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# **Community Participation Support for Supports Coordinators June 2024**

- Transformation to CPS
- Purpose of CPS Service
- Effective Community Locations
- Pre-Vocational CPS
- CPS Rendered by the Residential Provider
- ISP Team Discussions about CPS
- Questions

Prior to July  
2017

Licensed Day  
Habilitation

Prevocational  
Services

July 2017 to  
Present

Community  
Participation  
Support  
(CPS)



## Top 10

1. Do things in my community
2. Meet people in my community
3. Life skills
4. Access to my community
5. Improve skills at different ages
6. Housing and living options
7. Build decision-making skills
8. Decision Making Options
9. Volunteer opportunities
10. Emergencies

32



## **Recommendation 11: Increase Community Participation**



Being involved in community life creates opportunities for new experiences and interests, the potential to develop friendships and the ability to make a contribution to the community. An inter-dependent life, where people with and without disabilities are connected, enriches all of our lives.

- Competitive Integrated Employment
- Community Inclusion
- Purpose and Responsibility
- Engagement in Local Community
- Social Networks and Natural Supports
- Self-Determination and Self-Advocacy



# Purpose of CPS



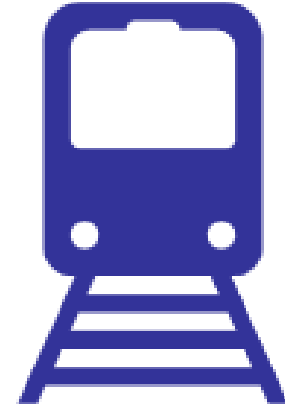
- The purpose of Community Participation Supports is to broaden the types of life-long learning experiences available to individuals' receiving services. It is laying the groundwork for an expectation that people:
  - pursue employment,
  - become involved in their community, and/or
  - become a member of a group that interests them.
- In doing so, the ultimate goal is that the individual develops relationships. A primary focus should be engaging people in community life.
- Activities should be based on the strengths and preferences of each individual for the service to support them to live a full and meaningful community life.

# Is this CPS?



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- Boris
  - 26 years old and lives at home with his parents.
  - Enjoys socializing with family and friends
  - Loves anything that involves trains
    - Collects model trains
    - Enjoys watching trains
    - Likes shopping for pictures of trains and researching different trains.
- Staff drive him to look at trains and because they want to keep a safe distance, watch the trains pass from the car. If it is bad weather, they will go to the library to look at train books. Occasionally, they will visit the train museum.







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it's all about  
relationships

# It's All About Relationships



- Creating meaningful relationships is not an easy task. Meaningful relationships:
  - are based on common interests and needs and extend beyond simply being at the same place at the same time
  - develop over time as people get to know, learn, and appreciate the gifts and talents that each can offer the other
- For some people we support, having a community life with meaningful relationships is already becoming a reality.
- But for others, developing relationships and obtaining a community life will come after time and exploration with the support of their team, family, and friends.

# Determining Need for CPS:



## Determining the need for services:

- Does the participant have an outcome for employment?
- Is the participant interested in developing skills and competencies necessary to pursue competitive integrated employment?
- Is the participant interested in developing skills and competencies necessary to become part of their community?
- Is the participant interested in pursuing activities that support health and wellness, lifelong learning, self-advocacy or greater connection to people, businesses, public services, and organizations in their community?

# Service Comparison



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## Community Participation Support

- Building interest in and developing skills and potential for competitive integrated employment
- Opportunities and support for community inclusion in integrated community settings
- Beginning and strengthening relationships with community members

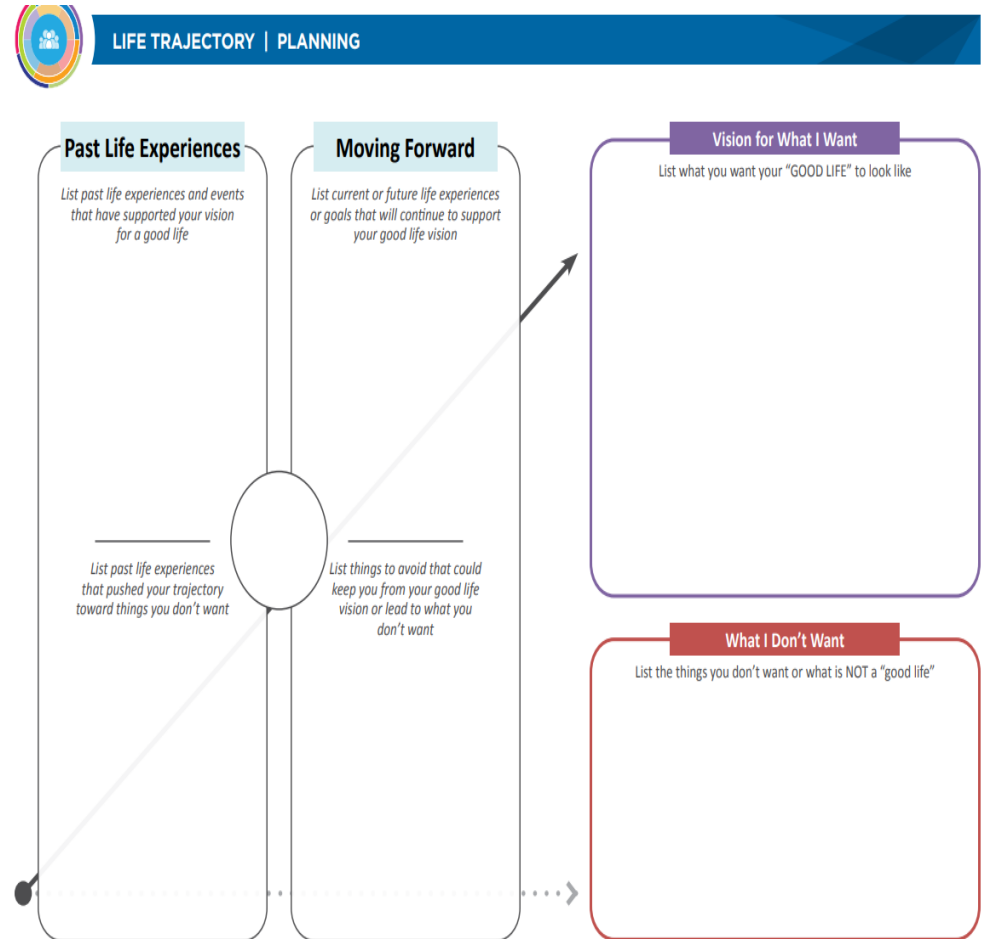
## In-Home and Community Supports

- Acquiring, maintaining, and improving the skills necessary to live or continue to live in the home and community
- Direct in-person services can be provided in the individual's home

## Companion

- Supervising to ensure health, safety, and welfare
- Assisting with activities of daily living
- Direct in-person services can be provided in the individual's home

Person-centeredness, including person-centered thinking, planning, and practice is the cornerstone of individual community inclusion based on informed choices and personal outcomes.



# Choice and Control of Activities



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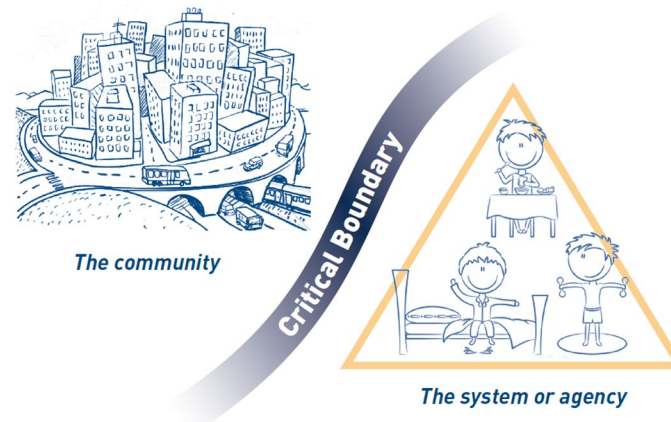
Making an informed choice involves more than asking someone if they want to do something or a simple yes-or-no conversation.

Providing Individuals with information and opportunities to have experiences



Having experiences which helps Individuals make informed choices about future experiences

# What is a Community Location?



# Service Settings



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## Community Locations

- ✓ Must be non-disability specific
- ✓ Cannot be in licensed facilities, or any type of facility owned, leased or operated by a provider of other ODP services
- ✓ A maximum of 3 participants

## Community Hubs

- ✓ Gathering place prior to and after community activities.
- ✓ Accessible, provide shelter in inclement weather, and used by the general public
- ✓ A maximum of 6 participants served by any one provider at any one point in time
- ✓ Is not the home of support staff or any individual employed by, or on the board or similar committee responsible for executive decisions of, the provider of the service

## Prevocational Facilities

- ✓ Vocational Facilities (subject to licensure under 55 Pa. Code Chapter 2390)

## Day Habilitation Facility

- ✓ Older Adult Daily Living Centers (subject to licensure under 6 Pa. Code Chapter 11)
- ✓ Adult Training Facilities (subject to licensure under 55 Pa. Code Chapter 2380)



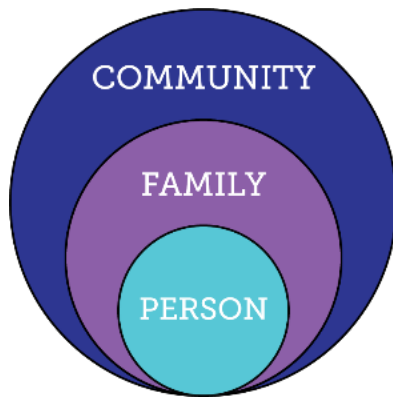
## Definition of Community Location



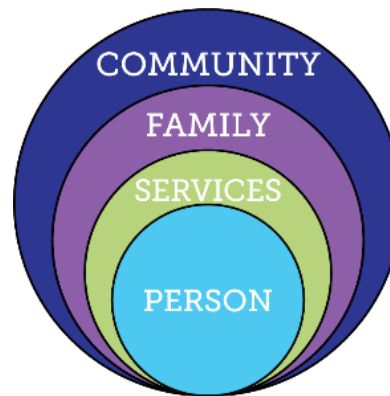
When provided in community locations, CPS cannot take place in licensed facilities, or any type of facility owned, leased or operated by a provider of other ODP services. A community location is non-disability specific .

Services are provided in a variety of integrated community locations that offer opportunities for the participant to achieve his or her personally identified goals for developing employment skills, community inclusion, involvement, exploration, and for developing and sustaining a network of positive natural supports. A maximum of 3 participants can be served simultaneously by any one provider at a community location at any one time. When more than 3 participants are served by any one provider at a community location, facility codes must be used.

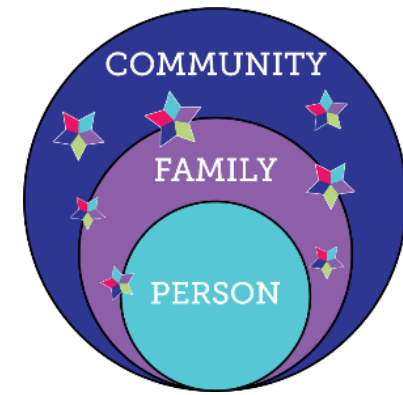
# Services and Supports are Evolving



Everyone exists  
within the context  
of family and  
community



Traditional  
Disability Services



Integrated Services  
and Supports within  
context of person,  
family and  
community

A big focus in many service agencies is for individuals to participate in community activities. Participating in activities is different than interacting with and getting to know people.

Some of the most common community activities for people who receive services are going to restaurants, shopping, and movies. When was the last time you made a new friend at any of those places?

A big tip to success is to start shifting our focus and our thinking from “activities” to “people”. The most important question teams can start asking is, “who are they going to get to know there?”



## **Big tip**

See the same people  
in the same places  
over time.

Places where there's chances  
for meaningful interactions,  
contribution and reciprocity!

# Where can Pre-Vocational CPS be provided?

In both Community and Facility settings!



## **Prevocational CPS Includes:**

- Developing appropriate worker traits
- Learning work environment expectations
- Situational assessments
- Identifying available transportation to and from work
- Work-related evaluations

# How Can CPS Lead to Employment?



Volunteering



Community-based  
work experiences



Learning how to utilize  
transportation



Facility-based skill  
assessment

- A key component to this service is that the individual should be receiving opportunities to interact with and around others in the community.
- Research shows that developing and expanding a social network is one of the easiest ways to get hired for a job. In some instances, knowing the owner or manager of a store, participating around the community with volunteer activities, and even being a frequent customer can be beneficial to someone in the hiring process – they know more about your passions, personality, and performance than someone they have never met.



## **Prevocational CPS Employment Outcomes**

- ✓ All participants receiving prevocational CPS services must have a competitive integrated employment outcome included in their ISP.
- ✓ There must be documentation in the ISP regarding how and when the provision of prevocational services is expected to lead to competitive integrated employment.

- Competitive integrated employment is when the individual works:
  - Works part-time or full-time in an integrated setting,
  - Is paid minimum wage or higher, and
  - Is presented, as appropriate, with opportunities for similar benefits and advancement like other employees without a disability in similar positions.
- SCs must provide individuals and their family with information on competitive integrated employment during the planning process and upon request.
- If an individual requests to receive Community Participation Support or Small Group Employment, the SC must document in the Employment/Volunteer Information section of the ISP that competitive integrated employment was discussed as a priority, before other services were considered.



### **Can an individual receive prevocational services in a licensed 2380 Facility (Adult Training Facility)?**

*Yes, but they still **MUST** have a competitive integrated employment outcome in their ISP.*



# CPS and Residential



In accordance with the Waiver service definitions, residential service providers are required to assist the individual to participate meaningfully in community life, relationship development and socialization, participate in community functions and activities and use of community resources. This includes assistance with identifying supports available within the community.

As such there must be a distinction between the two services being provided, and the provider must indicate which outcome would be supported by the CPS service definition that is not explicitly the responsibility of the Residential service.

Licensed Residential Habilitation Without Day is any day in which one of the following occurs:

- An individual solely receives services that are part of the Residential Habilitation service; or
- An individual receives fewer than 5 hours of services and/or unpaid supports that are not included in the Residential Habilitation service.

Community Participation Support may not be provided in-person in Licensed or Unlicensed Residential Homes. When provided in community locations, this service cannot take place in licensed facilities, or any type of facility owned, leased, or operated by a provider of other ODP services.

**The appropriate service should always be based on the outcome(s) in the individual's plan, the individual's choice of providers, and the expectations outlined in the service definitions.**

# Medical Appointments

- For people who receive residential, life sharing or supported living services – It is the expectation that the residential provider handles the medical needs of the individuals they support (including dental care).
- Community Participation Supports may not be used to support people with medical appointments who receive residential services, including taking “community” trips to pick up medications and/or medical supplies.



# ISP Team Discussions about CPS



- The ISP team should support the individual to develop outcomes and priorities for community activities based upon the strengths and preferences of the individual.
- ISP teams should discuss the benefits of the Community Participation Support service and spending time in the community at each Annual ISP meeting and more often if necessary.
- The ISP team should always consider the individual's choice, preferences and control in writing an ISP with the idea of ensuring the individual is working toward his or her outcome(s).
- Before you meet with a team, make it a habit to ask yourself:
  - Why is the individual receiving this service?
  - Is it helping them to achieve their outcomes?
  - If not, how can I help to get everyone on the right track?

## General Questions to Consider:

- Is the individual experiencing meaningful community participation?
- Is the individual spending as much time in the community as they want?
- Are activities based on their interests and preferences?
- Does the individual prefer to stay in the facility?
- How are community opportunities offered to the individual?
- Does the individual like the opportunities being offered?



### Questions to Consider:

- What needs or goals are being met through the service?
- Is the agency making consistent and ongoing efforts to provide community opportunities to the individual?
- Has there been discussions with the individual to promote and increase community opportunities?
- Can the agency provide examples of community opportunities they have explored with the individual?
- Who is the individual going to meet at these places?

## Questions to Consider for Pre-Vocational:

- Does the individual participate in activities to build skills or to explore employment possibilities?
- Do staff describe the activity as related to building skills or exploration of interest in job areas?
- Are these activities based in the facility, in the community, or both? Can they occur in the community?
- If these activities are taking place in the community, is the individual making connections to others in the community, and are these connections helping them reach their employment goals?

Joe wants to learn about being a welder.



Can CPS help Joe?  
If yes, how?

Boris is 26 years old and lives at home with his parents. He enjoys socializing with family and friends but most of all he loves anything that involves trains. He collects model trains, enjoys watching trains, likes shopping for pictures of trains and researching different trains. CPS staff drive him to look at trains and because they want to keep a safe distance, watch the trains pass from the car. If it is bad weather, they will go to the library to look at train books. Occasionally, they will visit the train museum.

## **Is this CPS?**

If Boris was receiving CPS, the focus of the services would be supporting Boris to be a full participant in the community, not just being present in it. Maximizing the interactions that he has with community members that love trains as much as he does helps build his network and relationships.



- Since Boris has an interest in pictures of trains, staff can explore if he is interested in photography and taking pictures of the trains and possibly join a photography group. Is he also interested in filming trains? Painting trains? Are there classes he can take at a local community center related to this?
- Can he volunteer at a local train museum?
- Is there a local steam engine society or club?
- Is there a local railfans club or model train collection group?
- Can staff help him to subscribe to online train resources?
- Is he interested in the power of the engines? Can he learn more about this in an engineering course at his local community college?

- Is he interested in what the trains are hauling? Can he learn about logistics?
- Can he talk to retired railway workers?
- Is he interested in working with trains? Can he attend a local job fair for a rail line?
- Is there a railfans website that he can join and ask questions and get answers and possibly meet local fans? Can staff help him gain skills on the computer to do this?
- Can he start his own business related to buying and selling model trains or photos of trains?
- Is there a railfans group on Meetup.com, Facebook, or through other social media platforms?

# Questions



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## MyODP CPS Resource Page

- [Community Participation Supports – MyODP](#)

## Charting the LifeCourse and Employment

- [Topic: A Supports Coordinator's Focus on Employment using Charting the LifeCourse](#)

## University of Minnesota's Institute on Community Integration - Friends: Connecting People with Disabilities and Community Members

- [Friends\\_Connecting\\_people\\_with\\_disabilities\\_and\\_community\\_members.pdf \(umn.edu\)](#)
- [Friends\\_Activity\\_worksheets.pdf \(umn.edu\)](#)



Module 1 – The “Why” – Everyday Lives

Module 2 – What are Community Participation Supports

Module 3 – Where Community Participation Supports are Provided

Module 4 – Inclusion/Integration

Module 5 – Person Centered Planning

Module 6 – Introduction to Community Mapping

Module 7 – Building Relationships That Sustain a Community Life

[Course: Community Participation Support for Direct Support Professionals | MyODP](#)

- Amado, A.N. (2013). Friends: Connecting people with disabilities and community members. Minneapolis, MN: University of Minnesota, Institute on Community Integration, Research and Training Center on Community Living.
- David Hoff, Cori Di Biase, and Genni Sasnett:  
**ENSURING EXCELLENCE IN COMMUNITY BASED  
DAY SUPPORTS: A GUIDE FOR SERVICE  
PROVIDERS AND STAFF**

## Procedure Codes for Provider Type 51 Specialty 525



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NAM_SERV	CDE_PROC_SERV	CDE_PROVR_TYPE	CDE_SPECLTY_SERV
CPS Community 1:1	W5996	51	525
CPS Community 1:1 ECS	W5996	51	525
CPS Community 1:1 Enhanced	W5997	51	525
CPS Community 1:1 Enhcd LPN	W5997	51	525
CPS Community 1:1 Enhcd LPN ECS	W5997	51	525
CPS Community 1:1 Enhcd RN	W5997	51	525
CPS Community 1:1 Enhcd RN ECS	W5997	51	525
CPS Community 1:1 Enhcd-ECS	W5997	51	525
CPS Community 1:2 or 1:3	W9351	51	525
CPS Community 1:2 or 1:3-ECS	W9351	51	525
CPS Community 2:1	W5993	51	525
CPS Community 2:1 ECS	W5993	51	525
CPS Community 2:1 Enhanced	W5994	51	525
CPS Community 2:1 Enhanced ECS	W5994	51	525
CPS Community 2:1 Enhcd LPN	W5994	51	525
CPS Community 2:1 Enhcd LPN ECS	W5994	51	525
CPS Community 2:1 Enhcd RN	W5994	51	525
CPS Community 2:1 Enhcd RN ECS	W5994	51	525
CPS Community 2:3	W9352	51	525
CPS Community 2:3-ECS	W9352	51	525
CPS: Community OnCall/Remote Support	W9400	51	525
CPS: Community OnCall/Remote Support-ECS	W9400	51	525

# CPS Contacts



Questions can be directed to the appropriate CPS lead as below:

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