



The Managed Care Technical Assistance Center
EFFICIENT PRACTICES. EFFECTIVE CARE.

Home & Community Based Services for Adults (HCBS)

Employment & Education Services
July 21, 2015



The Managed Care Technical Assistance Center

EFFICIENT PRACTICES. EFFECTIVE CARE.

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Managed Care Technical Assistance Center (MCTAC) Overview

What is MCTAC?

MCTAC is a training, consultation, and educational resource center that offers resources to all mental health and substance use disorder providers in New York State.

MCTAC's Goal

Provide training and intensive support on quality improvement strategies including business, organizational and clinical practices, to achieve the overall goal of preparing and assisting providers with the transition to Medicaid Managed Care.

Additional HCBS Training Topics

- New York State Community Mental Health Assessment
- HCBS Eligibility/Workflow
- Distinguishing other funded programs vs. HCBS
- HCBS Plan of Care

Goal of HCBS Overviews

Provide overview of HCBS Services including

- Vision
- Definition
- Components
- Business/Billing Rules
- Examples

Education & Employment Key Notes

- Transitional employment should only be provided by programs such as Certified Clubhouses and psychosocial clubs which are already offering this. Services not sequential
- ACCES-VR requirements for these services will be covered during Fall in-person trainings
- Distinguishing: Intensive vs Ongoing supported employment
- Definitions of competitive employment and integrated setting

HCBS Services

- Rehabilitation
 - Psychosocial Rehabilitation
 - Community Psychiatric Support and Treatment (CPST)
- Habilitation
- Crisis Intervention
 - Short-Term Crisis Respite
 - Intensive Crisis Intervention
- Empowerment Services -- Peer Supports
- Support Services
 - Family Support and Training
 - Non Medical Transportation
- Self Directed Services Pilot

HCBS Designated Providers by Service

Total Designated NYC Agencies: 171*

Community Psychiatric Support and Treatment (CPST)	87	Pre-vocational Services	100
Psychosocial Rehabilitation (PSR)	124	Transitional Employment	42
Habilitation/Residential Support Services	92	Intensive Supported Employment (ISE)	65
Family Support and Training	111	Ongoing Supported Employment	66
Mobile Crisis Intervention	46	Education Support Services	66
Short-term Crisis Respite	26	Empowerment Services - Peer Supports	113
Intensive Crisis Respite	16	Non-Medical Transportation	53

*Numbers subject to change

Education Support

- Assist individuals who want to start or return to school or formal training with a goal of achieving skills necessary to obtain employment.
- Education Support Services are offered to the extent to which they are not available under a program funded by IDEA or available for funding by the NYS Adult Career & Continuing Education Services Office of Vocational Rehabilitation (ACCES-VR) (The Vocational Rehabilitation component (ACCES-VR))

Education Support (Cont.)

- May consist of general adult educational services such as
 - Applying for and attending community college, university or other college-level courses.
 - Classes, vocational training, and tutoring to receive a Test Assessing Secondary Completion (TASC) diploma
 - Support to the participant to participate in an apprenticeship program.
- Must relate to an employment goal or skill development documented in the service plan.
- Ongoing Supported Education: is conducted after a participant is successfully admitted to an educational program.
- Ongoing follow-along is support available for an indefinite period as needed by the participant to maintain their status as a registered student.

Components

- Providing support in a variety of educational settings, such as classroom and test-taking environments
- Serve as a resource clearinghouse for educational opportunities
- Provide linkages to education-related community resources
- Assist with admission applications and registration
- Identify financial aid resources and assist with applications
- Assist with transitions and/or withdrawals from programs

Components (Cont.)

- Orient individual to school settings, navigating the school system and student services particularly disability services
- Provide cognitive remediation services to improve executive functioning abilities
- Conduct a needs assessment
- Evaluate educational/ career plan on an ongoing basis and revise as needed in response to individuals' needs and recovery process
- Assist with skill development
- Provide advocacy support
- Provide instruction on self-advocacy skills in relation to independent functioning in the educational environment

Business/Billing Rules

- Modality – Face to face
- Setting – Ideal setting is in the educational setting site, but can also be provided at program site and other community-based locations as well as the individual's home.
- Admission/Eligibility Criteria -- Individual who have been assessed to need Education Support Services and clearly stated interest in obtaining employment with the skills obtained.

Business/Billing Rules (Cont.)

- **Limitations/Exclusions--**
 - The hours for supported education are limited to no more than a total of 250 hours per year.
 - Can only access this service if other appropriate state plan services are not available or appropriate.
- **Certification/Provider Qualification--**
 - Education Specialists should possess a BA, and two years of experience supporting individuals in pursuing education goals.
 - A supervisor may be non-licensed and requires a minimum of a BA (preferably a Masters in Rehabilitation or a relevant field), a minimum of three years of relevant work experience preferably as an education specialist.
 - All staff should have minimum of two years working in the behavioral health.
 - Staff should have knowledge in the following areas: disability accommodations and assistive technology, financial aid, student loan default, Substance Use Disorder recovery resources on campus, etc.
- **Staffing ratios/case limits--**
 - 1:20 for staff to individual ratio

Education Support Case Example

- CS is a 47 year old African-American male with diagnosis of bipolar disorder; decades of jail and incarceration and homelessness; history of heavy drinking and other substance use issues since early teens, but has not been using any substances or had any mental health setbacks for past 5 yrs; highest education level - HS diploma.
- Currently not taking any psychiatric medication, but gets regular talk therapy at a City hospital and lives in supportive housing for people with serious mental illness and criminal justice history.
- Formal work history consists of minimal years in food service during early teens, but primarily has history of selling illegal substances.

Education Support Case Example (cont.)

Supported Education (SEd) Specialist delivers following services:

- Conducts educational needs assessment and individual education plan with HCBS recipient using SAMHSA's Supported Education Evidence-based and Promising Practices toolkit. Recipient decides he would like to become a Credentialed Alcoholism and **Substance Abuse Counselor (CASAC)** (SEd Specialist and recipient together research education requirements)
- Recipient is anxious about going back to school, SEd Specialist suggests trying free OASAS online training which offers credits.
- SEd specialist shows recipient how to complete a module and recipient discovers he already knows much of the content.
- Recipient gains confidence and completes 10 modules and decides he'd like to attend a formal CASAC-T program at a local community college.
- SEd Specialist helps recipient find program, submit application, obtain financial aid, complete school registration, and provides advocacy support to obtain reasonable accommodations to extend test taking time.
- Recipient completes the two year program and is now ready to find a job
- SEd Specialist informs Health Home care manager that recipient has completed education program and recommends reassessment to obtain Intensive Supported Employment services to obtain competitive employment

Prevocational

- Time-limited services that prepare a participant for paid or unpaid employment with ultimate goal of competitive employment.
- Provides learning and work experiences
- Occur over a defined period of time and with specific person centered goals
- Provide supports to individuals who need ongoing support to learn a new job and/or maintain a job in a competitive work environment or a self-employment arrangement.
- The outcome of this pre-vocational activity is documentation of the participant's stated career objective and a career plan used to guide individual employment support.

Components

- Teaching concepts such as:
 - Work compliance
 - Attendance
 - Task completion
 - Problem solving and safety
 - How to identify obstacles to employment
 - How to obtain paperwork necessary for employment applications
 - How to interact with others
- Providing scheduled activities outside of an individual's home that support acquisition, retention, or improvement in job-related skills
- Gaining work-related experience considered crucial for job placement
- Services do not include development of job specific skills.

Prevocational - Case Example

- Daniel began drinking and using alcohol at the age of 14 and began abusing cocaine at the age of 20.
- He completed the fifth grade, but was frequently truant and dropped out of school altogether by the age of 15.
- Daniel has worked as a porter in a factory, and recently as a mechanic's helper. He was fired from his last job due inability to arrive at work on time. His work goal is be trained as maintenance worker.

Transitional Employment Support Services

- Designed to strengthen the participant's work record and work skills toward the goal of achieving assisted or unassisted competitive employment at or above the minimum wage paid by the competitive sector employer.
- May only be provided by clubhouse, psychosocial club program certified provider or recovery center
- Provides learning and work experiences where the individual can develop general, non-job-task-specific strengths and soft skills that contribute to employability
- The outcome of this activity is documentation of the participant's stated career objective and a career plan used to guide individual employment support.

Components

- Provide time-limited employment and on-the-job training in one or more integrated employment settings
- Training activities provided in regular business, industry, and community settings
- Promote integration into the workplace and interaction between people without disabilities
- Provide Transitional Employment supports during placement. This support includes:
 - Initial and ongoing employment planning and advancement
 - Employment assessment not otherwise covered in the annual career planning
 - Job placement and job development
 - Negotiation with prospective employers
 - Job analysis
 - Training and job coaching
 - Benefits supports
 - Planning transportation

Components (Cont.)

- Training or referral to a training program
- Encourage and instill self-confidence to work in competitive employment
- Teach Activities of Daily Living (ADL) skills specific to the Transitional Employment placement
- Offer Services not specifically related to job skill training that enable the waiver participant to be successful in integrating into the job setting

Components (Cont.)

- Providing on the job supports, including:
 - On-site job training
 - Assisting the participant to develop natural supports in the workplace without the use of substances
 - Adopt an identity as a worker
 - Accept responsibility for decision
 - Examine past work experiences for failure and successes.
 - Consider potential for transferability of skills
 - Coordinate with employers and coworkers

Transitional Employment Support Case Example

- At the age of 10, April was diagnosed with a learning disability and was placed in special education.
- She began drinking alcohol and smoking marijuana at the age of 12 and dropped out of school by the 10th grade.
- She has worked at a variety of jobs, each of which has lasted briefly because of confusion, being overwhelmed and reported misconduct.
- She has not worked in two years, and expresses a goal of working with children in a day care setting.

Intensive Supported Employment

- Assist individuals to obtain and keep competitive employment.
- Based on an evidence based practice of supported employment.
- Consists of intensive supports that enable individuals for whom competitive employment is unlikely, absent the provision of supports.
- Provides supports to participants who need to learn a new job and maintain a job in a competitive employment or self-employment arrangement.
- The outcome of this activity is documentation of the participant's stated career objective and a career plan used to guide individual employment support.

Components

- Assist the participant to locate a job or develop a job that includes
 - Rapid job search
 - Acquisition of hard and soft skills to retain employment
 - Training and systematic instruction
 - Provide support for the job application process
- Support the individual to establish or maintain self-employment, including home-based self-employment
- Provide ongoing job related discovery and assessment
- Provide
 - Job placement and systematic job development
 - Job coaching and negotiation with prospective employers
 - Job analysis and job carving (creating, modifying, or customizing a community-based job such that it can be successfully performed by an individual on supported employment,)
 - Employment training and systematic instruction
 - Benefits counseling support
 - Transportation

Intensive Supported - Case Example

- JM is a 40 year old Hispanic male with diagnosis of schizo-affective disorder. History of heavy drinking, now generally under control
- Currently receiving medication and counseling at a mental health clinic, including integrated treatment for dual disorders
- Unemployed for past 3 years. Was able to hold jobs in the past for as long as a year, typically lost these jobs due to symptoms and/or drinking
- Met with employment specialist re: work history, current interests and goals
- Employment specialist discussed the issue of disclosure with JM and he decided he wanted to disclose his history and current status with all possible employers.
- Used assessment tool (IPS career profile) for engagement and assessment
- He's interested in retail sales and has done this in the past. He believes that he does this well.

Intensive Supported –Case Example (cont.)

- He had concerns about his benefits, so benefits counseling was provided individually to JM. His first meeting with a benefits counselor occurred a week after his first meeting with the employment specialist. Additional meetings followed.
- Employment specialist began job development within the first several weeks, since JM identified his employment goal (i.e. sales) very quickly.
- Employment specialist found some possible job matches for his interests and skills (i.e., sales in local clothing and toy stores)
- Since he was willing to disclose his history and current status, employment specialist scheduled interviews with possible employers. His first interview occurred three weeks after his first meeting with employment specialist.
- After five interviews with different employers, a match was found. This occurred two months after initiating work with the employment staff member.

Ongoing Supported Employment

- Provided after a participant successfully obtains and becomes oriented to competitive and integrated employment.
- Available for an indefinite period as needed by the participant to maintain their paid employment position.
- Supports participants who need ongoing support to learn a new job and maintain a job in a competitive employment or self-employment arrangement.
- Are compensated at or above the minimum wage and receive level of benefits paid by the employer for the same or similar work performed by individuals without disabilities.
- The outcome of this activity is documentation of the participant's stated career objective and a career plan used to guide individual employment support.

Components

- Provide support in a variety of settings, particularly work sites
- Assists individuals to identify reasonable accommodations necessary to manage symptoms that may emerge at work
- Provides activities needed to retain paid work
- Assessment of issues and linkage/referral to other community resources as appropriate
- Provide activities needed to sustain paid work by participants, including supervision and training:
- Provides supports to individuals who are currently employed in settings that are competitive and integrated

Components (Cont.)

- Assists individuals to establish positive workplace relationships, including interactions with supervisors, and co-workers
- Helps individuals to build and sustain skills in the workplace
- Provides reminders of effective workplace practices and reinforcement of skills gained during the period of intensive supported employment services:
- Assist individuals to manage symptoms that may impact their ability to sustain employment
- The basic tenet is that all individuals are capable of working in competitive employment in the community even without prior training and all individuals interested in employment should be given the opportunity.

Ongoing Supported - Case Example

- Since JM has disclosed to employer and asked his employment specialist to provide support at the worksite, employment specialist met weekly on site with JM and sometimes with his supervisor. These meetings reviewed how things were going and offered problem solving for any issues that came up.
- Employment specialist and JM often discuss his interaction with his supervisor and coworkers, modeling and role playing interactions and conversations.
- JM reported some increased anxiety after beginning the job and indicated a desire to learn stress management techniques. Employment specialist encouraged JM to discuss this with his psychologist, and employment specialist followed up with psychologist as well.
- Psychologist taught JM simple stress management techniques and employment specialist monitored their use on the job.

Ongoing Supported – Case Example (cont.)

- At one point in time, JM was having difficulty waking up on time and was arriving late to his job. Employment specialist and JM spoke with his clinic providers and a decision was made to change his medication, which was sedating. This helped a lot.
- As JM's confidence and competence on the job increased, he needed less support from employment specialist. Frequency of meetings on site reduced gradually over time.
- Five months after beginning the job, together they decided that on site meetings would occur as needed rather than regularly scheduled.

Business/Billing Rules Across Employment Services

	Prevocational	Transitional Supported Employment	Intensive Supported Employment	Ongoing Supported Employment
Modality	Face-to-Face			
Setting	Program site Work experience location	Clubhouses for OMH populations - OASAS Certified Clinics and community based programs	Employment program Location of the participant's choosing (based on need)	Any community location Workplace May not duplicate vocational services for which the person is eligible through Rehabilitation Services Act (RSA/ACCES-VR).
Eligibility Criteria	Individual must have a clear desire to work in competitive employment.			
Limitations/ Exclusions	<p>- Max total of 250 combined hours (prevocational and transitional) and a duration of 9 months of service in a calendar year</p> <p>- Documentation is maintained in the file of each individual receiving this service that the service is not under a program funded under section 110 of the Rehabilitation Act of 1973 or the IDEA (20 U.S.C. 1401 et seq.). Federal financial participation is not claimed for incentive payments, subsidies, or unrelated vocational training expenses, such as the following:</p> <ul style="list-style-type: none"> --Incentive payments made to an employer to encourage or subsidize the employer's participation in a supported employment program --Payments that are passed through to users of supported employment programs --Payments for training that is not directly related to an individual's supported employment program <p>- When Pre-vocational services are provided at a work site where persons without disabilities are employed, payment is made only for the adaptations, supervision, and training required by participants receiving waiver services as a result of their disabilities but does not include payment for the supervisory activities rendered as a normal part of the business setting or work environment.</p>			

Business/Billing Rules Across Employment Services (Cont.)

	Prevocational	Transitional Supported Employment	Intensive Supported Employment	Ongoing Supported Employment
Certificate/ Provider Qualifications	<ul style="list-style-type: none"> - Employment Specialists - may be non-licensed and should possess education and experience equivalent to an undergraduate degree in vocational services, disabilities services, business, personnel management, mental health or social services counseling. - Program manager- requires a minimum of a BA (preferably a Masters in Rehabilitation or a behavioral health field) and a minimum of three relevant work experience preferably as an employment specialist and minimum 18 months of management experience in a SUD rehab/treatment setting. <li style="padding-left: 40px;">- OASAS Certified Clinics and community based programs 			
Staffing Ratios /Staff Limits	- 1:20 staff to individual - recommended 1:10 program manager to staff			

OMH/OASAS Document Links: Manual, Billing Manual and Fee Schedule

- HCBS Manual:
<https://www.omh.ny.gov/omhweb/News/2014/hcbs-manual.pdf>
- Rest-of-State Application for Designation (8/10 deadline):
<https://www.omh.ny.gov/omhweb/guidance/hcbs/html/services-application/>
- HARP Billing Manual:
<https://www.omh.ny.gov/omhweb/bho/harp-mainstream-billing-manual.pdf>
- Fee Schedule and Rate Codes:
<http://www.omh.ny.gov/omhweb/bho/phase2.html>

Provider Education & Training

Type of Training	Timeline
HCBS Services Training: What workflow looks like both generally and specifically for <i>HH Administrators, HCBS providers, and MCO's</i> .	June 15, 2015 (NYC)
HCBS Service Webinar Series: more in depth review of the HCBS services within the clusters for <i>HH staff, HCBS providers, and MCO's</i>	July 14 - 31, 2015 (online)
Managed Care 101 Webinar: <i>HH Staff</i>	July 7 and July 21, 2015 (online)
Contracting Web Series: interactive training series with Adam Falcone for <i>OMH & OASAS Providers</i>	Mid June - end of July (online)
Plan Billing Training: Working with Plans to provide training on clean bill and claim submission for <i>OMH & OASAS Providers</i>	August 7, 2015 (NYC)

HCBS Follow-up Services Training

3 week webinar series

HCBS Service Cluster	
Peer Supports	July 14, 2015
Family Support and Training	July 17, 2015
Employment/Education: Education Support Services, Pre-Vocational, Transitional, Intensive Support Employment and Ongoing Supported Employment	July 21, 2015
Non-Medical Transportation	July 24, 2015
Respite/Crisis: Short Term Crisis Respite, Intensive Crisis Respite	July 29, 2015
Psychiatric Rehab: CPST, PSR, and Habilitation	July 31, 2015

Thank you for participating!



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ASK MCTAC

WHAT WE DO PROVIDER READINESS GET THE RIGHT TOOLS LEARNING COMMUNITIES EVENTS NEWS

Upcoming Events

Tuesday, February 10, 2015

Contracting for Managed Care
Webinar Overview and Office
Hours, 10 am - 12 pm

Thursday, February 26, 2015

Readiness Assessment Follow-up
Webinar

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