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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):

- | | |
|--|--|
| <input type="checkbox"/> All DHS employees | <input type="checkbox"/> County Mental Health Directors |
| <input type="checkbox"/> Area Agencies on Aging | <input type="checkbox"/> Health Services |
| <input type="checkbox"/> Aging and People with Disabilities | <input checked="" type="checkbox"/> Office of Developmental Disabilities Services(ODDS) |
| <input type="checkbox"/> Self Sufficiency Programs | <input type="checkbox"/> ODDS Children's Intensive In Home Services |
| <input checked="" type="checkbox"/> County DD Program Managers | <input type="checkbox"/> Stabilization and Crisis Unit (SACU) |
| <input type="checkbox"/> ODDS Children's Residential Services | <input checked="" type="checkbox"/> Other (<i>please specify</i>): Brokerage Directors, Employment Provider Agencies |
| <input type="checkbox"/> Child Welfare Programs | |

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.

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 [Employment Service Provider Resources page](#).

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

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| 1 | <p>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)</p> <ul style="list-style-type: none">• 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

- 5 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

- 9 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 for 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:

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