![Oregon Department of Human Services - Office of Developmental Disabilities Services]

Supported Employment Training Checklist

This form is a tool to help Office of Developmental Disabilities Services (ODDS) provider agencies to determine if trainings, webinars and/or breakout sessions can count as a supported employment topic as specified in the Employment Professional Qualifications and Training Worker Guide that details the training requirements for employment professionals.

If after careful review by the manager or supervisor of the provider agency, it is determined the training meets at least one of the core competencies listed in this form, then it will qualify as a supported employment topic and can count as a continuing education credit (CEC). The training must also be determined to be at least 60 minutes.

Once the form is completed by a supervisor or manager, it should be kept with the training's record for each staff member who had completed the training.

This form is designed for provider agencies with an employment endorsement and independent contractors that provide ODDS services.

This checklist is not applicable to Personal Support Worker (PSW) Job Coaches. To verify if a training will count as a supported employment topic, PSWs should contact employmenttraining.review@odhsoha.oregon.gov.

Important: The ODDS Training Catalog has a list of free on-demand trainings. **All** on-demand trainings in the catalog are approved for CECs and will count towards supported employment topics.

Please note that the core competencies listed below are not in themselves trainings or transcript of trainings. This tool is a checklist to help providers determine if a training will cover at least one core competency topic.

Employment Core Competency Training and Essential Elements	Date when Training was Reviewed	The Training Meets the Following Competencies (please initial)
1 - Introduction to Supported Employment: Values; roles and responsibilities, Federal laws, court cases, regulations related to supported employment (e.g. Americans with Disability Act, Individuals with Disabilities Education Act, Rehab 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.		

Employment Core Competency Training and Essential Elements	Date when Training was Reviewed	The Training Meets the Following Competencies (please initial)
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. impairment related work expenses, subsidies), 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.		

Employment Core Competency Training and Essential Elements	Date when Training was Reviewed	The Training Meets the Following Competencies (please initial)
10 - Transition from School to Work Work experience, navigating systems (vocational rehabilitation services, developmental disability services and 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 carefully considered the core competencies as they relate to the training noted below and have determined it meets at least one of the core competencies requirements and is at least 60 minutes in length. I will attach this document to the corresponding training record(s) for myself and/or my organization's staff.

Name of Training:

Supervisor Signature:

_____   Date: