

Developmental Services
Supported Employment Services
Monitoring Protocol

Supported employment services provide training and assistance in a variety of activities to support individuals in sustaining paid employment at or above minimum wage unless the recipient is operating a small business. The supported employment provider assists with the acquisition, retention or improvement of skills related to accessing and maintaining such employment or developing and operating a small business. With the assistance of the supported employment provider, the recipient is assisted in securing employment according to their desired outcomes, including the type of work environment, activities, hours of work, level of pay and supports needed. Supported employment is conducted in a variety of settings, to include work sites in which recipients without disabilities are employed.

Models of supported employment services include:

Individual Model – One person at a time approach to obtaining competitive employment through the support of a job coach, employment specialist, or consultant for job development, intensive training (Phase I) and systematic follow-along supports (Phase II). The individual model can apply to either employment in the general work force or in establishing a business to be operated by the individual. Refer to the Handbook for guidelines on Phase I and Phase II activities and timeframes.

Group Models – Including:

1. Enclave – A group approach to employment where up to eight individuals with disabilities work either as a group or are dispersed individually throughout an integrated work setting with supervision by the provider.
2. Mobile Crew – A group approach to employment where a crew (lawn maintenance, janitorial) of up to eight individuals with disabilities are in the community in businesses or other community settings with supervision by the provider.
3. Entrepreneurial – A group approach to employment where up to eight individuals with disabilities work in a small business created specifically by or for the individuals.

Cite	Standard	Probes
<p>Explanation of Monitoring Tool Symbols/Codes</p> <p> Alert: Denotes a critical standard or cite relating to health, safety and rights. A deficiency requires a more intense corrective action and follow-up cycle.</p> <p>“W” Weighted Element: A “W” followed by 2.0 or 4.0 in the Cite column denotes elements that <i>have a greater impact on the monitoring score.</i></p> <p>“R” Recoupment: An “R” in the Cite column denotes an element that is subject to recoupment of funds by the State if the element is “Not Met.”</p>		
<p>Standard: The provider successfully supports individuals receiving services to sustain paid employment.</p> <p><i>For the following elements of performance associated with this standard: Review results of the person-centered reviews, information available from individuals receiving the service and available documentation. The purpose of this section is to determine provider performance and the quality of supports in this area. Do not score an element as met solely based on the presence of the documentation.</i></p>		
1	<p>Provider assists with the acquisition of skills related to accessing and maintaining employment or developing and operating a small business through supports typical to the workplace.</p>	<p><i>Note: Services do not replace natural and generic supports typically provided by the employer to all employees unless specifically needed by the individual.</i></p> <ul style="list-style-type: none"> • Ask the provider to describe, through the use of specific examples, how they assist individuals with accessing and maintaining skills related to maintaining employment. • Interactively, with the provider, review the records of individuals that the provider has referred to in their descriptions to determine documentation reflects what the provider has described. • Determine from the provider the number of individuals on their caseload that are competitively and actively employed. • Review results and recommendations of the person-centered reviews applicable to the provider. • Talk with individuals receiving the service to determine the level of support provided.
2 W2.0	<p>Provider assists individuals with retention and improvement of skills related to maintaining employment or developing and operating a small business.</p>	<ul style="list-style-type: none"> • Ask the provider to describe, through the use of specific examples, how they assist individuals with acquisition, retention and improvement of skills related to maintaining employment. • Interactively, with the provider, review the records of individuals that the provider has referred to in their descriptions to determine documentation reflects what the provider has described. • Review results and recommendations of the person-centered reviews applicable to the provider. • Talk with individuals receiving the service to determine the level of support provided.

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3 W2.0	Provider assists individuals in securing employment according to their desired outcomes, including type of work environment, activities, hours of work, level of pay and supports needed.	<p><i>Note: The expected outcome for this service is that people are employed. Supported employment should not be a perpetual activity of “readying” the person for employment.</i></p> <ul style="list-style-type: none"> • Ask the provider to describe their process for assisting individuals in securing employment • Ask the provider to give specific examples of individuals they have assisted in this way. • Using specific examples, ask the provider to describe how they have determined the type of work the individual is capable of performing, the activities, the hours, pay and needed supports. • Interactively, with the provider, review the records of individuals that the provider has referred to in their descriptions to determine documentation reflects what the provider has described. • Review results and recommendations of the person-centered reviews to determine the individuals’ satisfaction with their employment options and their particular job. • Talk with individuals receiving the service to determine the level of choice and other supports provided.
4	Providers include activities, such as supervision and training that are needed for individuals to sustain paid work at or above minimum wage.	<ul style="list-style-type: none"> • Ask the provider to describe the types of activities they arrange for individuals in their program. • Interactively, with the provider, review the records of individuals that the provider has referred to in their descriptions to determine documentation reflects what the provider has described. • Determine through discussion with the individual whether the activities are based on the individual’s interest, choice or related goal or need, not the convenience of the provider. • Review results and recommendations of the person-centered reviews to determine the individuals’ satisfaction with their employment wages and their particular job.
5 W2.0	Services include providing consultation to employers to enhance supports natural to the workplace.	<ul style="list-style-type: none"> • Ask the provider to describe the support and assistance they give to employers that are hiring and supervising individuals in the program. • Check documentation to determine that employer assistance is noted.
6	Services are provided in the individual’s place of employment,	<ul style="list-style-type: none"> • Ask the provider to give examples of where services and supports are typically rendered to

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	in the community or in a setting mutually agreed to by the supported employee, the employment coach/consultant and the employer.	individuals. <ul style="list-style-type: none"> • Talk with individuals receiving the service to determine where supports usually occur. • Check records and documentation to determine place of service is noted.
7	Provider notifies the waiver support coordinator within five working days of a change in an individual's employment location	<ul style="list-style-type: none"> • Ask the provider to describe what situations prompt contact with the support coordinator. • Ask the provider the process they follow to keep the support coordinator apprised of an individual's employment situation. • Check records and documentation to determine that the provider is notifying the support coordinator about changes in an individual's employment status or location.
8 W2.0	The provider develops an individualized implementation plan (IP)/employment plan for all consumers.	Ask the provider to describe the implementation planning process, including: <ul style="list-style-type: none"> • Who is typically involved? • When does it usually take place? • What happens with the IP once it is developed? • How does the provider monitor that IP's are being completed within state defined timeframes? • In addition to definitional requirements for an IP, supported employment must also include in the IP a documented review to furnish information and supports for the individual to make an informed choice in the type of work preferred, job changes or career advancement opportunities.

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9 W2.0	An individualized implementation plan (IP) or employment plan is developed under the direction of the consumer.	<ul style="list-style-type: none"> • Ask the provider how each consumer has been involved in the development of their implementation plan. • Talk with individuals about their participation in the IP process. Do services reflect interest and goals that they have? Have opportunities been offered to the person/family for change? • Interactively, with the provider, review a sample of implementation plans. During review. <ul style="list-style-type: none"> ➤ Explore with the provider what other sources of information about an individual influence the implementation plan. ➤ Determine if there is consumer sign-off on the plan or any changes to the plan to indicate acceptance. ➤ Review monthly summaries to determine if updates are being made to the IP. • Talk to consumers, family or guardians about the progress that is being made in achieving goals. • Review results and recommendations from the person-centered reviews.
10	The IP identifies goals and needs from the individual's support plan and other pertinent sources appropriate to the individual.	<ul style="list-style-type: none"> • Ask the provider about their process for ensuring their implementation plan is effective and contains information related to these standards. • The IP identifies training programs and activities to accomplish desired goals and identified needs. • Ask individuals about training and activities in which they are involved. Do they feel these are beneficial? Are they interested in the training and activities?
11	The IP identifies strategies and methods to assist the individual in meeting goal(s), as well as the data collection system to be used to assess success and achievement.	<ul style="list-style-type: none"> • Look for evidence of provider-developed implementation plan forms or other structures put in place to ensure that data is captured consistently and in such a way that it can be analyzed over time. • Determine if the provider evaluates the strategies or methods for effectiveness and how frequently. • Ask the provider how they determine strategies and methods that will assist individuals in meeting goals.

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12 W2.0	The IP is reviewed periodically to determine whether progress is being made and is updated to reflect new interests, goals, needs, or strategies to promote meaningful progress.	<ul style="list-style-type: none"> • Ask the provider to describe how they monitor the progress of the individuals that they serve. • Look for evidence that the provider is actively monitoring the progress of individuals. • Look for evidence of IP updates being made based on an individual achieving goals or not. • Review IP and provider’s policies, as applicable, to determine if plans are reviewed at stated time frames, and changes are documented per stated procedures.
13	The provider is tracking and acting on an individual’s progress or lack of progress.	<p>Review available notes and monthly summaries to determine whether progress is noted. Determine whether:</p> <ul style="list-style-type: none"> • Activities, supports, tasks accomplished and training provided are detailed; • Follow-up is performed if indicated; • Progress statements contain objective (data/fact based) as well as subjective information; <p>Recommendations for changes in approach are made when progress is not being made</p> <ul style="list-style-type: none"> • Look for evidence that individuals are making progress and that the provider is actively monitoring the progress of individuals. Examine monthly summaries and annual report information. • Talk to consumers, family or guardians about the progress that is being made in achieving goals. Are they learning new skills? Do they have suggested improvements or changes to the service delivery system? • Review also recommendations and results from the person centered reviews applicable to the provider to assist in determining whether progress is being made and the individual is included in the service system.

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14	The provider has taken action on the results reported through the person centered review process.	<p>Sample size is at least two person-centered reviews in those instances when more than one has been conducted. 100% of the sample equals a designation of ‘Met.’</p> <ul style="list-style-type: none"> • Determine if any person-centered reviews have been conducted with consumers receiving services and supports from this provider. • Ask the provider if they have received person-centered review results and what action they have taken based on the results. • Interactively, with the provider, review records and documentation for individuals that have taken part in the person-centered review process. Determine if there is any documented evidence that the provider has acted on the recommendations in the report. • Talk with individuals who participated in the person centered review to determine whether changes were discussed with them and have been made. Are they satisfied with the service changes? <p><i>Note: If there have been no person-centered reviews conducted with individuals for which this provider renders services and supports, score this element ‘Not Applicable.’</i></p> <p><i>Note: The provider may address the recommendations in a manner other than that identified in the report.</i></p>
Standard: The provider is qualified to provide supported employment services.		
15  W4.0	Level two background screenings are complete for all direct service employees.	<p>Review available personnel files or records to ascertain compliance. Check for:</p> <ul style="list-style-type: none"> • Notarized affidavit of good moral character; • Proof of local background check • Documentation of finger prints submitted to FDLE for screening and screening reports on file; • Criminal records that include possible disqualifiers have been resolved through court disposition.
16  W4.0	All employees undergo background re-screening every 5 years.	<ul style="list-style-type: none"> • Review available personnel files or records to verify that employees undergo background re-screening at least every 5 years. • Look for evidence of completion and submission of an FDLE Form, identified as either attachment 3 or 4. <p><i>Note: Fingerprint cards are not required on resubmission.</i></p>

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17	Independent vendors and employees of agencies who render services have a bachelor's degree from an accredited college or university with a major in business, nursing, education, or social, behavioral or rehabilitative science.	<p><i>In lieu of a bachelor's degree, a person will have an associate's degree from an accredited college or university with a major in business, nursing, education or social, behavioral or rehabilitative science and two years of experience. Experience in one of the previously mentioned fields shall substitute on a year-for-year basis for the required college education.</i></p> <ul style="list-style-type: none"> • Ask the provider about their qualifications and experience. • Ask to see a copy of the provider's resume, or • Query the Area Office before the visit to check the enrollment file references. • Licensure and registration is not required. <p>Review a sample of agency staff personnel files.</p> <ul style="list-style-type: none"> • Check job descriptions to determine that the provider is requiring these qualifications. • Check job applications completed by the employee and/or resumes of employees for required experience. <p>Note: When the supervisor of a mobile crew or enclave does not meet the qualifications for a supported employment coach, although the recipient meets the criteria for supported employment, the support service must be billed as adult day training off-site, rather than supported employment.</p>
<p>Standard: Provider meets training requirements for supported employment services.</p> <p><i>For all the following elements of performance associated with this standard: Review Area Office requirements for mandatory meetings and training documentation. Review provider's training records to determine if documentation is maintained, and at a minimum includes: The topic of the training; Length of the training session; Training dates; Participants' signature; Instructor's name; Objectives and/or a syllabus.</i></p> <p>NOTE: The Area Office is not the sole source for a provider to find training programs and activities referred to in the Core Assurances. Providers may develop their own curriculum for their staff, or providers and their staff may attend a program offered through another provider.</p>		
18	Solo providers attend 18 hours of pre-service training prior to assuming job responsibilities.	<ul style="list-style-type: none"> • Review personnel files and other provider training records for evidence of required training. • Ask providers to describe the training they have received and when the training occurred.
19 W2.0	Solo providers attend at least eight (8) hours of annual in-service training related to supported employment.	<p>Ensure the provider receives this training according to the timelines established by the Agency.</p> <p><i>Note: In elements #20 and #21 "Provider" refers to any staff rendering this service/support to an individual.</i></p>
20	Agency providers attend eighteen (18) hours of pre-service training related to supported employment.	<p><i>If enrolled before March 1, 2004 a solo provider or agency staff are only required to have 12 hours of</i></p>

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21 W2.0	Agency providers attend eight (8) hours of annual in-service training related to supported employment.	<i>pre-service training.</i>
22	The provider attends mandatory meetings and training scheduled by the Area Office and/or Agency.	<ul style="list-style-type: none"> • Ask the provider if they are aware of Area Office and Agency mandatory meeting and training schedules. Ask the provider if they can produce any notices, announcements or agendas received about meetings or training. • Ask the provider what Area Office and Agency meetings or training they have attended during the review period. • Ask the provider for any evidence they have to verify attending the meeting or training. • Look for evidence in documents supplied by the provider of attendance at Area Office and Agency meetings, such as notes in personnel files or other records. <p><i>Note: If the Area Office has not sponsored any mandatory meetings, score this cite as 'Not Applicable.'</i></p>
23 NEW	Direct service staff has received training in the Agency's Direct Care Core Competencies Training.	<p>Look for documented evidence that direct service staff have received this training or an equivalent which has been approved by the Agency.</p> <p>Training was received within the required timeframes as developed by the Agency.</p> <p>This training may be completed using the Agency's web-based instruction, self-paced instruction or classroom-led instruction.</p>
24 W2.0	Independent providers and agency staff receive training on responsibilities and procedures for maintaining health, safety and well-being of individuals served.	<p>Ask the provider and/or their staff about what types of training programs they have and continue to attend.</p> <p>Training on health, safety, and well-being of individuals could include such topics as:</p> <ul style="list-style-type: none"> • Fire safety for the environment; • Evacuation procedures in the event of natural or other disasters; • Training on what to do in the event of personal health emergencies involving consumers; • Traffic/transportation safety; • Basic infection control training, e.g., hand washing before and after all contact with consumers. • Basic job safety. <p>Refer also to the provider's policy to determine training for this area.</p>

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25	Independent providers and agency staff receive training on medication administration and on supervising individuals in the self-administration of medication.	<p><i>Note: Score this element as Not Applicable unless the provider is administering medications.</i></p> <p>If the provider is administering medications, determine if:</p> <ul style="list-style-type: none"> • The provider has a policy related to their own and/or staff training on medication administration or supervision of self-administration of medication. • The provider and/or staff receive training on medication administration or supervision of self-administration of medications, when applicable to their job responsibilities and the needs of individuals in the program. • Determine if medication administration training includes evidence of a return demonstration by an RN of the training by the provider and staff. • Determine if the training includes recognizing adverse drug reactions, drug-to-drug interactions or food and drug interactions. • Determine if the training is provided by a qualified trainer (physician or Registered); The curriculum used is developed or approved by an RN or other appropriate entity (e.g. Area Office.) <p><i>Note: A provider's policy on medication administration may be that their program does not administer or supervise self-administration of medications and all staff are made aware of this position and trained on this policy.</i></p>
26	Independent providers and agency staff receive training on required documentation for service(s) rendered.	<p>Look for evidence that the provider and/or staff have received training on the type and format of documentation that is required for the services and supports that they render.</p> <p>Examples of this training <u>could include</u>:</p> <ul style="list-style-type: none"> • The proper format and content of a progress note, • Recording data related to an individual's progress towards achieving goals, • Documenting the activities that individuals participate in during their time with the provider. • Instruction on documentation that is required for reimbursement and monitoring purposes. • Development of the Implementation Plan (employment plan).

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27	Independent provider and agency staff receive training on responsibilities under the Core Assurances.	<p>Look for evidence that the provider and/or staff have been familiarized with and have had some training related to the Core Assurances section of their Waiver Services Agreement.</p> <p>Examples of this training could include instruction on:</p> <ul style="list-style-type: none"> • The rights of individuals in the program and how the provider respects these rights; • Maintaining confidentiality of consumer information; • Offering individual’s choice of services and supports; • Recognizing and reporting of suspected abuse, neglect or exploitation; • Assisting individuals in achieving personal goals and desired outcomes; • Rendering services in an ethical manner.
28	Independent providers and agency staff receive training on responsibilities under the requirements of specific services offered.	<p>Look for evidence that the provider and/or staff have been familiarized with and have had training related to the service specific sections of DS Waiver Services Florida Medicaid Coverage and Limitations handbook.</p> <p>Examples of this training <u>could include</u> instruction on:</p> <ul style="list-style-type: none"> • Implementation plan development and monitoring; • Specifics of rendering services and supports; • Service limitations; • Service documentation requirements • Billing for services; and • Outcomes established for service delivery.

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29	Independent providers and agency staff receive training on use of personal outcomes to establish a person-centered approach to service delivery.	<p>Look for evidence that the provider and/or staff have received training on using desired outcomes for individuals as the guide for rendering services and supports.</p> <p>Examples of this training could include instruction on:</p> <ul style="list-style-type: none"> • Designing training programs that address the consumers goals from the Support Plan; • Involving the consumer and/or family in the development of the implementation plan; • Designing services and supports from the standpoint of the outcome that is desired by the individual and/or family. • Training in Personal Outcome Measures, or another person-centered planning approach. • Individualized service delivery methods. • Refer also to the provider’s policy to determine training in this area. <p><i>Note: This does not mean that the provider must have received the official Personal Outcome Measures training (with the exception of Support Coordinators). Other person-centered approaches are acceptable.</i></p>
30 W2.0	Independent providers and agency staff receive other training specific to the needs or characteristics of the individual as required to successfully provide services and supports.	<p>Look for evidence that the provider and/or staff assigned to render services and supports to individuals have received some orientation to an individual and their unique characteristics and needs.</p> <p>The family or guardian, a physician or nurse, other providers or people who are in regular contact with and understand the unique characteristics and needs of the individual can provide this orientation.</p> <p>Examples of this training <u>could include</u> instruction on:</p> <ul style="list-style-type: none"> • Communicating with the individual; • Repositioning requirements for the individual; • Instruction on a behavior program, if applicable to the individual; • Specific training to implement a training program tailored to the individual. <p>This training may be one-on-one in nature, and therefore documentation may not take the form of an agenda, or curriculum with handouts and outline. Look also for evidence in the consumer’s record, such as in progress notes or other provider documentation for this evidence.</p>

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31	Proof of required training in recognition of abuse and neglect and the required reporting procedures, to include domestic violence and sexual assault, is available for all independent providers and agency staff.	<ul style="list-style-type: none"> Review personnel files and other provider records for evidence of required training. If applicable, ask staff about the inservice training that they have received. Training should include prevention, detection and reporting requirements.
Standard: Services are provided at an intensity and duration necessary for successful support of the individuals served.		
32 W2.0	Services are rendered at a time mutually agreed to by the individual and provider.	<ul style="list-style-type: none"> Review results and recommendations from person-centered reviews for elements 31– 36. Look for evidence in provider records that service times have been discussed and agreed to by the individual.
33	Off hours support is provided as an alternative or supplement to the on-the-job contacts.	<ul style="list-style-type: none"> Ask the provider to describe how service times are negotiated with individuals. Determine from discussions with the provider and with individuals that alternative times for supported employment services are being offered.
34 W2.0	Changes in duration and intensity of supports to less than twice monthly contacts (in the individual model of service delivery) or to terminate services are made only through consensus between the individual and their guardian, their vocational rehabilitation counselor (if applicable), the Area Office or waiver support coordinator, and the provider.	<ul style="list-style-type: none"> Ask the provider, through use of examples, how they promote changes to supports for individuals. Determine who is involved in making these decisions. Interactively, with the provider, review a sample of records, preferably of the individuals that were discussed in the provider’s examples, to determine documentation reflects who is involved in decisions for change in supports. Determine from discussions with individuals that changes in service intensity were discussed with them in advance and that they approved. Determine from the individuals receiving services that the support was available when needed. Do they have difficulty contacting the coach?
35 W2.0	Individuals working an average of less than 20 hours per week or who remain in job development status have at least a quarterly review and there are documented attempts to increase work hours or secure an appropriate job.	<ul style="list-style-type: none"> Ask the provider how frequently they review individuals job development status Ask the provider what indicators they use to determine when an individual is ready for increased work hours or securing of an appropriate job. Check documentation to determine that reviews are occurring at the frequency the provider described. If consumer does not desire an increase in work hours, this must be documented at least quarterly. Ask the individual of their desire to increase work hours.

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36	Providers of incidental transportation comply with program requirements.	<p><i>Note: Transportation of individuals to and from their job is not a component of supported employment services, but may be funded under transportation services when no other community, natural, or generic support is available.</i></p> <p><i>(Incidental transportation is considered that which is outside of the transportation for disadvantaged program.)</i></p> <ul style="list-style-type: none"> • Determine if the provider transports individuals. Program requirements include the following: <ul style="list-style-type: none"> ➤ If transportation is provided in personal cars and/or agency vehicles, check for current vehicle registration and proof of insurance coverage. ➤ Check for provider's valid, current driver's license. ➤ Ask the provider about their system to assure vehicle safety. ➤ The Area Office should be notified of any traffic violations immediately with the exception of parking tickets.
<p>Standard: The provider maintains sufficient reimbursement and monitoring documentation to verify that services were delivered as billed. Note: Score based on the presence or absence of required documentation.</p>		
37 R	The provider has at a minimum, a monthly summary of an individual's progress and activities toward achieving support plan goal(s) for the period being reviewed.	<ul style="list-style-type: none"> • Interactively, with the provider, review a sample of records to determine the presence of monthly summaries for each month that an individual receives services. The Monthly summary must contain: <ul style="list-style-type: none"> ➤ An individual's progress, or lack thereof, toward achieving the goal(s) identified on the implementation plan for the month billed and ➤ Clear references to the bi-weekly contacts and the specific supports provided. <p><i>Note: It is not required that medical/dental issues, medications, medication errors, incidents, etc. be included in the monthly summary. If the provider is including this in the monthly summary, providers should be encouraged to continue this practice.</i></p> <p>This Cite is subject to recoupment as reimbursement documentation if monthly summaries are not available.</p>

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38 R	Provider has at a minimum an individual implementation/employment plan. (Was SE 34)	<p>Interactively, with the provider, review a sample of implementation/employment plans to determine they contain, at a minimum:</p> <ul style="list-style-type: none"> • Name, address and contact information of the individual served. • Goal(s) from the support plan that the service will address. • Strategies to be used for data collection and assessing the individual's progress in achieving the support plan goal(s). <i>Note: This does not require a task analysis, etc. Can be in the form of a progress note.</i> • Documented review by the provider to furnish information and supports for the individual to make an informed choice in the type of work preferred, job changes or career advancement opportunities. <p>This Cite is subject to recoupment as reimbursement documentation if not available.</p>
39 R	The Implementation Plan is developed, at a minimum, within 30 days of new service initiation, or within 30 calendar days of service authorization effective date when services are being continued.	<p>Review records to compare service authorization dates with IP development time frames.</p> <p>The implementation plan should be completed and submitted to the support coordinator at the time of first billing, and at least annually thereafter.</p> <p>The implementation plan is submitted to the waiver support coordinator at the time of the first claim submission, and at least annually thereafter at the time of the support plan update and, any time major or significant updates and changes are made before they are implemented.</p> <p>This Cite is subject to recoupment as reimbursement documentation if not available within the time frames.</p>
40 W2.0	Provider has at a minimum, documentation of bi-weekly contacts for consumers receiving services in the Individual Model.	<ul style="list-style-type: none"> • Interactively, with the provider, review a sample of individual records to determine if there are notes or other documented evidence that these contacts have occurred. • Notes from these contacts should document and reference the monitoring of the individual's need for retraining, adequacy of workplace supports and relationships, job satisfaction and/or desires for job change. • Talk with individuals about the frequency and consistency of the support. Review person-centered reviews applicable to the provider.

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41 R NEW W2.0	Provider has at a minimum the service logs for the period being reviewed.	<p>Review provider records for the service logs.</p> <p>Service logs are to be submitted to the waiver support coordinator on a monthly basis.</p> <p><i>Note: A service log contains the individual's name, social security number, Medicaid ID number, the description of the service, activities, supplies or equipment provided and corresponding procedure code, times and dates service was rendered.</i></p>
42	Documentation that services under the waiver are not available through program funding by the Rehabilitation Act of 1973 or Public Law 94-142 (or subsequent updates).	<ul style="list-style-type: none"> • Interactively, with the provider, review a sample of individual records to determine if there is documentation that the provider has ruled out other sources of funding for this service. • Review documentation of provider efforts to obtain information required in this element from the WSC. <p><i>Note: If efforts have been made to obtain information with no results score this cite 'Not Applicable.'</i></p>
43 NEW	Provider has at a minimum an annual report.	<p>Interactively, with the provider, review a sample of records or other files and reports to determine if they contain an annual report of progress on support plan goals including recommendations for the upcoming support plan year.</p> <p>The report is to be submitted to the waiver support coordinator prior to the annual support plan update.</p>

Cite	Standard	Probes
Standard: Provider bills for services as authorized.		
44 R	Supported employment services are limited to the amount, duration and scope of the services described on the individual’s support plan and current approved cost plan and service authorization.	<p>Supported Employment services are training and support services expected to enhance skills that enable an individual to maintain paid employment.</p> <p>Interactively, with the provider, review a sample of approved service authorizations in comparison with notes and monthly summaries.</p> <p>Verify that the provider has on file a service authorization to provide the service.</p> <p><i>Note: Payment will not be made for incentives, subsidies or unrelated vocational training.</i></p> <p><i>Group model services will bill for each recipient based on the published stepped rate for the service. The group rate shall be determined based on from two to eight recipients receiving the service.</i></p> <p><i>Individual model services will bill, based on a one-to-one ratio, the rate established for the service in the published rate system.</i></p> <p><i>Payment will not be made for incentives, subsidies, or unrelated vocational training. The supported employment vendor will not bill for supports provided by the employer.</i></p> <p>This Cite is subject to recoupment if the provider is providing the service without an authorization, or is billing for more than the authorized service levels. Or, when there is evidence that any individual is not receiving this service as defined (e.g. No evidence of training or supports for the individual and services were billed).</p>

Cite	Standard	Probes
Standard: Provider meets Projected Service Outcomes established for service delivery.		
45	The provider has established a systematic method of data collection for outcome data.	<ul style="list-style-type: none"> • Ask the provider to discuss the goals and Projected Service Outcomes that they are monitoring. • Ask the provider what data they are collecting and how they collect the data (e.g., record review, specially developed forms completed by employees, consumer satisfaction surveys, etc.) • Ask for samples of the tools or other evidence that confirms data is being collected and monitored. • Ask the provider to describe how it is determined they are meeting \ Projected Service Outcomes. • If the provider has any data or reports that they produce and maintain related to the goals and projected outcomes, ask to see these reports and identify how long the provider has been tracking this data. <p>This data is submitted to the waiver support coordinator.</p>
46	The provider reviews data periodically and corrective measures are put in place if the data indicates that the goal is not being achieved.	<ul style="list-style-type: none"> • Ask the provider how it is determined they are achieving Projected Service Outcomes. • Ask the provider how frequently they perform this monitoring. • Ask the provider if they have identified any areas in need of improvement and what corrective actions they have taken. • Look for evidence that the provider is collecting and monitoring data according to the time frames they have defined.
<p>For elements 47-50, document findings in comments as #met/total sample. 100% of the sample must meet criterion in order for the elements to be designated 'Met' except where otherwise indicated.</p> <p>Outcomes should be measured considering individual skills and circumstances. Reviewers will determine achievement of projected service outcomes at the time of the review</p> <p>Reviewers will also use the results and status of recommendations from the Person-centered Reviews applicable to the provider, information from the sample records and documentation reviewed, and discussions with the individuals receiving the services.</p>		

Cite	Standard	Probes
47 W2.0	Individuals in the individual model, during follow along (phase II) do not need paid job coaching in excess of an average of 20% of the recipients average work hours.	<p>Talk with individuals receiving the service to determine the number of hours worked.</p> <p>Check records and documentation to determine average number of hours worked by coaches.</p> <p>Flexibility in the number of hours of support may vary based upon changes in the individual's needs (e.g. if the individual is in crisis, change in job duties) or employer needs for coaching to maintain the job. However over time an average of 20% should not be exceeded.</p> <p>(For example, if a person works 30 hours per week then job coaching would not exceed 6 hours per week on average - $30 \times .2 = 6$.)</p>
48 W2.0	Individuals receiving supported employment services achieve goal(s) on their support plan throughout the year.	<p>Review provider documentation to determine whether the individual has achieved a current or previous support plan goal</p> <p>Provider must demonstrate evidence that 80% of the individuals sampled achieved at least one goal on their current or previous support plans within the last twelve months in phase I and II.</p> <p>Review employer evaluations if available.</p> <p>Interview individuals receiving this service to determine satisfaction with benefits, social relationships, wages, work times, relationship with other people, types of work.</p> <p>Interview guardian, if necessary.</p>
49 W2.0	All recipients served who have responded to the annual satisfaction survey are satisfied with their services based on the results or that the provider has addressed any concerns raised during the survey.	<p>Review annual satisfaction survey for result.</p> <p>Review steps/actions that the provider took to respond to individual's concerns.</p> <p>Provider should track the results of the satisfaction surveys and address aggregate concerns.</p> <p>Provider should ensure the effectiveness of any corrective measures put in place by monitoring the status of quality improvement initiatives as needed and makes adjustments as necessary to ensure improvement in their service delivery system.</p> <p>Discuss satisfaction with individuals receiving the services.</p> <p>Look for documentation that the provider has distributed satisfaction surveys to each individual receiving the service.</p>

Cite	Standard	Probes
50 NEW	Recipients receiving this service are assisted in progressing on their chosen career path.	<p>Interview providers to determine what efforts have been made to assist that person along their carrier path.</p> <p>Documentation and interviews with staff and individual to confirm that the recipient is being assisted to progress on his career path in one or more to the following areas: job skill, promotional opportunities, hours work, pay, benefits, type of work, place of work, and relationship with others,</p> <p>Has the coach discussed career path opportunities with the employer?</p>

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REV 10-29-01; 11-01-01; 11-13-01; 09.18.02; 01.03; 02.04.03. 02.25.03; 10-25-05; 11-22-05; 1-22-06, 3-17-08