

<b>Topic:</b>	Employment Services IV.a. Career Development Planning Guide
<b>Date Issued/Updated:</b>	01/01/2024

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## OVERVIEW:

### 1. The Career Development Plan (CDP)

- A. The CDP's purpose
- B. Its Components

### 2. People Who Must Have a CDP:

- A. Youth who are at least 14 and are still in school under IDEA<sup>1</sup>
- B. Adults (people who have exited IDEA services) must have a **CDP or a Decision not to Even Explore Employment (DNE)**<sup>2</sup>
- C. Anyone who:
  - Requests/uses an ODDS Employment Service
  - Has Competitive Integrated Employment (CIE) as defined in [OAR 411-345](#)<sup>3</sup>
  - Is seeking or exploring CIE (even if they are not using/requesting an ODDS employment service)
  - Is investing their time to increase their employability (for example: volunteering, attending a community college, a trade school, etc.)

### 3. Responsibilities:

#### A. Service Coordinators/Personal Agents (SC/PAs)

- Ensuring that the person understands as much as possible about what CIE is.

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<sup>1</sup> Individual with Disabilities Education Act. It is a federal special education law that governs special education services.

<sup>2</sup> This is the only group that is eligible for a DNE.

<sup>3</sup> Please see the [ODDS Worker's Guide on CIE](#) and the CIE Checklist under "Competitive Integrated Employment" on the [Employment Policy Page](#).

- Creating at least one CIE outcome for each ODDS employment service.
- Monitoring provider Action Plans/Implementation Strategies.<sup>4</sup>
- Sharing the CDP with the employment provider.
- Completing Change Forms as required.
- Making referrals to Employment Providers, VR, etc.

B. [Employment Providers: Refers to PSWs<sup>5</sup> and employment service agencies](#)

- Creating an Action Plan for each ODDS employment service outcome
  - Following it and adjusting it to reflect the person's changing needs. Create it as a fading plan – supporting the person to be increasingly independent.
  - Ensuring the SC/PA has the current Action Plan.
  - Training staff on the Individual Support Plan (ISP) protocols, and Employment Action Plans.
- Creating and maintaining Progress Notes.

C. [The person's other ODDS providers](#)

- Supporting the person to succeed at work. Includes things like:
  - Scheduling appointments outside of the person's work hours.
  - Preparing meals, snacks to eat at work.
  - Making sure the person has clean clothes for work.

## 4. [Frequently Asked Questions](#)

## 5. Appendices:

- [A: Why is Employment First?](#)
- [B: Employment is Everyone's Job](#)
- [C: Employment Outcomes](#)
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- [E: Employment Services](#)
- [F: Sharing Information in a Timely Manner](#)
- [G. Supporting People Who Have Communication Challenges](#)

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<sup>4</sup> We will use the term "Action Plans" instead of "Implementation Strategies" in this guide.

<sup>5</sup> PSWs can provide job coaching.

# The Career Development Plan & Its Components

As the expert on their life, the person drives the CDP process. Each outcome should be thought of as the person's desired result.

In Oregon, employment is everyone's job. No paid supporter should ever view employment as "someone else's responsibility." (See [Appendix B](#)) It is in the person's best interest when everyone collaborates. The person chooses who participates in the planning process. Perspectives from different people often strengthen the CDP.

## **The CDP's purpose is to:**

1. Support people to understand what Competitive Integrated Employment (CIE) is ([OAR 411-345](#)) – including discussing jobs that the person enjoyed or those that frustrated them. ([Employment Discussion Guide](#))
2. Support people to develop their employment outcomes (desired results).
3. Ensure that the person's team knows what the person wants to accomplish.
4. Be the blueprint to achieve employment-related outcomes (desired results). This includes updating outcomes based on the person's progress. The CDP and the supporting documents such as the Action Plan must keep up with the person.
5. Keep the person's team focused on supporting the person achieve their outcomes. The person's team includes paid and natural supports. For example, a residential provider plays a key role in supporting the person to succeed at work – helping the person to wake up on time, bathing/showering, having any needed supports such as a packed lunch. Similarly, a person who has a behavior specialist will need strategies to help them succeed at work.

## **CDP Components:**

Collaboration and self-determination are the cornerstones of the CDP. To this end, the CDP components build on one another. The One Page Profile and the PCI contain valuable information from the person and others they have chosen to contribute. This information forms the foundation of CDP. Both documents result from robust discussions. While the PCI may have the perspective of other people, the person's perspective is the most important. <sup>6</sup>

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<sup>6</sup> The CDP section of the ISP corresponds with the PCI. The PCI and the One Page Profile are an element of ODDS Employment Quality Assurance survey for SC/PAs.

1. **The One Page Profile:** Typically, the profile gives a broad picture of what is important to/for the person. While this is especially helpful for new staff, it can also serve as a good support for staff who currently serve the person.
2. **The entire PCI:** The person and their team must review the entire PCI for the purpose of understanding and documenting either potential opportunities to support the person’s employment-related goals and/or obstacles to address.<sup>7</sup>

Employment success depends not only on employment providers; it also depends on other supports such as education, residential, behavioral, and occupational and physical therapy.

3. **The CDP Section of the ISP:** This includes identifying any barriers as well as potential solutions. The SC/PA updates this with important developments – for example, when a possible solution has been tried and has not worked – or the best scenario – when the problem is solved.

For example, Sam’s residential provider shares that every morning, Sam has to take a pill to ensure that he does not retain water. The effects of this pill last until approximately 10 AM. Knowing this, the employment provider would not provide employment path services in the morning.

4. **Desired Employment Outcomes:** An outcome is the desired result. It communicates what the person wants their life to look like as a result of the service. The SC/PA is responsible for developing at least one CIE outcome for each requested ODDS employment service. Outcomes must be related to exploring, attaining, maintaining and/or advancing in CIE.

**Example:** Tim is not sure if he wants a community job. He was frustrated with his most recent job. It was difficult for him to do. He wants to explore community jobs that would interest him and that he would enjoy. He will use Employment Path Community for this.

**Not an Outcome:** Tim will explore employment opportunities.

**An Outcome:** Tim will know about three types of community jobs that are tailored to his interests and skills because he has had at least three work-related experiences at community employers (not at ODDS providers or case management entities).

5. **Action Plan<sup>8</sup>:** For each employment outcome that they are responsible for, the provider must develop at least one Action Plan. The Action Plan serves as

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<sup>7</sup> For more information on sharing the PCI and other documents, see #5 under [SC/PA Responsibilities](#)

<sup>8</sup> As noted previously in this guide for brevity’s sake, we are using the term “Action Plan” in this guidance instead of “Implementation Strategy.”

the game plan for supporting the person to achieve their desired outcome. To ensure that the SC/PA can carry out their monitoring responsibilities, the provider must ensure that the SC/PA has the current version of the Action Plan.

The provider must draft Action Plans and share them with the ISP team at least one week in advance of the ISP meeting. Action Plans must include measurable goals to support an individual to achieve the outcomes outlined in their CDP.

The provider has 60 days after starting services to update the person's Action Plan. The provider updates the plan based on the ISP discussion as well as the person's progress. The provider shares the updated Action Plan with the person and the SC/PA within 60 days of services starting for the ISP year.<sup>9</sup>

## People Who Must Have a CDP

The CDP is a person's plan for achieving their employment-related outcomes. An outcome is a result. Each employment service that the person requests/receives must have at least one outcome. Each outcome must support what they want to achieve. Each outcome must be related to exploring, getting, keeping and/or advancing in CIE.

The person and SC/PA develop the CDP during the annual planning process. This is done before the SC/PA authorizes employment services. If a person requests employment services mid-plan, the SC/PA must complete the CDP no later than 45 days from the date of the person's request for a service.

A person of any age may use the CDP process. Everyone between 14 and 60<sup>10</sup> must have a CDP or DNE as part of their annual ISP. People who are younger than 14, who are 60 or older, or who will be 60 in their ISP year may complete a CDP if they choose, but do not have to. If a person is over the age of 60 and is employed or uses employment services, they must have a CDP.

### **A CDP must be Completed by Anyone who:**

- Requests/uses an ODDS Employment Service.
- Has Competitive Integrated Employment (CIE).

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<sup>9</sup> The provider must update the action plan based on updates to ISP, Service Agreement, and/or CDP. 411-345-0145(3)(a) and (b) [entry] and 411-345-0160(6)(c) and (8)(a) and (b) [annual ISP].

<sup>10</sup> Students in school under IDEA are not eligible for a DNE. (Regardless of their decision about working).

- Is seeking or exploring CIE (even if they are not using/requesting an ODDS employment service).
- Is investing their time to increase their employability (for example: volunteering, attending a community college, a trade school, etc.).

## **Youth 14 and older and who are in School Under IDEA**

A PA/SC should encourage families and youth to begin planning for employment success before their transition from high school.

- If the student does not want to explore employment at this time, a DNE **does not need** to be completed.
- If a youth is still in school under IDEA, select “Transition Age.” This also applies to students who are 21- 22 and still in high school.
- The SC/PA must do a full CDP at least one year prior to exit from school; or within one year of an unexpected exit from school.
- The team must coordinate employment planning efforts with other supports that include, but are not limited to school, Vocational Rehabilitation (VR) and natural supports. Waiver funding may not supplant resources available through VR or the schools.
- The SC/PA must complete a full CDP when the student:
  - Expresses an interest in work or does want to work now; or
  - Wants to maintain and advance in current job; or
  - Is receiving employment supports from sources other than ODDS (for example, school, natural supports, the Career Center, etc.)

## **Working Age Adults: People 21-60 or Youth Who Have Exited School**

Since the person is no longer in school under IDEA, complete the “Working Age Adults” Section. A CDP or DNE must be completed. People who are eligible for waiver or K-Plan services, and who receive a Medicaid funded service, shall use the CDP or DNE processes regardless of whether they choose waiver-funded employment services.

People who are not eligible for waiver services or receive case management only or State Plan Personal Care only, may use either the Annual Plan or the components of the CDP to plan their non-ODDS funded employment supports. It

is critical to have a conversation about employment with persons who are of working age, despite service plan type, so that at least annually a person can make an informed decision.

## Responsibilities

### **Service Coordinators/Personal Agents (SC/PAs)**

In Oregon, an Employment First state, employment is everyone's job. Employment success depends upon everyone who is a paid or natural support – including people who support the person at home.

It is critical that everyone understands their roles in supporting the person in matters such as being to work on time, adhering to the employer's dress code, scheduling recreational activities so they do not conflict with the person's work schedule, etc.

To accomplish this, the person's other supporters (such as residential, behavior supports, etc.) must be aware of the person's employment-related goals and structure their services to support these goals.

Working with the person and their ISP Team, the SC/PA is responsible for:

1. Ensuring that the person understands as much as possible about what CIE is and what its benefits are as well as the drawbacks of not working such as poverty and isolation.  
Resources for discussing CIE include and The Oregon Self-Advocacy Coalition's ["A Personal Guide to Community Employment."](#)
2. Communicating that it is appropriate at every age to discuss CIE. CIE does not occur in Small Group Employment or Employment Path.
3. Helping people to understand that ODDS employment services must support a person to explore, get, maintain, or advance in CIE.
4. Ensuring that the person and their team understand there are no pre-requisites to exploring, getting, maintaining, or advancing in CIE. No one can require a person to access an ODDS service. For example, a VR Counselor cannot require a person to participate in Discovery as a condition of accessing VR services.
5. Share the ISP, PCI and One Page Profile with the provider in a timely manner. The SC/PA must ensure the provider has the relevant content from an individual's ISP prior to the start of services. For additional details, see [OAR 411-415-0080](#).

If the person does not want to share their entire CDP, the SC/PA may send only the relevant parts to the employment provider. However, when ODDS requests the CDP/DNE, the entire ISP must be sent to ODDS. For more information on sharing information, see [Appendix F](#). This [checklist](#) provides a list of the documentation that is required at the start of services.

Usually, the most efficient way for this to happen is for the SC/PA to send this information to the provider. Without this information, it is much more difficult for the provider to tailor services to the person.

6. At least annually, having a discussion with people working in CIE about career advancement, gaining more skills or getting a different job or an additional job. Discuss how many hours the person wants to work per week. Have a similar discussion with people who are not working in CIE. <sup>11</sup> In Oregon, the standard for planning is 20 hours a week. The person determines how many hours a week they want to work. See The [Employment Discussion Guide](#) and the [Worker's Guide: Planning for Employment Services to Maximize Hours](#).
7. Creating at least one CIE outcome for each ODDS employment service.
8. Completing Change Forms. These forms document that the change is a result of a discussion that has the person at the center. In relation to employment services, some examples of times when an SC/PA would complete Change Forms include but are not limited to:
  - Adding or Removing Services
  - Changing/Updating the Risk Identification Tool
  - Changing from a DNE to a CDP (or vice versa)
  - Changing providers
  - Changing outcomes
  - Changing a protocol that is used in employment services

Please note, that the SC/PA does not need to complete a Change Form when there is a change to the PCI or One Page Profile or when the provider updates the Action Plan. Providers must be notified of changes that affect the services they are expected to deliver.

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<sup>11</sup> In Oregon, the standard guidance for planning is to work 20 hours a week. The person determines how many hours a week they want to work. If a person has a goal to increase his or her hours, the SC/PA documents the goal in the CDP along with strategies to reach the goal. If a person does not have a goal to increase his or her hours, document the discussion in the PCI and/or progress notes.

9. Helping the person and their ISP Team understand employment provider options and select providers that are qualified to help the person achieve their outcomes.

For each service selected, the person will select a provider. It is fine to select the service before a provider is chosen. A CDP often spurs people to consider things for the first time. After a provider is chosen, the SC/PA updates the CDP.

The ODDS website has information about providers – including the number of people supported in CIE. This website also has information about provider capacity. It may help to review the ODDS employment data before selecting employment providers.

10. Ensuring all required components of a CDP are created and implemented. A person's CDP and necessary support documents must follow the person through the employment process. For example, if a person applies to VR, the CDP will help to shape their VR Individual Plan for Employment (IPE).
11. Monitoring Action Plans throughout the year. Action Plans must show progress. In the event that progress is not being made, the ISP team must evaluate why progress is not being made. This includes discussing the training method, the strength of the Action Plan, and the skill of the staff in delivering the service. Based on these discussions, the CDP and corresponding documents such as action plans must be created/updated within a reasonable amount of time.
12. When a person is receiving facility-based employment path services, visit each setting at least twice per plan year, while the person is present, to verify and document the progress in achieving the person's employment outcomes. Visits must occur no less than once every six months. [OAR 411-415-0080](#).
13. Coordinating with other systems/supports:  
**VR/School:** Ensuring coordination with other systems such as VR or school. When a person needs a referral to VR, the SC/PA is expected to make the referral. In the CDP, the SC/PA must document date by which they will make the referral to VR.

The SC/PA should also be part of the team that coordinates and plans employment services with the VR counselor. Relevant activities and planning that have occurred or that will occur through school and/or VR or providers must

inform and be incorporated as appropriate into the CDP. This will assist the person to build on, rather than duplicate, past planning efforts.

**Other Supports:** The SC/PA must document the completed referral and/or coordination with other entities in progress notes upon completion. Ensuring that the person's other supporters (paid and natural) are knowledgeable of the person's employment-related goals and their roles and responsibilities in delivering paid and/or natural supports that maximize the person's employment success. This must be done with the person's consent.

Examples of paid and natural supports include but are not limited to residential; occupational and/or behavior therapy; communication; transportation; and family/friends. Employment is everyone's responsibility. For example, a person may need their residential provider to assist them with work attire, snacks or meals needed during work, etc.

## Provider Responsibilities

Providers are responsible for delivering each employment service in the most logical, person-centered way for the person to achieve their desired outcome (result). Providers accomplish this by:

1. Developing an Action Plan for each employment outcome. As the person makes progress, the provider updates the Action Plan to build on what the person has learned. Please note, we are using the term "Action Plan" in this guidance instead of "Implementation Strategy." See [Appendix D](#) for more information.
2. A provider must train the employment specialist on the person's CDP – including, Action Plans, Service Agreements, Job Descriptions and supporting documents. (OAR 411-345-0160)
3. Creating progress notes that document the services/support provided as well as how the provider is supporting the person to realize their outcome. Progress notes contribute to the refinement of the Action Plan.

## Action Plans

The provider must give the Action Plan to the SC/PA within 60 calendar days of providing the service. ([OAR 411-345](#)) So the SC/PA can carry out their monitoring responsibilities, the provider must ensure that the SC/PA has the current version of the Action Plan. When the provider updates/revises the Action Plan, they need to send the updated version to the SC/PA and the person as

soon as possible. It is critical that the person is involved in developing and updating their Action Plans.

The Action Plan becomes part of the CDP as well as the Service Agreement or Job Description. While Action Plans do not have to be lengthy, they need to provide sufficient detail so that a new staff could seamlessly support the person.

The following example is about job coaching. The ironic mantra of an experienced job coach is, “the less I am needed, the more the person has succeeded.” New employees – from the janitor to the CEO – need support when they begin. Generally, their need for support decreases a little bit every day. An Action Plan plays a central role in achieving this. A person’s support needs on their first day are going to be different than their support needs after three months on the job.

## Progress Notes

A provider must create progress notes for each employment service they provide. ([OAR 411-345](#)) Progress Notes are critical in documenting the implementation of the Action Plan. Providers must make progress notes available upon request.

Progress notes record what worked for the person and what did not work. For this reason, it is best practice to keep organized notes. For example, keeping notes in one document as opposed to a separate document for each day. [Appendix D](#) has more information on how progress notes and Action Plans support the person.

Organized notes promote opportunities to observe patterns and refine supports based on what the person and the staff have learned. For example, a job coach uses the information in their progress notes as a basis for refining the Action Plan.

Progress notes:

1. Document that the provider delivered the service in a manner to support the person to achieve their desired outcome (s) for that service.
2. Document what the provider did. While this does not need to in minute detail, a note serves the person by providing enough detail that even a third party (for example, a new job coach) can understand:
  - a. How to support the person at work – i.e., what does the job coach need to do?
  - b. What works/doesn’t work for the person and/or the employer, co-workers.

3. Capture what worked and what didn't work. This can provide insights that are the basis for refining the Action Plan.
4. Support a staff who may be new to working with the person – for example, when the usual staff person is absent or has left their job.
5. At a minimum, a progress note must include all of the following information regarding the service rendered (see OAR 411-345-0085 for more detail):
  - a. Date and time the service was delivered.
  - b. Information regarding progress towards achieving the intended employment goal for which the employment service was utilized, including progress towards outcomes and milestones outlined in the CDP and the Action Plan.
  - c. At least every six months, documentation of the number of hours the supported individual works, the wages and level of benefits, as well as any opportunities presented to the individual for increased work hours.
  - d. Any discussion about work hours and related goals.

## **The Person's Other ODDS Providers**

Support from other ODDS providers often play a pivotal role in helping a person to reach their desired employment outcomes. Examples of such support include but are not limited to helping the person to be prepared for work by having clean clothes, waking up in time to get ready for work, and, as much as possible ensuring that other activities are scheduled to not conflict with the person's work schedule.

### Frequently Asked Questions:

**1. If a high school student does not want to work, does a DNE need to be done?**

Because the student is choosing to avail themselves of resources available to them through IDEA, do not complete a DNE.

**2. If a person only uses natural employment supports, is a CDP needed?**

Yes. Even when a person only uses natural supports to be successfully employed or pursue employment, it is important that the CDP be done. The

CDP documents the supports the person needs to secure, maintain, and advance in employment. It is particularly critical when the person's paid and/or natural supporters change and/or are no longer available.

**3. Can a person of retirement age use an ODDS Employment Service if they do not have a goal of at least exploring Competitive Integrated Employment?**

No, everyone who uses an ODDS employment service must have a goal of at least exploring Competitive Integrated Employment. Day Service Activities may be an option for a person who chooses to have a DNE.

A person who has a DNE may change their mind about working at any time during their ISP year. However, just like anyone else, a person may want to retire after years of working. Typically, retirement is the result of thoughtful planning that begins while the person is still working. The ISP/CDP must be reflective of this type of planning when someone is in this circumstance.

**4. May a SC/PA use standardized employment outcomes?**

No, the CDP is a person-centered plan that must be tailored to the person's interests, skills, and short and long-term goals.

**5. What must employment path outcomes do?**

They must demonstrate how they will support a person to achieve their goals related to obtaining or exploring Competitive Integrated Employment. Outcomes must be specific, measurable, achievable, relatable, and time limited.

Please remember that per OAR 411-345: Employment path services that occur at a provider site, provider business or facility must be used in combination with a service component that is in a non-disability specific setting in the general community and away from the provider site. Services cannot occur in a sheltered work setting.

**6. Can anyone ever require someone to get an ODDS service as a condition of accessing other ODDS or VR services?**

No. In these instances, contact the ODDS Regional Employment Specialist as soon as possible. They can support the team to understand the role of

ODDS services. This will help to ensure that the person does not lose momentum in pursuing their employment goals. No one service can be a prerequisite to access other employment services.

### **7. In order to have a CDP, does a person have to intend to get a job?**

No, if the person just wants to explore working, they need a CDP.

**Applicability:** Service Coordinators and Personal Agents will use this policy in the creation and monitoring of CDPs. Employment providers and others who support people served by ODDS will use it in the development and delivery of services tailored to supporting the person to achieve their outcomes.

**Resources:** [The ODDS Employment First Policy Page](#); [Employment Service Videos & Fact Sheets for People and Families](#); [Employment Success Stories](#); [Family Testimonials](#); [Listing of Local Employment First Teams](#); [Employment First Training Calendar](#); [Review/Compare Provider Employment Data](#)

**Form(s) that Apply:** ISP, PCI, and One-Page Profile

**Contacts:** Name: Julie Huber; Email: [julie.l.huber@odhs.oregon.gov](mailto:julie.l.huber@odhs.oregon.gov) or the [ODDS Regional Employment Specialists](#)

## Appendix A: Why is Employment First?

### **A Historical Perspective**

Choice has been the exception and not the rule for people with disabilities – especially for people with I/DD.<sup>12</sup>

“Training” has been used to justify limiting the choices people have. For example, until people were “trained,” they could not:

- Leave Fairview
- Have a community job
- Make everyday choices like where to live; what to eat
- See family/friends when they wanted

Oregon codified its employment First policy in 2013, under which employment of individuals with developmental disabilities in fully integrated work settings is the highest priority over unemployment, segregated employment, facility-based employment or day habilitation. See ORS 427.007(1)(b).

## Appendix B: Employment is Everyone’s Job

Successful employment depends on numerous factors outside of the job. For example:

- Scheduling social activities outside of work hours
- Getting up on time
- Work-appropriate clothing and hygiene (showering, bathing, etc.)
- Having a packed lunch, snacks

Being prepared starts at home. In Oregon, everyone is responsible for supporting the people they serve to succeed in their employment goals.

To accomplish this, the job coach must ensure that other supporters (such as supporters at home) know the person’s work schedule, etc.

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- <sup>12</sup> For example, many people who lived at the Fairview Training Center were forced to be sterilized before the state would allow them to be released from Fairview. This happened as recently as the 1980s. Many survivors are still alive.

## Appendix C: Employment Outcomes

When creating outcomes, provide as much detail as possible about what the person wants to accomplish. **Every ODDS employment service must have at least one Desired Employment Outcome.** This will be critical when the person decides how time in their selected service (s) will be invested to help them to reach their goal.

Remember, Small Group Employment and Employment Path Services are time-limited services, so it is crucial that the person's time is invested wisely.

A service is not an outcome – an employment service is time a person has chosen to use to reach an outcome. Remember, services are resources people can use – not tests they have to pass. For example, if someone had an outcome of being ten minutes early for appointments, they do not have to achieve that outcome before pursuing employment.

The person does not have to receive any employment services before deciding that they want to work. If they want to work, they may proceed directly to VR for job development (help finding a job) or may decide to find a job on their own (without paid assistance through ODDS or VR to find the job.)

## Appendix D: Action Plans & Progress Notes

A solid Action Plan supports both the person as well as the staff delivering the service. Characteristics of a good Action Plan include, but are not limited to:

- Developed with the person to help them realize their outcome for that service. An outcome is a result.
- Designed as a fading plan. Imagine you are learning to fly a plane. While you start with an instructor, your goal is to fly solo.
- Provides enough detail to train a new staff to support the person.
- Is constantly changing to reflect the person's progress – including trying new strategies when needed.

Progress notes not only document the implementation of the Action Plan, but they also document the plan's effectiveness – including the need to refine the plan.

For example, George works in a corporate conference center. Due his balance problem, George has difficulty going down two stairs in the center. A couple of times, he nearly fell. After that, he would hold on to the job coach's hands as he went down the stairs. However, one day he held the handrail with both hands and went down the stairs sideways and he was extremely steady.

The job coach would document this discovery in the progress notes. The coach would also note this in the Action Plan so a new job coach would know that George does not need any assistance with these stairs. Not only does this practice help George go down the stairs safely, but it also increases his independence.

It is in the best interest of the person to keep progress notes in an organized format. For example, progress notes that are kept in one document allow staff and the SC/PA to see patterns. This practice makes it easier for the provider and the SC/PA to be more responsive in addressing the person's challenges and opportunities. Conversely, if a person receives a service for 180 days and the provider keeps each day's notes in a separate document, observing patterns will take much more time.

## [Appendix E: Employment Services](#)

Employment First in Oregon means that everyone is “ready” to work – no one has to achieve all or even part of their outcomes in a service before deciding that they want to immediately pursue CIE.

To use an ODDS employment service, including path services, a person must have outcomes related to CIE.

The person must have at least one outcome related to CIE for each ODDS employment service. Each outcome must support the person to realize their goals in exploring, pursuing, getting, maintaining or advancing in CIE.

Below is a brief description of each service, for detailed and complete information on each service visit the [ODDS Employment Policy Page](#).

**Discovery/Career Exploration:** To be eligible for Discovery, a person must want to get CIE immediately. To determine if Discovery is a good use of a person's time, the SC/PA must complete the Pre-Discovery Referral process before being able to authorize the service.

**Employment Path Services:** Like all ODDS Employment Services, Employment Path Services are tools people can choose to avail themselves of – not tests they have to pass before pursuing CIE and/or Small Group Employment.

Employment Path services are time limited. People and families need to be aware of this and use this time well so that it does not surprise the person or the people who support them. There are two types of Employment Path Services: Community and Facility.

**Employment Path Community:** Must be designed to provide opportunities to explore interests in CIE through activities such as: job shadows, work experiences, volunteering, business tours, and informational interviews. The number of opportunities should be based on a person's level of comfort but should steadily increase in number throughout the ISP year.

This service can also be used to support people to partake in community resources that will help them learn new skills – such as apprenticeship, volunteering (not at a provider site), attending classes at the local Career Center.

**Employment Path Community Solo:** Employment Path is for support to participate in individualized community work experiences (e.g., support to participate in community work experiences, internships, job shadowing, informational interviews, resume building, etc.).

The service must be 1:1 "Solo" and not in a group (one supported individual in the setting and one support staff). Employment Path "Solo" Services may not occur at a provider site or provider business. The 1:1 Employment Path "Solo" Service is limited to 25 hours per week for a combination of Employment Services.

Employment Path "Solo" must be face to face and not remote.

***Employment Path Facility (e.g., instruction/courses at a provider site.***

***Cannot be sheltered work):*** To participate in this time-limited service, the person ***must*** have employment-related goals. Additionally, anyone who is using this service must also be actively engaged in an ODDS employment service that is provided in the community.

Per OAR 411-345, Employment Path services that occur at a provider site or facility must be used in combination with a service component that is in a non-disability specific setting in the general community and away from the provider site.

This service is focused on supporting people to realize their CIE goals. To that end, any service that is delivered in a facility should be replicable in the community. If the service is not replicable in the community, it is probably of little value in supporting the person to realize their employment outcomes.

Outcomes must be specific and measurable. An outcome is a desired result. The provider must create and implement an Action Plan for each outcome.

**Job Coaching:** The mantra of a successful job coach is “the less I am needed the more I have succeeded.” Research shows that the constant presence of a job coach has a negative impact on a person’s ability to be as independent, productive and included as possible.<sup>13</sup>

The Desired Outcome for Job Coaching is always to make the person as independent as possible. To achieve this, the job coach should design the Action Plan as a fading plan. The plan identifies, implements and modifies supports to promote independence. As the person becomes increasingly independent, the job coach can begin to fade.

As the person’s job coaching needs change, the job coach must update the Action Plan. The person, the job coach and SC or PA must work together to update the CDP. A CDP is important because it records what is needed – this is especially important if there is a change in job coaches or a new SC or PA.

**Job Development:** The service of helping someone to find CIE. People must be referred to VR for job development. ODDS funded job development is only available if VR is in an order of selection.

**Small Group Employment:** Like all ODDS employment services, Small Group Employment has an optimal and expected outcome of CIE. Small Group Employment consists of services and training activities provided in regular business, industry and community settings for groups of two (2) to eight (8) people with disabilities. Examples include mobile crews and other business-based workgroups. Services and training activities must be provided in a manner that

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<sup>13</sup> Demystifying Job Development: Field-Based Approaches to Job Development for People with Disabilities (Hoff, Gandolfo, Gold, & Jordan, ICI, 2001).

promotes integration into the workplace and interaction with people without disabilities in those workplaces.

All ODDS funded services require at least one Desired Outcome and an Action Plan to accomplish each outcome. Even though the person has a job in Small Group, desired outcomes need to focus not only on helping the person achieve their goals in that job but in building transferrable skills that will assist them in securing CIE. Small Group does not occur in a sheltered workshop.

## Appendix F: Sharing Information in a Timely Manner

The provider must have the CDP before services begin.<sup>14</sup> A person's ISP contains information about all aspects of a person's life. A person has chosen employment services to reach certain goals. We all have things we choose to only share with the people close to us. However, the ISP also has a wealth of information that will help the person and the employment provider to be successful.

Having relevant and current information in a timely manner is critical. For example, Thu is going to her first appointment with a new doctor. Before the visit, with her consent, the new doctor received her medical records. While the new doctor will still have many questions, this background information provides her doctor with context.

It is the same with employment services. For example, Jose works at the hospital pharmacy. He wants to learn how to fill syringes with the required liquids. His cerebral palsy causes his hands to shake. By talking to Jose and reading his ISP, Person-Centered Information (PCI) and his One-Page Profile, his job coach, Natalia, learns that he builds model airplanes.

Natalia and Jose discuss this hobby. Jose shows Natalia how he minimizes his shaking when he is assembling the models. Not only does he position his arms in certain way, but he also uses a tall table, so his work is as close to him as possible. This information is critical to developing an effective Action Plan.

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<sup>14</sup> See 411-345-0145(2)(a) (regarding entry) and 411-345-0160(7)(a) (following annual ISP) and 411-415-0080. Please also refer to "[CDP Components.](#)"

## Appendix G: Supporting Someone Who has Challenges Communicating or Understanding

It is each person's decision whether or not to explore or pursue community employment. Communication is the core of person-centeredness.

Imagine you are having an emergency in a country where you do not speak the language. Think of how you would try to communicate. Examples might include pointing, gesturing, nodding, signaling for people to follow you, etc. You would not resign yourself to the situation without trying to communicate. If you were not able to get your point across, you would recount your efforts when describing the events to others.

Similarly, statements like the ones below do not justify bypassing making robust attempts to communicate with the person. An inclination to make such statements doubles our obligation to find a way to understand what the person wants.

- **The person's IQ score:** The people we support navigate the world in spite of cognitive challenges. It is our role to make this navigation easier.
- **The person cannot communicate:** Everyone communicates in some way. Diligent observation will yield some clues on what works best.
- **The person does not understand concept of work and/or money:** What is the person's reference point? Is their reference point job that frustrated them? Do they volunteer? Do they have goals that require financial means such as vacations, making major purchases, hobbies, etc.?

Possible starting points for communicating about working include:

- Work or other things the person enjoys doing at home
- Do they have a special talent?
- Do they enjoy helping with certain tasks or activities?

Additional resources about the employment conversation include the [Employment Discussion Guide](#) and OSAC's [A Personal Guide to Community Employment](#).