**Core Competency Training Contingency Form**

This form should only be used by Office of Developmental Disability (ODDS) Employment Professionals or those enrolling to become Employment Professionals, who cannot access the Core Competency trainings because the learning management system (LMS) for the Oregon Department of Human Services (ODHS) is temporarily unavailable due to a technical problem or other issue. Currently the LMS for ODHS is Workday Learning (WDL) and before WDL, the LMS was iLearn. This form is part of an overall contingency plan for when required trainings become temporarily unavailable.

This form is only valid and necessary until the LMS and Core Competency trainings come back online, and the trainings can be completed in the LMS as required. The Core Competency trainings must be completed within 60 days after the date the technical issues with the LMS were resolved.

To use this form, please read the Worker’s Guide about contingency training options when the LMS is unavailable. The contingency plan requires that a PDF version of the Core Competency trainings are carefully read and that this form must be completed that self-certifies the Employment Professional read the material. The link for the training PDFs is: <LINK>

Once this material is read and the form is completed, the form should be kept with your employment records or provider records and made available during a QA or licensing review. This form can be used by all ODDS Employment Professionals, including staff of Medicaid Providers with an employment endorsement, Independent Contractors and PSW Job Coaches.

IMPORTANT: This form is only suitable for those entities providing ODDS employment services. Please read the Worker’s Guide for training contingency plans of other ODDS programs.

| **Core Competency Training and Essential Elements** | **Date that Training PDF was Reviewed** | **I Read the Material (please provide your initials)** |
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| **1 - Introduction to Supported Employment**: 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). |  |  |
| **2 - Discovery and Career Planning**Discovery process, community‐based assessment, Person‐Centered employment planning (including goals, transferrable skills, support strategies), portfolio development. |  |  |
| **3 - Marketing and Job Development**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). |  |  |
| **4 -** **Workplace and Job Analysis**Finding potential work tasks, general info about workplace, analyzing specific jobs. |  |  |
| **5 -** **Job Coaching: Task Design and Training**Task design and accommodations (e.g. job aids, assistive and information technology), task analysis, systematic instruction, fading. |  |  |
| **6 - Job Coaching: Support Strategies**Behavioral supports at work, structure and visual supports. |  |  |
| **7 - Job Coaching: Natural Supports**Identifying and developing natural supports, teaching coworkers to train and support individuals, ongoing relationships with employers (e.g. communications, negotiating job enhancements). |  |  |
| **8 - Managing Benefits**Benefits planning, Social Security Work Incentives (e.g. PASS, IRWE), medical benefits (e.g., Employed Persons with Disabilities Program, Medicaid). |  |  |
| **9 - 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. |  |  |
| **10 -** **Transition from School to Work**Work experience, navigating systems (VR, DD, Schools), and best practices in transition. |  |  |
| **11 - Organizational Change**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. |  |  |
| **12 -** **Self‐employment**Micro‐boards, micro‐enterprises, funding and other resources for building and marketing a business. |  | **`** |

I, , certify that I have read the Core Competency trainings listed and verified above. I also understand that I must complete these trainings online within 60 days of the learning management system being back online.

Employment Professional’s Signature:

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