



CAREER PREPARATION SERVICES STANDARDS

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CAREER PREPARATION SERVICES STANDARDS

The mission of the South Carolina Department of Disabilities and Special Needs (DDSN) is to assist individuals with disabilities and their families through choice in meeting needs, pursuing possibilities and achieving life goals; and minimize the occurrence and reduce the severity of disabilities through prevention. Consistent with the agency's mission, the intent of DDSN Career Preparation Services is to provide individuals with an Intellectual Disability or a Related Disability (ID/RD), Autism Spectrum Disorder (ASD), Traumatic Brain Injury (TBI), Spinal Cord Injury (SCI), and Similar Disability (SD) the supports needed in order for them to meet their needs, pursue possibilities and achieve their life goals and employment goals.

[DDSN Directive 700-07 DD](#): Employment First Approach to Provision of Services. While all of the DDSN Day Services (i.e., Career Preparation, Community Services, Day Activity and Support Center) and Employment Services (i.e., Individual and Group) can be provided in integrated community settings and can lead to meaningful outcomes, DDSN promotes employment outcomes (and individual employment in particular) as the most meaningful outcomes for adults of working age.

DEFINITIONS:

Career Preparation Services: These services are time-limited and aimed at preparing individuals for competitive employment. These services can include experiences and exposure to careers and teach such concepts as attendance, task completion, problem solving, interpersonal relations, and safety as outlined in the individual's person-centered plan. Services are designed to create a path to integrated community based employment for which an individual is compensated at or above minimum wage. On site attendance at the licensed facility is not required to receive services that originate from the facility.

Transportation will be provided from the individual's residence to the habilitation site when the service start time is before 12:00 Noon. Transportation will be available from the individual's habilitation site to their residence when the service start time is after 12:00 Noon. The cost for transportation is included in the rate paid to the provider.

In accordance with [42 CFR §441.302](#), the State must assure that prevocational, educational, or supported employment services, or a combination of these services, if provided as habilitation services under the waiver are: (1) not otherwise available to the individual through a local educational agency under the Individuals with Disabilities Education Act (IDEA) or the Rehabilitation Act of 1973; and, (2) furnished as part of expanded [habilitation services](#).

Career Preparation Services is **not** a prerequisite for Employment Services – Individual or Group.

Core Activities related to Career Preparation Services may include:

- Exploration
- Work Incentive Education
- Job Seeking Skills and Tools
- Volunteering

- Transportation
- Assistive Technology Supports
- Group Discovery
- Community Based Assessment
- Successful Career Habits
- Paid Work Experiences (per Department of Labor regulations). To note: Paid Work Experiences may not account for more than 50% of Career Preparation Services delivered to the individual.

Commensurate/Sub-Minimum Wage: Employment of Workers with Disabilities [Section 14\(c\) of the Fair Labor Standards Act](#) authorizes employers, after receiving a certificate from the Wage and Hour Division, to pay special minimum wages — wages less than the federal minimum wage — to workers who have disabilities for the work being performed.

The [Fact Sheet #39H: The Workforce Innovation and Opportunity Act and Limitations on Payment of Subminimum Wages under Section 14\(c\) of the Fair Labor Standards Act](#) provides general information concerning the impact of the Workforce Innovation and Opportunity Act (WIOA) limitations on the payment of subminimum wages (SMWs) to workers with disabilities under section 14(c) of the Fair Labor Standards Act (FLSA).

Day Services: Day Services are services delivered in or originating from a DDSN licensed day facility. Day Services include: Employment Services-Group, Career Preparation, Community Services, Day Activity and Support Center.

ANTICIPATED OUTCOMES:

The primary goal/outcome of Career Preparation Services is to prepare individuals for competitive integrated employment/micro-enterprise based on their choice and abilities/strengths, interests/preferences, and needs/supports to facilitate greater independence and community integration.

Services are based upon the preferences and choices of each individual and designed to measure progress toward outcomes specified in the individual's Day Services Plan in the Career Preparation section. Regardless of skill level, adults with disabilities will experience activities of their choice that help to enrich their days and make a meaningful difference in their lives.

Most activities should occur in natural settings that do not isolate participants from others without disabilities.

Expected goals/outcomes of Career Preparation services include:

- Informed choice regarding competitive integrated employment/micro-enterprise;
- Identification of interests, preferences, strengths and abilities regarding employment;
- Development of workplace skills;
- Support habits that promote successful careers;
- Creation of job seeking tools/portfolio;

- resolution of common employment barriers;
- obtaining needed assistive technology; and
- facilitation of greater independence through community integration including opportunities to develop relationships.

It is expected that Career Preparation Services be provided in a manner that promotes:

- Dignity and respect.
- Health, safety and well-being.
- Individual/family/legal guardian participation, choice control and responsibility.
- Relationships with family, friends and community connections.
- Personal growth, meaningful experiences and individual satisfaction.
- Independence and community integration.

It is also expected that Career Preparation Services reflect the principles of DDSN and therefore services should:

- Be person centered.
- Be responsive, efficient, and accountable.
- Be individually focused, strengths-based, and results oriented.
- Maximize potential based on an individual's interests, preferences and choices.
- Be based on best and promising practices.

Standard		Guidance
1	Career Preparation Services will be provided in accordance with all state and federal laws.	
2	Career Preparation Services will only be provided in or originate from facilities licensed by DDSN as Day Facilities.	On site attendance at the licensed facility is not required to receive services that originate from the facility. Please refer to DDSN Standards for Licensing Day Facilities
3	Career Preparation Services will be provided in accordance with applicable DDSN Directives, procedures and guidance.	
4	Career Preparation Services will only be provided by DDSN qualified Day Services providers.	
5	The Career Preparation Services provider must designate a Program Director who: <ul style="list-style-type: none"> • Is at least 21 years old. • Has a four (4) year degree from an accredited college or university in the human services or related field and two (2) years' experience in administration or supervision in the human services field or has a master's degree from an accredited college or university in the human services or related field and one (1) year experience in administration or supervision in the human services field. • Has references from past employment. 	A Program Director may serve more than one program.

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6	<p>Staff/anyone contracted to provide direct support in Career Preparation Services:</p> <ul style="list-style-type: none"> • Is at least 18 years old. • Has a valid high school diploma or its certified equivalent. • Has references from past employment if the person has a work history. • Is capable of aiding in the activities of daily living and implementing the Day Services Plan of each individual for whom they are responsible. • And has a valid driver's license if duties require transportation of individuals. 	<p>Competency in the following areas may be considered the equivalent to a high school diploma. Staff/ anyone contracted to provide direct support must be able to:</p> <ol style="list-style-type: none"> a. Read and comprehend written instructions in English which may include health care information; b. Write and type information in English sufficient to communicate facts clearly and complete required documentation; and c. Communicate verbal and/or written information in English effectively to others. <p>Documentation demonstrating competencies in items a – c must be maintained in the staff's/ or contracted employee's file.</p>
7	<p>Staff/anyone contracted to provide direct support must meet requirements for criminal background checks.</p>	<p>Background checks should be done in accordance with DDSN Directive 406-04-DD: Criminal Record Checks and Reference Checks of Direct Caregivers.</p>
8	<p>Staff/anyone contracted to provide direct support must pass an initial physical exam prior to working in the program.</p>	<p>Pass = no documentation in the physical exam report of conditions present that would jeopardize health and safety of individuals receiving services or staff's/anyone contracted to provide direct support and their ability to perform required duties.</p>
9	<p>Staff/anyone contracted to provide direct support must be screened for Tuberculosis (TB) in accordance with DDSN 603-06-DD.</p>	<p>Pass = no evidence of communicable disease. TB tests must meet requirements of DDSN Directive 603-06-DD: Tuberculosis Screening.</p>

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10	Staff/anyone contracted to provide direct support must be trained and be deemed competent in accordance with DDSN Directives.	
11	There will be a staff development/in-service education program operated by each Career Preparation provider which requires all staff/anyone contracted to provide direct support to participate in and complete in-service education programs and staff development opportunities in accordance with DDSN Directives.	<p>Staff/anyone contracted to provide direct support must periodically be required to demonstrate continuing competency on the most critical information and skills taught in the curriculum. Providers have wide latitude in designing the format of such rechecks.</p> <p>Encouraging staff/anyone contracted to provide direct support commitment to continuing personal and professional development will expand the capacity to provide quality service and supports. Staff/anyone contracted to provide direct support should routinely be exposed to information regarding training resources and opportunities. Supervisors should be working with staff to identify annual personal and professional goals.</p>
12	<p>Each Career Preparation Services provider will have written policies on:</p> <ul style="list-style-type: none"> • Use of volunteers and substitutes. • Use of contracted employees if applicable. • Program evaluation. • Administration of medication. • Admission and discharge of participants. • Personnel practices. • Procedures to be followed when a participant is discovered to be missing. • Termination of participants from the program which include: <ul style="list-style-type: none"> ○ A list of reasons for dismissal ○ Methods of averting the termination 	

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	<ul style="list-style-type: none"> ○ When consultation and concurrence with the Department prior to termination will be sought, and ● Keeping and managing a waiting list for those who are seeking entry into each service provided in the program that includes the frequency with which the list will be reviewed. 	
13	Individuals receiving Career Preparation Services are free from abuse, neglect and exploitation.	DDSN Directive 534-02 DD : Procedures for Preventing and Reporting Abuse, Neglect, or Exploitation of People Receiving Services from DDSN or a Contracted Provider Agency
14	<p>Individuals receiving Career Preparation Services are:</p> <ul style="list-style-type: none"> ● Informed of their rights; ● Supported to learn about their rights; and ● Supported to exercise their rights. 	<p>Rights include Human rights, Constitutional rights and Civil rights:</p> <ul style="list-style-type: none"> ● Each individual’s right to privacy, dignity and confidentiality in all aspects of life is recognized, respected and promoted. ● Personal freedoms are not restricted without due process. ● Individuals are expected to manage their own funds to the extent of their capability. ● Due process is upheld, including the Human Rights Committee review of restriction of personal freedoms. ● Individuals with limited knowledge and experience receive training and opportunities to explore their individual rights and the responsibilities that accompany them.
15	Career Preparation Services will only be provided to those who are authorized by a DDSN qualified Case Manager.	<p>Case Management will provide the chosen Career Preparation Services provider with an authorization that at a minimum includes following information:</p> <ul style="list-style-type: none"> ● Individual’s information: name, address, DOB, authorization date, Medicaid number (if applicable), name of court appointed legal guardian (if

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	<p>Individuals may be authorized a maximum of 520 Day Services units annually.</p> <p>Services provided in the absence of an authorization or in excess of the amount (units) authorized are not reimbursable.</p>	<p>applicable), emergency contact information, and name with contact information of referring Case Manager and case management provider.</p> <ul style="list-style-type: none"> • Type of service authorized , number of authorized units, effective day and expiration date of the authorization. • A unit is considered 2-3 hours of service delivered in a calendar day. To receive 2 units of service per day, the first unit must 3 hours and the second unit must be a minimum of 2 hours, for a total of 5 hours of service. • Additional information: Critical and emergency information, health/medical information, and care and supervision information.
16	<p>Psychological evaluations are required. Adults shall be tested using a restrictive test of intelligence administered by a licensed or certified psychologist on program entry, re-entry or at age 22 whichever occurs first, unless there is a valid psychological evaluation completed within three (3) years of admission on record.</p>	<p>For adults, at the time of program entry, a psychological evaluation that was completed at age 22 or is less than three (3) years old must be available for new program participants. In lieu of a psychological evaluation, a current (i.e., within one (1) year of program entry) Intermediate Care Facility for Individuals with Intellectual Disabilities (ICF/IID) Level of Care (LOC) determination that indicates the LOC criteria were met may be used. For example, if a 35 year old participant were entering the program on March 25, 2021, one of the following could be accepted:</p> <ul style="list-style-type: none"> • A psychological evaluation completed when he/she was 22 (2008) [on program entry, re-entry or at age 22 whichever occurs <u>first</u>]. • One completed within the last three (3) years (2018-2021) [unless there is a valid psychological evaluation completed within three (3) years]. • Or a current LOC Determination that is based on a psychological evaluation completed from 2008 and forward.
17	<p>Individuals receiving Career Preparation Services are supported to make decisions and exercise choice</p>	<p>Decisions and choices made by the individual related to Career Preparation Services must be documented in the</p>

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	regarding the specific training, activities and supports to be provided.	<p>Comprehensive Vocational Service Assessment (CVSA) and the Day Services Plan.</p> <p>Individuals are encouraged to invite significant people of their choice to participate in their assessment and/or planning meeting(s).</p>
18	<p>Within 15 business days of receipt of an authorization, the Career Preparation Services provider will make available to the referring Case Manager:</p> <ul style="list-style-type: none"> • Confirmation of acceptance into the service with start date; • Information that the individual will be placed on the provider's waiting list; or • Information that the referral is being rejected with reasons for the rejection. 	<p>If the referral is rejected, an explanation must be documented and made available to the Case Manager.</p> <p>Determining an individual is "not ready" for employment should not be a reason for rejection of the referral. All individuals referred should be given the opportunity to try employment.</p>
19	After acceptance into the service, but prior to providing Career Preparation Services, a Preliminary Plan must be developed that outlines the care, and supervision to be provided.	The Preliminary Plan must include essential information to ensure appropriate services and supports are in place to assure health, safety, supervision and rights protection.
20	On the first day of attendance in Career Preparation Services, the Preliminary Plan must be implemented.	The Preliminary Plan is to be implemented on the first day of attendance in Career Preparation Services. After assessments are completed and training needs/priorities have been identified, the Day Services Plan will be completed and will replace the Preliminary Plan.
21	Within 30 calendar days of the first day of attendance in Career Preparation Services and every 365 days thereafter, the Comprehensive Vocational Service Assessment (CVSA) will be completed that identifies abilities/strengths, interests/preferences and needs/supports of the individual.	<p>At a minimum, the assessment must be completed every 365 days. The annual assessment must reflect that the Career Preparation Services being provided maximizes the abilities/strengths, interests/preferences and identifies needs/supports of the individual.</p> <p>Comments that have been documented in the individual's ISP from the previous year should be utilized when completing the annual CVSA to document any progress</p>

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	<p>The assessment will:</p> <ul style="list-style-type: none"> • Assess the individual’s desire to work in the community based on informed choice; • Determine possible barriers to employment; and • Identify the abilities/strengths, interests/preferences and needs/supports of the individual in the following areas: <ul style="list-style-type: none"> ○ Supervision and supports ○ Relevant medical information ○ Health and hygiene ○ Behavior supports ○ Interests ○ Preferences ○ Skills ○ Self-advocacy/self-determination ○ Self-esteem ○ Coping skills ○ Personal responsibility ○ Socialization ○ Community participation ○ Mobility and transportation ○ Community safety ○ Money management ○ Pre-employment ○ Job search 	<p>made toward their goals, preferences expressed and needed supports.</p>
22	<p>Based on the results of the assessment, within 30 calendar days of the first day of attendance in Career Preparation Services and every 365 days thereafter, the Day Services Plan for Career Preparation Services is developed with participation from the individual and/or his/her legal guardian (if applicable).</p>	<p>At a minimum, the Day Services Plan must be completed every 365 days.</p> <p>Individuals are encouraged to invite significant people of their choice to participate in their assessment and/or planning meeting(s).</p> <p>Individuals are encouraged to participate in the development of their goals.</p> <p>Centers for Medicare/Medicaid Services (CMS) Home and Community Based Services Rule:</p>

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		<p>A person-centered service plan will assist the individual in achieving personally defined outcomes in the most integrated community setting, ensure delivery of services in a manner that reflects personal preferences and choices and contributes to the assurance of health and welfare.</p>
23	<p>The plan must include:</p> <ul style="list-style-type: none"> • A description of activities/training/supports to be provided including time limited and measurable goals/objectives; • Type and frequency of supervision needed based on the assessment; • Emergency contact information; • Current and comprehensive medical information; and • Any information necessary to support the individual in Career Preparation Services. 	<p>Long Term Goal:</p> <p>The Day Services Plan in Career Preparation Services should prepare an individual for competitive integrated employment/micro-enterprise based on the individual’s choice and abilities/strengths, interests/preferences, and needs/supports to facilitate greater independence and community integration.</p> <p>Expected short term goal(s)/core activities include:</p> <ul style="list-style-type: none"> • Informed choice regarding competitive integrated employment/micro-enterprise; • Identification of interests, preferences, strengths and abilities regarding employment; • Development of workplace skills; • Support habits that promote successful careers; • Creation of job seeking tools/portfolio; • Resolution of common employment barriers; and • Facilitation of greater independence through community integration including opportunities to develop relationships. <p>Documentation in the ISP/SC Career Prep Log should provide evidence of training, activities, and supports demonstrating progression towards competitive integrated employment.</p> <p>DDSN Directive 510-01 DD: Supervision of People Receiving Services. Services provided shall include the provision of any interventions and supervision needed by the individual which include dining/eating.</p>

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		<p>The supervision to be provided must be based on assessed needs.</p> <p>Supervision must encompass any time outside of the actual unit time when the individual is present and supervision is needed.</p> <p>All critical and emergency information for this individual must be documented in the plan.</p> <p>Medications taken by the individual must be listed and any assistance of medicating must be documented (self-medicate or assisted medicate).</p> <p>All specific instructions concerning individual reactions, side effects or restrictions to medicine must be documented in the Day Services Plan and the ISP: SC Career Preparation Log and must be available in Therap for review.</p> <p>Medication Technician Certification program must be completed for the selected, unlicensed, healthcare personnel who provide medications to those receiving Day Services.</p>
24	<p>The activities, training and supports should be consistent with Career Preparation Services as defined in these standards.</p> <p>Paid Work Experiences may not account for more than 50% of Career Preparation Services delivered to the individual.</p>	<p>Career Preparation Services have flexibility to provide a wide variety of activities/opportunities to enhance:</p> <ul style="list-style-type: none"> • Informed choice regarding competitive employment/micro-enterprise; • Identification of interests, preferences, strengths and abilities regarding employment; • Development of workplace skills; • Habits that promote successful careers; • Creation of job seeking tools/portfolio; • Resolution of common employment barriers; and • Facilitation of greater independence through community integration including opportunities to develop relationships.

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	<p>Activities are recommended to occur in natural settings that do not isolate participants from others without disabilities. Examples of natural settings might include: VR offices, DEW offices, volunteer sites, community businesses and educational facilities.</p> <p>Core activities in Career Preparation Services include:</p> <p><u>Exploration</u></p> <p>Career Exploration is used to assist an individual in exploring specific employment options and to help them make an informed choice about whether he/she wishes to pursue employment or microenterprise employment as defined in Employment Services standards. Exploration provides opportunities to identify a person’s specific interests and abilities for paid work including transferable skills and previous experiences. Activities may include exploring the local community to identify individuals’ interests, skills and preferences through business tours and job shadows. It may also include conducting informational interviews with individuals or employers who are actually performing the duties of the identified occupation to ask questions about the job tasks, training required, and compensation. If possible, the individual should be given an opportunity to actually attempt the job tasks.</p> <p><u>Work Incentive Education</u></p> <p>Work Incentive Education is an introductory education on work incentives for individuals receiving publicly funded benefits. Information should include addressing any concerns, hesitations, or objections of the person and/or his/her legal guardian (if applicable) regarding the loss of benefits if the individual becomes employed. This may also include information on being referred to SCVRD for employment services and referral to a Community Work Incentive Coordinator (CWIC) for benefits analysis.</p> <p><u>Job Seeking Skills and Tools</u></p> <p>Job seeking activities should include activities that aid in developing skills as well as creating tools and supporting</p>

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	<p>documents for a portfolio/file to be used in securing employment. Supports may involve the creation of documents including a resume, references sheet, photos of marketable skills, review of appropriate new hire orientation paperwork including identification documents for the I-9 (Birth Certificate, Social Security Card, etc.) and tax withholdings (W-4). Training should include interviewing skills, dressing for success, social skills for the desired workplace setting, identifying transportation options and enhancing marketable skills with the goal of employability in the individual's expressed area of interest.</p> <p><u>Volunteering</u></p> <p>Volunteering helps a person acquire, retain and improve skills that assist in pursuing his/her personal goals related to employment. Exposure to and participation in the greater community can act as a springboard to discover and pursue an individual's interests and provide better informed choice. It also provides opportunities to develop non-job-task-specific strengths and skills that lead to paid employment in individual community settings. Volunteering allows for avenues to build and maintain relationships with community members who do not have disabilities.</p> <p>Volunteering must occur in a non-profit organization and must adhere to the guidelines set by the Department of Labor regarding no compensation.</p> <p><u>Transportation</u></p> <p>Transportation activities may include providing supports for learning to navigate the local community, including public transportation and/or private transportation available in the local area.</p> <p><u>Assistive Technology Supports</u></p> <p>Assistive technology supports may include evaluation and assessment of assistive technology and adaptive equipment (both high and low tech) to increase, maintain or improve functional abilities and to support the individual's increased independence with a focus on employment or microenterprise. This may include, but is</p>

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	<p>not limited to, communication devices and aids that augment communication, hearing or vision loss; computer equipment and/or cell phones and apps.</p> <p><u>Group Discovery</u></p> <p>Group Discovery is a process to expose and assess information regarding an individual’s interests, preferences, skills and abilities to assist in their career planning. This may include Group Discovery classes, activities and educational opportunities related to successful job acquisition and working successfully in individualized integrated employment or self-employment. It is recommended that these supports be conducted in appropriate natural settings (e.g. Job Centers, businesses, post-secondary education campuses, libraries, etc.). Settings must not isolate individuals from others who do not have disabilities.</p> <p><u>Community Based Assessment</u></p> <p>Community Based Assessment (CBA) is designed to determine if a specific employment opportunity would be an appropriate match for the individual and the employer. The CBA should be conducted in competitive, integrated and natural settings where the work typically occurs. (For example, assessment of skills in bagging groceries should be done in a business where groceries are bagged, not in a non-employer, simulated setting.) The outcome of the CBA is to assess the individual’s aptitudes, abilities, behaviors, preferences, interests, readiness, and recommendations for future services.</p> <p><u>Successful Career Habits</u></p> <p>Individuals may request supports in developing successful career habits. These may include, but are not limited to, support with coping methods, health/hygiene, improved communication, self-advocacy/self-determination/self-esteem and interpersonal skills.</p> <p><u>Paid Work Experiences</u></p> <p>All paid work experiences (commensurate wage/sub-minimum wage) must meet the Department of Labor and Work Incentive Opportunity Act (WIOA) regulations.</p>

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		<p>Paid Work Experiences may not account for more than 50% of Career Preparation Services delivered to the individual.</p> <p><u>Other</u></p> <p>Other activities and supports may be needed occasionally and might include personal and/or unusual circumstances that prevent the individual from focusing on typical employment related activities. “Other” might be needed to document a change in supports due to weather emergencies, death of a loved one, a sudden illness, mandatory imposed restrictions, and other situations that require unique supports and take priority temporarily.</p>
25	Career Preparation Services focusing on The Discovery Tool and/or the Career Planning Portfolio Tool should be provided to the individual.	The Discovery Tool/Career Planning Portfolio Tool is designed to collect career preparation core activity outcomes/feedback with the goal of providing more guidance and support as the individual moves toward competitive integrated employment.
26	As soon as the plan is developed, it must be implemented.	
27	<p>Documentation of goal(s)/activities must support the implementation of the plan for each unit of service reported.</p> <p>Documentation of participation in goals/activities/training/supports received is completed on the Therap ISP: SC Career Prep Log.</p> <p>Documentation must include:</p> <ul style="list-style-type: none"> • The date of service provision; • Begin time/end time of service provision (exact times); and • A detailed description, noted in the comments section, of the activity/training/supports provided. 	<p>For each unit of service reported, documentation in the ISP: SC Career Prep Log must be present to show the activity/training/supports received on the day the service was provided.</p> <p>Documentation for more than one unit provided during a day can be completed within the same narrative by noting 1st unit: narrative; 2nd unit: narrative.</p> <p>**The Career Preparation Services ISP may not meet the needs of those receiving ICF/IID services.</p>

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	Documentation is required to justify all units reported and must be entered at a minimum within seven (7) calendar days of the activity date. At the end of the month, all documentation must be entered by the fifth (5th) business day of the following month to support billing.	
28	Data entries must be: <ul style="list-style-type: none"> • True and accurate; • Complete; • Logically sequenced; and • Dated and signed by the staff making the entry. 	Electronic entries, initials and/or signatures on the Therap ISP are sufficient. In extenuating circumstances, when there are technical difficulties, documentation must be secured and entered into Therap when available.
29	Participation in core activities will be summarized and documented in The Discovery Tool and/or Career Planning Portfolio Tool.	Participation in core activities provided to identify an individual’s career goals should be documented in The Discovery Tool and/or Career Planning Portfolio. These tools document the individual’s interests, preferences, abilities and marketable skills should they communicate an interest in Employment Services – Individual and/or competitive integrated employment. Examples might include, but are not limited to Exploration, Work Incentive Education, Job Seeking Skills and Tools, Volunteering, Transportation, Assistive Technology, Group Discovery, Community Based Assessments and Paid Work Experience. The Discovery Tool and/or Career Planning Portfolio should be made available to the individual upon their request or exit from service. Upon completion, The Discovery Tool and/or The Career Planning Portfolio will be attached to the Individual Home Page in Therap.
30	At least monthly, the plan is monitored by the Program Director or his/her designee to determine its effectiveness.	The Program Director or his/her designee will monitor the plan monthly by review of the ISP: SC Career Prep Log as evidenced by either: <ul style="list-style-type: none"> • An electronic copy of the signed “Clinician Report” saved in Therap; or

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		<ul style="list-style-type: none"> • A non-billable monthly entry made by the Program Director or his/her designee in each individual's ISP: SC Career Preparation Log noting progress and/or recommendations. <p>When monitoring the individual's goal(s), their satisfaction with their progress/outcomes must be considered.</p> <p>Lack of participation/progress after 3 months should result in a review of the individual's goals and their current interest in receiving Career Preparation Services.</p> <p>Electronic entries, initials and/or signatures in Therap are sufficient</p>
31	The Program Director or his/her designee must ensure that all billable units of Career Preparation Services are entered into the Day Support Attendance Log by the fifth (5 th) business day of the following month.	<p>The Day Supports Attendance Log (DSAL) is located on the DDSN Application Portal.</p> <p>Failure to enter units of service delivered by the established deadline may result in nonpayment.</p> <p>**This may need to be updated due to Therap billing.</p>
32	The plan is amended when changes to the plan are requested or necessary with participation from the individual and/or his/her legal guardian (if applicable).	<p>Changes may include, but are not limited to:</p> <ul style="list-style-type: none"> • Goal(s)/activities are no longer appropriate; • Goal(s)/activities no longer support progress; and/or • The individual's employment goal or life situation has changed. <p>Amendments are documented on the ISP: SC Career Prep Log with notation of the individual's and/or his/her legal guardian's participation and agreement (if applicable).</p>
33	<p>A record shall be maintained in Therap for each individual which contains, at a minimum, the items listed below:</p> <ul style="list-style-type: none"> • Current Comprehensive Vocational Service Assessment. • Current Day Services Plan that supports the provision of the service provided. 	<p>Records, either electronic in Therap as specified or on paper, shall be maintained for each individual.</p> <p>Record of illnesses and accidents will be maintained for those accidents that occur during service provision and for illnesses made known to the provider.</p> <p>All documents and entries shall be legible, dated, and signed by the staff making the entry. If symbols are used, explanatory legends must be provided.</p>

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	<ul style="list-style-type: none"> ISP: SC Career Prep Log that supports the provision of Career Preparation Services. <p>A record shall be maintained for each individual which contains, at a minimum, the items listed below:</p> <ul style="list-style-type: none"> Report of a medical examination which was performed not more than 12 months prior to admission. Report of psychological evaluation(s) as required by these standards. Record of unusual behavior incidents which are recorded at the time of occurrence. Record of illness and accidents. Authorization for emergency medical service and medication administration. Record of critical incidents. 	<p>All Career Preparation Services documentation must be available in Therap. The Comprehensive Vocational Service Assessment (CVSA) and The Day Services Plan must be attached to the Individual Home Page. The ISP: SC Career Prep Log must be available in Therap for review.</p>
34	<p>Any evidence of illness or injury shall be documented in the individual's record and action shall be taken to obtain necessary medical treatment of the individual and to safeguard others from contagion.</p>	
34	<p>Reporting requirements are completed per DDSN polices and directives.</p>	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> DDSN Directive 100-09 DD: Critical Incident Reporting DDSN Directive 505-02 DD: Death or Impending Death of Persons Receiving Services from DDSN DDSN Directive 534-02 DD: Procedures for Preventing and Reporting Abuse, Neglect, or Exploitation of People Receiving Services from DDSN or a Contracted Provider Agency