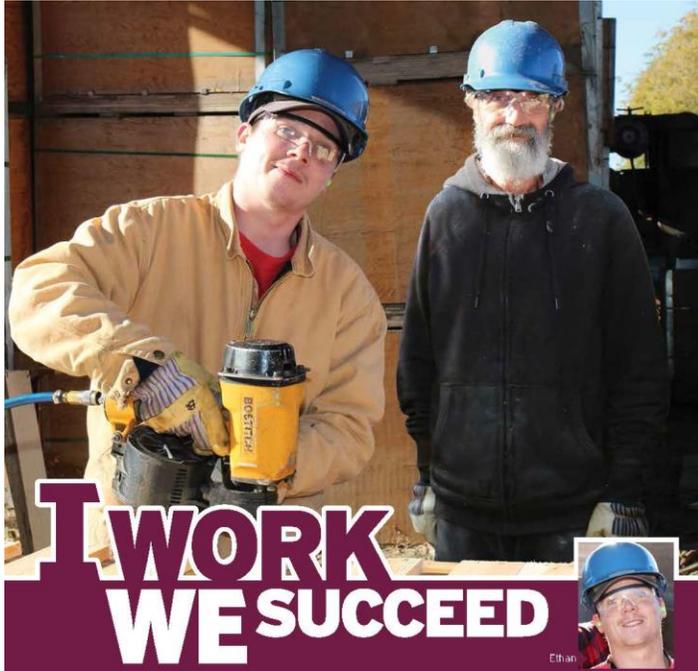


Writing a Robust CDP



“Ethan is one of the most dependable workers we’ve got here.”

- Tom, supervisor, Blue Mountain Lumber Products, Pendleton, Oregon

Promoting community jobs for people with intellectual and developmental disabilities

IWorkWeSucceed.org



Read more about Ethan's success story:



Measurable outcomes and best practices in helping to write a CDP

SC/PA Case Management Conference 2019

Nathan Deeks, Erica Drake and Melanie Hartwig, ODDS Regional Employment Specialists



Mission

The goal is for all Oregonians with intellectual and developmental disabilities to have the opportunity for integrated employment at competitive wages.

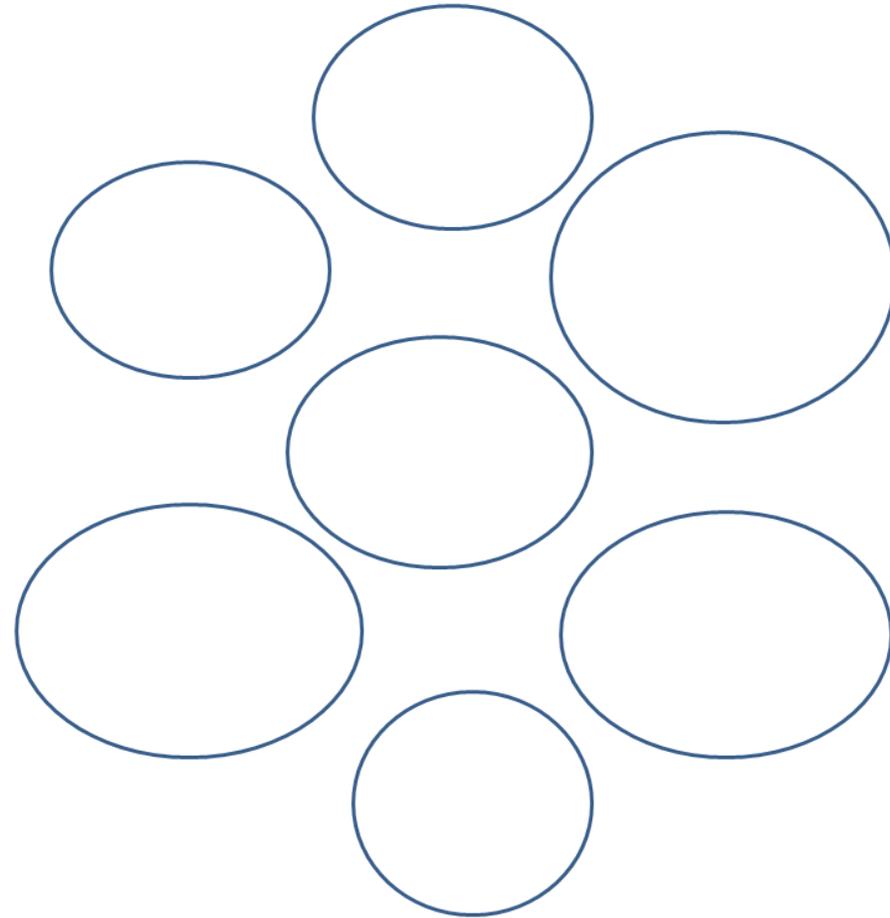
The CDP form as part of the ISP

- The Career Development Plan (CDP) is a detachable section focusing on the employment goals and needs of the individual at the beginning of the Oregon ISP document. Other documents and processes including the list below are relevant to informing a robust CDP:
 - Person Centered Information (PCI) education and employment section
 - Action Planning
 - Preplanning employment team roles and questions, ISP agenda- circle agenda as example
 - Short v. Long term goals
 - Simply receiving a service is not a goal, how will you measure the individualized parts of what happens when the person is receiving the service?
 - All employment services must at least explore integrated individualized integrated employment (workers guide for more info)
 - Everyone that requests an employment services must have a CDP

Creating a Career Development Plan



Agenda Mapping



Sample Questions- Preparing for meeting

“We could go in a number of directions here and I wonder what makes sense to you. You have mentioned _____ and also the possibility of _____. I would also like to talk a bit about _____, but you may have something that concerns you more. What would you like to discuss in relation to your employment goals today?”

- “I wonder if we could just step back for a few minutes here and consider what’s most important to focus on. I’ve started making a little list of things in my head that you have raised as concerns, and I want to check that list with you. Then we can talk about where you think we might start on the list, and I may have some ideas about that, too. Would that be OK?”
- “You were referred here to talk about your (job search), and it sounds like you have quite a few other concerns that feel like higher priorities to you. You talked about wanting _____. You are also concerned about _____ and it is causing conflict for you. I mentioned that there are also some standard questions that I will need to ask you before we finish today. Where do you think we should start?”
- “Here are some topics we might want to talk about for a few minutes. They are all things that can be related to _____. I wonder if there is one of these you would like to talk about as an area where you are concerned or would like to improve, or perhaps there is another topic you would rather discuss in the time we have?”

Expenditure Guidelines and the CDP

ODDS Expenditure Guidelines include definitions and rates for all allowable services in an ISP and are located here:

<http://www.dhs.state.or.us/spd/tools/dd/cm/ODDS-Expenditure-Guidelines.pdf>

Detailed knowledge of employment services can help you explain them to others in the planning process and aid in authoring goals tailored to the individual.

More information is available in session #16 at 1:15-2:15 pm in the Construction and Engineering room

Writing the CDP- what is the person's desired outcome?

- Desired outcomes should be as specific as possible so supporters will know what is important to the person and what is expected of them in their role.
 - A specific Desired Outcome should tell us:
 - What the person will be working toward
 - What the person wants to accomplish
 - What the person will do, learn, try, or achieve
- Try to be as specific as possible, but when the person and the team aren't sure, start with what you know and update the desired outcome as new things are learned and the person discovers what they want.
- It is important that the desired outcome includes information about where and when it will happen and who will help.

Continued...

- When a desired outcome has been achieved, we will be able to see the change. Some sort of transformation will have taken place in the person's life that others will be able to observe
- Using action verbs when writing desired outcomes will help describe what will take place to create that transformation; we should be able to see the transformation because of the action that was taken. You can use action verbs like to meet, to take, to visit, to play, and to make, in order to describe action.
- In order to be successful in achieving desired outcomes, it is important to monitor and record progress so we know when things are working or not working. Think about how and where progress will be recorded.

Planning for the chosen service

Supported Employment Services For Individuals Experiencing Intellectual and Developmental Disabilities (I/DD)



"I would like a job in the community, what services are available?"



JOB DEVELOPMENT

A Job Developer visits with potential employers, helps with the application and interview, and identifies or creates positions in the workplace.



JOB COACHING

A Job Coach can support a person who is learning the new tasks of a job, and transitioning to a new environment. It might also include support to advance towards career goals.



Small Group Supported Employment

Small Group Supported Employment Services support a person to develop skills to achieve an individual job in the community.



Discovery

A person-centered planning process to find a job that matches a person's interests and strengths.



Employment Path Services

A time-limited service that supports a person to gain work experience and develop skills.

Employment Path

- The expected outcome of Employment Path Services is sustained paid employment and work experience leading to further career development and individual integrated employment in the general. Employment path also includes individualized benefits counseling as outlined below.
- Employment Path Services include:
 - Training general or non-job-task-specific skills that can be used in an individual integrated job.
 - Services to improve an individual's employability in the general workforce through learning and work experiences.
 - A time limited service as defined by the individual's ISP.
 - Producing services or goods may be incidental to this service, but the primary purpose must be support to develop general skills that can be transferred to individual integrated employment.
- Benefits Counseling is an Employment Path Service

Employment Path: a flexible service!
same goal but two different ways to reach a desired
outcome.



Erica and Melanie both want to utilize EPC.....

- Erica is interested in working in the beauty industry and would like to explore different careers options in her hometown: It is important to Erica to make social connections and meet new people, therefore she is working on personal space and not interrupting people while they are speaking

Erica will meet with her provider ABC agency two times a week at their site on main street and will choose two of the volunteer activities that she thinks can help her with waiting her turn to speak during conversations.

Erica will attend one of the informal interview activities that ABC provider offers that give her opportunity to ask local business about different skills that are needed for that particular business.

Erica will discuss with her sister and her provider two things she enjoyed while attending EPC and two things she would like to do again.

Continued...

- Melanie wants a job helping a hairstylists shampoo and blow dry customers hair, it is important to Melanie that she makes other people feel pampered and important.
 - Melanie and her provider will research three different hair salons near her house that are of interest to Melanie
 - Melanie and her provider will visit at least two of the shops and inquire about doing a job shadow or work experience
 - Melanie and her brother will work on creating a portfolio with pictures of the skills that Melanie is best at: organizing towels in the closet and bringing coffee and tea to customers
 - Melanie will meet with her employment team after her job shadow and or work experience within two weeks and discuss what worked and didn't work, they will then revise her CDP for next steps to gaining the job she would like to explore more.

Employment Path- Things to Consider

- How is the person going to explore types of work he or she is interested in, or whether to pursue employment in the general workforce?
- What type of community work experiences will the person participate in to make an informed choice about the type of work he or she is interested in? (Internships, job shadowing, informational interviews, job development, VR referral, etc.)
- Does the person need benefits counseling?
- Does the person need peer counseling/mentoring?
- Has the person identified a provider or other supports that may be needed for support to obtain a job in the general workforce?
- What is the estimated timeframe for each of these things, and when does the sheltered work setting anticipate it will close?
- Is there anything else the person needs to make an informed decision about pursuing employment?

Employment Path- Things to Consider

Example from Powtoons video



Small Group Employment

- Can also called “enclave” or “crew”
- The expected outcome of Small Group Supported Employment is sustained paid employment and work experience leading to further career development and individual integrated employment in the general workforce for which an individual is compensated at or above the minimum wage.
- Small Group Supported Employment includes services and training activities in regular business, industry and community settings for groups of two (2) to eight (8) individuals. This service must be provided in a manner that promotes integration into the work place and interaction with people without disabilities in those work places.

Small Group- Measurable Outcomes

- Small Group employment is an integrated employment service, but it is not individualized. As support from staff and others in the group is a component part of this service, it is not defined as individualized integrated employment and will not be eligible for placement into by VR.
- SC/PA should continue to help write measurable outcomes for this service in the interest of the individual growing their employment skills and experience, but small group should not be considered full individualized integrated employment, with the individual fully responsible for their status as an employee.

Small Group- Measurable Outcomes

- John would like to learn how to use the mower, string trimmer and edger this year while working on Ability INCs landscaping crew. Progress on using these three machines will be reported on by Ability INC by the end of the summer to develop an updated plan for winter landscaping and to discuss his long term plan of working for a golf course, preferably near his house.
 - a. Addresses specific machines/skills
 - b. Creates some sort of motion/next steps
 - c. Big picture- why is this person utilizing small group?

Small Group- Measurable Outcomes

- Roxy wants to explore janitorial work through working with DISC. She previously cleaned lunch tables at their Sheltered Workshop and would like to try out new tasks to earn a paycheck, but “no toilets”. DISC will support Roxy in learning new janitorial tasks, working effectively with other people on the crew and identifying and asking for help when she needs it. By the end of this plan year, Roxy and her employment team will meet to review skills in the above areas and if Roxy likes the work. At the end of that meeting, Roxy and her team will decide if a VR referral, additional skill building on the crew or another employment service would be most appropriate.

Small Group- Measurable Outcomes

- a. With not a lot of work history, it's ok to use this service as exploratory, but it shouldn't be "receiving the service is the goal".
- b. Likes/dislikes
- c. Small Group can be a great place to learn/practice soft skills, but how do we document/measure them?
- d. Motion- what's next? How do we avoid making this a "forever goal"?

Small Group- Things to Consider

- How is the service integrated? What are the opportunities for natural supports, opportunities or advancement as a result of this service?
- What are the short and long term goals related to this service for the individual? What will the role of VR or other I/DD employment services be?
- What does the individual like or not like about small group work as a service? Possible to duplicate, reduce or expand it in an individualized setting with the assistance of a dedicated Job Coach?

Discovery

- Discovery is a service an individual may use when he or she has determined that he or she wants to actively pursue a job in an individual integrated employment setting within the coming year but the individual or job developer may require further information to determine the career or work environment in which the individual would be most successful. Discovery is intended to be a precursor to inform and effectively utilize VR Job Development, although Discovery is not a prerequisite to VR Job Development.

Discovery CDP

Career Development Plan (CDP)

[Print CDP section](#)

Oregon is an “Employment First” state: Oregon believes with the right supports, everyone can work and there is a job for everyone. Everyone has the right to work in the community. See the [“Employment Discussion Guide”](#) for ideas about the employment conversation, which must occur at least annually.

Employment services are not tests people have to pass but resources people can choose. **To receive an employment service, a person must have a goal of at least exploring competitive integrated employment, also known as individual, integrated employment.**

Choose one:

- Transition age Working-age adults No career development plan

- **Transition age:** Use this option for those who are still in school under IDEA and are 14–22 years old. This section may be completed for those younger than age 14 who are in transition planning.
- **Working-age adults:** Use this option for people who have exited school services. Typically, working age adults are at least 18 years old, although those as young as 16 may fall under this category.
- **No career development plan:** Use this option for youth under age 14 who do not want a Career Development Plan or for people who are at least 60 years old or who will be 60 this ISP year who do not want to use ODDS employment services and do not want a Career Development Plan.

Working-age adults

If Sue has exited school, complete this section instead of the “Transition planning” section.

Highest education level completed to date: High school - modified or alternate certificate

Status with VR: Currently receiving VR services Wants a referral to VR Other/not applicable

Notes: Susan would like Discovery before working on Job Development.

Describe Sue’s current employment status and what she wants to do now by selecting A or B:

Remember to incorporate information from this page when developing desired employment outcomes.

A. Currently working in competitive, integrated employment and/or small group employment:

B. Currently not working in competitive, integrated employment or small group employment and chooses to (*check all that apply*):

Get competitive, integrated employment for 20 hours per week

Person receiving services: Susan Smith

Plan effective dates: 04/03/2017 - 03/30/2018

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Discovery- Measurable Outcomes

Desired employment outcomes

| Desired employment outcome: Sue would like to learn about different jobs in her community. She will work with a Discovery Provider who will provide 1:1, person centered exploration of her preferences, interests, needs and strengths while working in her community. She will have no less than 6 community job exploration opportunities while receiving Discovery Services. | | | | |
|---|-----------------------------|---|---|--|
| What supports this outcome? Employment Services | | | | |
| Employment services: Discovery | | | | |
| Key step/goal | Who is responsible? | Timelines | Where to record progress | Additional implementation strategies expected? |
| 1 Sue will be given information by her SC about Discovery and providers in her area, so that she can choose provider with help from her SC. | SC | 2 weeks | progress notes | |
| 2 Sue will choose an Discovery provider. | SC and Sue | 1 month | progress notes | |
| 3 Sue will work with the Discovery Provider to explore talents, interest, needs and strengths. She will receive 1:1 job exploration, through job sampling, shadowing, informational interviewing and any other type of exploration service the Discovery Provider employs. A) A referral will be requested from VR 1 month into the Discovery. | Sue, SC, Discovery Provider | Discovery is a 90 Day process. When finished a Discovery Profile is completed and shared with the person the SC and VR. | Progress notes, Discovery Profile in file and shared with VR. | |

Discovery- Things to Consider

- Discovery is a service for people who know they want to work but are not sure what they want to do or what they may do well
- It is never used as a tool to prove someone cannot work
- It is a person centered, individualized 1:1 service provided by a Certified Employment Professional who has completed an ODDS approved training to provide Discovery
- It can not be delivered to someone as part of an Employment Path Group, Small Group or as a portion of job development. It is a stand alone service.
- It is a time limited outcome based service

Discovery- Things to Consider

Discovery is currently being upgraded and will have a universal form for the Discovery Profile

- Please join Session 59 Thursday June 20th at 10:45 am for: **All About Discovery** with Acacia McGuire Anderson, Julie Huber and Brad Collins. This session will provide information about the Discovery Pilot and new Discovery Procedures
- Discovery is not a required service before a VR Referral
- A well done Discovery can make Job Development with VR much more efficient and successful.
- For information on current policies and procedures go to the Employment First Web Site, choose I/DD Employment Policy in the left hand menu and scroll down to the Discovery section. A link is included in the Reference and Resource section of this Power Point Presentation

Job Coaching

- The expected outcome of Job Coaching is sustained paid employment, at or above the minimum wage, and in an integrated setting in the general workforce, in a job that meets personal and career goals.
- Job Coaching includes initial, ongoing, or maintenance support to:
 - Maintain and advance in an individualized job in a competitive integrated employment setting in the general workforce for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals without disabilities; or
 - Job Coaching does not include support in a volunteer position.
 - As written in 411-345-0025(10)(a)(A)(i), personal care or attendant care provided as an incidental part of job coaching is considered a component part of the employment service.

Job Coaching- Measurable Outcomes

Action Plan

Person Receiving Services: Paul Kiel Action Plan for: ABC Employment Services Date: 11/15/16

| Desired Outcome: Paul has the skills to complete his job and the time to learn new skills to be able to get a promotion in the next year. | | | | | |
|---|-----------------------------|---------------------------------|---|------------------------|--|
| Measurable steps that will be taken to reach the desired outcome | Where will it happen | Who is responsible | How often or date due | Where to record | Notes |
| A: Paul develops a good communication system with his supervisor, so his supervisor can understand his needs on the job. | At work | Paul and job coach | 2x a week for the initial month on the job | Job Tracking Form | Document the types of communication tried and what worked/didn't work |
| B: Paul reviews the types of jobs he can move up into at his new company. | At work | Paul and Employment Coordinator | Begin after 3 months on the job, review weekly * | Job Information Form | * Review until Paul feels confident in <u>a few</u> options that he will pursue |
| C: Paul reviews possible promotion options with his supervisor. | At work | Paul and Employment Coordinator | Begin once Paul choose options** then 2 times with supervisor | Job Information Form | ** this will be about April 2017 |
| D: Paul talks with his supervisor about his future vacation to Paris, and how much time he can take off for this trip. | At work | Paul (with his mom's support) | Before April 2017 | Vacation request form | Paul said he'd give Emp. Coord. or job coach a copy of his request once approve by his supervisor. |

Job Coaching- Things to Consider

What does the person like about their job and do they want to gain more skills in that area?

What are the hours the person is working, do they want to request more hours?

Are there other duties that the person may want to learn?

Does the person want to look for a second job?

Job Coaching- Things to Consider

Questions about employment policy

Thursday June 20th 9:00 a.m. – 10:30 a.m.

Employment Updates : Alumni 115 A & B

The goal of this session will be to understand new employment policies and tools. Topics to include: job retention policy, job coaching without VR form, how to respond when an individual gets a job prior to being connected to VR, benefits counseling services and service availability, understanding of new tools like Road2Work.

Collaborative Work and the CDP

- Measurable outcomes can have a huge positive effect on communication with providers that are developing and use action plans.
- Others are writing measurable outcomes as part of their planning process as well (IEP, IPE, previous action plans). Don't reinvent the wheel! Save yourself, the individual and their supports valuable meeting and face to face planning time by being familiar with the work that others have done. Discuss building off of that work to develop better goals together.
- Build from successes and challenges over the plan year. What's next? Every effort should be made to avoid identical or "renewed" goals from year to year.
- Celebrate milestones and achievements, build on them!
- Even if you're not an "employment expert", You can still work with others to develop measurable outcomes. You can still find out what the person really wants from employment, even if you're not a job developer or discovery provider.
- What's working? Not working? Team discussion! More than once a year!
- Use SMART to develop quality goals (See links to tools and references on the reference page of this presentation).

Referral and Release

- Information and links available on the ODDS Supported Employment policy page at:

<https://www.oregon.gov/DHS/EMPLOYMENT/EMPLOYMENT-FIRST/Pages/policy.aspx>



CDP Reference and Resources

Oregon ISP website

- <https://oregonisp.org/instructions/>

ODDS Supported Employment policy page

- <https://www.oregon.gov/DHS/EMPLOYMENT/EMPLOYMENT-FIRST/Pages/policy.aspx>

20-hour policy transmittal

- <https://www.dhs.state.or.us/policy/spd/transmit/im/2016/im16044.pdf>

Questions?

Please let us know how we can help!

Training and technical assistance are available through your ODDS regional employment specialists, TNFs and VR I/DD counselors can help answer questions about services in their agencies and how we can all work best together.

Thank You!

ODDS Regional Employment Specialists

| | | |
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| Supported Employment Website | https://www.oregon.gov/DHS/SENIORS-DISABILITIES/DD/Pages/Supported-Employment.aspx | |
| Employment First Website | https://www.oregon.gov/DHS/EMPLOYMENT/EMPLOYMENT-FIRST/Pages/index.aspx | |