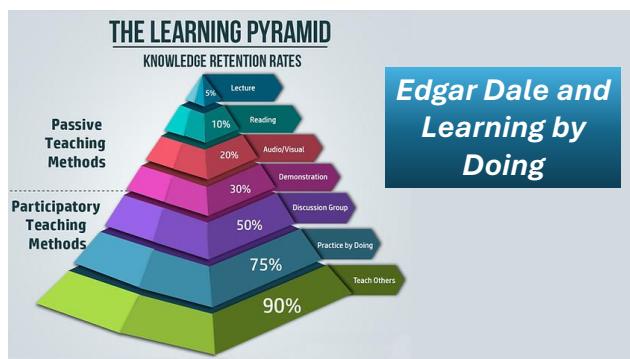


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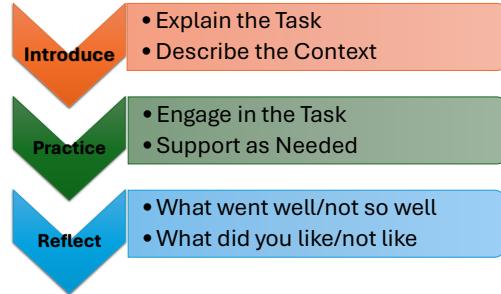
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## Learning Cycles



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**Provide  
constructive,  
timely, and  
encouraging  
feedback**



**Encouraging a Feedback-Friendly Environment**

- Normalize feedback as a tool for learning, not as criticism.
- Create trust by ensuring feedback is supportive.
- Celebrate progress.

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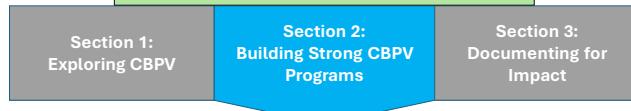
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## Community-Based Pre-Vocational Services



### Part 3: CBPV Examples

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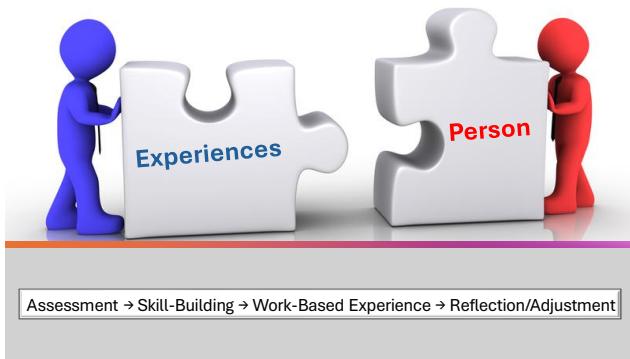


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### What activities can we do in CBPV?

- Workplace Tours
  - An introduction to various work settings
- Informational Interviews
  - More detailed insights into careers
- Job shadowing and Virtual Job Shadowing
  - A better understanding of the tasks and responsibilities
- Volunteering
  - Hands-on experience and build a work history
- Situational Assessments
  - Valuable insights into strengths and support needs
- Work Readiness Instruction
  - Equipping people with skills

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### SSI vs. SSDI

<b>Supplemental Security Income</b>	<b>Social Security Disability Income</b>
<ul style="list-style-type: none"> <li>• 65+ years; or blind; or disabled</li> <li>• Income restrictions</li> <li>• May be eligible for Medicaid</li> </ul>	<ul style="list-style-type: none"> <li>• Must meet earning requirement</li> <li>• Unable to work due to disability</li> <li>• May be eligible for Medicare</li> </ul>

### Benefits and Financial Planning

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**Technology Usage**




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### Play to Your Strengths

Who on the team is good at:

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




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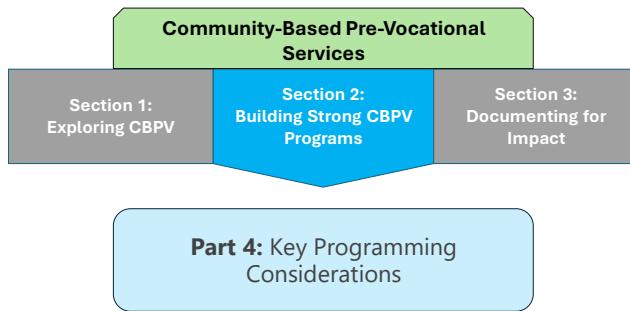


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**Unpaid For-Profit Work Experiences Permitted Under DOL Regulations**

Fair Labor Standards Act (FLSA)

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

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### Aligning Activities with a Person's Goals & Business Needs

- Activities should reflect the participant's interests, strengths, and goals.
- They should also provide real value to the business, not just busywork.
- The relationship should feel like a partnership, not a favor.

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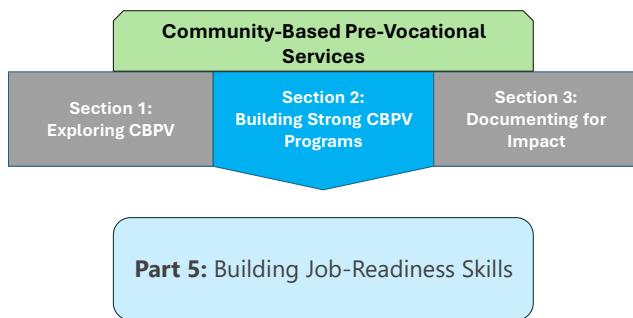
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**Developing Non-Job-Task-Specific Skills in CBPV**

**Why This Matters:**  
Soft skills enhance employability, confidence, and independence, helping people transition from learning about work to actively participating in meaningful employment.

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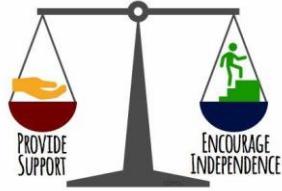
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### Strategies to Increase Independence

- Encourage Problem-Solving
- Use Natural Supports
- Teach Self-Advocacy
- Gradually Fade Support
- Use Visual Supports & Technology
- Reinforce Workplace
- Build Confidence Through Repetition




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### Self-Advocacy Skills




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## Workplace Skills Debate

As a team, prepare a short argument explaining **why your assigned skill is the most important** in the workplace.

Use real-world examples, job coaching experiences, or workplace trends to support your points.

Anticipate counterarguments from other teams.

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## Workplace Skills Debate: Team Categories & Skill Options

### Team 1: Thinking Skills

Critical Thinking  
Problem Solving  
Decision Making  
Attention to Detail

### Team 2: Communication Skills

Verbal Communication  
Written Communication  
Active Listening  
Giving & Receiving Feedback

### Team 3: Teamwork Skills

Collaboration  
Conflict Resolution  
Empathy  
Relationship Building

### Team 4: Professional Skills

Work Ethic  
Accountability  
Initiative  
Professionalism

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## Community-Based Pre-Vocational Services

Section 1:  
Exploring CBPV

Section 2:  
Building Strong CBPV  
Programs

Section 3:  
Documenting for  
Impact

## Part 6: Tools & Resources

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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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**Interest Profiler**

[www.mynextmove.org](http://www.mynextmove.org)

**MY NEXT MOVE**

What do you want to do for a living?

A proud partner of the  
americanjobcenter  
network



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## MyNextMove Scavenger Hunt

- Using MyNextMove.org, search for your assigned job and identify 3 key skills or tasks required in the job.
- For skill or task required in the job, identify a different workplace exploration activity that could help a CBPV participant gain experience in that area.
- Please select a spokesperson for your group.

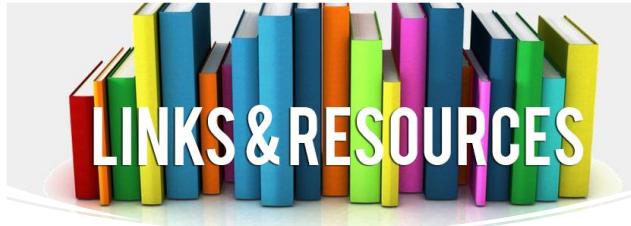
### Group 1: Greenhouse Worker

## Group 2: Library Assistant

### Group 3: Set Designer

#### **Group 4: Tour Guide**

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More resources are available in the manual for this presentation.

- CareerOneStop
- Functional Vocational Assessment
- Zarrow Institute Curriculum on Self-Advocacy
- And More

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## Community-Based Pre-Vocational Services

## Section 1: Exploring CBPV

## Section 2: Building Strong CBPV Programs

## Section 3: Documenting for Impact

## Part 1: The Power of Documentation

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## Why does documentation matter?



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It serves multiple purposes: tracking progress, maintaining compliance, ensuring service continuity, and demonstrating program effectiveness.

### The Importance of Documentation

**BUT DID YOU DOCUMENT IT?**

Without proper documentation, we risk gaps in service, non-compliance, and missed opportunities for growth.

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### Effective Documentation

- ◆ Be **clear, objective, and factual** – Focus on observable actions, not opinions.
- ◆ Use **consistent language** – Avoid vague terms; instead, specify behaviors and outcomes.
- ◆ Document **timely and accurately** – Complete records promptly to ensure details are not lost.
- ◆ Ensure **confidentiality** – Protect individuals' private information in compliance with HIPAA and agency policies.




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**Activities of CBPV – Skill-building**

- **Task Completion & Problem-Solving**  
*Ex: Breaking tasks into steps for better focus. Ex: Using speech-to-text for note-taking.*
- **Workplace Behavior & Attitudes**  
*Ex: Teaching professional greetings and punctuality.*
- **Workplace Adjustment & Stress**  
*Ex: Practicing deep breathing for stress management.*
- **Job Performance & Expectations**  
*Ex: Following verbal and written work instructions.*
- **Technology for Work Skills**  
*Ex: Using apps for time management at work.*
- **Technology for Workplace Success**  
*Ex: Using speech-to-text for note-taking.*
- **Workplace Conduct & Dress**  
*Ex: Understanding dress codes and timekeeping.*
- **Communication With Supervisors & Peers**  
*Ex: Role-playing workplace conversations.*
- **Workplace Facilities Use**  
*Ex: Knowing lunchroom etiquette.*
- **Workplace Mobility & Facilities**  
*Ex: Locating and using breakrooms and lockers.*

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**Activities of CBPV – Career Exploration**

- **Exploring Job & Volunteer Options**  
*Example: Shadowing different job roles.*
- **Vocational Interest & Skill Assessment**  
*Example: Identifying strengths through hands-on tasks.*
- **Developing Community Work Experiences**  
*Example: Partnering with businesses for job tours.*
- **Supporting CBPV Participation**  
*Example: Helping with volunteering placements.*

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## Activities of CBPV

## Support Services

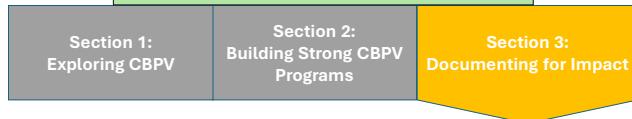
- **Public & Para-Transit Training**  
*Example: Learning to navigate bus schedules independently.*
- **Transportation Between Activities**  
*Example: Coordinating group travel for work visits.*
- **Benefits & Financial Planning**  
*Example: Explaining how wages affect benefits.*
- **Engaging Families & Support Circles**  
*Example: Hosting discussions on career goals.*

## Administrative

- **CBPV Documentation & Reporting**  
*Example: Completing service progress notes.*
- **Staff Travel for CBPV**  
*Example: Commuting for on-site coaching sessions.*
- **OPWDD Innovations Training**
- **OPWDD Previously Authorized Services**

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## Community-Based Pre-Vocational Services



## Part 2: Billing & Compliance Essentials

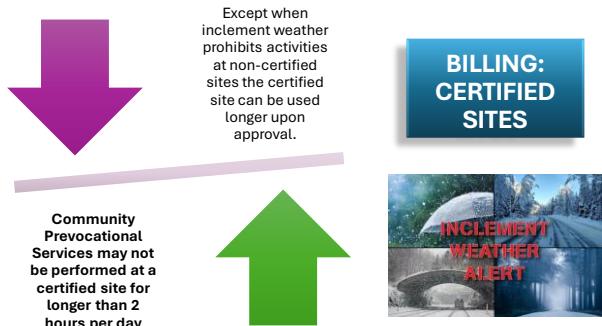
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#### **Key Principles for services provided:**

- be selected by the person from among the options available;
- ensure rights of privacy, dignity, respect, and freedom from coercion and restraint;
- optimize a person's autonomy and independence in making life choices;
- facilitate a person's informed choice about their services and who provides them;
- are physically accessible to the people supported;
- provide freedom and support for people to control their own schedules and activities

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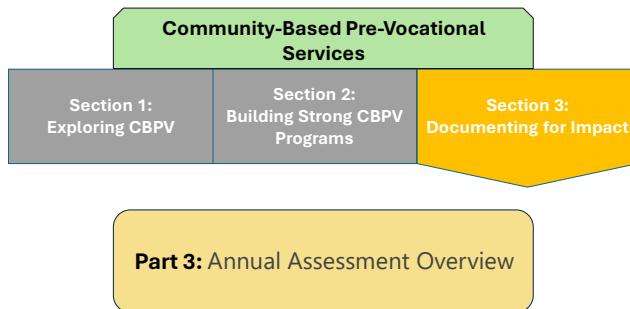
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<u>Service Fees</u>	<b>Daily Maximum Hours</b>
Group Sizes	Full Day of CBPV
<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3+</li> </ul>	<ul style="list-style-type: none"> <li>• 6 hours of service allowed</li> </ul>
Region	4 hours of CBPV
<ul style="list-style-type: none"> <li>• Upstate</li> <li>• Downstate</li> </ul>	<ul style="list-style-type: none"> <li>• <math>\frac{1}{2}</math> Unit of Day Hab or Site-Based Prevoc</li> </ul>
	<b>OR</b>
	<ul style="list-style-type: none"> <li>• 2 Hours of Community Hab/(R)</li> </ul>

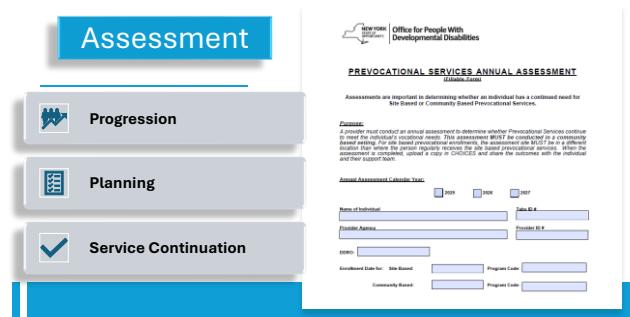
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<p><b>REQUEST TO PROVIDE COMMUNITY BASED PREVOCATIONAL SERVICES IN A LARGER GROUP OR MULTIPLE GROUPS</b></p> <p>Complete this form when PRC/P approval is either One or Both conditions apply:</p> <p>1. When the proposed group of individuals is larger than the group size of one or more than one right of entry is included in the same location and</p> <p>2. When community based prevocational services are more than 1/3 of the group at the same location</p> <p><b>Check all that apply and Complete the Section Letters</b></p> <p><input type="checkbox"/> Requesting a Larger Group of Individuals (10 or more individuals) to provide services in one or more than one right of entry</p> <p><input type="checkbox"/> Requesting a Larger Group of Individuals (10 or more individuals) to provide services in one right of entry</p> <p><input type="checkbox"/> Requesting a Group of Individuals more than one right of entry (Individuals group size 10 or more individuals) to provide services in one right of entry</p> <p><input type="checkbox"/> Requesting a Group of Individuals more than one right of entry (Individuals group size 10 or more individuals) to provide services in one or more than one right of entry</p> <p><input type="checkbox"/> Requesting more than one Group of right of entry individuals to be at the same location and for the Estimated Total Prevocational Activities (Complete Activity 1 and Activity 2)</p>	
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- 1 **Review the Assessment:**
  - Examine the assigned section and identify issues, missing details, and vague wording that needs improvement.
- 2 **Fix the Issues:**
  - Rewrite key parts of the section to make it more detailed and accurate.
  - Use clear and objective language, avoiding assumptions or generalizations.
- 3 **Report Back:**
  - Select a spokesperson to present your section's corrected version.

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**Think about:**

- Does this section clearly reflect the person's progress, strengths, and challenges?
- Would an unfamiliar reader (like a new job coach) understand the person's vocational needs?

**Example Issues to look for:**

- Vague Progress Descriptions
- Lack of Specific Observations
- Unclear Recommendations
- Unclear Barriers

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**Group 1: Three Vocational Tasks & Skills Worked on in the Last Year**

Sally has expressed an interest in retail and customer service roles. She enjoys being in grocery stores and likes stocking shelves but often avoids interacting with customers unless prompted. This past year, she has worked at a local dollar store, where she was responsible for restocking candy and snack aisles, organizing misplaced items, and taking out the trash at the end of his shift. Her favorite part of the job is making sure all the labels are facing forward, and she does this with great attention to detail. However, she sometimes hyper-focuses on small details and loses track of time. She also prefers working alone rather than in teams.

Also, Sally did a 2-week job shadow at a small hardware store but didn't enjoy it because she said the aisles were too cluttered and the store had a strong paint smell. During this experience, she practiced scanning inventory into the system but had trouble navigating the touchscreen software.

1. Assisted with tasks in a workplace setting.
2. Followed multi-step directions.
3. Practiced workplace behaviors.

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**Group 2: Volunteer/Community Situational Assessment**

During a situational assessment at a thrift store, Sally was assigned to sort donations and organize clothing racks. She arrived on time but initially stood near the entrance, waiting for direct instructions. Once tasks were explained, she worked steadily but was unsure where to place some items. A store employee gave her a laminated chart of clothing categories, which she found helpful.

When customers asked where certain items were, Sally was polite but often responded with "I don't know" instead of directing them to a staff member. Toward the end of the shift, she became distracted when a box of toys arrived, spending extra time looking through them before getting back to work.

After her shift, Sally said she liked sorting clothes but thought the store was too busy. She also mentioned that the music playing in the background was too loud for her.

- **General Public:** Interacted briefly but needed reminders.
- **Customers:** Responded when approached.
- **Coworkers:** Followed along with tasks.

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**Group 3: List Three Positive Behaviors/Skills Observed****Scenario:**

At a food pantry, Sally participated in assembling food boxes for families in need. She worked at a steady pace and followed the instructions given by a volunteer coordinator. She seemed comfortable completing the repetitive task of packing canned goods and dry foods into boxes. She needed a checklist to remember the correct number of each item to include, but once she had it, she worked independently.

At the end of her shift, a supervisor thanked John for his help, and she responded with a brief "you're welcome" but didn't initiate any conversation. Another volunteer asked her if she wanted to come back next week, and she shrugged but later told staff she would be open to returning if it wasn't too noisy.

1. Listened to instructions.
2. Stayed on task.
3. Attempted to complete assigned duties.

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**Group 4: List Three Challenges Observed**

At a janitorial services training, Sally was asked to clean tables and wipe down counters. She completed the tasks but often skipped sections and needed reminders to check her work. She seemed unsure how much pressure to apply when scrubbing and left streaks on the surfaces. When shown how to correct it, she followed the instructions but required repetition.

Sally also struggled with managing her time. She spent too long cleaning one area while neglecting others, leading to unfinished tasks by the end of his shift. She occasionally became distracted by reading signs on the wall and needed redirection.

1. Occasionally needed redirection.
2. Was unsure of what to do next at times.
3. Needed some support with time management.

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**Scenario:**

Sally and Sally's team is discussing potential next steps for her vocational journey. She has shown some success with structured, repetitive tasks but struggles with time management and independent task initiation.

Sally is not yet comfortable with direct customer service and wants to explore employment training options that allow her to build confidence in workplace communication gradually.

**New Activities???**  
**New Employment Services???**  
**Anything else???**



WHAT'S  
NEXT?

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