

### Supported Employment Services: Individual-H2025; Group-H2025HQ

Supported Employment Services provide assistance with choosing, acquiring, and maintaining a job for beneficiaries ages 16 and older for whom competitive employment has not been achieved and /or has been interrupted or intermittent.

The intent of Initial Supported Employment is to assist individuals with developing skills to seek, obtain and maintain competitive employment or develop and operating a micro-enterprise. The employment positions are found based on individual preferences, strengths, and experiences. Job finding is not based on a pool of jobs that are available or set aside specifically for individuals with disabilities.

The transition to long-term supported employment should occur within one year of successful competitive employment, at this time it is expected that staff time will reduce as the individual becomes more independent in her/his job duties. Supported Employment may be needed if the individual's job duties change or if a new job is acquired. Feedback regarding the success and integration of the individual into their position should be obtained from the employer, through employee evaluations that provide information on the level of supervision and oversight that the individual requires on a daily basis. Part of the responsibility of the employment specialist is providing education to the employer regarding ADA accommodations, in an effort to ensure the transition from ongoing Supported Employment to Long-term follow-up is successful and the individual's needs are met.

Long-term follow-up may be used on a regular basis to meet specific and well documented needs. Long-Term follow-up related to medical / behavioral / physical support needs shall require medical behavioral records and accompanying documentation in the ISP supporting the need for individual services as the most appropriate and viable option.

Initial Supported Employment services include:

- a. Pre-job training/education and development activities to prepare a person to engage in meaningful work-related activities which may include career/educational counseling, active job searching, job shadowing, assistance in the use of educational resources, training in resume preparation, job interview skills, study skills, assistance in learning skills necessary for job retention.
- b. Assisting an individual to develop and operate a micro-enterprise. This assistance consists of:
  1. Aiding the individual to identify potential business opportunities;
  2. Assistance in the development of a business plan, including potential sources of business financing and other assistance; and
  3. Identification of the supports that are necessary in order for the individual to operate the business.
- c. Coaching and employment support activities that enable an individual to complete initial job training or develop skills necessary to maintain employment is completed through activities such as: assistance in job tasks, work adjustment training and counseling.
- d. Providing technical support to potential employers regarding Federal ADA accommodations and requirements.

The service includes transportation from the individual's residence and to and from the job site. The provider agency's payment for transportation from the individual's residence and the individual's job site is authorized service time.

Long term follow-up supports include:

- a. Coaching and employment support activities that enable an individual to maintain employment is

- completed through at least monthly face-to-face activities such as monitoring, supervision, maintaining skills necessary for job tasks, work adjustment training and counseling;
- b. Ongoing assistance, counseling and guidance for an individual who operates a microenterprise once the business has been launched;
  - c. Employer consultation with the objective of identifying work related needs of the individual and proactively engaging in supportive activities to address the problem or need.
  - d. Providing ongoing technical support to potential employers regarding Federal ADA accommodations and requirements.
  - e. Transportation when the individual's job does not include staffing support. Payments for transportation are established as a per trip charge or mileage.

Documentation will be maintained in the file of each provider agency specifying that this service is not otherwise available under a program funded under section 110 of the Rehabilitation Act of 1973, or Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) for this participant.”

### **Exclusions**

FFP is not to be claimed for incentive payments, subsidies, or unrelated vocational training expenses such as the following:

- a. Incentive payments made to an employer to encourage or subsidize the employer's participation in a supported employment program;
- b. Payments that are passed through to users of supported employment programs; or
- c. Payments for training that are not directly related to a beneficiary's supported employment program.

While it is not prohibited to both employ a beneficiary and provide service to that same beneficiary, the use of Medicaid funds to pay for Supported Employment Services to providers that are subsidizing their participation in providing this service is improper. The following types of situations are indicative of a provider subsidizing its participation in supported employment:

- a. The job/position would not exist if the provider agency was not being paid to provide the service.
- b. The job/position would end if the beneficiary chose a different provider agency to provide service.
- c. The hours of employment have a one to one correlation with the amount of hours of service that are authorized.

For beneficiaries who are eligible for educational services under the Individuals With Disability Educational Act, personal care does not include transportation to/from school settings. This includes transportation to/from the beneficiary's home, provider home where the beneficiary may be receiving services before or after school or any other community location where the beneficiary may be receiving services before or after school.

Supported Employment services occur in integrated environments with non-disabled individuals or is a business owned by the beneficiary.

Supported Employment services do not occur in licensed community day programs.

This service is not available at the same time of day as Community Networking, Day Supports, In-Home Intensive Services, In- Home Skill Building, Personal Care Services, Community Living and Supports, Supported Living, Residential Supports, Respite or one of the State Plan Medicaid services that works directly with the person.

<b>Limits on amount, frequency, or duration</b>	
The amount of Supported Employment Services is subject to the limitation on the sets of services.	
<b>Service Delivery Method</b>	<input checked="" type="checkbox"/> <b>Provider Directed</b> <input checked="" type="checkbox"/> <b>Individual/Family Directed</b>
<b>Specify whether the service may be provided by (check all that apply):</b>	<input type="checkbox"/> <b>Legally Responsible Person</b> <input type="checkbox"/> <b>Relative</b> <input type="checkbox"/> <b>Legal Guardian</b>
<b>Provider Type</b>	
Employee in a beneficiary-directed arrangement	
<b>License</b>	
<b>Certification</b>	
NC G.S. 122 C, as applicable	
<b>Other Standard</b>	
<p>Staff that work with beneficiaries are approved by Employer of Record or recommended by Managing Employer and approved by Agency with Choice</p> <p><b>Agency staff that work with beneficiaries:</b></p> <ol style="list-style-type: none"> <li>Are at least 18 years of age</li> <li>If providing transportation, have a valid North Carolina driver's license or other valid driver's license and a safe driving record and has an acceptable level of automobile liability insurance</li> <li>Criminal background check presents no health and safety risk to beneficiary</li> <li>Not listed in the North Carolina Health Care Abuse Registry</li> <li>Qualified in CPR and First Aid</li> <li>Staff that work with beneficiaries must be qualified in the customized needs of the beneficiary as described in the ISP.</li> <li>High school diploma or high school equivalency (GED).</li> <li>For service directed by the Agency with Choice, paraprofessionals providing this service must be supervised by a qualified professional. Supervision must be provided according to supervision requirements specified in 10A NCAC 27G.0204 (b) (c) (f) and according to licensure or certification requirements of the appropriate discipline.</li> </ol> <p>Supervised by the Employer of Record or managing employer</p> <p>State Nursing Board Regulations must be followed for tasks that present health and safety risks to the beneficiary as directed by the PIHP Medical Director or Assistant Medical Director</p> <p>Agencies with Choice follow State Nursing Board Regulations</p> <p>Upon enrollment with the PIHP, the Agency with Choice must have achieved national accreditation with at least one of the designated accrediting agencies.</p> <p>The Agency with Choice must be established as a legally constituted entity capable of meeting all of the requirements of the PIHP.</p> <p><b>Professional Competency</b></p> <p>By 11/1/2018, Support Professionals have competency in the following areas:</p> <ol style="list-style-type: none"> <li>Communication - The Support Professional builds trust and productive relationships with people</li> </ol>	

<p>he/she supports, co-workers and others through respectful and clear verbal and written communication.</p> <ul style="list-style-type: none"> <li>b. Person-Centered Practices - The Support Professional uses person-centered practices, assisting individuals to make choices and plan goals, and provides services to help individuals achieve their goals.</li> <li>c. Evaluation and Observation - The Support Professional closely monitors an individual’s physical and emotional health, gathers information about the individual, and communicates observations to guide services.</li> <li>d. Crisis Prevention and Intervention - The Support Professional identifies risk and behaviors that can lead to a crisis and uses effective strategies to prevent or intervene in the crisis in collaboration with others.</li> <li>e. Professionalism and Ethics - The Support Professional works in a professional and ethical manner, maintaining confidentiality and respecting individual and family rights.</li> <li>f. Health and Wellness - The Support Professional plays a vital role in helping individuals to achieve and maintain good physical and emotional health essential to their well-being.</li> <li>g. Community Inclusion and Networking - The Support Professional helps individuals to be a part of the community through valued roles and relationships and assists individuals with major transitions that occur in community life.</li> <li>h. Cultural Competency - The Support Professional respects cultural differences and provides services and supports that fit with an individual’s preferences.</li> <li>i. Education, Training and Self-Development - The Support Professional obtains and maintains necessary certifications and seeks opportunities to improve their skills and work practices through further education and training.</li> </ul>
<b>Provider Type</b>
Provider Agencies Approved as a vendor in the PIHP provider network
<b>License</b>
<b>Certification</b>
NC G.S. 122 C
<b>Other Standard</b>
<p><b>Agency staff that work with beneficiaries:</b></p> <ul style="list-style-type: none"> <li>a. Are at least 18 years of age</li> <li>b. If providing transportation, have a valid North Carolina driver’s license or other valid driver’s license and a safe driving record and has an acceptable level of automobile liability insurance</li> <li>c. Criminal background check presents no health and safety risk to beneficiary</li> <li>d. Not listed in the North Carolina Health Care Abuse Registry</li> <li>e. Qualified in CPR and First Aid</li> <li>f. Staff that work with beneficiaries must be qualified in the customized needs of the beneficiary as described in the ISP.</li> <li>g. High school diploma or high school equivalency (GED).</li> <li>h. Paraprofessionals providing this service must be supervised by a qualified professional. Supervision must be provided according to supervision requirements specified in 10A NCAC 27G.0204 (b) (c) (f) and according to licensure or certification requirements of the appropriate discipline.</li> </ul>
<b>Professional Competency</b>

By 11/1/2018, Support Professionals have competency in the following areas:

- a. Communication - The Support Professional builds trust and productive relationships with people he/she supports, co-workers and others through respectful and clear verbal and written communication.
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- h. Cultural Competency - The Support Professional respects cultural differences and provides services and supports that fit with an individual's preferences.
- i. Education, Training and Self-Development - The Support Professional obtains and maintains necessary certifications and seeks opportunities to improve their skills and work practices through further education and training.

Upon enrollment with the PIHP, the organization must have achieved national accreditation with at least one of the designated accrediting agencies.

The organization must be established as a legally constituted entity capable of meeting all of the requirements of the PIHP.