

## Comparison: Day Supports vs. EPR

This document was created to assist service providers and Support Coordinators in understanding the differences between the Day Supports and EPR service codes in order to ensure individuals receive services under the service code that is best for them.

	<b>Day Supports (DSG or DSP)</b>	<b>Employment Preparation Services (EPR)</b>
<b>Community Access</b>	<ul style="list-style-type: none"> <li>● When out in the community, individuals work on their independent living or social skills. They may also enjoy community activities for purposes of leisure e.g. Individuals go out to eat at a restaurant. Individuals receiving services under day supports may work on cash handling, social interactions, or just enjoy being at the restaurant. These individuals may engage in incidental, informal activities regarding employment such as observing the employees or talking about employment in general.</li> <li>● Day support providers are either compliant or working towards providing most of their activities in the community, as desired and documented in the Person-Centered Support Plan (PCSP) for each individual they serve.</li> </ul>	<ul style="list-style-type: none"> <li>● When out in the community, individuals work on general pre-vocational skills based on their interests. Community activities under EPR should not be just for leisure e.g. Individuals go out to eat at a restaurant. Individuals receiving services under EPR may engage in formal activities related to employment such as participating in a job tour, speaking to the manager or employees about the work they do, or developing other focused skills related to employment in a CIE environment.</li> <li>● EPR must be provided in the community (outside of the site-based setting) at least 20% of the time. 20% of the time is calculated on a monthly basis.             <ul style="list-style-type: none"> <li>○ Please refer to the Scope of Work for information on providing EPR in the community more or less than 20% of the time.</li> </ul> </li> </ul>
<b>Skill Building</b>	<ul style="list-style-type: none"> <li>● Skill building includes strengthening the individual’s self-determination and self-advocacy skills and experiences; and increasing problem solving skills to maximize the individual’s ability to participate in activities independently or with natural supports.</li> </ul>	<ul style="list-style-type: none"> <li>● Skill building includes developing and teaching general employment skills and that support the Person’s underlying habilitative goals related to Competitive Integrated Employment (CIE) according to the Person’s assessed strengths, needs, and interests. These general employment skills include:             <ul style="list-style-type: none"> <li>○ The ability to communicate effectively with supervisors, co-workers, and customers;</li> <li>○ Generally accepted community workplace conduct and dress;</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>○ The ability to follow directions and attend to tasks;</li> <li>○ Workplace problem solving skills and strategies;</li> <li>○ Stamina, memory, and interpersonal relations;</li> <li>○ General workplace safety and mobility training; and</li> <li>○ Other similar general employment skills.</li> </ul>
<b>Goal Focus</b>	<ul style="list-style-type: none"> <li>● The individual’s goals focus on developing and maintaining a meaningful social life that offers opportunities for personal growth, independence, and natural supports.</li> </ul>	<ul style="list-style-type: none"> <li>● The individual’s goals are pre-vocational and focused on employment. The goals address the individual obtaining the individualized jobs skills necessary in a CIE environment.</li> </ul>
<b>Staff Training</b>	<ul style="list-style-type: none"> <li>● General Staff Training Requirements as outlined in the Scope of Work.</li> </ul>	<ul style="list-style-type: none"> <li>● Prior to providing EPR, at least one EPR Supervisory Staff in the setting must have completed the Association of Community Rehabilitation Educators (ACRE) training or Utah State University’s Workplace Supports training.</li> <li>● All EPR Supervisory Staff must complete either of the above trainings within one year of starting to provide EPR. After the first year of providing EPR, the Provider must ensure that any new EPR Supervisory Staff completes either of the above trainings within 90 days of employment.</li> </ul>
<b>Service Limitations</b>	<ul style="list-style-type: none"> <li>● DSP cannot be provided to individuals receiving services under the Acquired Brain Injury Medicaid Waiver.</li> </ul>	<p>Providers <b>cannot:</b></p> <ul style="list-style-type: none"> <li>● Provide EPR services for longer than 24 consecutive months (unless prior authorization is received from the DSPD RFS Committee).</li> <li>● Provide services that are primarily directed at teaching specific skills to perform a particular job task.</li> <li>● Bill DSPD for supervisory activities rendered as a normal part of a business setting; or for EPR services available under, or funded by, the USOR under the Rehabilitation Act of 1973 or the IDEA.</li> <li>● Provide services that are not in compliance with the HCBS Settings Rule if the individual is being served under the Community Transitions Waiver.</li> </ul>