

## Comparison: Supported Employment Individual (SEI) vs. EPR

This document assists service providers and Support Coordinators in understanding the differences between the Supported Employment and EPR service codes in order to ensure individuals receive services under the service code that is best for them. Please use professional judgement and as much as possible to match the purpose of the activity to the service being used.

	<b>Supported Employment Individual (SEI)</b>	<b>Employment Preparation Services (EPR)</b>
<b>Community Access</b>	<ul style="list-style-type: none"> <li>SEI services are delivered out in community settings to ensure assessments, job development, job coaching, individual skill training, and observation in the same environment that competitive integrated employment (CIE) would take place.</li> <li>SEI job coaching supports are only intended to maintain a current CIE placement.</li> <li>Vocational Rehabilitation (VR) services should be requested before SEI is utilized for activities listed above.</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 or explore possible job options. Community activities under EPR should be focused on employment. e.g. Individuals go to a museum. 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. Some overlap with social or leisure activities are expected just as they would be for any coworkers such as going out to lunch to celebrate someone's birthday.</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>SEI skills training must be job task specific and connected to interests.</li> <li>SEI skill-building activities fall within the following categories: re-placement skill training; vocational assessments; job coaching; or other assistance to maintain current CIE placement.</li> </ul>	<ul style="list-style-type: none"> <li>Skill building includes developing and teaching general employment skills 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> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>● VR services should be requested before SEI is utilized for activities listed above.</li> </ul>	<ul style="list-style-type: none"> <li>○ Generally accepted community workplace conduct and dress;</li> <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>● SEI goals must clearly identify a specific CIE job task, or skill.</li> <li>● SEI goals should define the purpose for each skill or support, and strategies to achieve that outcome.</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 job skills necessary in a CIE environment.</li> </ul>
<b>Staff Training</b>	<ul style="list-style-type: none"> <li>● Staff must exhibit competency in training that prepares them to perform the employment service, as either an employment specialist, or job coach.</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> <li>● Must have staff with either of the above training on site if the supervisor is over multiple sites to support when the supervisor is not present.</li> </ul>
<b>Service Limitations</b>	<p>Providers <b>cannot</b>:</p> <ul style="list-style-type: none"> <li>● Bill DSPD for SEI services funded by: the Utah State Office of Rehabilitation, (USOR), or the Individuals with Disabilities Education Act (IDEA);</li> <li>● Utilize SEI payments to fund individual</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</li> </ul>

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	<p>incentives, subsidies, or unrelated vocational training expenses.</p> <ul style="list-style-type: none"> <li>● Utilize SEI to support any non-CIE work situations.</li> </ul>	<p>business setting; or for EPR services available under, or funded by, the USOR under the Rehabilitation Act of 1973 or the IDEA.</p> <ul style="list-style-type: none"> <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>
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