

INNOVATIONS IN EMPLOYMENT SUPPORTS

Community Prevocational Services



About today...

- Today's schedule
- Sign in and sign out
- Site details
- Engage!



Community Prevocational Services

- Setting the Stage
- Community Prevoc Basics
- Setting up the Program
- Billing and Documentation

PART 1: SETTING THE STAGE

INNOVATIONS TRAININGS

More information is available on our website at: <https://humanservicesed.org/>

- 1. Introduction to Employment
- 2. Discovery: Assessment and Planning
- 3. Beyond Discovery
- 4. Creating Connections: Developing Opportunities and Engaging Business
- 5. Advanced Job Coaching Skills
- 6. How to Deliver the OPWDD Designed Work Readiness Curriculum
- 7. Pathway to Employment
- 8. Employment Training Program (ETP) 101
- 9. Community Prevocational Services
- 10. Management Skills for SEMP Leaders

5/3/2019

TODAY

Purpose:

To understand the benefits of providing Community 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

5/3/2019

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.

WHAT DOES SOMEONE
NEED IN ORDER TO BE
SUCCESSFUL IN
COMPETITIVE
EMPLOYMENT?

KEY INGREDIENTS FOR SUCCESS IN COMPETITIVE EMPLOYMENT

Discovery - Learning all we can about the person
Where do we do that: CBPV/PTE/ETP

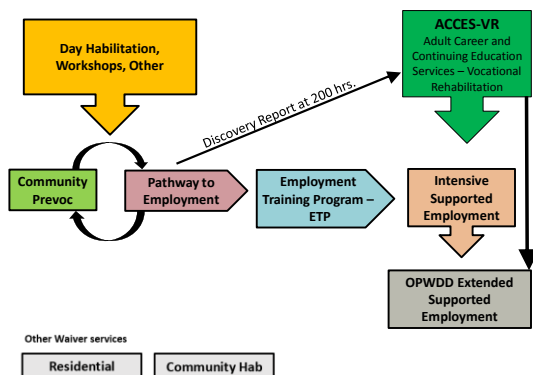
Developing Good Job Matches- Fitting the individual's skills and personality to the employers needs and culture
Where do we do that: ETP/SEMP

Job Coaching Support - Supporting the individual as they learn new tasks, Supporting the employer and building up natural supports
Where do we do that: SEMP

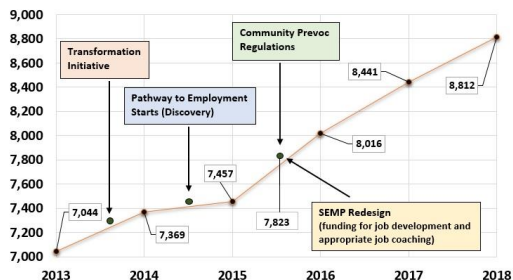
The Tools in our Toolbox

Community Prevocational Services	Pathway to Employment	Employment Training Program (ETP)	Supported Employment (SEMP)
Waiver service: Prepares people for paid employment or meaningful activities in 1 year or more	Waiver Service: Prepares people for paid work in approximately 1 year	Program: Employed in 1 year or less	Waiver Service: Coaching, Job Development Life-Long Support on a Job
Community based volunteer opportunities	Activities to introduce the possibility of work and develop a vocational goal	Internship opportunity	Community based, competitive, integrated employment
Unpaid or paid Experiences	Unpaid/ Volunteer Experiences	Wages paid by OPWDD	Paid by business at minimum wage or higher

HOW DO INDIVIDUALS MOVE IN BETWEEN SERVICES ?



SEMP Placements 2013-2018



PART 2: COMMUNITY BASED PREVOCATIONAL SERVICES BASICS

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.

What are the Individual's Requirements for Participating in Community 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.

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
- 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 to CBPV 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 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 if and when competitive employment is appropriate

WHO SHOULD PARTICIPATE IN COMMUNITY PREVOC?

Individual:

- Has limited experience in the community
- Has limited employment experience
- Would like more Discovery

Examples:

- Maria is leaving High School soon, has limited experience in her community, and doesn't know what to do when she graduates.
- John is moving on from a sheltered workshop and unsure what it takes to be competitively employed.
- Julie has only participated in day hab and would like to try something different

Example

Kara has attended a workshop, which only offers production work, for 15 years. She recently stated that she wants to work, but only wants to cook in a restaurant. She has a lot of experience helping her mom cook, but has not had paid work experience outside of the workshop.

What would be the next steps?

- Enroll in Community Prevocational Services.
- Visit, explore, and research food service possibilities.
- Set up varied work/volunteer experiences in addition to food services.
- Attend group classes utilizing the OPWDD Designed Work Readiness Curriculum.

HOW IS COMMUNITY PREVOC DIFFERENT?

Community Prevoc	Day Hab
• Vocational focus	• Life-skills focus
• Non-certified setting	• Certified or non-certified
• Fully integrated sites	• May be integrated or not

WHERE SHOULD COMMUNITY PREVOC ACTIVITIES TAKE PLACE?

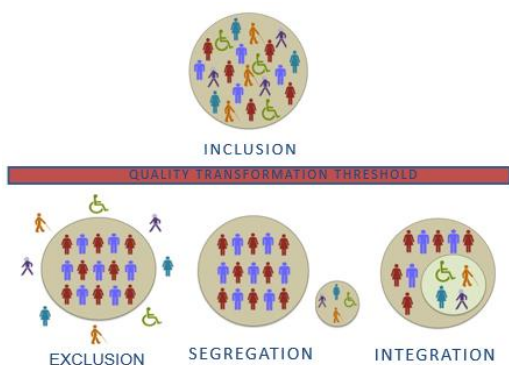
- In the community: not a certified setting
- In integrated settings
- Places the individual wants to explore

Examples:

Firehouse	Animal shelter	Hospital
Library	Restaurant	Zoo
Food pantry	Grocery store	Radio Station
TV studio	Mall	Theatre

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.)



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

<https://www.humanservicesed.org/uploads/SEMP%20Understanding%20FLSA%20Compliance.pdf>

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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: Identify existing opportunities**
- Step 4: Assign staff to develop new opportunities**
- Step 5: Create a master schedule**
- Step 6: Determine staffing needs**

COMMUNITY PREVOCAATIONAL PROGRAM SCENARIO

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

Monday	Tuesday	Wednesday	Thursday	Friday
Mary Joanie Tracy David Allen	Sue AM Ed AM Jim AM	Sue AM Ed AM Jim AM	Mary Joanie Tracy David Allen	Sue AM Ed AM Jim AM
	Dan PM Monica PM	Dan PM Monica PM		Dan PM Monica PM

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 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: Mary 6 hrs Joanie 6 hrs David 6 hrs	NO existing opportunity: Sue 3hrs Ed 3hrs Jim 3hrs
No existing opportunity for: Tracy 6 hrs Allen 6 hrs	NO existing opportunity Dan 3 hrs Monica 3 hrs	WORK READINESS Dan 3 hrs Monica 3 hrs	Tracy 3 hrs Allen 3 hrs	NO existing opportunity Dan 3 hrs Monica 3 hrs

OPPORTUNITIES TO BE DEVELOPED (GAPS)

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

Monday	Tuesday	Wednesday	Thursday	Friday
Tracy 6 hrs Allen 6 hrs	Sue 3 hrs Ed 3 hrs Jim 3hrs		Mary 6 hrs Joanie 6 hrs David 6 hrs Tracy 6 hrs Allen 6 hrs	Sue 3hrs Ed 3hrs Jim 3hrs
	Dan 3 hrs Monica 3 hrs			Dan 3 hrs Monica 3 hrs

STAFFING NEEDS

	John- FT	Sue-PT	Mary-PT	Bob-PT
Monday	Tuesday	Wednesday	Thursday	Friday
2 staff needed for nursing home	1 staff needed for future opportunity	1 staff needed for library	2-4 staff needed for future opportunity(s)	1 staff needed for future opportunity
2 staff needed for future opportunity	1 staff needed for future opportunity	1 staff needed for Work Readiness class		1 staff needed for future opportunity

SCHEDULING ACTIVITY



FINISHED SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Location: Nursing Home (all day) Participants: Mary, Joanie, David Staff: John and Sue	Location: News Station Participants: Sue, Ed, Jim Staff: John	Location: Library Participants: Sue, Ed, Jim Staff: John	Location: Car Dealership (all day) Participants: Tracy, Allen Staff: John and Sue	Location: News Station Participants: Sue, Ed, Jim Staff: John
Location: Car Dealership (all day) Participants: Tracy, Allen Staff: Mary and Bob	Location: News Station Participants: Dan, Monica Staff: John	Location: Library- Work Readiness class Participants: Dan, Monica Staff: John	Location: Animal Shelter (all day) Participants: Mary, Joanie, David Staff: Mary and Bob	Location: Library- Work Readiness class Participants: Dan, Monica Staff: John

How do we fill in these gaps?

- How did we come up with 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

LOCATION RESOURCES

- Better Business Bureau
- Chamber of Commerce
- Local business journal
- Board of directors
- Local One Stop
- Newspapers
- Others?

Web Resources:
 VolunteerMatch.org
 Idealist.org
 LinkedIn

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

<https://humanservicesed.org/>

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

STAFFING COMMUNITY PREVOCATIONAL SERVICES

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

COMMUNITY PREVOC TRAITS

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

Career Exploration Activities

- Career Interest Assessments
- Vocational Skill Classes
- Job Shadowing
- Interviewing Business Managers
- Researching Career Options
- Other Career Exposure and Skill Learning Opportunities

COMMUNITY-BASED VOLUNTEER/WORK EXPERIENCES

- 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

COMMUNITY-BASED VOLUNTEER/WORK EXPERIENCES(CONT.)

- 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

ACTUAL COMMUNITY PREVOC 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

IMPLEMENTATION REVIEW

- Location
 - *Volunteer vs. Work Experience considerations*
 - *Community-Based*
- Activities
 - *Not job-task-specific*
 - *Individual or group*
- Training Tools
 - *OPWDD Work Readiness Curriculum*
 - *Online assessments*

How Community Prevoc Fits Into An Individual's Schedule

DAILY INDIVIDUAL 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

PART 4:
BILLING AND
DOCUMENTATION

COMMUNITY PREVOC
STANDARDS AND REGS

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

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.

BILLING STANDARDS

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

https://www.health.ny.gov/health_care/medicaid/rates/mental_hygiene/comm_prevoc_hr_04-01-16.htm

BILLING: DAILY LIMITS

6 hours of Community Prevoc

or

½ unit of Day Hab/Site-Based
Prevoc/Community Hab R
and
4 hours Community Prevoc

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

PAID COMMUNITY 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
- 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 FORM

The approval form for providing site based or community based prevocational services to a group of more than 8 or more than one group in a location can be found at:

https://opwdd.ny.gov/opwdd_regulations_guidance/adm_memoranda/documents/sifl/request_eight

Documentation

- Checklist
 - Monthly Summary
 - *The narrative monthly summary note must be completed, signed, and dated no later than the 30th day after the month of service.*
 - Assessments
- Be accurate, thorough, and clear!***

ANNUAL PREVOC ASSESSMENT

- Annual assessment to determine whether services are consistent with an individual's needs and valued outcomes.
- Must be completed annually prior to the anniversary of the service effective date.
- Must include a situational assessment in the community (outside of agency). This may be done at the current CBPV site.
- Preserves the service if on-going Community Prevoc is needed.

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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?



Thank You!

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