Oregon Employment First Training Course Descriptions

The Oregon Employment First Transformation Project

Cesilee Coulson, The Washington Initiative for Supported Employment

The Oregon Employment First Transformation Project is a project of the Oregon Department of Human Services (DHS) to assist agencies that support individuals with intellectual and developmental disabilities in facility-based settings transform their services to integrated employment settings, prioritizing competitive integrated employment. **The project is funded through training and technical assistance resources provided DHS by the Oregon Legislature in support of the Employment First Initiative, DHS contracted services (DASPS-2298-14).** Content of the document reflects information from multiple state and training agency organizations and is designed as a tool for organizations participating in the Transformation Project for selection of needed training and technical assistance. This is intended to be a living document updated over time.

Copies of this document can be downloaded from the Oregon Employment First Website at www.employment-first.org , The WISE main website at www.gowise.org or by contacting WISE:
514 NW 11th, Suite 207
Portland, OR 97209
Phone: 503-927-5639

Table of Contents

Employment First Course Descriptions (By Employment Activity and Core Competency)

      Core Competency 1. Introduction to Supported Employment

      Core Competency 2. Discovery and Career Planning

      Core Competency 9: Systems Partners and Resources for Employment
      Core Competency 10: Transition from School to Work

      Core Competency 3: Marketing and Job Development
      Core Competency 4: Work Place and Job Analysis
      Core Competency 12: Self Employment

      Core Competency 5: Job Coaching Task Design and Training
      Core Competency 6: Job Coaching Support Strategies

      Core Competency 7: Job Coaching Natural Supports
      Core Competency 8: Benefits Analysis for the Job Seeker

Certification and Other Training Packages

Appendices

Core Competency Reference Table

Underlined = Link

Core Competency	Employment Service Activity	Page Number
1: Introduction to Supported Employment	Intake	6
2: Discovery and Career Planning	Discovery	11
3: Marketing and Job Development	Marketing, Job Development, Community Building and Self-Employment	19
4: Work Place and Job Analysis	Marketing, Job Development, Community Building and Self-Employment	19
5: Job Coaching Task Design and Training	Initial Job Coaching	27
6: Job Coaching Support Strategies	Initial Job Coaching	27
7: Job Coaching Natural Supports	On-going Support	30
8: Benefits Analysis for the Job Seeker	On-going Support	30
9: Systems Partners and Resources for Employment	Job Preparation	16
10: Transition from School to Work	Job Preparation	16
11: Organizational Change	Organizational Change	32
12: Self Employment	Marketing, Job Development, Community Building and Self-Employment	19

Introduction and Organizational Information

Purpose and Content

The Oregon Department of Human Services has recently announced a series of IDD employment provider expectations designed to support Employment First implementation. APD PT 14-029 established Discovery Qualifications. APD-AR-15-004 identified Core Competencies, Credentialing Requirements and over 70 Training Courses approved to help meet those requirements.   The most important provider target dates are:

- Effective January 1, 2015, every employment professional, regardless of the date he or she is hired, must demonstrate the Core Competencies and Training Standards within one year of employment in order to provide ODDS funded employment services, and annually thereafter.
- As of January 1, 2015, all Employment Professionals (Employment Specialists) who provide Discovery must complete a Department-approved training prior to providing Discovery services. Approved Discovery training is listed in the "Department Approved Training Courses" added to the Provider Tools page of Oregon.gov.
- As of July 1, 2015, Discovery providers must be a qualified Vocational Rehabilitation Vendor for Job Development and/or Job Placement services.
- Effective July 1, 2016, agency service providers and independent contractors must have a minimum of one employee who has the Department-approved credentialing pursuant to OAR 411-345-0030. This may include the Association of Community Rehabilitation Educators' (ACRE) Basic or Professional Certificates, a current Association of People Supporting Employment First's (APSE) Certified Employment Support Professional (CESP) Certification, or a Department approved substantial equivalent.

Oregon Employment First Training Course Descriptions is designed as part of a set of "user friendly" Training and Technical Assistance tools to support effective strategic planning, decision making, and Employment First implementation by Oregon Transformation Project(s) organizations and others. The major tools at this time are:

1) Employment Service Activities, Strategies Progress Measures and Staff Training
   The first 3 Columns may be familiar to readers as they have been used in other training and policy material since 2012.
   This document helps the reader relate competencies and training to the specific staff tasks and outcomes. Column 1 identifies the Phase of Service and related Core Competencies. Columns 2 and 3 identify agreed upon strategies and progress measures for that service phase.

   Column 4 is the NEW Column, "Training Resources". All training courses related to each Activity Phase and Core Competency have been listed. This list includes both State approved and supplemental or other available courses. Supplemental courses are identified with an asterisk *. The listing is in alphabetical order by training organization.   Color coding distinguishes online and in person training.

2) Oregon Employment First Training Course Descriptions

This resource manual describes over 100 available courses. The format and presentation mirrors that of the Employment Services, Strategies, Progress Measures and Staff Training document. It takes the names of the Training Courses listed in Column 4 and adds information about Trainers, Duration, Style and Content.   Frequently changing information such as cost is not listed. Course titles are color coded to designate online (red) or in person (black). Courses are listed under the designated Activity and approved Core Competency.   When a course is approved for multiple competencies, subsequent entries will be identified, but the reader will be directed back to the full course description previously listed.

In addition to Course Descriptions, this manual describes Certification and Other Training Packages or ways that the individual courses may be grouped together in order to help address desired skill building and or APSE, ACRE and or CESP certification. Appendices provide essential related material.   Appendix I is Oregon Approved & Supplemental Training Courses by Training Agency. Appendix II includes DHS Transmittals and Appendix III is the Employment Services, Strategies, Progress Measures, and Staff Training Tool.

This is seen as a living document including both approved and supplemental resources. It will be regularly updated. We want to add resources helpful in the organizational transformation process. The WISE Team will work collaboratively with ODDS staff in the updating process.

Types of Training

There are two major types of training available to provider organizations. All trainings will offer information including handouts, forms, templates, articles, but they function a bit differently.

In-Person Training: Trainers on site for the full duration of training.   All In Person trainings listed in this booklet and in related training tool are identified in black.

Online Training: Available over the internet and can occur at work or at home for your staff. Online class may be scheduled (date and time) or available "on demand". Some on demand sessions are only available for a limited time period once accessed. Generally, online courses include a presenter/facilitator, discussion, audio and slide presentations, readings, and links to resources. They may also have homework and quizzes. The Course descriptions will provide the estimated number of lessons and hours online for a course. This estimate does not include additional hours for reading, homework, etc. All online trainings listed in this booklet and in related training tools are identified in red.

Both In Person and Online: Sometimes, the same course is identified as available as both online and in person. In this case the listing will be in green.

Approved Training Organizations

APD PT 14-029 and APD-AR-15-004 identify a total of ten (10) training agencies offering the array of approved courses. This manual provides basic course information. The following is an alphabetical listing and general description of approved training agencies with links to web pages and to specific individuals for further information. Some general information about organization training style may also be here rather than repeating it multiple times throughout the document.

- [Griffin Hammis Associates](#) (GHA) provides competence based in person and online trainings, is Discovery approved, provides a number of packaged trainings for certification or skill building. GHA staff also work in conjunction with other training agencies for their approved courses.
    - o For Further Information: Cary Griffin, cgriffin@griffinhammis.com.

- [Highline Community College Employment Professional Certificate Program](#) (HCC) A three term (5 unit per qt.) series of classes to prepare professionals for APSE exam.
    - o For Further Information: Joyce Duran Black joyceduran@comcast.net.

- [Institute for Community Inclusion College of Employment Supports](#) (ICI –CES) integrated web based curriculum of self-directed courses available individually or as a package.
    - o For Further Information: Karen Flippo Karen.flippo@umb.edu.
  The broader [Institute for Community Inclusion](#) is a national center for research, training, and consultation related to workforce systems and other employment related topics. They expect to begin offering online training in April/May 2015.
    - o For Further Information: Sheila Fesko Sheila.Fesko@umb.edu.

- [Marc Gold and Associates](#) (MGA) offers online and in person trainings that meet core competency and or discovery requirements.
    - o For Further Information: Michael Callahan mcallahan@aol.com.

- [Oregon Technical Assistance Corporation](#) (OTAC) several in person trainings meet core competencies.
    - o For Further Information: CJ Webb cwebb@otac.org.

- [Oregon VR Services Employment Opportunity Professionals II](#) (OVRS-EOPII) a three (3) day training required for OVRS certification and approved for Discovery
    - o For Further Information: Cheryl Furrer Cheryl.l.furrer@state.or.us

- [Training Resources Network](#) (TRN) Online presentations and web courses approved for discovery and core competencies. TRN will begin 2-3 hour online trainings on Employment First and Job Customization by June 2015.

    - o For Further Information: Dawn Langton dawnlangton@att.net or Dale DiLeo <info@trninc.com, Training Resource Network, Inc. 266 Roaring Brook Dr. St. Augustine, FL 32084 https://trn-store.com

- [Virginia Commonwealth University Supported Employment Training](#) Online training meets core competencies and the Training Series if both ACRE approved and recognized by APSE.
  - For Further Information: Course content: Katherine Inge at kinge@vcu.edu (804) 828-5956. Technical questions: Andy Grizzard at grizzardaj@vcu.edu (804) 827-1434.

- [Washington Initiative Supported Employment](#) (WISE) and WISE [Oregon Employment Learning Network](#) (WISE –OELN) Online and In Person trainings, including Discovery approved classes and coursework that prepares attendees for APSE exam and to meet core competencies. Work is currently underway for ACRE Certification for OELN summer of 2015.
  - For Further Information: Oregon WISE Staff : Robyn Hoffman (Transformation Project) robyn@gowise.org, Emily Harris (OELN Project) emily@gowise.org

Approved Credentialing Organizations

APD-AR-15-004 identifies a total of three (3) approved credentialing agencies and clarifies expectations for OVRS certification. Here is a general description of approved agencies with links to web pages and specific individuals for further information.

- Association for Community Rehabilitation Educators (ACRE Certification) ACRE reviews and endorses curricula based on established competencies. They will provide a Certificate for satisfactory completion of a minimum of 40 hours of training or professional development provided by ACRE approved training resources. GHA, ICI, VCU and WISE training packages have been are in the process of approval.
    - For Further Information: Laurie Ford, ihf4@uw.edu

- Association for Persons Supporting Employment First (APSE Certified Employment Support Professionals (CESP™) provides a national exam based on identified competencies. Provider staff who pass are designated as a Certified Employment Support Professional (CESP™). Exams may be scheduled regularly (annually or as needed) by the state APSE Chapter in conjunction with other stakeholders.
    - For Further Information: National Office: Aaron Robbins Wiseman, CESP™ Certification Director, aaron@apse.org . Local Oregon APSE Chapter President, Tara Asai taraasai@gmail.com.

- College of Employment Supports (ICI –CES) Certification comes with the completion of 13 courses (53 lessons X 30 minutes each) plus the completion of homework and passage of tests.
    - For Further Information: Karen Flippo Karen.flippo@umb.edu.

APD-AR-15-004 also clarifies that all provider organizations must be a qualified Vocational Rehabilitation Vendor for Job Development and/or Job Placement services by July 2015.

- OVRS Provider Information and Certification   the site provides information about the process, forms, and the required EOPII training discussed above.
    - For More Information: Cheryl Furrer, Job Development Coordinator (503) 945-6233 or Cheryl.l.furrer@state.or.us

Employment First Course Descriptions

Employment Service Activity – Intake

Core Competency 1: Introduction to Supported Employment

HCC - Foundations of Supported Employment
<u>Trainers</u>: Robin Fitzgerald with guest speakers

<u>Duration</u>: Participants will meet every Friday and will earn 5 credits per quarter that are transferable to other higher education institutions. Foundations is first in an available 3 part series and occurs Fall Quarter

<u>In Person Lecture/Discussion</u>: Intended to build on the skills and competence of the students, offering opportunities for networking with others in the field, and serve as a networking opportunity and building block for future leaders in supported employment. The fall quarter examines the history, values, public policy, individualized planning and positive approaches that have influenced the inclusion of people with developmental disabilities into work and community life.

ICI - CES Foundations of Employment Services
<u>Trainer</u>: Elena Varney

<u>Duration</u>: About 30 minutes Online for each topic below plus reading and testing

<u>Online Video Case Studies/Narration/Interactive Exercises</u>: In this course, you'll learn about the history of employment services, the key duties of your professional role, and the core competencies you'll need to support all individuals in pursuing meaningful, rewarding work. After completing these lessons, you will have a solid ethical foundation with an understanding of:

- Evolution of Employment Services
- Values and Expectations of Work
- The Employment-Services Professional
- Partners in Employment Services

ICI - CES Mental Health
<u>Trainers</u>: Amy Gelb and Rick Kugler

<u>Duration</u>: About 30 minutes Online for each topic below plus reading and testing

<u>Online Video Case Studies/Narration/Interactive Exercises:</u> Employment Services for People with Mental Health Disabilities. Job seekers with mental health disabilities often encounter employment challenges, and additional concerns may emerge if people have co-occurring issues. This course, will share approaches to help people with serious and persistent mental illness succeed in the workforce. Participants will learn best practices as demonstrated by research, the latest approaches for effective job development, and techniques for engaging job seekers, and ways to support people in maintaining employment and succeeding in the workplace.

• Lesson 1: Core Values and Principles
• Lesson 2: Networking, Disclosures, and Job Development
• Lesson 3: Providing Support and Promoting Retention
• Lesson 4: Co-occurring Issues and Other Challenging Behaviors

MGA an Overview of Customized Employment
Trainers: Michael Callahan, Ellen Condon, Abby Cooper, Norciva Shumpert, Lisa Mills, Melinda Mast, Charlotte Guy, Teresa Callahan

Duration: ½ to 1 day

In Person Lecture/Discussion   This session focuses on an overview to Customized Employment, a strategy that is an alternative to traditional, competitive jobs. Customized Employment relies on a negotiated rather than competitive approach to employers; therefore job developers must be available to assist applicants to develop personalized proposals for employers. This approach to employment offers the promise of welcoming all persons with disabilities who wish to work into the generic employment system and into a job that fits their needs. It also defines the critical role of vocational rehabilitation services to support both the individual with a disability and the generic system to make employment a viable option for persons once thought to be unemployable.

OTAC Working It Out
Trainers: Aniko Adany, CJ Webb

Duration: 3 days

In Person Lecture/Discussion/ Hands on Practice: This course is designed as an intensive opportunity to learn techniques used in the successful development of person-centered organizations. Executive Directors, mid-managers and supervisors can use these tools to support and cultivate a culture of change in their organizations. The focus is on developing common goals and implementation strategies leading to successful person-centered direct support professionals.

*OTAC   Basic Training for Residential Providers supporting Customized Community Employment for People They Serve
Trainers: Aniko Adany, CJ Webb, Jenny Allison

Duration: 12 hours over two days

In Person Lecture/Discussion/Small Group Interaction: This training will teach residential providers the basics of customized supported employment and their important role in Supported Employment. This training will focus on how residential services can impact successful supported employment goals for individuals with developmental disabilities and complex support needs.
• Overview of Concepts
• Job supports in the Community
• Practical hands on practice

OTAC Employment Focused Person Centered Training Basics
Trainers: Aniko Adany, CJ Webb

Duration: 2 Days

In Person Lecture/Discussion/ Small Group Practice: Introduction to various Person-Centered practices including:
- Personal Futures Planning

- Person Centered Thinking
- Essential Lifestyle Plans
- MAPS
- PATH

There are many ways to discover a person's goals and needs for their job and career, this training will provide an overview of the techniques that are useful to know. Those attending this class will be able to review different types of Person-Centered employment plans. Participants will understand the importance of gathering information through a variety of professionally recognized person-centered planning.

*OTAC Employment Focused Person Centered Training Facilitation

Note: pre-requisite Employment Focused Person Centered Training Basics & Participants must agree to develop at least one person-centered, employment related plan

Trainers: Aniko Adany, CJ Webb, Jenny Allison

Duration: 2 Day Class time and 1 Day Review of participants' plans (usually occurs 6-8 weeks after the 2 Day Facilitation training)

In Person Lecture/Discussion/Observation: Participants will observe an actual PCP with an employment focus, and practice information gathering techniques that will allow them to determine possible job categories and support strategies for employment success. They will learn how to provide technical assistance and training to families, agencies and providers in the areas of employment, person centered planning and community development leading to the successful placement of individuals with disabilities. They will learn to foster collaborative relationships with school districts, providers, businesses and agencies.

VCU Disability Awareness HR Management

Online Lecture/Discussion –This free online on demand seminar covers diversity training specific to disability awareness for Human Resource Professionals. Through this seminar you will have the opportunity to learn more about topics such as current history, myths & facts, research, tips for communication, tips for interviewing, and tips for accommodations all related to employing individuals with disabilities. This is a complimentary seminar

VCU Real Work for Real Pay Individuals with Autism Spectrum Disorder

Facilitator: Pam Targett   Trainers: Dr. Paul Wehman, Grant Revell M.Ed., and Pam Targett M.Ed.

Duration: 16 hours (4 lessons over 4 weeks)

Online Lecture/Discussion/Interactive Learning: VCU directed and other recent studies provide an initial effort at a systematic approach to designing and utilizing supported employment to achieve competitive employment outcomes for individuals with Autism Spectrum Disorder (ASD). This course will highlight the best practices that facilitate employment outcomes for individuals with ASD. Participants will learn about the concepts related to implementing high quality individualized supported employment services. The following important topics will be covered: Overview of supported employment services, Characteristics associated with ASD, Person centered approaches to developing positive work profiles, Strategies to work with businesses and develop work opportunities, on the job support strategies including positive behavior supports, and Strategies to promote ongoing long term job retention.

VCU Supported Competitive Employment for Individuals with Mental Illness
Trainers: Dr. Paul Wehman, Dr. Gary Bond, Dr. Judith Cook, and Dennis Born

Duration: 36 hours (6 lessons, 6 hours each, over 12 weeks)

Online Audio Lecture with a Discussion Questions: Each lesson will also have a quiz or homework assignment. You must finish the assignments for a lesson within the specified time frame in order to receive a certificate of completion. Sessions will include information on these topics: evidence-based practice and research base, career development, customer choice, cultural competency, marketing and job development, developing business partnerships, interagency collaboration, self-employment, workplace supports / computer supports, social security work incentives, and funding

VCU Supported Employment for Individuals with TBI
Trainer: Pam Targett M.Ed.

Duration: 16 hours (4 lessons, 4 hours each, 4 weeks)

Online Lecture/Discussion: Early demonstration projects back in the late 1980's and 90's paved the way for using a supported employment approach for someone who has sustained traumatic brain injury (TBI). Although the principles and values associated with the individual approach to supported employment remain consistent, there are some different considerations an employment specialist should take into account when serving a person with a TBI. This course will offer participants an overview of TBI and the supported employment literature suggestions on specific strategies to use to get to know the job seeker, look at possible workplace supports with an emphasis on compensatory memory strategies and some insight into ways to provide pro-active job retention services.

VCU Personal Assistance Services in the Workplace
In Person Lecture/Discussion: This free online seminar gives you an overview of Workplace Personal Assistance Services (WPAS). The background and history of this workplace support is covered; as well as the role of the Americans with Disabilities Act (ADA) in Workplace Personal Assistance Services. Many aspects of WPAS are examined such as: assistive technology, self-employment, funding, and employers' perspectives. This complimentary course is beneficial to individuals with disabilities, employers, and community rehabilitation providers.

WISE - OELN Customer Rights and Informed Choice
Duration: 30 minutes

Online On Demand: (when in person generally combined with other course offerings)

 This training acquaints you with the purpose of Vocational Rehabilitation services, and the intent behind the services employment consultants provide. The training also examines Vocational Rehabilitation's Client Rights as well as informed choice and an employment consultant's role in ensuring these concepts when they serve Vocational Rehabilitation customers.

WISE - OELN History of Supported Employment, Discovery and Employment Planning
Trainers: Emily Harris, Jim Corey & Cesilee Coulson

Duration: Two Days of Training (12 hours total)

In Person Lecture/Discussion/Hands on Practice: This workshop covers the history of Supported Employment, the basics of Discovery when working with individuals who experience intellectual or developmental disabilities, and person-centered employment futures planning.

- Supported Employment history and the current state of the field
- The Discovery Process: be able to perform Discovery with an employment candidate, and be able to write a Vocational Profile as the basis for Employment Planning, and
- Person-centered Futures Employment Planning: be able to use it in assisting in developing Employment Action plans

WISE - OELN Services for Individuals who Experience DD
Duration: 2 part, 30 minutes each

Online On Demand (when in person generally combined with other course offerings)

Part 1 examines the initial services a Vocational Rehabilitation customer may receive when they enter Vocational Rehabilitation services including trial work experiences, community based assessments, and job placement. Participants will look closely at the role of an employment consultant, as well as a few models that have proven successful for individuals who experience developmental disabilities in supported employment.

Part 2 covers the basics of Vocational Rehabilitation intensive training services, as well as how extended services are set up for supported employment customers once VR services have ended. Topics include the role of an employment consultant and models that have proven successful for individuals who experience developmental disabilities in supported employment.

*WISE ASD (Autism Spectrum Disorder) and Employment
Trainers: Shaun Wood and Jim Corey

Duration: 6 hours

Online and In Person Lecture/Discussion:

Shaun and Jim will lead a discussion and share resources for service providers and/or family members who support individuals who experience ASD and challenging behaviors. We will discuss how some people may experience their challenges, strategies for understanding how the person you are supporting experiences their life, and how to effectively support that person, whether at home, in the community, on their search for employment, and/or on the job.   We will discuss briefly a number of practical tools you can use, and a Service Wheel Model developed which can greatly enhance success and independence. We will also discuss self-reflection tools you can use today to improve your service for even those with the most significant challenges to community life and employment. Workshop – we will then revisit and review each of the tools from the Service Wheel in more depth and practice developing and using them through a series of fun hands-on activities. After this workshop, you will be able to directly apply these tools to your work. You will leave with homework.

Employment Service Activity - Discovery
Core Competency 2: Discovery and Career Planning

✓= Meets Criteria for Oregon DHS Approved Discovery Training required as of January 2015

✓CSI Network - ACRE Certificate of Completion- Expanding Discovery and Exploration
<u>More Information</u>: Darla Wilkerson @ 816-284-3224

<u>Duration:</u> 10 hours

<u>Online <u>Lecture/Discussion/Hands on Practice</u>   Basic Discovery training with assignments and activities that provide demonstration of skill.

✓GHA –OELN– Discovering Personal Genius
<u>Trainers:</u> Janet Steveley or Cary Griffin

<u>Duration:</u> 2 days

<u>In Person Lecture/Discussion/Hands on Practice</u> – This introductory Discovery course, Discovering Personal Genius teaches a cost-effective approach to vocational assessment rooted in person-centered planning. Fundamental to Discovery is the development of a current profile essential to securing meaningful work that leads to better work and the acquisition of advanced skills. The first day introduces the basics of Discovery and explains the use of the unique and powerful tactics developed by Griffin-Hammis and Associates.

The second day compares, contrasts, and practices traditional versus customized job development beginning with data derived from Discovery. This session challenges traditional job development methods by offering up strategies that avoid "retail" job development and instead leverage social and economic capital to create employment opportunities

GHA Discovering Personal Genius Functional Vocational Assessment
<u>Duration:</u> 2 days

<u>In Person Lecture/Discussion/Hands on Practice:</u> This introductory Discovery course contains basically the same content as the OELN Discovering Personal Genius course. This class helps the learner understand the Discovering Personal Genius (DPG) process. DPG is a personalized way of identifying an individual's interests, skills and key vocational themes that help to shape a vocational profile and customized job/career development plan. Ultimately, DPG produces three overarching Vocational Themes and a clear picture of the work conditions necessary for individual career success, thereby refining job development and worksite support facilitation.

* GHA Self-Guided Discovery
<u>Duration: In Person </u>2 days
<u>Duration Online:</u> 4 parts, 2 hours each with assignments between sessions

<u>In Person Lecture/Discussion/Hands on Practice:</u> This class is for families, job seekers or advocates wanting or needing to do their own Discovery. Participants work through and submit written assignments based on Discovery Activities they are performing.

Online Lecture/Discussion/Hands on Practice: This class is for families, job seekers or advocates wanting or needing to do their own Discovery. Participants work through and submit written assignments based on Discovery Activities they are performing. Scheduled over a 5-8 week period with recommended at least phone/email technical assistance with each participant to guide learning and implementation.

✓**MGA Customized Employment/Discovery/Systematic Instruction**
  Note: ✓Discovery approved training includes 3 MGA In person training sessions.
  - **MGA Customized Employment** SEE INTAKE
  - **MGA Systematic Instruction** SEE INITIAL JOB COACHING
  - **MGA Discovery**

Trainers: Michael Callahan, Ellen Condon, Abby Cooper, Norciva Shumpert, Lisa Mills, Melinda Mast, Charlotte Guy, Teresa Callahan

Duration: 8 hours minimum, 16 hours recommended

In Person Lecture/Discussion: Discovery is a substitute to comparison-based testing procedures that utilizes already-existing information rather than information developed through formal assessment methods. Discovery is used as a guide for customizing an employment relationship for an applicant with an employer. This process takes into account the applicant's entire life experiences rather than single instances of performance. The discovery process begins with a provider representative who meets with the applicant and family at the home of the applicant. These visits, along with other discovery activities, give the individual and family, as appropriate, information about their powerful roles in the process and allow the provider to compile basic information that is necessary to begin the process.

        The provider then schedules time to spend with applicants during the activities that comprise the majority of typical days, as well as accompanying the applicant during planned community activities. This interaction allows the providers to get to know the applicant and to assist in identifying personalized preferences and conditions for employment as well as individual contributions to be offer to employers.

MGA Developing a Visual or Written Profile Document
Trainers: Michael Callahan, Ellen Condon, Abby Cooper, Norciva Shumpert, Lisa Mills, Melinda Mast, Charlotte Guy, Teresa Callahan

Duration: 8 – 16 Hours

In Person Lecture/Discussion –. A comprehensive format that describes the individual in a narrative manner is then developed. For students, this document becomes a work in progress during the transition years of the students school career passed on from teacher to teacher until graduation. The document is then passed on to adult employment service personnel to be used as a basis for job development and support, as appropriate. For adults, the descriptive document provides information vital to planning and can substitute for traditional, comparative vocational assessment procedures. In addition to sample profile formats for a written narrative, alternative format for capturing discovered information will be offered. MG&A now uses a three part Profile, each contributing to knowledge about the individual and guiding the employment plan.

MGA Development of a Visual Resume
Trainers: Michael Callahan, Ellen Condon, Abby Cooper, Norciva Shumpert, Lisa Mills, Melinda Mast, Charlotte Guy, Teresa Callahan

Duration: 8 hours

In Person Lecture/Discussion   The Discovery Strategy also utilizes a "presentation portfolio" as a tool for job developers to use to introduce both the general idea of persons with significant disabilities making contributions to employers and as a personalized, visual resume that represents the best of the applicant with a disability. The test marketed portfolio is a customized visual presentation on behalf of a person that will assist either the job developer or the person themselves, as they speak with employers.

✓OTAC Person Centered Planning for Community Employment
Trainers: Aniko Adany, CJ Webb

Duration: 2 days

In Person Lecture/Discussion Participants will observe an actual PCP with an employment focus, and practice information gathering techniques that will allow them to determine possible job categories and support strategies for employment success. They will learn how to provide technical assistance and training to families, agencies and providers in the areas of employment, person centered planning and community development leading to the successful placement of individuals with disabilities. They will learn to foster collaborative relationships with school districts, providers, businesses and agencies.

OTAC Employment Focused Person Centered Training Basics SEE INTAKE
OTAC Employment Focused Person Centered Training Facilitation SEE INTAKE

✓OVRS Employment Opportunity Professionals II
Trainers: Cheryl Furrer

Duration: 3 days (18 hours)

For more information: Cheryl Furrer, Job Development Coordinator (503) 945-6233

In Person Lecture/Discussion –. The EOP II workshop teaches marketing and sales skills to secure jobs for candidates with employment barriers. Participants learn and practice this model of job development. Focus also includes learning how to manage employer's perceptions of candidates with employment barriers. The training also reviews OVRS expectations of certified job developers related to relationship with an individual, communication with a counselor, the delivery of services, forms, reporting and billing.

✓TRN Career Development - Using Principles of Discovery & Career Enhancement
Trainer: Rob Hoffman

Duration: the 2-week access period includes 60-80 lessons that can each take up to 20 minutes. Total course time is between 15 and 18 hours plus reading, discussions and quizzes

Online: includes audio and slide presentations, videos readings, and links to resources.   There is a discussion group for each lesson.   Timed multiple choice testing follow each lesson.

 Principles of Career Planning: Using principles of self-determination, person-centered planning, and discovery to develop career goals.

 Vocational Assessment: Career exploration strategies, including job shadowing and internet-based assessments, plus other tools such as interest inventories, workplace audits, and situational assessments.

 Career Development: Understanding how to build confidence for self-presentation through enhancing job seeking skills, appearance, interviewing, skills portfolios and more. Vocational Profiles: Developing career goals, future statements, resume building, and vocational profiles.

✓**VCU Supported Employment Web-Based Certification** SEE CERTIFICATION AND TRAINING PACKAGES

✓**WISE - OELN History of Supported Employment, Discovery and Employment planning** SEE INTAKE

*WISE Service Plans –A Hands on Training

<u>Trainers</u>: Brandi Monts and Shaun Wood

<u>Duration</u>: 6 hours of training

<u>In Person Lecture/Discussion</u>: This training starts off by covering concepts surrounding discovery. Participants will review the meaning of discovery practices, including the importance of identifying an individual's strengths, skills and interest, and how these elements support a successful service plan. Next, we introduce current Washington State service plan design, and introduce participants to resources that can be used to develop strong service plans. Content also covers the elements that make up a service plan, as well as examples of quality plans. The training concludes by working in teams to develop service elements, paying particular attention to outcomes, strategies and activities.

Employment Service Activities – Assessment

Note: While not solely focused on Assessment, Discovery Training Opportunities, and some Intake or Marketing, Job Development, Community Building Self Employment courses listed will cover skills necessary for Assessment

MGA the Customized Plan for Employment (CPE)

Trainers: Michael Callahan, Ellen Condon, Abby Cooper, Norciva Shumpert, Lisa Mills, Melinda Mast, Charlotte Guy, Teresa Callahan

Duration: 8 hours

In Person Lecture/Discussion: a Customized Planning Meeting is held with the applicant, family, friends, advocates, the provider, VR counselors and others chosen by the applicant. This planning meeting adheres to the values associated with the best of person-directed, person-centered values. The applicant (with support from family or others, as necessary) holds trumps during the meeting and decides the information that will be included in the plan. The meeting describes a customized job development plan in the form of a blueprint that includes:
• Generally speaking, "what works and what doesn't work" for the applicant
• The applicant's interests, contributions, and conditions for employment;
• The types of job tasks the applicant feels should comprise the job,
• Specific employment sites where work could be developed for the applicant.

Employment Service Activities – Job Preparation

Core Competency 9: Systems Partners and Resources for Employment
Core Competency 10: Transition from School to Work

Note: Courses that provide information on a broad array of resources for employment are listed here. Courses relating to Social Security Work Incentives are listed in Core Competency 8

GHA Business Financial Planning and Benefits Planning

Duration: 15-20 hours for the Self-Employment Package course combination that can be taken together or separately

Online or In Person Lecture/Discussion: This final session provides instruction on supporting individuals in managing their own finances and benefits while operating their own small businesses. Highlights include self-directed funding strategies using Social Security Work Incentives and crafting pro-forma financial statements, even for people with no business background.

ICI - CES Funding

Trainers: Rick Kugler

Online Video Case Studies/Narration/Interactive Exercises: Getting funding for employment services can be challenging, but there are many sources available. In this course, you'll learn about primary funding sources, such as vocational rehabilitation and developmental disabilities agencies. You'll become familiar with alternative funding sources, and with strategies for blending and braiding funding. We'll also cover Medicaid waivers, resource ownership, and Social Security work incentives.
•Where Funding Comes From
•Social Security and Additional Funding Sources

ICI – CES Networking

Trainers: Elena Varney

Online Video Case Studies/Narration/Interactive Exercises: In a challenging economy, employment specialists and job seekers need to become expert networkers. But what's the best way to network? And what if networking feels uncomfortable? In this course, we offer tips about growing your network and those of the job seekers you work with. You'll learn about weak and strong social ties, social capital, and social media. And we'll go in depth into two powerful networking techniques: elevator pitches and informational interviewing.
•Lesson 1: The Hidden Job Market
•Lesson 2: Elevator Pitches and Informational Interviewing

MGA the Customized Planning Meeting (CPE) SEE MARKETING, JOB DEVELOPMENT, ETC

MGA Transition to Adult Employment

Trainers: Michael Callahan, Ellen Condon, Norciva Shumpert, Charlotte Guy, Teresa Callahan

Duration: 8 hours

Online Lecture/Discussion This training addresses the importance of work experiences for students during the transition years of school. For far too long, schools have followed a "one size fits all" mentality in the use of work experiences. Too little attention is focused on the student's performance and interests during their experiences. This training frames work experiences as a form of extended discovery and recommends a variety of work

experiences that start when students are as young as ten years old. Based on the findings of a federally-funded project from 2003-2009, the National Youth Transition Demonstration (YTD), MG&A has collected the strategies used in the Mississippi Youth Transition Innovation (MYTI) and offers an array of options that special educators and parents may use to provide a clearer understanding of what it takes to assure a working life when students transition to adulthood. While recognizing the usefulness of general work experiences in limited instances, this approach offers a strategy for individualizing work experiences in a way that maximizes the learning for students and supporters.

VCU Transition to Work Autism

Facilitator: Pam Targett   Trainers: Dr. Paul Wehman, Dr. Carol Schall, Dr. Dawn Hendricks, Elizabeth Getzel M.A. Pam Targett M.Ed., and Grant Revell M.Ed.

Duration: 42 hours (6 lessons, 7 hours each, 6 weeks)

Online Lecture/Discussion –Careful transition planning from secondary education is critical for young people with autism spectrum disorders to be successful. This course will provide an in-depth understanding of the concepts related to positive transition planning addressing issues, challenges, and strategies involved with helping young people fully participate in society will be examined. Topics covered include: Characteristics of autism, Impact of transition from school to adulthood, Supporting parents, Positive behavior support, Critical life and social skills for work, Strategies for effective transition from school to work, training, or post-secondary education, Building effective business partnerships between academic and community service providers, Evidence-based strategies for effective job development, on-the-job support, and retention strategies.

WISE – OELN Collaborative Negotiations and Working Together Successfully

Duration: 30 minutes

Online On Demand: This training addresses the principles and practices of collaborative negotiation that have proven successful in helping individuals make good decisions, solve problems and get what they need. Concepts covered include negotiation, the differences between issues and interests, and how collaborative negotiation can help move to satisfying solutions. The training also introduces different ways to approach common functions of employment consulting, such as communication, active listening, good questions, feedback, focusing on the future and conflict.

WISE –OELN Supported Employment Systems Collaborating Outcomes

Duration: 30 minutes (when in person generally combined with other course offerings)

Online On Demand: The training provides an overview of supported employment, showcases three supported employment providers and provides some general points about each of the systems. The training also explores how these entities collaborate and overlap each other, as well as different program characteristics such as eligibility requirements, goals, and current supported employment models within each field.

WISE Best Practices in School to Work

Trainers: WISE Staff

Duration: 4 to 6 hours

Online or In Person Lecture/Group Brainstorming –Staff will present examples of Transition from School to Work project designs, both rural and urban, with custom solutions for specific communities. We encourage

the participants to have representation from county/state DD, schools, employment organizations, VR, and parent advocacy groups. Information covered will include tracking students and systemic sign up for school to work efforts, good quality work experience sites and their development, career portfolios, person centered planning, employment, Vocational Rehabilitation, and schools working together, engaging families, and successful placements. Information will be presented and then participants will work in groups to identify strategies for their community and methods to implement.

*WISE Handheld Technology Supports in the Workplace and Community

Trainers: Marsha Threlkeld

Duration: 4 to 6 hours

In Person Lecture plus hands on learning: Presentation and hands on learning as we learn how the use of handheld technology such as the iPad have changed the face of supports, communication, and independence. Learn how others are using these devices for task cueing, scheduling, communicating remotely as well as up close, calming and coping, goal setting, and prompt supports. This equipment can be used in paid employment, transition from school to work activities, and in the home and community. WISE staff will bring extra devices for participants to use, and participants will work in groups to complete apps and try out accessibility features.

*WISE You Have More Money (and other stuff) If You Work

Trainer: Susan Harrell
Duration: 2 hours-4 hours (full day and multi-day training for more in-depth information is available as well)

In Person Lecture/Discussion: Participants in this training will learn about how people qualify for Social Security and Medical benefits, the difference between the two cash disability benefits programs, and the work incentives that can help to increase or protect benefits while an individual is pursuing employment. The information can be geared towards the focus audience for the training, to speak to the various issues, benefits, and responsibilities to be considered. This is an interactive training.

Employment Service Activities- Marketing, Job Development, Community Building and/or Self Employment

Core Competency 3: Marketing and Job Development
Core Competency 4: Work Place and Job Analysis
Core Competency 12: Self Employment

GHA Introduction and Overview of Customized Employment

Duration: Part of 12 hour online course combination that can be taken together or separately with GHA Creating Community Careers Part 3, 4, & 5

Online Lecture/Discussion: This first class is an introduction to Customized Employment (CE). It demonstrates how the new methodologies of CE address the challenges of high unemployment rates, especially for people with disabilities, mental health challenges or complex support needs. This session lays the foundation for avoiding comparative employment development practices and refines truly individualized approaches for success, one person at a time.

GHA Creating Community Careers Part 3: Customized Job Development

Duration: Part of 12 hour online course combination that can be taken together or separately with GHA Introduction and Overview of Customized Employment and Creating Community Careers Part 4 & 5

Online Lecture/Discussion: This class teaches an understanding of customized job development. You will see how customized job development builds on what you learned in the discovery phase to assist the job seeker to create employment opportunities. This class illustrates the difference between traditional job development and utilizing the CE economic development approach. It also describes the core elements of customized job development, as well as the skills and methods involved in being an effective job developer.

GHA Creating Community Careers Part 4:   Internet based Negotiating for Customized Employment

Duration: Part of 12 hour online course combination that can be taken together or separately with GHA Introduction and Overview of Customized Employment and Creating Community Careers Part 3 & 5

Online Lecture/Discussion: This session focuses on the crux of CE: the interest-based negotiation tactics necessary to create customized employment opportunities. Ultimately the skills taught serve to develop win/win situations for employer and employee alike through the recognition of common ground, mutual profitability, and the alignment of proper workplace support strategies based on the Ideal Work Conditions identified through Discovering Personal Genius. The course also covers conflict resolution, problem-solving, and active listening techniques mandated for effective job negotiation.

The next 5 classes may be seen as a Self-Employment Package

*GHA Introduction and Overview of Customized Self Employment   #1

Trainers: Cary Griffin, Janet Steveley, Molly Sullivan, Beth Keeton, Corey Smith, Russell Sickles, Doug Crandell, et al

 Duration: 15-20 hours for the Self-Employment Package course combination that can be taken together or separately

Online or In Person Lecture/Discussion: Starting a business is one answer to the growing problem of unemployment in the U.S. Because people with disabilities and other complex support needs demonstrate much greater unemployment rates than the general public, self-employment must be an available option. The course reviews the benefits of how small business ownership addresses the challenges of high unemployment rates for people with complex support needs, and dispels the many myths surrounding self-employment.

*GHA Discovering Personal Genius for Self Employment   #2

Trainers: Cary Griffin, Janet Steveley, Molly Sullivan, Beth Keeton, Corey Smith, Russell Sickles, Doug Crandell, et al

 Duration: 15-20 hours for the Self-Employment Package course combination that can be taken together or separately

Online or In Person Lecture/Discussion: The role of Discovering Personal Genius (DPG), a personalized way of identifying an individual's interests, skills, and key themes to help shape her/his vocational profile, is taught in order to develop a customized self-employment plan to match up her/his interests and skills with a marketable product or service for a small business.

GHA Business Feasibility Marketing and Sales   #3

Trainers: Cary Griffin, Janet Steveley, Molly Sullivan, Beth Keeton, Corey Smith, Russell Sickles, Doug Crandell, et al

 Duration: 15-20 hours for the Self-Employment Package course combination that can be taken together or separately

Online or In Person Lecture/Discussion: This session provides detailed processes for how to best evaluate the feasibility of business ideas. Step-by-step marketing and sales techniques also are discussed to help increase the potential profitability of the service or product being sold.

GHA Business Plan Development   #4

Trainers: Cary Griffin, Janet Steveley, Molly Sullivan, Beth Keeton, Corey Smith, Russell Sickles, Doug Crandell, et al

 Duration: 15-20 hours for the Self-Employment Package course combination that can be taken together or separately

Online or In Person Lecture/Discussion: This class details the crucial elements of the business plan in a commonsense, staged approach that produces a strong, draft document suitable for funding and for guiding a Start-Up venture. Step-by-step instructions are used to guide the process of learning about functional business plans.

GHA Business Financial Planning and Benefits Planning SEE JOB PREPARATION

*GHA Quick Launch: The 2 day Business Plan

Duration: 2 days

In Person Lecture/Discussion/Hands on Practice: This course is for teams working with individuals with business ideas. The 2-day training creates a draft business plan with pro-form financials, draft feasibility study guidelines, marketing and sales plans, operations considerations etc. The participants flesh out the gaps after the training, but the bulk of the work is done in class. Need access to internet and printer(s). Forms provided. 1 trainer for 2 days. Trainers as above. The package includes extensive materials, guidance, and hands-on activities throughout the 2 days.

HCC Essentials in Marketing and Job Development
Trainers: Deb McLean OTAC and guest speakers

Duration: Participants will meet every Friday and will earn 5 credits per quarter that are transferable to other higher education institutions. Foundations is first in an available 3 part series and occurs Winter Quarter

In Person Lecture/Discussion The winter quarter will focus on many aspects of developing jobs for people with developmental disabilities in the community. It will include:
* General networking approaches and specific sales strategies
* Working with individuals to target specific jobs and then approaching employer's on their behalf
* Working as a team in a supported employment agency and with residential and family members
* Being a good ambassador for the people that are being promoted and preparing them for job interviews

ICI -CES Job Creation
Trainers: Lara Enein-Donovan

Online Video Case Studies/Narration/Interactive Exercises: In these three lessons, you'll learn how to identify unmet employer needs, show employers the benefits of creating a new position, and write employment proposals. I'll also discuss self-employment as an alternative to traditional job placement.
•Lesson 1: Using Job-Seeker Skills to Target Employers
•Lesson 2: Identifying Employers' Unmet needs
•Lesson 3: Self-Employment

ICI -CES Principles of Career Development
Trainers: Rick Kugler

Online Video Case Studies/Narration/Interactive Exercises: Learn key strategies to help people overcome barriers to employment. In this course, we explain effective ways to use individual assessments and other planning strategies. These techniques can help job seekers focus on their skills and interests and get clearer about what various careers involve. The course also covers the relationship between disability benefits and employment, and explains how beneficiaries can make the most of work incentives.
•Everyone Can Work
•Person-Centered Career Planning
•Assisting with Barriers to Career Development
•Tools and Assessment Strategies for Career Discovery
•Using Conventional Approaches for Career Planning
•Earnings, Benefits, and Career Choice

ICI -CES Strategies for Job Development- Part 1
Trainers: Lara Enein-Donovan

Online Video Case Studies/Narration/Interactive Exercises: Developing a plan to help people find jobs is at the heart of your work. In this course, we offer an array of techniques to make job development easier and more effective. Topics include when and how job seekers should disclose disabilities, tips for creating effective resumes, and how to match individuals' desires and abilities with career opportunities. We also cover the latest job-search and marketing techniques, including creating marketing materials, taking advantage of social media, and networking (both in person and online)
•Disclosure, Resumes, and Interviewing

- Matching Job-Seeker Skills to Jobs
- Marketing Materials for Job Development
- Using Social Media to Market Job Seekers

ICI -CES Strategies for Job Development- Part 2

Trainers: Karen Flippo

Online Video Case Studies/Narration/Interactive Exercises: Job seekers are your customers–but so are the employers who can hire them. This course offers practical methods for understanding and responding to employers' needs. We also discuss how you can match those needs to job seekers' skills and interests. You'll learn how to show employers that working with your agency is a win-win proposition. Additional topics include solving business problems, developing mutual confidence and trust with employers, supporting job seekers with online job applications, and negotiating hiring arrangements.
- Employer as the Customer
- Identifying Employer Needs
- Online Applications and Personality Tests
- Negotiating the Hire, Including Accommodations

ICI Business Perspectives

Trainers: Cori DiBiase

Duration: 1 hour, 4 lessons

Online Video Case Studies/Discussion: This course consists of video case studies, test questions, note taking and knowledge demonstrations focused on marketing and business engagement.

MGA an Overview of Customized Employment SEE INTAKE

MGA the Customized Planning Meeting: Developing the Employment Plan   SEE DISCOVERY

MGA Development of a Visual Resume   SEE DISCOVERY

MGA Job Development

Trainers: Michael Callahan, Abby Cooper, Melinda Mast,

Duration: 16 hours minimum, 24 hours recommended

In Person Lecture/Discussion While the Customized Planning Meeting clarifies the applicant's preferences and conditions of employment and specific employment leads, it does not provide the applicant a job. Job negotiating efforts are provided by a job developer and are initiated based on the "blueprint" developed during the Customized Planning Meeting. It is essential to discover any of the applicant's connections to the employer community or their support circle's relationships with targeted employers. This helps to make initial contacts with prospective employers. In most cases, conventional job descriptions will not be appropriate for an applicant with significant disabilities. Therefore, the provider must look beyond job openings, to identifying the unmet needs of an employer. Armed with the knowledge about the applicant, the provider can then look for job tasks and work cultures that fulfill the applicant's criteria for a successful job match. Tours of specific employment sites are used to identify the unmet needs of an employer by looking at job tasks, employee routines, and worksite cultures.

As well as addressing the sales aspect of customized job development, we cover the development of a Concept Portfolio to be used by job developers as a sales tool when presenting the concept of customized employment to potential employers. This effective visual aid has proven to be critical.

Also included in the 2 day training is the new concept of Employer Needs/Benefits Analysis. This is a process of observation, discussion, and listening to employers. It is the provider's responsibility to establish whether the employer has a need relating to the applicant's proposed tasks and job characteristics. This process seeks to determine whether employer needs truly match the applicant's contributions, conditions, and preferences for employment. If a need and/or match does not exist, discussion about employing the applicant is redirected to another site. If a need and match are identified, then discussions begin with the employer. Providers must be ready, at this point, to begin negotiate a job that meets the needs of the applicant and the employer. This process of contacts, tours, and discussions requires the support of all of the parties involved. It may take numerous contacts to secure the right match between the applicant and the employer. Successful job matches occur when an applicant's contributions, conditions, and preferences for employment are carefully matched with an employer's unmet needs.

OTAC Tools to Find the Right Job
Trainers: Aniko Adany, CJ Webb, Danelle Stewart

Duration: 1 day

In Person Lecture/Discussion Maximize the employment potential of the individuals you support!
This full day training session for employment and residential providers focuses on ways to use the ISP to assist individuals to explore job options. This training will provide information used in completing the Career Development Plan. We discuss the opportunities to help people go from a job to a career. The class offers strategies for working with people who have negative reputations and figuring out the positive traits and attributes to use in acquiring a job. This session incudes Stories of Success and Uncovering Individual Capacity. Other employment resources, such as Social Security work incentives—IRWEs and subsidies, and partnering with Office of Vocational Rehabilitation Services (OVRS) are also discussed.

TRN Career Development- Using Principles of Discovery and Career Enhancement SEE DISCOVERY

TRN Marketing and Job Development
Trainer: Dale DiLeo and Dawn Langton

 Duration: the 2-week access period includes 60-80 lessons that can each take up to 20 minutes. Total course time is between 15 and 18 hours plus reading, discussions and quizzes

Online: includes audio and slide presentations, videos readings, and links to resources.   There is a discussion group for each lesson.   Timed multiple choice testing follow each lesson

Developing Opportunities for Youth and Adults with Disabilities course covering the key principles and hands-on tools for finding jobs for people with disabilities and other high-unemployment groups.
We have incorporated new and emerging information on using social networking over the Internet to develop job leads. We focus on LinkedIn, Twitter, Facebook, as well as discussing online applications.
Introduction to Job Placement Marketing Research: Using marketing research to understand employers and their needs.
Marketing Tools for Job Placement: How to develop brochures and other publications, as well as utilize special events, networking, and social media on the web to establish business relationships.
Job Development Principles: Learn to approach employers and represent job-seekers with confidence.

Job Development Tools: Know the tools job seekers and job developers need to represent their best qualities, from resumes to skills portfolios.

VCU Customized Employment

Facilitator: Pam Targett Trainers: Dr. Amy Armstrong, Michael Callahan, Dr. Wendy Parent, Pam Targett M.Ed., and Nancy Brooks-Lane

Duration: 16 hours (4 lessons, 4 hours each, 4 weeks)

Online Lecture/Discussion   The class begins by defining what customized employment means for individuals and businesses the flexible strategies used to facilitate employment outcomes for job seekers with complex needs through negotiated employment relationships. Class will address three key steps in the process.
1. Job seeker exploration and discovery lays the foundation for planning.
2. Customized planning occurs to determine the direction for the job search.
3. Job negotiations occur resulting in a job description that outlines a customized relationship between the employer and employee.

This course will take a closer look at customized employment and how it can facilitate employment outcomes for individuals with disabilities. It will also review strategies for collaboration and braiding funding to support the needs of an individual with a disability in order to be successfully employed in the community.

VCU Job Development

Trainers: Pam Targett M.Ed.

Duration: 16 hours (4 lessons, 4 hours each, 4 weeks)

Online Lecture/Discussion   This course covers specific principles associated with job development via online lectures and readings and then requires the learner to take action on his or her behalf to further develop a particular skill. Participants also reflect upon what he or she learned from both the online content and field based experiential activity by sharing personal insights with other course members.

VCU Overview of Self Employment for Entrepreneurs with Disabilities

Trainers: Cary Griffin, Molly Sullivan, Dave Hammis, and Christine Durst

Duration: 25 hours (5 lessons, 5 hours each, 5 weeks)

Online Lecture/Discussion   .
Self-employment is increasingly recognized as a viable employment option. Self-employment is all about customized supports. The basics are a business plan, a solid marketing plan, management skills, and capital. Where the entrepreneur can lead the way and where support is needed will vary from one person to another and from one situation to another. What is crucial is to provide customized supports to assist the person in moving forward with business ownership.

*VCU Employing People with Disabilities: A Business Perspective

Facilitator: Vicki Brooke Trainers: Katherine Mc Cary, Martha Artiles, and Howard Green

Duration: 40 hours (4 lessons, 10 hours each, 2 weeks)

Online lecture/Discussion: This course includes audio and slide presentations, readings, and links to resources. There is also a discussion group for each lesson. This offers participants an opportunity to talk about important

issues, ask questions, and learn about the business perspective on employing people who experience disabilities from the facilitator and other course participants.

WISE - OELN Business Perspectives in Supported Employment

Duration: 30 minutes

Online On Demand: This training focuses on providing services to employers and business members involved with a Vocational Rehabilitation customer's job. Topics to be covered in this training include: identifying customers' employment needs, supported employment approaches from a business perspective including motivation, models and language, key elements to building relationships including trust, education and information, the benefits supported employment brings to businesses, and ethical employment consulting.

*WISE - OELN- Job Development and Marketing

Trainers: Monica McDaniel- WISE, Trish Borden – Trillium, Val Morgan –Conscious Moves

Duration: 2 Full Days

Online or In Person Lecture/Discussion/Hands-on Practice: **Day 1:** History and Value of Supported Employment, Discovery Practices, Video Portfolios, Building Networks, Agency Marketing to the Business Community, Customized Employment, ADA- Employment Provisions,

Day 2: Sales and Marketing Techniques, Job Development Strategies, Public Speaking for the Job Developer, Stalls and Objections and Closing the Deal

This interactive training session will provide a basic overview of essential functions of marketing and customized job development for employment support professionals who work with job candidates with disabilities. Along with learning the essential functions of job development, individuals will be introduced to various models and methods successful developers use in their communities. If your Employment Consultants are preparing for the APSE CERT exam this is an instructive course created to assist in the completion of the exam.

- Gain an overview of the history of supported employment as it relates to current customized employment models
- Learn to design a customized employment approach for job candidates
- Learn to create business networks and job leads by following business trends and using social media in your community
- Learn various ways to network, research, cold call and present effective presentations to employers

*WISE Employment for All: Creating Typical Employment in the Community

Trainer: Susan Harrell

Duration: 2 hours

In Person Lecture/Discussion: Once you have discovered a person's needs, interests and strengths, how do you create the employment that works for them? This session will provide: Tips for engaging all of your organization, the community, and the network of employers in job development; Models for developing jobs in large corporations, government entities and small businesses; Stories of people working; and Information about how to start and to keep the momentum going. This training can be geared towards the various roles

that stakeholders can play in creating employment: Human Service Advisory Boards, Employment Agencies and Parent Advocacy Groups.

*WISE Building Relationships with Employers: Connecting with Businesses on the Business

Trainer: Cathy Sacco

Duration: 2-4 hours

In Person Lecture/Discussion: As Employers continue to realize that people with disabilities are a viable and productive part of the workforce, how can we elevate our level of professionalism, building relationships that align with and impact the employment opportunities in their companies? This session will provide: tips on the influence of language, development of new marketing strategies, alignment with business expectations, promotion of job candidates and techniques to highlight our expertise as tools in their toolkit. This training is interactive and targeted toward employment consultants and trainers.

*WISE Volunteering and Other Unpaid Work Experience: The Benefits and the Risks

Trainers: Susan Harrell

Duration: 2-4 hours

In Person Lecture/Discussion: Volunteering and other unpaid work experiences can assist with the discovery process and developing skills for employment. There is a difference between volunteering, unpaid evaluation, training and assessments, and internships. This training will provide information about the differences between these experiences, the benefits of the experiences, and the labor regulations that define the way in which they must be structured. This session will also discuss Social Security, workers compensation, and other issues that must be considered when creating these opportunities for individuals who experience disabilities and how to transition to paid employment.

Employment Service Activities –Initial Job Coaching

GHA Creating Community Careers Part 5: Systematic Instruction

<u>Trainers:</u>

<u>Duration:</u> Part of 12 hour online course combination that can be taken together or separately with GHA Introduction and Overview of Customized Employment and Creating Community Careers Part 3 & 4

<u>Online Lecture/Discussion</u> This essential class provides techniques for teaching people the skills and routines they need for achieving competence in their new job. Topics include updated information on how to effectively use natural on-the-job training while matching teaching techniques to workplace culture, use of intrinsic rewards to reduce extrinsic rewards. The session also provides guidance on the use of more powerful instructional methods needed when the natural employer-provided training is not enough. It is designed to show how to teach complex tasks to people with barriers to learning. Recommended that both residential and vocational staff attend together as can include both work and community/residential teaching options.

*GHA Systematic Instruction

<u>Trainers:</u> Cary Griffin, Bob Niemiec, Beth Keeton, Russell Sickles, Corey Smith, Patty Cassidy

<u>Duration:</u> 2 days

<u>Online Lecture/Discussion/Hands on Practice</u>: This is an in person version of the Creating Community Careers Part 5: Systematic Instruction course.

ICI Performance Coaching and Support Part 1

<u>Trainers:</u> Lara Enein-Donovan

<u>Online Video Case Studies/Narration/Interactive Exercises</u>: In Part 1 of this two-part course, we focus on the important role of the job coach outside the workplace. You will learn how to work with job seekers to ensure a successful employment experience. We also cover collaborating with employers to support new hires with disabilities and other challenges. Other topics include developing soft skills, creating support plans, understanding legal rights in the workplace, and preparing for workplace emergencies.
•The Role of the Job Coach Outside the Workplace
•The Role of the Employer
•The First Days of Work and the Employment Support Plan
•Legal Rights at Work and Self-Advocacy
•Preparing for Emergencies in the Workplace

ICI Performance Coaching and Support Part 2

<u>Trainers:</u> Lara Enein-Donovan

<u>Online Video Case Studies/Narration/Interactive Exercises</u>: Part 2 of this two-part course focuses on your role as a job coach in the workplace. Topics include developing and revising employment plans, facilitating natural supports, identifying and supporting learning styles, and fading your presence from the job site as the worker gains independence.
•The Role of the Job Coach in the Workplace
•Developing a Plan to Sustain Employment and Starting the Job

- Supporting Employees' Learning Styles
- Developing a Task Analysis
- Natural Supports, Self-Maintenance, and Fading

MGA Systematic Instruction

Trainers: Michael Callahan, Ellen Condon, Joy Hopkins,

Duration: 2 days (for overview in groups to 50), 3 days intensive training for up to 16 participants (for the intensive small group training an additional MG&A trainer is needed for Day 3)

Online Lecture/Discussion   Since our beginnings in 1976, MG&A has been known for its focus on the strategies that are necessary to assist individuals with intellectual disabilities to successfully learn and perform a variety of tasks. Marc Gold developed the Try Another Way (TAW) approach in the early 1970's and we continue to teach the updated version of that important strategy as Systematic Instruction based on TAW. We provide an overview, two day workshop for up to 50 participants as well as hands-on, in-depth training in a 3 day format for up to 16 participants. This information references the evolving history of job site supports for individuals with intellectual disabilities as well as a model for balancing individual learner needs with natural supports of the workplace. The time-honored and fully-researched techniques of TAW have been fully updated and are also presented. The need for staff to know how to teach will never go out of date and this training fills critical staff training gaps.

TRN Providing Quality Training

Duration: 80 hours, 5 sessions, 3 weeks

Online /On Demand   course on strategies to provide effective training for youth and adults with learning challenges.
Without good instruction, people with disabilities can find community living challenging. Independence, productivity, and integration are all based upon individuals having the skills necessary to be competent in specific situations, such as shopping for groceries, interacting with co-workers, and cleaning one's apartment. 18 hour certificate for successful course completers.
This training focuses on a five-step strategy for building skills:
1. Prioritizing training goals through analyzing life quality impact
2. Strategizing within learning environments and using effective tools and support
3. Applying instructional plans through task analysis, prompting, chaining, and other means
4. Using reinforcement and error correction effectively
5. Fading assistance, generalization, and promoting self-managed learning

TRN Job Coaching and Consulting

Trainer: Tammara Geary

Duration: the 2-week access period includes 60-80 lessons that can each take up to 20 minutes. Total course time is between 15 and 18 hours plus reading, discussions and quizzes

Online: includes audio and slide presentations, videos readings, and links to resources.   There is a discussion group for each lesson.   Timed multiple choice testing follow each lesson

A course on effective job design, instructional and behavioral support strategies, and the development of natural and co-worker supports.
Principles of Job Design: Steps to take after getting the job, including analysis and task design.
Job Training and Instructional Support: Setting up learning strategies using task analysis, systematic instruction, natural learning and reinforcement, and data collection.

Natural Supports: Learn to develop supports using natural features of the work site, including co-workers.
Social-Behavioral Support: Develop strategies to support workers to interact in socially expected ways to enhance job success.

WISE - OELN Systematic Instruction and Follow Along
Trainers: Teri Johnson, Amiee Nielson, Jaimie Laitinen

Duration: 2 days, 12 hours

In Person Lecture/Discussion: This two day training will focus on helping individuals learn to perform and maintain their employment. Topics will include a basic overview of a job start, including how to prepare for the first day of work and how to conduct a job analysis. We will explore systematic instruction and task analysis, with particular attention to fading support from the first day of work. The training will also include the use of natural supports, as well as important elements of successful long term support.

Learning Objectives:

1. Gain an overview of instruction and self-determination as these topics relate to the history of supported employment.
2. Obtain a general understanding of job design.
3. Learn to conduct a task analysis.
4. Consider how individual learning styles and teaching methods can be applied in various situations.
5. Obtain a general understanding of systematic instruction.
6. Gain tools to help an individual prepare for their first day on a new job.
7. Develop the ability to identify and implement natural supports at a worksite.
8. Identify key elements in providing long term supports to help individuals maintain employment.
9. Consider how employment agencies can provide strong training, job start and retention services

WISE - OELN Services for Individuals Who Experience DD Part 1 SEE INTAKE

*WISE Job Coaching Best Practices
Trainer: Dan Rutten, WISE

Duration: 3 - 6 hours of training – Designed to fit your training need

In Person Lecture/Discussion: Job Coaching and Best Practices is designed to assist new Job Coaches or those who need a refresher on basic tools and techniques to becoming a proficient coach. This training will review Job Coach best practices in developing natural supports, systematic training techniques, disability awareness and communication tips, utilizing tools such as job and task analyses. Identifying learning styles and fading techniques are additional vital practices of a coach. Lastly, creating internal tracking systems and customer service procedures to maintain job retention and successful job placements in the business community.

Employment Service Activities –On Going Support

GHA Business Financial Planning and Benefits Planning SEE JOB PREPARATION

*GHA Fast PASS
Trainers: Janet Steveley, Molly Sullivan, Russell Sickles, Beth Keeton, Julie McComas, Corey Smith

In Person Lecture/Discussion/Hands on Practice: Plan to Achieve Self Support (PASS) is a Social Security Work Incentive that allows a Social Security beneficiary to set aside funds to use toward their employment goals. PASS is not well understood by job seekers or rehabilitation professionals, and is extremely under-utilized. This training assists agencies to identify 5-10 potential candidates who could benefit from PASS and provide hands-on training and technical assistance necessary to complete the PASS application and submit for funding. GHA staff will continue to provide follow-along support and technical assistance after PASS funds are secured to ensure they have the necessary tracking and reporting measures in place.

*GHA Social Security Benefits
Trainers: Molly Sullivan

Duration: 2.75 hours on Social Security Disability Benefits (SSDI) and 2.75 hours on Supplemental Security Income (SSI)

Online Lecture/Discussion This course teaches about assisting people with disabilities to financially plan around public benefits and working.

HCC Job Support and Job Retention
Trainers: Cindi Kirchmeier, Morningside

Duration: Participants will meet every Friday and will earn 5 credits per quarter that are transferable to other higher education institutions. Foundations is first in an available 3 part series and occurs Spring Quarter

In Person Lecture/Discussion: The spring quarter will build skills and offer creative methods of assisting individuals with developmental disabilities to be successful on their jobs and improve the competence of businesses and coworkers to support and include people with disabilities. The emphasis will be on job support and coaching, developing partnerships with business, creative problem solving, follow along, diminishing external support and fostering natural supports in the workplace.

ICI Using Work Incentives toward Self Sufficiency
Trainers: Rick Kugler

Online Video Case Studies/Narration/Interactive Exercises: Anxiety about earnings and benefits is one of the primary barriers to employment. The truth is, many Social Security beneficiaries can effectively use work incentives to become self-sufficient. While these incentives are complex, you don't need to be an expert to help. This course will provide you with important terminology, fundamental rules and concepts, and crucial strategies for helping beneficiaries maximize work incentive use and economic self-sufficiency.
- Why Work? An Overview of Work Incentives

- Proactive Planning: Staying on Track with Work Incentives
- Key Incentives for People Receiving Social Security Disability Insurance
- Key Incentives for People Receiving Supplemental Security Income
- There's More to Benefits: Health Care and Other Subsidies
- The PASS: Helping People with Disability Benefits Create Careers

ICI CES Ticket to Work
Trainers: Rick Kugler

Online Video Case Studies/Narration/Interactive Exercises: The Social Security Ticket to Work program is a great source of potential funding for agencies that help people find work. Basically, the Ticket gives job seekers with disabilities more choices about where they can receive employment services. Unfortunately, most employment agencies and disability organizations are unaware of the Ticket, or don't understand how it can help them.

This course from the College of Employment Services provides a quick, clear overview of how the Ticket to Work program functions, and how it offers flexibility and options to job seekers who get Social Security benefits. Employment professionals and provider agencies—if you're not taking advantage of this program, you're leaving money on the table!

ICI Networking SEE JOB PREPARATION

ICI Performance Coaching and Support Part 1 SEE INITIAL JOB COACHING

TRN Job Coaching and Consulting SEE INITIAL JOB COACHING

WISE - OELN Social Security Benefits and Work Incentives
Trainers: Susan Harrell and Cathy Sacco

Duration: 2 days

In Person Lecture/Discussion/Hands on Practice: The goal of this training session is to inspire participants to realize that work is important and achievable for people who experience disabilities. This training will further help participants understand that people with disabilities can work and retain essential benefits, allowing them to move toward greater financial gain from employment.

Learning Objectives:

- Understand the differences in how income affects the two social security cash disability benefits programs (Title II and Title XVI).
- Have a basic understanding of an impairment related work expense and a plan for achieving self-support.
- Gain a general knowledge of the rules for Medicaid vs. Medicare, and the associated cash benefits program for this framework.
- Have a working description of how access to Medicaid may be essential in accessing employment services.
- Gain the ability to list how, where, and why benefits planning is accessed.
- Recognize that other means-based programs can also be affected by increases in income.

Other- Organizational Change

Core Competency 11: Organizational Change

Core Competency 11, Organizational Change,   does not directly relate to achieving employment for a potential worker and therefore is not addressed on the Strategies document. (Employment Service Activities, Strategies Progress Measures, and Staff Training) document.   While leadership, management and organizational change is are a primary focus of the Transformation Project(s), there are only a few related supplemental courses identified in this manual to date.

*GHA The Leadership Mentoring Program (various courses derived from the program)

Courses are derived from a 6 part leadership mentoring design. See:

http://griffinhammis.com/leadershipandmanagement.html

Trainers: Cary Griffin, Bob Niemiec, Nancy Brooks Lane, Doug Crandell, Julie McComas, et al.

Duration: discrete individual events or long term focus for 6-12 months

The Leadership Mentoring Program six-tier approach will be presented in two three-day sessions and will be available to all approved ….. Provider Agencies. There will be an intensive technical assistance component available to four agencies that will be selected through a process whereby they propose a leadership and management project that will help them change to an adaptive employment first culture and thereby improving the employment outcomes for the people they support. Examples of projects might include:

- Improving communications and services to families and the individuals they support
- Developing multiple funding sources thru MOUs and partnerships
- Improving coordination between Vocational and Residential
- Building strong leadership and management practices within their organization that support individualized community based employment
- Working collaboratively with school districts, counties and vocational rehabilitation

*WISE Building your Leadership Presence

Trainers: Cesilee Coulson, WISE and Aimee Nelson, Trillium Employment Services

Duration: 4 – 6 hours

In Person Interactive and movement session: We will explore and share with you practices in embodied learning. We will work through the body to discover our typical actions and to begin to identify practices to build new actions that will open new opportunities for your personal and professional growth and development. In addition, we will work together to use our practices to further the mission of the organization that you represent. Our time together is short and important. This day will allow us to explore and connect to "Why" we do the work we do and to expand our understanding of ourselves in relation to others doing similar work.

You can expect to:

- Improve your ability to understand your environment

- Increase your awareness of yourself and others
- Increase your awareness about moods and feelings through the body
- Learn new daily practices for personal and professional growth
- Increase your ability to be relaxed and focused to enable you to act in a more decisive and grounded way
- To blend with the needs and concerns of others while maintaining what is important to you

Certification and Other Training Packages

Approved Certification Training Packages

Several training organizations group or package trainings into a series order to assist an agency to achieve ACRE, CESP, or APSE certification. These packages address multiple core competencies. Go back to identified Titles for full information on package components.

*GHA ACRE Certification – Creating Community Careers

Certification if for "Community Employment" rather than supported employment. Though the components are the same.   .Focus is on customized employment.   Certification components include: 1) Introduction to Community Employment, 2) Discovery and Functional Vocational Assessment, 3) Job Development, 4) Employment Negotiations, 5) Worksite Instructional Strategies, and 6) SSA Benefits and Work Incentives.

Duration: 40 hours for in person or online   In person schedule (5 day, 3day one week/2day another week, 3 shorter days/2 weeks formats available)

In Person Lecture/Discussion: Pre-test and post-test will be completed. Site hosts set up informational interviews (1-1.5 hours) and 10 individuals with disabilities (paid for their time) to assist (2 hours 1 day).

GHA CESP Certification   Core Competencies 1-12)

Certification: for Supported Employment same as above-: 1) Introduction to Community Employment, 2) Discovery and Functional Vocational Assessment, 3) Job Development, 4) Employment Negotiations, 5) Worksite Instructional Strategies, and 6) SSA Benefits and Work Incentives.

Duration:

In Person: 40 hours (5 day, 3day one week/2day another week, 3 shorter days/2 weeks formats available)

Online: 6 sessions, 12 weeks

In Person Lecture/Discussion: Pre-test and post-test will be completed. Site hosts set up informational interviews (1-1.5 hours) and 10 individuals with disabilities (paid for their time) to assist (2 hours 1 day). Online Webinar/Discussion: This course will have supplemental reading, progressive work applied assignments, and topical quizzes.

Highline Community College Employment Professional Certificate Program Core Competencies 1—9

Duration: 3 terms, 5 units per term, Meet each Friday

Series of In Person Lecture/Discussion/Hands on Practice: These classes prepare professionals for the APSE exam:

Foundations of Supported Employment

Essentials to Marketing and Job Development

Job Support and Retention

Field Practicum

This introductory practicum offers the student the opportunity to apply theoretical learning in selected human services settings under the direct supervision of qualified agency personnel; to be arranged through the Human Services coordinator.

ICI College of Employment Supports   Core Competencies 1-9

Duration: 28-35 minutes per lesson, 4-5 lessons per course, additional time for assignments and tests

Online: This is an integrated web based curriculum with self - directed courses

There are at present 12 lessons including:

- Strategies for Job Development-1
- Strategies for Job Development-2
- Principles of Career Development
- Foundations of Employment Services
- Business Perspectives, Performance Coaching and Support-1
- Performance Coaching and Support-2
- Using Work Incentives Toward Self-Sufficiency
- Funding, Mental Health
- Ticket to Work
- Networking
- Job Creation
- A lesson on Criminal History is expected to be added this year.

VCU Supported Employment Certificate Core Competencies 1-9

Trainers: Dr. Paul Wehman, Dr. Katherine Inge, Vicki Brooke M.Ed., Cary Griffin, Dr. Gary Bond, and Grant Revell M.Ed.

Duration: 36 hours (6 lessons, 6 hours each, 12 weeks)

Note: VCU also provides a Certificate for Mental Health

Online Audio Lectures/Discussion Groups: Groups will be asked to correspond with each other to discuss the session assignments. In addition, participants will have the opportunity to post comments on the course bulletin boards and ask questions of nationally known experts in supported employment. Each participant will receive a manual on supported employment.

- Session 1: Federal Policy and Historical Perspective
- Session 2: Customer Profile and Employment Selection
- Session 3: Organizational Marketing and Job Development
- Session 4: Job-Site Training
- Session 5: Long-Term Support, Session 6: Funding.

WISE Oregon Employment Leadership Network (OELN Series) APSE Certification Core Competencies 1-12

Duration: 8 days (4 workshops, 2 days each) with follow-up 2 hour web meeting

In Person and Online Combination: Core training with follow-up web meeting for participants to reconnect with

the instructors, ask questions, and gain support as they apply workshop content out in the field.

The workshops are:
- Introduction to Supported Employment, Discovery, and Person-Centered Employment Planning
- Job Development and Marketing
- Systematic Instruction and Follow Along
- SSA Benefits and Work Incentives.

All workshops will also include an organizational leadership component tailored to executives and program managers to assist with organizational implementation of the training topics. The series will prepare participants for the APSE Certified Employment Support Professional Exam.

Supplemental Training Packages

Additionally some agencies provide a series of trainings "packaged" to help group training opportunities that encompass several core competency areas. More extensive course descriptions may be available within each competency area or at the training organization website.

GHA Self Employment Training Package

This online package includes 5 coursers on the state approved listing including:

1) Introduction and Overview of Customized Self Employment SEE MARKETING, ETC.
2) Discovering Personal Genius for Self Employment SEE DISCOVERY
3) Business Feasibility Marketing and Sales SEE MARKETING, ETC.
4) Business Plan Development SEE MARKETING, ETC.
5) Business Financial Planning and Benefits Planning SEE JOB PREPARATION

GHA Leadership Mentoring Program SEE CORE COMPETENCY 11

Appendices:

Employment Service Activities, Strategies, Progress Measures and Staff Training

Black = In Person   Red = Online   Green = Both In Person and Online   ✓ = Approved Discovery   * = Supplemental (Not Approved)

Employment Service Activities	Tools and Strategies	Progress Measures	Training Resources
Intake **Values; roles and responsibilities, Federal laws, court cases, regulations related to supported employment** **(e.g. ADA, IDEA, Rehab Act, Olmstead case, Fair Labor Standards Act; terms and definitions, Customized Employment)** *Core Comp 1*	- Interview job seeker and others in their lives - Review Career Development Plan and rest of ISP/AP - Provide system overview including services & funding - Provide and explain agency handbook - With Service Coordinator or Personal Agent explain Employment First policy and your role, expectations for the services to be provided and expectations of the job candidate - Collect initial paperwork and documents/records/history/ information - Collect Social Security info - Provide documentation on rights and responsibilities - Collect releases of information - Identify present and potential resource connections (OVRS, SSA, etc.)	- Informed and knowledgeable job seeker - Informed and supportive family - Sufficient information gathered for decision making to determine next steps - Team understanding of roles and responsibilities - Make referral to OVRS or OCB, if appropriate	- HCC Foundations of Supported Employment - ICI - CES Foundations of Employment Services - ICI - CES Mental Health - MGA An overview of Customized Employment - OTAC Working It Out - *OTAC Basic Training for Residential Providers Supporting Customized Community Employment for People They Serve - OTAC Employment Focused Person Centered Training the Basics - *OTAC Employment Focused Person Centered Training Facilitation - VCU Disability Awareness HR Management - VCU Real Work For Real Pay Individuals with Autism Spectrum - VCU Supported Competitive Employment for Individuals with Mental Illness - VCU Supported Employment for Individuals with TBI - VCU Personal Assistance Services in the Workplace - *WISE - OELN Customer Rights and Informed Choice - WISE - OELN History of Supported Employment, Discovery and Employment Planning - WISE - OELN Services for Individuals who Experience DD - *WISE ASD and Employment

| Discovery

Discovery process, community-based assessment, Person-Centered employment planning (including goals, transferrable skills, support strategies), portfolio development, Job Seeker strengths, interests and talents.

Core Comp 2 | Identify job interests Interview the person, family, and recommended others Observe the individual in different community and home settings including familiar and unfamiliar venues Conduct activities that change the time/place/ people/environment/ supports to learn more about the job seeker in different ways, i.e. time-limited job experiences such as tours/job shadowing/ volunteer jobs/Trial Work Experiences Research current job market and employers and compare to current job seekers skills and preferences Conduct employer informational interviews | Weekly updates provided to Services Coordinator or Personal Agent A vocational profile that includes an employment goal that meets the job seeker's skills, talents and interests and fits a market need and a plan to achieve that goal Plan includes direction for job development, list of specific tasks the individual can perform competitively, goals methods and strategies, contributions and responsibilities of the job seeker and circle of supports members, and timelines Paper and/or electronic resume(s) created to market the Job seeker | ✓CSI - ACRE Certificate of Completion- Expanding Discovery and Exploration ✓GHA - OELN– Discovering Personal Genius GHA Discovering Personal Genius Functional Vocational Assessment *GHA Self-Guided Discovery MGA Development of Written Profile Document ✓MGA Customized Employment/Discovery/ Systematic Instruction ✓MGA Discovery MGA The written or Visual Profile Document ✓OTAC Person Centered Planning for Community Employment OTAC Employment Focused Person Centered Training the Basics *OTAC Employment Focused Person Centered Training Facilitation ✓OVRS Employment Opportunity Professionals II ✓TRN Career Development Using Discovery and Career Enhancement ✓VCU Supported Employment Web-based Certification ✓WISE - OELN History of Supported Employment, Discovery and Employment Planning *WISE Service Plans a Hands on Training |

		• Vocational Profile and resume(s) sent to Services Coordinator or Personal Agent • A list of employment sites in the community that may match the job seekers employment goal. • ~~An employment goal that meets the job seekers skills, talents and interests and fits a market need.~~ • ~~A plan that includes timelines, preferences, potential contributions of the job seeker, and responsibilities for the circle of supports members.~~ • Routine review of status/progress toward goals and objectives and update/re-evaluate needs	
Assessment	• Develop community-based assessment or volunteer site positions • Vocational intake	• An assessment report that describes: Current performance level	Note: While not solely focused on Assessment, Discovery Training Opportunities and some Intake courses listed above will cover skills necessary for Assessment

	• Conduct Person Centered Planning • Develop an employment plan • Develop assistive technology plan if needed • Develop and implement Trial Work Experiences (TWE) that give the job seeker a limited experience in a job to test out preferences, skills, and support needs	in a specific job environment; learning and performance characteristics; preferences; supports; work conditions and accommodations necessary. • Summary of information on potential needs in accessibility, technology and/or personal assistance in the workplace; • Behavioral challenges and strategies to reduce the likelihood of the behavior occurring; • Degree of supports anticipated; • Type and amount of negotiation anticipated.	• MGA Customized Plan for Employment
Job Preparation **Vocational Rehabilitation**	• Assess Transportation options, conduct travel training	• Resume/video/ portfolio is	• *GHA Business Financial Planning and Benefits Planning • *GHA Social Security Benefits

Service, partnerships with families and schools, intellectual/ developmental disability services and waiver programs, braided funding, system navigation, Work Source and One-Stops *Core Comp 9 and 10*	• Obtain legal to work documentation (ie. ID Card, Social Security Card, Passport, Work Visa) • Obtain Benefits Counseling • Assess ready to work skills (ie. Hygiene, workplace dress, etc) and coordinate teaching program with home site if needed • Teach and have job seeker practice interviewing skills • Complete referrals to appropriate agencies, organizations, or networks • Assist in obtaining required items (i.e. food handler's card, first aid card, assistive and information technology, etc.) • Portfolio/resume development • Gather needed information and complete employment applications • Consider social media sites (i.e.- LinkedIn)	developed or enhanced • Job seeker is using public transportation or has developed private transportation. • Job seeker has documentation that is legal to work • Job seeker informed about employment impact on benefits • Job seeker demonstrates understanding of ready to work skills • Job seeker has had practice in interviewing. • The job seeker has the information at hand to create a job application.	• ICI - CES Funding • ICI – CES Networking • MGA The Customized Plan for Employment • MGA Transition to Adult Employment • VCU Transition to Work for Individuals with Autism • WISE – OELN Collaborative Negotiations and Working Together Successfully • WISE –OELN Supported Employment Systems Collaborating Outcomes • WISE - OELN Social Security Benefits and Work Incentives • *WISE Best Practices in School to Work • *WISE Handheld Technology Supports in the Workplace and Community • *WISE You Have More Money (and other stuff) If You Work
Marketing, Job Development, Community-building and/or Self Employment **Employer leadership, job development**	• Develop marketing tools • Conduct labor market analysis • Research/target employers • Conduct tours of business of interest	• Specific goals for marketing and individualized job development are outlined in the individual's career path plan.	• GHA Introduction and Overview of Customized Employment • GHA Creating Community Careers Part 3: Customized Job Development • GHA Creating Community Careers Part 4 Internet based Negotiating for Customized Employment

(e.g. researching, approaching employers, using portfolios, job carving, negotiating hours and wages,) writing employment proposals, resources for employers (e.g., tax incentives, Work Source, Job Accommodation Network) Micro-boards, micro-enterprises, funding and other resources for building and marketing a business. *Core Comp 3, 4 & 12*	• Develop and present environmental analysis of targeted businesses • Develop and implement targeted employer presentations • Conduct informational interviews • Introduce and market the individual • Educate employers on benefits to employee/ business/outline expectations • Evaluate employment site and present proposal to employer • Negotiate with employer • Identify potential natural supports • Assist with interview or working interview • Customize the job by negotiating hours, tasks, wages, accommodations	• There are marketing tools (i.e. employment proposal) that are appropriate to the job seeker and the business. • Research has been completed for several companies that match the job seeker's skills and preferences. • A relationship has been developed within an appropriate business. • A workplace analysis defining employer needs has been completed. • An employment offer that meets the needs and preferences of the employer and the job seeker. • A satisfying job match that meets employee and employer needs and wants.	• *GHA Introduction and Overview of Customized Self Employment • *GHA Discovering Personal Genius for Self Employment • *GHA Business Feasibility Marketing and Sales • *GHA Business Plan Development • GHA Business Financial Planning and Benefits Planning • GHA Business Plan Development • *GHA Quick Launch: The 2 day Business Plan • HCC Essentials in Marketing and Job Development • ICI -CES Job Creation • ICI -CES Principles of Career Development • ICI -CES Strategies for Job Development-Part 1 • ICI -CES Strategies for Job Development-Part 2 • ICI Business Perspectives • MGA An overview of Customized Employment • MGA The Customized Planning Meeting: Developing the Employment Plan • MGA Development of a Representational Portfolio • MGA Job Development • OTAC Tools To Find The Right Job • TRN Career Development • TRN Marketing and Job Development • VCU Customized Employment • VCU Job Development • VCU Overview of Self Employment for Entrepreneurs with Disabilities • *VCU Employing People with Disabilities: A Business Perspective • WISE - OELN- Business Perspectives in Supported Employment • WISE – OLEN Job Development and Marketing • *WISE Employment for All: Creating Typical Employment in the Community • *WISE Job Development and Marketing • *WISE Building Relationships with Employers: Connecting with Businesses on the Business

			• * WISE Volunteering and Other Unpaid Work Experience: The Benefits and the Risks*
Initial Job Coaching **Task design and accommodations (e.g. job aids, assistive and information technology), task analysis, systematic instruction, fading, behavioral supports at work, structure and visual supports** **Core Comp 5 & 6**	• Setup transportation (bus training/Access) and coordinate schedule with job seeker and home site • Perform a Job Analysis/task analysis to learn about the tasks employee will be performing • Support the job seeker on the site in orientation/ training • Provide assistance employer/co-workers with Training/staff orientation • Provide safety/emergency info sheets to employer and safety protocol discussed with employee • Provide Job Coaching and training for the individual, co-workers, supervisors • Assess natural supports • Apply Benefits Analysis (contacting SSI) • Develop supports to maintain independence i.e. jigs, checklist, pictorial job map/description, reminder systems • Maintain continuous communication with the	• Public or private transportation is secured. • A job description is created that the new employee can be expected to perform. • Job stabilization has been reached and OVRS has a "successful" closure • A new employee who has been oriented to the job and has supports/ assistive-technology/ information/ structure to complete the job either with or without long term supports • An informed/ trained staff in the company can answer questions on the job for the new employee and knows who to contact for outside supports.	• GHA Creating Community Careers Part 5: Systematic Instruction • *GHA Systematic Instruction • ICI Performance Coaching and Support Part 1 • ICI Performance Coaching and Support Part 2 • MGA Systematic Instruction • TRN Presenting Quality Training • TRN Job Caching and Consulting • WISE - OELN Systematic Instruction and Follow Along • WISE – OELN Services for Individuals Who Experience DD Part 1 • *WISE Job Coaching Best Practices

	home site, employee, employer • Maintain continuous evaluation-modifying job-site tasks and supports as necessary • Develop natural supports • Develop fading plan • Identify stabilization • Develop follow-up support plan	• Co-worker(s) and/or supervisor assume a "natural support" relationship with the new employee. • A fading plan is in place with strategies for increasing natural supports and contacts. • A follow-up support plan is in place.	
On- Going Support for Retention - Maintaining Employment **Identifying and developing natural supports, teaching coworkers to train and support individuals, ongoing**	• Check in with manager and employee periodically or as needed • Provide additional job training for either the new employee or for the co-workers and supervisors • Conduct problem recognition/solving communication and/or work or life challenges • Advocate for higher wages, hours, increased responsibilities and	• Stable employment and /or advancement on a career path. • An employer feedback system that evaluates both the employee and the support system. • Solid communication loops and expectations with	• *GHA Business Financial Planning and Benefits Planning • *GHA Fast PASS • *GHA Social Security Benefits • HCC Job Support and Job Retention • ICI Using Work Incentives Toward Self Sufficiency • ICI CES Ticket To Work • ICI Networking • ICI Performance Coaching and Support Part 1 • TRN Job Coaching and Consulting

relationships with employers (e.g. communications, negotiating job enhancements) **Benefits planning, Social Security Work Incentives (e.g. PASS, IRWE), medical benefits (e.g., Employed Persons with Disabilities Program, Medicaid)** *Core Comp 7 & 8*	advanced career opportunities • Evaluate employment plan at least 2 x per year • Develop employer evaluation and use for feedback loops to program improvement • Modify job/add tasks-provide additional training support as necessary • Continue to build on the employer relationship • Maintain communication with home site • Assess use of Work Incentives such as PASS, IRWE • Assure that there is plan for regular reporting of income to SSA as required	employee, employer, home site and others are in place as needed.	• WISE - OELN Social Security Benefits and Work Incentives • *WISE You Have More Money (and other stuff) If when You Work

• Organizational change

*WISE Building your Leadership Presence
*GHA the Leadership Mentoring Program

OREGON EMPLOYMENT FIRST
APPROVED & SUPPLEMENTAL TRAINING COURSES

Black = In Person   Red = Online   Green = Both In Person & Online
* = Supplemental   ✓=Approved Discovery   (#) = Core Competency Number

The Consulting Services and Information Network

- ✓CSI-ACRE Certificate of Completion- Expanding Discovery and Exploration (2)

Griffin Hammis Associates

- GHA Creating Community Careers Part 5: Systematic Instruction (5)
- GHA Business Feasibility Marketing and Sales (12)
- GHA Business Financial Planning and Benefits Planning (9.12)
- GHA Business Plan Development (12)
- GHA Creating Community Careers Part 4 Internet based Negotiating for Customized Employment (3-4)
- GHA Creating Community Careers Part 3: Customized Job Development (3-4)
- GHA Discovering Personal Genius for Self Employment (12)
- ✓GHA Discovering Personal Genius Functional Vocational Assessment (2)
- GHA ESP Certification (1-12)
- GHA Introduction and Overview of Customized Employment (3, 4)
- GHA Introduction and Overview of Customized Self Employment (12)
- GHA - OELN– Discovering Personal Genius (in OELN Series) (2)
- *GHA Business Feasibility Marketing and Sales (12)
- *GHA Fast PASS (8 3-4)
- *GHA Introduction and Overview of Customized Employment (3, 4)
- *GHA Quick Launch: The 2 day Business Plan (12)
- *GHA Self-Guided Discovery (2)
- *GHA Self-Guided Discovery (2)
- *GHA Social Security Benefits (8)
- *GHA Systematic Instruction (5)
- *GHA The Leadership Mentoring Program and various courses derived from the program (11)

Highline Community College

- HCC Foundations of Supported Employment (1)
- HCC Essentials in Marketing and Job Development (3-4)
- HCC Job Support and Job Retention (5, 6, 7)

Institute Community Inclusion

- ICI - CES Foundations of Employment Services (1)
- ICI - CES Funding (8, 9)
- ICI - CES Job Creation (3, 4, 12)
- ICI - CES Mental Health (1)
- ICI - CES Networking (9, 8)
- ICI - CES Performance Coaching and Support Part 1 (5, 6,7)
- ICI - CES Performance Coaching and Support Part 2 (5, 6,7)
- ICI - CES Principles of Career Development (3-4)

x

- ICI - CES Strategies for Job Development- Part 1 (3-4)
- ICI - CES Strategies for Job Development- Part 2 (3-4)
- ICI - CES Ticket To Work (8-9)
- ICI Business Perspectives (3-4)
- ICI Using Work Incentives Toward Self Sufficiency (8-9)

Mark Gold and Associates

- MGA An overview of Customized Employment (1, 3 & 4)
- MGA Customized Employment/Discovery/Systematic Instruction (2)
- ✓MGA Discovery (2)
- MGA The Customized Planning Meeting: Developing the Employment Plan (3)
- MGA Transition to Adult Employment (10)
- MGA Systematic Instruction (5)
- MGA The written or Visual Profile Document (1-2)
- MGA Development of a Representational Portfolio (3-4)
- MGA Job Development (3-4)

Oregon Technical Assistance Corporation
- OTAC Effective Teaching and Training for People In Any Setting (5,6,7)
- ✓OTAC Person Centered Planning for Community Employment (2)
- OTAC Employment Focused Person Centered Plan- the Basics (1,2)
- *OTAC Person Centered Employment Plan Facilitation (1,2)
- OTAC Tools To Find The Right Job (3-4)
- OTAC Working It Out (1)
- *OTAC Basic Training for Residential Providers Supporting Customized Community Employment for People They Serve (1,)

Oregon Vocational Rehabilitation Services

- ✓OVRS Employment Opportunity Professionals II (2)

Training Resource Network

- TRN Presenting Quality Training (5)
- ✓TRN Career Development (2,3,4)
- TRN Job Coaching and Consulting (5,6,7)
- TRN Marketing and Job Development (3-4)

Virginia Commonwealth University Supported Employment Training

- VCU Customized Employment (3-4)
- VCU Disability Awareness HR Management (1)
- VCU Personal Assistance Services in the Workplace (1)
- VCU Job Development (3-4)

- VCU Overview of Self- Employment for Entrepreneurs with Disabilities (12)
- VCU Real Work For Real Pay Individuals with Autism Spectrum (1)
- VCU Supported Competitive Employment for Individuals with Mental Illness (1-9),
- VCU Supported Employment for Individuals with TBI (1)
- ✓VCU Supported Employment Web-Based Certification (1-9)
- VCU Transition to Work for Individuals with Autism (10)
- *VCU Employing People with Disabilities: A Business Perspective (3-4)

WISE Washington Initiative for Supported Employment
- WISE-OELN Basic Social Security and Medical Benefits (8)
- WISE-OELN Business Perspectives in Supported Employment (3)
- WISE-OELN Collaborative Negotiation and Working Together Successfully (9)
- WISE-OELN Customer Rights and Informed Choice (1)
- ✓WISE-OELN Intro/History of Supported Employment, Discovery, and Employment Planning(2)
- *WISE-OELN Services for Individuals Who Experience Development Disabilities 1 (1 5 6)
- *WISE-OELN Services for Individuals Who Experience Development Disabilities 2 (1)
- WISE - OELN Social Security Benefits and Work Incentives (8)
- WISE-OELN Supported Employment Systems Collaborating for Outcomes (9)
- *WISE ASD and Employment (1)
- *WISE Best Practices in School to Work (10)
- *WISE Building Relationships with Employers: Connecting with Businesses on the Business(3,4&12)
- *WISE Building your Leadership Presence(11)
- *WISE Employment for All: Creating Typical Employment in the Community (1)
- *WISE Handheld Technology Supports in the Workplace and Community (5)
- *WISE Job Coaching Best Practices (5, 6, 7)
- *WISE Job Development and Marketing (3-4)
- *WISE Service Plans –A Hands on Training9 (2)
- *WISE Volunteering and Other Unpaid Work Experience: The Benefits and the Risks (3-4)
- *WISE You Have More Money (and other stuff) If You Work (8, 9, 10)

DHS Oregon Department of Human Services

Developmental Disabilities Services

Policy Transmittal

 Lilia Teninty

Authorized Signature

Number: **APD-PT-14-029**

Issue Date: 9/12/2014

Topic: Developmental

Transmitting (*check the box that best applies*):

Policy/rule title:	Discovery Qualification		
Policy/rule number(s):	411-345	Release no:	
Effective date:	07-01-14	Expiration:	
References:			
Web Address:			

Amended Policy Transmittal. This transmittal supersedes other transmittals relating to Discovery Qualifications including the transmittal initially released on June 20, 2014. Amendments are in italics below.

TOPIC: Qualifications for Discovery Service Providers Effective July 1, 2014.

BACKGROUND: Implementation of Oregon's Department of Human Services (DHS) Employment First policy, Executive Order 13-04, and best practices, requires that employment services for individuals with intellectual and developmental disabilities (I/DD) are provided by people who are qualified and trained under competency-based training standards. As a step to meeting this requirement the DHS adopted Core Competencies and Training Standards for Supported Employment Professionals. The Core Competencies and Training Standards adopted on 1/1/14 can be viewed at:

http://www.oregon.gov/dhs/employment/employment-first/Documents/Core%20Competencies%20and%20Training%20Standards%20for%20%20%20Supported%20Employment%20Professionals.pdf
 f

Starting 7/1/14, DHS's Office of Developmental Disability Services (ODDS) will be offering a new employment service called "Discovery." Providers of this new service will be required to meet certain initial and ongoing qualifications established by the DHS/ODDS, as outlined in OAR 411-*345*. Additionally, *employment specialists who provide* Discovery must complete training as outlined in this transmittal prior to

January 1, 2015. Requirements apply to the *employment specialist or* supported employment professional directly providing the service whether that person is an individual, independent provider or staff of a certified/endorsed provider entity.

POLICY: After July 1, 2014, *all employment specialists who are independent providers* **must** *complete an ODDS approved training before providing the Discovery service. All other employment specialists who provide* Discovery services are strongly encouraged to complete an ODDS approved Discovery training prior to delivering the service.

All *employment specialists who provide* Discovery must complete an ODDS approved training by January 1, 2015.

The training should meet the following requirements:
- The training topic/curriculum should directly relate to conducting and documenting, through the use of developing a Discovery Profile, the Discovery process. While the titles of these trainings may vary, the content addresses the concept of discovery, person centered employment planning approaches, community-based assessments, and career exploration.
- Training may be obtained online or in person sessions. The supported employment professional delivering the direct services should be the recipient of the training.
- Training should be provided by an instructor/entity using a curriculum consistent with the core competencies and standards for Discovery established by DHS.

Approved instructors/entities include, but are not necessarily, limited to the following:
- Washington Initiative for Supported Employment (WiSE). This includes the training provided as part of the Oregon Employment Learning Network (OELN).
- Oregon Technical Assistance Corporation (OTAC).
- Cary Griffin or other associates of Griffin-Hammis Associates
- Michael Callahan or associates of Marc Gold and Associates
- Associates of the Training Resource Network (TRN).
- Training or courses by Highline Community College through its Employment Professional Certification program.
- Training or courses by Virginia Commonwealth University through its Supported Employment Web-Based Certificate Series.
- Training or courses by the Institute for Community Inclusion (ICI) at the University of Massachusetts – Boston, College of Employment Services.
- Any training that covers Discovery by a trainer with a curriculum endorsed by the Association of Community Rehabilitation Educators (ACRE).
- Individuals achieving certification by the following entities will be considered qualified as a provider for Discovery services:
  - ACRE Basic Employment or Professional Employment Certificate.
  - Association of Persons Supporting Employment first (APSE) Certified Employment Support Professional.

DHS believes that through recent efforts in Oregon such as the OELN and other state sponsored trainings and conferences there are a number of supported employment professionals that meet the qualifications

outlined in this transmittal. However, it is also recognized that providers have initiated or arranged training on their own that may meet the required standards. If you believe you have been qualified to conduct Discovery services through a means that is not apparent via this transmittal, you may contact ODDS to obtain verification of qualification.

SERVICE AUTHORIZATION: Effective July 1, 2014, Service Coordinators/Personal Agents *should*, as part of their standard practices, request verification of a selected *employment specialist's* training qualifications that are consistent with this transmittal when authorizing Discovery services in an individual's ISP. *Verification of an independent provider's professional's training, however, is required for authorization effective July 1, 2014.*

After January 1, 2015, verification of *an employment specialist's* training *for all provider types is* required for authorization.

FUTURE ACTIONS: The DHS is planning additional trainings and actions to expand capacity of qualified providers for Discovery. These opportunities will be announced in separate communications. It is anticipated the qualifications outlined in this transmittal will be expanded in the subsequent months as the DHS continues to implement competency-based standards for the provision of employment services. These additional requirements will also be announced in separate communications.

ODDS is currently working on completing a list of provider organizations who have staff which have met the qualifications and participated in trainings regarding Discovery.

Upon completion of these trainings, please contact ODDS to be added to this list.

If you have any questions about this policy, contact:

Contact(s):	Allison Enriquez		
Phone:	(503) 569-1710	Fax:	
E-mail:	allison.enriquez@state.or.us		

DHS Oregon Department of Human Services

Developmental Disabilities Services

Action Request Transmittal

Lilia Teninty
Authorized signature

Number: APD-AR-15-004
Issue date: 1/30/2015

Topic: Developmental Disabilities

Due date:

Subject: Training and Credentialing Requirements for Employment Service Providers

Applies to *(check all that apply)*:

☐ All DHS employees	☐ County Mental Health Directors
☐ Area Agencies on Aging	☐ Health Services
☐ Aging and People with Disabilities	☒ Office of Developmental Disabilities Services(ODDS)
☐ Self Sufficiency Programs	
☒ County DD Program Managers	☐ ODDS Children's Intensive In Home Services
☐ ODDS Children's Residential Services	☐ Stabilization and Crisis Unit (SACU)
☐ Child Welfare Programs	☒ Other *(please specify)*: Brokerage Directors, Employment Provider Agencies

Reason for Action:

This transmittal is in response to numerous inquiries for clarification of what trainings will satisfy the training and credentialing requirements outlined in the final 411-345 Employment Rule, including those pertaining to Discovery. This transmittal also explains specific credentialing requirements for employment professionals.

Several nationally recognized organizations offer various coursework to introduce and reaffirm evidence based best practices for the support of individuals seeking employment. For ease of reference, the Office of Developmental Disability Services (ODDS) has researched and compiled several known courses offered by nationally recognized authorities in the field of employment services and reviewed for which Core Competencies and Training Standards may be satisfied with various coursework.

Please note: these courses are a guideline and are not necessarily an exclusive list of trainings that would meet the criteria for initial and continuing education requirements for all employment professionals.

1

Background:

Implementation of Oregon's Department of Human Services (hereinafter referred to as 'DHS' or the 'Department') Employment First policy, Executive Order 13-04, OAR 411-345, and evidence based best practices, requires that employment services for individuals with intellectual and developmental disabilities (I/DD) are provided by people who are credentialed and trained under competency-based training standards. As a step to meeting this requirement the DHS adopted Core Competencies and Training Standards for Supported Employment Professionals. The Core Competencies and Training Standards adopted on 1/1/14 are enclosed for reference.

Action Required:

New ODDS Training Requirements:
Oregon's Office of Developmental Disability Services has incorporated additional training and credentialing requirements for providers of ODDS and Medicaid-funded employment services. The training requirements are outlined under Oregon Administrative Rule 411-345-0030, regulating ODDS and Medicaid-funded employment services, and are as follows:

• All new employment professionals (employment specialists) entering the supported employment workforce in Oregon on or after January 1, 2015, are required to complete a minimum of one Department-approved competency-based employment training within 90 days of providing the employment service. Employment professionals include all employees of provider organizations, personal support workers (employees or independent contractors), and independent contractors who provide any ODDS-funded employment service.

• Effective January 1, 2015, every employment professional, regardless of the date he or she is hired, must demonstrate the Core Competencies and Training Standards within one year of employment in order to provide ODDS funded employment services, and annually thereafter. The Department recognizes that capability is demonstrated in a number of ways. At a minimum, this must be demonstrated by successfully completing a credentialing program as described below, successful completion of training courses incorporating the Core Competencies and Training Standards, and/or an annual Department approved competency-based employment continuing education training.

Information regarding competency-based training courses that will satisfy initial and ongoing training requirements is available on the Provider Tools page of Oregon.gov. http://www.oregon.gov/dhs/spd/Documents/Department%20Approved%20Training%20Courses.pdf

Additional ODDS Qualification Requirements for Employment
Professionals providing Discovery:

- As outlined under policy transmittal APD-PT-14-029, as of January 1, 2015, all
Employment Professionals (Employment Specialists) who provide Discovery must
complete a Department-approved training prior to providing Discovery services.
Approved Discovery training is listed in the "Department Approved Training Courses"
added to the Provider Tools page of Oregon.gov.
- As of July 1, 2015, Discovery providers must be a qualified Vocational
Rehabilitation Vendor for Job Development and/or Job Placement services.

New Credentialing Requirements:

Effective July 1, 2016, agency service providers and independent contractors must
have a minimum of one employee who has the Department-approved credentialing
pursuant to OAR 411-345-0030. This may include the Association of Community
Rehabilitation Educators' (ACRE) Basic or Professional Certificates, a current
Association of People Supporting Employment First's (APSE) Certified Employment
Support Professional (CESP) Certification, or a Department approved substantial
equivalent.

The Department expects that any employment professional will maintain records to furnish
verification of training and/or credentialing requirements met upon request from any
source. The Department is currently reviewing options to upload certificates of
completion to a shared database for ease of data maintenance and review.

Core Competencies and Training Standards Supported Employment Professionals
Introduction to Supported Employment
1 — Values; roles and responsibilities, Federal laws, court cases, regulations related to supported employment (e.g ADA, IDEA, Rehab Act, Olmstead case, Fair Labor Standards Act; terms and definitions, Customized Employment) ▪ All people having the right to work and being entitled to equal access to employment in the general workforce • Zero exclusion • Disability etiquette • People First Language • Full inclusion in the general workforce • Self-determination and empowerment • Rapid engagement in the employment process • Providing services outside institutional and workshop settings • Impact of employment services history on current practice • Limitations of traditional vocational evaluation for job seekers with significant disabilities • Legislation and regulations related to employment

Discovery and Career Planning

2   Discovery process, community-based assessment, Person-Centered employment planning (including goals, transferrable skills, support strategies), portfolio development
Job seeker strengths, interests and talents

- Interviews with job seeker and others familiar with his/her abilities and work history
- Impact of job seeker's demographic cultural and social background
- Reviewing job seeker's records and collecting pertinent employment information
- Job seeker in his/her current daily routines and environments
- Non-work needs that may impact successful employment (e.g. transportation, counseling, food assistance, financial, housing)
- Job seeker's preferred style of learning, skills, talents and modes of communication
- Integration of relevant employment information into a vocational profile that reflect job seeker's interests goals and aspirations
- Involvement of job seeker in the employment process as a collaborative effort that includes paid and non-paid supports
- Motivational interviewing techniques

Marketing and Job Development

3   Community-building (e.g., community mapping, networking), employer leadership, job development (e.g. researching, approaching employers, using portfolios, job carving, negotiating hours and wages), writing employment proposals, resources for employers (e.g., tax incentives, Work Source, Job Accommodation Network)

- Informational interviews
- Gathering and analyzing labor trend information
- Identifying patterns in job markets
- Maintaining updated information on businesses, type of jobs available and locations of jobs within the community
- Developing and communicating effective marketing and messaging tools for employment
- Positioning the agency as an employment service
- Targeting message to specific audience
- Using language and images that highlight abilities and interests of job seekers
- Developing job seeker portfolios
- Mentoring job seekers during the job search process
- Incentives to businesses when hiring job seekers with disabilities (e.g. tax credits on-the-job training diversity goals)
- Rights and responsibilities related to disclosure of disability
- Counseling job seeker on disability disclosure

Workplace and Job Analysis

4   Finding potential work tasks, general info about workplace, analyzing specific jobs
- Workplace culture and climate awareness and sensitivity
- Strategies for contacting and communicating with employers
- Employment proposals based on business and job seekers' preferences
- Responding to employer concerns about job seekers' abilities and interests
- Responding to employer concerns about job seekers' disabilities
- Developing and implementing job analysis
- Strategies for job matching
- Community-based situational assessment
- Paid work trials and job tryouts
- Job shadowing

Job Coaching: Task Design and Training

Task design and accommodations (e.g. job aids, assistive and information technology), task analysis, systematic instruction, fading

- Gathering clear job expectations from employers
- Preparing and coordinating for the first day on job
- Ensuring typical employer provided orientation
- Ensuring introduction of employee to co-workers
- Helping employee meet employer expectations regarding workplace culture
- Identifying employer's training process and supplementing if needed
- Reinforcement procedures including naturally occurring reinforcement and natural cues
- Baseline assessment from a task analysis
- Use of data collection to monitor progress
- Training schedule and instructional procedures
- Recognizing and adapting supports to individual learning styles and needs
- Adapting and recommending accommodations to facilitate job performance
- Promoting the use of universal design principles
- Collaborating with employee, employer, co-workers and support team to develop and implement a plan and strategies for fading supports

Job Coaching: Support Strategies

6 Behavioral supports at work, structure and visual supports
- Employee attending typical training program
- Positive/negative behavior and intervention supports

Job Coaching: Natural Supports

7 Identifying and developing natural supports, teaching coworkers to train and support individuals, ongoing relationships with employers
(e.g. communications, negotiating job enhancements)
- Communicating with job seeker/employee and his/her natural and paid supports
- Family support
- Housing/residential staff cooperation
- Facilitating co-worker relationships and workplace connections
- Collaboration with employees, employers and family members to ensure successful employment

Managing Benefits

8 Benefits planning, Social Security Work Incentives (e.g. PASS, IRWE), medical benefits (e.g., Employed Persons with Disabilities Program, Medicaid)

- Benefit analysis for job seeker
- Strategies to reduce or eliminate entitlement benefits
- Volunteering
- Impact of earned income on entitlements
- Scope and limitation of funding sources for ongoing support
- Access to community resources and supports (e.g. transportation, counseling, food assistance, financial, housing)
- Impact on benefits/entitlements as earned income changes and ongoing access to benefits counseling (e.g., Community Work Incentive Coordinators)
- Support employees for job and/or career advancement

Systems, Partners and Resources for Employment

Vocational Rehabilitation Service, partnerships with families and schools, intellectual/ developmental disability services and waiver programs, braided funding, system navigation, Work Source and One-Stops
- Funding sources for employment services
- Referrals to appropriate agencies organizations and networks based on career plans
- Transportation to work

Transition from School to Work

10 Work experience, navigating systems (VR, DD, Schools), and best practices in transition
- Practices unique to school-to-work

Organizational Change

11 Wide range of topics (e.g. planning to move from facility-based services to community employment, supporting staff in dispersed community locations, enlisting board support, board training, managing dual programs, organizational systems (Customer retention management and outcome data), evolving roles and responsibilities.

Self-employment

12 Micro-boards, micro-enterprises, funding and other resources for building and marketing a business.
- Self-employment resources for job seekers

Field/stakeholder review: ☒ Yes   ☐ No

If yes, reviewed by: CDDPs, Brokerages, Provider Organization

If you have any questions about this action request, contact:

Contact(s):	Stephanie Roncal		
Phone:	503-945-5759	**Fax:**	503-373-7274
Email:	Stephanie.roncal@state.or.us		