

***ANCOR/DoL
Business Relations Group
Pilot Project Partnership***

*Tapping Into the
Public Workforce
Network*

ANCOR/DoL Business Relations Group Project Overview

Acknowledgments

ANCOR wishes to express its thanks to the following organizations and individuals whose commitment and support made this pilot project so successful.

- Department of Labor, Education and Training Administration, Business Relations Group, in particular Jennifer Troke and Brent Weil
- The Arizona Association of Providers for People with Disabilities and liaison Monica Attridge
- The Kentucky Association of Residential Resources and liaison Craig White
- The Maine Association for Community Services Providers and liaison Richard Farnsworth
- NYSACRA and liaison Joe Macbeth.
- DoL One Stop key contacts George Thorne in Arizona; Linda Pankratz in Kentucky; MaryFran Gamage in Maine; and Rick Grossi in New York.



American Network of Community Options and Resources

A National Network of Providers Offering Quality Supports to People with Disabilities

ANCOR represents over 800 member agencies and state provider associations nationwide that collectively support more than 385,000 people with disabilities. More information on ANCOR can be found at www.ancor.org.

In partnership with the U.S. Department of Labor Education and Training Administration's Business Relations Group (BRG), ANCOR, a 501(c) 6 nonprofit trade association, and its state association affiliates in four states implemented one-year pilots to develop model practices for accessing the resources of the public employment network--One Stops. The four state pilot locations included:

Rochester, New York

Phoenix, Arizona

Portland, Maine

Louisville/Lexington, Kentucky

ANCOR met with key contacts in each of the four states selected, including state provider association executives, ANCOR state representatives and Board members to discuss the parameters of an initial launch in each state. A kick-off meeting was scheduled in each state and co-hosted by DoL, ANCOR and the state provider association(s). ANCOR encouraged each state to invite key state MRDD, human services and labor officials and representatives from the governor's office to the meeting, and many of these representatives did join us at each of the state kick-off meetings. Each state agreed upon a city in which to conduct the pilot, which was challenging since several cities were generally vying to participate.

The kick-off meetings were followed by a planning session between a DoL-designated One-Stop team and an ANCOR state team, and primary contacts for both ANCOR and DoL were designated. These "team captains" met monthly with ANCOR national staff via conference call to share status, strategies and successes.

As each of the pilot locations moved ahead, it was hoped that the models would bring together the key components of the DoL public workforce development network such as One-Stop navigators, state coordinators, and representatives from prospective workforce pools, including Native Americans, Job Corps, and elder, migrant, young adult and displaced workers.

This was a unique partnership in that BRG partnered with ANCOR on the national level, and local One-Stop network key contacts partnered directly with ANCOR state association affiliates on the local level.

This initiative grew out of a dynamic partnership between ANCOR and ETA's Business Relations Group. ANCOR has been recognized by DoL as a National Business Partner. This partnership is significant in that ANCOR is the only national trade association listed alongside major U.S. corporations. To learn more about the partnership and to access One-Stop information in your location go to <http://www.dol.gov/dol/topic/training/onestop.htm>.

The pilots completed their first year in September 2005, and a summary of their model strategies follows. In general, however, pilot success factors clustered around ten key factors.

1. Partnerships

The pilots' success has been contingent on the creation of multiple partnerships among providers, state provider associations, community colleges, WIBs, and One-Stop resources. Partnerships with local community colleges, local commerce, public safety and motor vehicle departments and others also emerged as key partnerships.

2. Relationship-building

A joint ANCOR/One-Stop committee was formed at each pilot site that includes representatives from provider employers, state provider association staff and One-Stop workforce development key contacts. These committees have met monthly to coordinate activity. Building these ongoing relations was key to the successes achieved at each pilot location.

3. Education

One of the challenges of recruiting for this workforce is educating both One-Stop personnel and prospective candidates about the nature and requirements of direct support work, which is challenging. We arranged for One-Stop staff to visit group homes and day programs, and meet with current direct support staff. We conducted provider presentations at individual One-Stop Centers. Providers also made presentations to job readiness classes for K-Tap recipients. We also edited a job preview video for use at One-Stop Centers and to run on the Career Voyages national web site, and used state association web sites as clearinghouses for information to and from the provider network. To connect to the Career Voyages site go to:
<http://www.careervoyages.gov/healthcare-videos.cfm>.

4. Awareness

We worked to raise awareness of the demand for this workforce, which is nearly a half-million strong and growing. Conservative estimates indicate that nearly 600,000 aging parents who have supported their child with a disability at home and never availed themselves of support services will no longer be able to sustain that support as they age. Coupled with waiting lists for services in many states and the veritable tsunami of autism diagnoses coming forward as children reach adulthood, the demand for direct support

workers is significant and sustained well into the future. Also, training for these positions prepare workers for other jobs in health care.

5. and 6. Patience and Perseverance

Although it may seem trite, patience and perseverance were key to the success of these pilots. Repeatedly encouraged in the past to use the public workforce system, providers were quick to cease efforts because they felt rebuffed, unable to penetrate the WIB system, and did not understand the scope and depth of the resources available through the public system. The pilots forced patience and perseverance, which paid off handsomely.

7. and 8. Publicity and Marketing Tools

Models and leading practices for sponsoring job fairs; creating infomercials through printed posters, television, radio and print PSAs; guest appearances on TV and radio; and print media/newspaper coverage were surfaced in the context of the pilots. Brochures and the job preview video were also key tools. Many of these are showcased in this overview.

9. Communication

“What we have here is a failure to communicate,” was the stumbling block for ANCOR providers’ utilization of the public workforce network. The pilots created a fertile environment for learning and exchange and the ability to communicate, communicate, and communicate.

10. Worker education.

Initially we were looking to establish CPR and first aid training; state-mandated fingerprint clearance and motor vehicles record checks. Several of the pilots plan to expand from there to include apprenticeship training and post secondary education, including college credit courses. A partnership between providers and the Kentucky Community Technical College System has been established and a 20-candidate pilot program for incumbent workers to obtain college credit hours targeted to individuals who wish to work as direct support professionals is underway, funded by WIA and employer dollars to pay tuition costs after screening and assessment.

Based on our progress and successes to date, DoL has made a commitment to expand this project to additional cities and states beyond the initial four locations. This is a significant achievement toward meeting the goals of the ANCOR National Advocacy Campaign in addressing this national workforce crisis.

The background is a vibrant blue gradient with abstract, overlapping shapes. Two stylized human figures are visible: a larger one on the left in a light blue tone, and a smaller one at the bottom center in a darker blue tone. Both figures have their arms raised in a gesture of triumph or celebration. The overall composition is dynamic and modern.

Arizona DoL Pilot

Arizona Association of Providers for People with Disabilities
ANCOR/DoL Pilot
June 2005

The ANCOR/DoL Pilot was kicked-off in Arizona with an event at our State Capitol on August 26, 2004. Many service providers, consumers, government agencies, families and state legislators attended the Kick-off. The Pilot was billed as an opportunity to build a pool of direct support professionals who had satisfied most pre-employment training requirements, and from whom providers could fill vacancies expeditiously. The support for this type of partnership is overwhelming in Arizona due to the extreme shortage of healthcare workers. This shortage is especially intense in Arizona due to the ever-increasing aging population.

After the Kick-off event, a Committee of 12 service provider representatives, the DoL State Business Relations Coordinator, and a representative from the Arizona Association of Providers for People with Disabilities (AAPPD) was formed to determine the factors involved in setting up the pilot program in Maricopa County. The Committee has met every month, many times at the various One-Stop Centers.

At the first meeting of the Committee, the group brainstormed about providers' pre-employment recruiting and training needs. These needs were then prioritized, resulting in identification of the most critical training. The residual training & pre-employment requirements were set-aside for a second phase of implementation, to be completed at a later date. The first phase is to include first aid and CPR training, the application for the state-mandated fingerprint clearance card, and a motor vehicle records check. The second phase will include: testing for TB, HIPAA training, CPS records check, universal precaution training, training for lifting and carrying, drivers' training for large passenger vehicles if applicable, approval for subsidized childcare if applicable, literacy programs if needed, and possible classes on the direct support profession.

The Committee then investigated, through the State Business Relations Coordinator, possible WIA partners to assist in the pilot. Partners identified included: the Phoenix Workforce Connection, Maricopa Workforce Connections, the Arizona Department of Commerce, the Arizona Motor Vehicle Division, Community Colleges, and the Arizona Department of Public Safety. Through the Coordinator and the One-Stop Centers the Committee learned of several specialized employment programs, job fair opportunities, and recruiting opportunities through the internet and televised promotion.

The Committee's work has led to a model that includes a one-day scheduled provider presentation at one or more of the One-Stop Centers per week. Only those potential employees who have expressed interest either to a provider or One-Stop personnel will be invited to the presentation. This presentation will consist of an overview of the direct support profession, including viewing a video, realistic information about job requirements, an informational brochure, completion of an application, and review of providers who have available positions posted on the system. Individual providers may be present if they wish to advocate on behalf of their own company. Prospective employees who still express interest will complete paperwork for the motor vehicle check, and will be scheduled to return for the CPR and first aid training at the earliest possible class (hopefully within a few days). When these requirements are completed,

the potential employees will express their preference for referral to specific providers, and follow the providers' specific instructions for direct contact. The One-Stop Center will also fax a copy of the referral to the providers chosen.

In order to attract potential employees to One-Stop Centers, the Committee has developed or obtained marketing tools, including a composite brochure (draft attached), a resource notebook containing specific information about individual provider companies (see attached form), and an informative video showing a realistic view of the profession. There are also plans to explore public service announcements on local television stations. The provider association's website (www.aappd.com) may be used to attract potential employees and disseminate additional information about the direct support profession. Upon implementation of the pilot, the Committee plans a media blitz to attract potential employees and raise public awareness of the profession.

The largest challenge in implementing the pilot is funding for the pre-employment training requirements, estimated at \$45 per person for completion of all requirements. The requirement to fingerprint each potential employee for the required background check has been shelved for now, and will continue to be performed by each individual provider. Subsidies or grants are being sought to cover at least half of this cost. The funding support is essential for the pilot to be successful.

Factors Critical to Expansion of the Public Workforce Partnerships

- Coordination of possible grant opportunities to facilitate implementation of the projects would have been very beneficial. Since there are grant opportunities provided within DoL, advance notification and application assistance would have been a significant help. Also, coordination of grant and other funding opportunities by the One-Stop Centers would be very beneficial.
- Clear communication to all involved parties and their personnel of pilot goals prior to or concurrent with the announcement of the commencement of the pilot would reinforce everyone's commitment to and understanding of the partnership, as well as prevent deviation from the goals and wasted time.
- Composition of the project workgroup is extremely important, both in terms of technical expertise and the willingness to put forth effort consistently. Attrition within the group eventually accomplishes these goals, but time could be saved by selecting the workgroup very carefully. Also, inviting all key DoL representatives to the first meeting would prevent repetitive presentations. Understanding that the process will be time-consuming and that the most important outcome may be the relationships formed rather than progress toward the goals.

Appendix A

DoL/Ancor/AAPPD

Provider Resource Guide Provider Page

Provider Name:

Locations:

Addresses/phone numbers:

Web site:

Qualifications:

Hiring process:

Benefits:

Salary range:

Training:

Description of the company:

Services:

(Photos on back of page)

DSP

*Career Opportunities
in Health Care*

Direct Support Professionals



*Working with people with
disabilities,
YOU
will make a difference
in someone's life.*

**SEE A MEMBER OF OUR CAREER
STAFF TODAY**

In collaboration with the **Arizona Workforce Connection &
ANCOR/AAPPD**

What do DSP's DO?

A Direct Support Professional (DSP) offers daily support to men, women and children with disabilities in a variety of ways

Positions are available in Residential, Day Treatment and Job Training and Placement settings or in the individuals' home.



Job duties may include:

- * Assisting with personal care such as bathing, grooming, toileting, eating and medication dispersal.
- * Assisting in home-making such as meal preparation, laundry and shopping.
- * Coordinating transportation to work, medical appointments, and recreational activities.
- * Providing habilitation to help increase each individuals self-sufficiency.
- * Maintaining a safe and comfortable environment for all services.
- * Establishing business relationships to promote employment for people with disabilities.
- * Coordinating recreational activities and offering emotional support.
- * Acting as a disabilities advocate within the greater community.



*Ask for
Orientation
Workshop
Calendars for
Participating
Employers*

*For more information
about employment as a*

Direct Support Professional

Contact an

Arizona Workforce Connection

Representative.

*Statewide Job
Opportunities*



Arizona Workforce Connection

www.arizonavirtualonestop.com

DSP

*Career Opportunities
in Health Care*

Direct Support Professionals



*Working with people with
disabilities,
YOU
will make a difference
in someone's life.*

*In collaboration with
the Arizona Workforce Connection
&
ANCOR/AAPPD*

Basic Qualifications

- 18 years of age or older
- Valid form of identification
- Reliable means of transportation (car, bus, etc)
- Functional English communication skills
- Ability to pass criminal background check/fingerprint clearance

Some employers may require the following:

- Valid Arizona driver's license and a clean driving record
- Ability to push, pull, lift and transfer individuals (weight restrictions vary by employer)
- Formal or informal experience caring for others



Employment Benefits *

- On the job training
- Work flexible hours: full time/ part time, nights and weekends
- Medical and dental benefits
- Retirement plans
- Vacation, holiday, sick pay as qualified
- Tuition reimbursement
- Work close to home if you choose
- On going supervision and training
- Starting pay from \$7.50 to \$9.00 per hour

Over 75% of supervisors and management staff in the disabilities field started their careers as Direct Support Professionals (DSPs).

*Benefits may vary by employer

Rewards of a DSP

"I love my job. The people that I do this for are amazing. This is the most rewarding job I have ever had." C. Miller

"I'm so grateful to be doing what I do. This allows me to care for someone I really like and get paid." D. Mayberry

- Meaningful work with opportunities for advancement.



- Gain professional experience in caring for others.
- Use your skills to provide assistance for someone with a disability.
- Make a difference in other's lives and do something important for others while getting paid.
- Flexible hours allow you time to take care of your own family, go to school, and work different shifts.
- Self satisfaction by helping others achieve their goals.

The background is a vibrant blue gradient with abstract, overlapping shapes. On the left, there are stylized human figures in white and light blue, appearing to be in motion or dancing. The figures are composed of simple geometric shapes like circles for heads and lines for limbs. The overall composition is dynamic and modern.

Kentucky DoL Pilot

ANCOR/DOL Kentucky “One Stop” Pilot

Contributing Members: Linda Pankratz, *Business Services Coordinator Office of Employment and Training Division of Workforce Services (Co-Chair)*, Craig White, *SPHR, Regional HR Director ResCare (Co-Chair)*, George Poling, *Program Director Metropolitan College*, Courtney Abboud, *Workforce Development Coordinator Metropolitan College*, Dennis Carman, *Manager Kentuckiana Works*, Paul Keibler, *Asst. Director (Job Services) OET*, Jack Howard, *Deputy Director Kentuckiana Works*, Eric Miller, *Kentuckiana Works*, Mary Ann Hyland-Murr, *Director Jefferson Community College*, Anna Larson, *Manager/Workforce Development KCTCS*, Risa Baker, *Director of Development ResCare*, Rick Garriott, *Staff Development Facilitator Cedar Lake Lodge*, Diana Ragsdale, *Director of Human Resources Cedar Lake Lodge*, Steve Zaricki, *Executive Director Community Living*, Barbara Henchey, *Executive Director Mattingly Center*

Most employers might ask themselves “partnering with the Department of Labor?” Are you kidding me? That’s like cohorting with the enemy. After all, the only time we hear from them is when someone has complained and an “on-site” investigation is imminent. Fortunately, that stereotype is far from true. The American Network of Community Options and Resources (ANCOR) has sought and received tremendous assistance from all levels of the DOL. While the DOL has partnered with specific employers in the past, ANCOR is the first provider group to utilize their services. ANCOR providers have long had difficulty recruiting and retaining employees to be Direct Support Professionals to care for people whom they serve that have mental retardation and other disabilities. Interestingly, these ANCOR providers are direct competitors, in some cases, and have pooled resources to work together to find the “right people” to care for this special population of individuals.

The partnership in Kentucky has been successful because both groups spent significant time getting to know one another. ANCOR providers shared the job description for the Direct Support Professional position, realistic job preview videos for the position, and career development opportunities. At the same time, ANCOR providers shared vital information on their lines of business and funding streams. Similarly, the DOL participants eagerly shared all their services and introduced all of their business partners to the group. The Office of Employment and Training appointed a special account executive for all employers in the Louisville area that were members of the ANCOR provider group. That account executive now knows exactly what is needed to be a Direct Support Professional and can better screen applicants so providers get people who really want to work with people with mental retardation. Over the last 6 months ANCOR providers have placed 55 job orders with the office of employment and training and have received 162 referrals resulting in several successful hires.

Since November 2004, ANCOR providers have made presentations to Job Readiness (JRA) classes for K-Tap recipients. The JRA classes are conducted by staff in the Kentucky Works program and are held monthly in Jefferson County and other rural counties. The purpose of the classes is to get applicants that have not been in the workforce recently, ready for employment. These applicants may be receiving special benefits from the state and employers can receive wage subsidies for employing them. This program has been a successful way to educate applicants on the position and the human services field and further identifying people who want to work with individuals with mental retardation. Not to mention, a way for employers to save money on wages if these applicants choose to work as Direct Support Professionals.

History has told us that college students have been successful in the Direct Support Professional position. The hours that Direct Support Professionals work are conducive to the schedules of college students. The ANCOR providers communicated that segment of population as a possible opportunity for recruitment and the DOL members stepped up to the plate. The Metropolitan college and Crew Center, along with the Kentucky Community Technical College System (KCTCS), introduced ideas that will be successful identifying, recruiting, and retaining Direct Support Professional Candidates. The Metropolitan College in Louisville Kentucky has been a nationally recognized leader in workforce and educational partnerships for over six years. They were successful in stabilizing the workforce for the major overnight air hub for UPS, by assisting students to integrate work, academic and career goals, and personal lives through a unique combination of programs and services. The retention rate for UPS went from an average of 8 weeks to over 118 weeks. The capstone of the Metropolitan college model has been the development of the CREW Career Center. CREW stands for Connecting Resources, Education and Workforce and is itself a unique partnership among Metropolitan College, Jefferson Community and Technical College, and Career Resources, Inc. which is the provider for career one-stops in the region. In just two years the center has served hundreds of students and community members. The ANCOR providers were more than willing to partner with these leaders in the community for educational and workforce development excellence. Our plan is to identify employees, both new and incumbent, who are interested in pursuing post-secondary education and help those individuals navigate the educational process. Our hope is to also provide fiscal and technology management services to the program. The partnership is still in the development phase but our goal is to have a pilot program in operation for the summer or fall semester.

The ANCOR providers and KCTCS are further partnering in a pilot program for incumbent workers to obtain college credit hours targeted to individuals who wish to work as Direct Support Professionals. The fifteen credit-hour curriculum includes the following course:

- Values in Human Services in Contemporary Society
- Medicaid Nurse Aide
- Working with Disabilities in Human Services
- The Family or Introduction to Family Science

Students may specialize in a particular area by taking a course in:

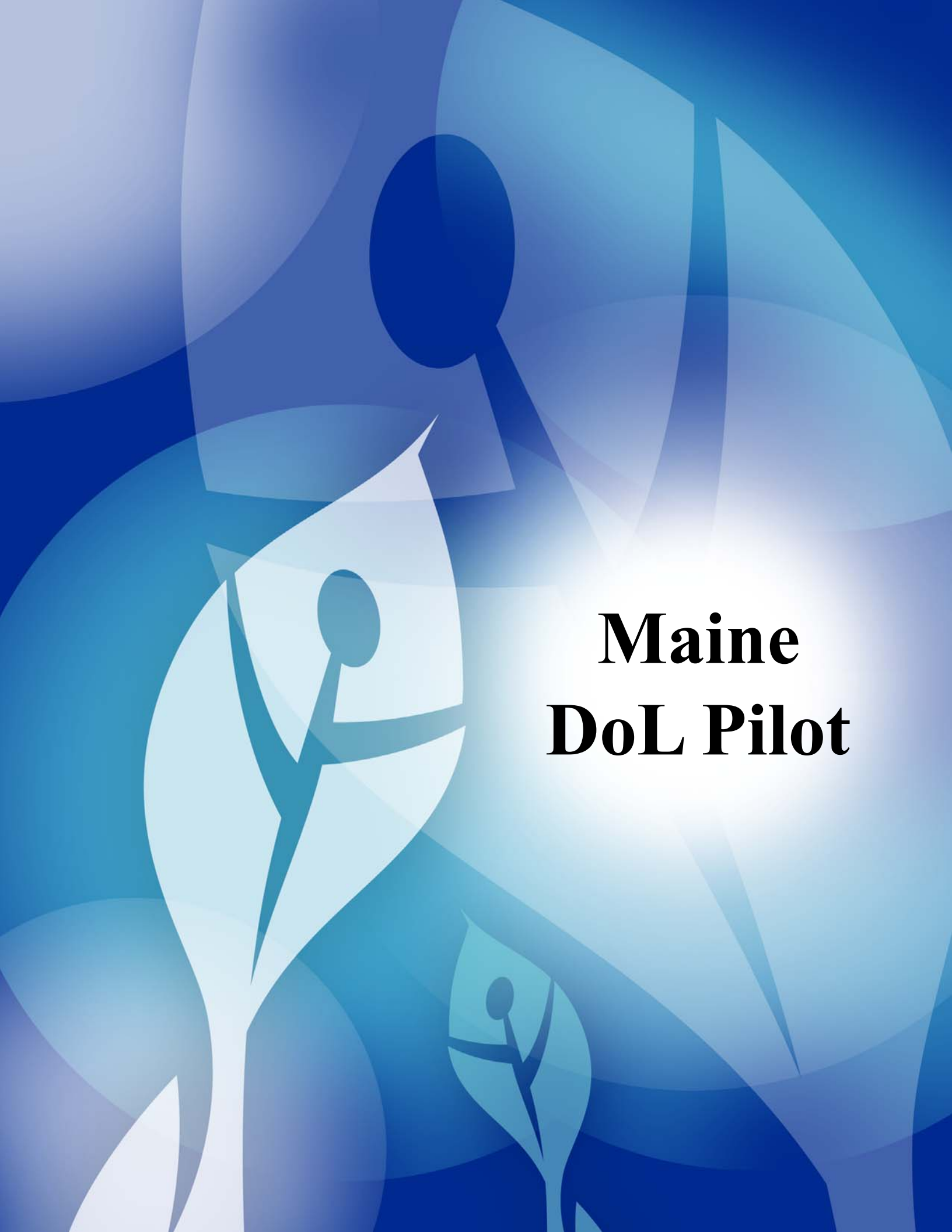
- Teaching Persons with Mental Retardation
- Introduction to Gerontology
- Psychosocial Aspects of Death and Dying
- Dynamics of Human Behavior

The pilot will offer 20 provider candidate participants to use Workforce Investment Act dollars and employer dollars to pay tuition costs after effective screening and assessment. By having the KCTCS as a member of this workgroup, their representatives were able to learn and understand the complexity and significance of the important work of Direct Support Professionals. This pilot program will aid ANCOR providers in developing a more educated workforce, therefore creating more opportunities for career development, all the while improving retention by

maintaining the employment relationship while the student is attending post secondary education institutions.

All of the ANCOR providers have found the workgroup to be informative and productive. Rick Garriott and Diana Ragsdale of Cedar Lake Lodge concluded that as participants in this project, Cedar Lake has had the opportunity to participate in the “exchange of information vital to meeting their staffing needs.” They further explained that “by learning about the services available to us through the Kentucky Department of Training and Employment and through the One Stops, we are now exploring and utilizing new avenues for recruitment. Since we began meeting last year, the quantity and quality of our applicants has dramatically improved.”

Success has been realized by our workgroup because ANCOR providers have teamed up with state and local service providers to recruit workers who match the employers’ needs. Employer’s can now access untapped populations that are looking for jobs such as youth, older workers, welfare recipients, veterans, and person with disabilities. Most importantly, we have built relationships with federal, state, and local agencies that if for not for this initiative, may not have been possible.

The background is a vibrant blue gradient with abstract, overlapping shapes. Two stylized human figures are visible: a larger one on the left in a light blue tone, and a smaller one at the bottom center in a darker blue tone. Both figures have their arms raised in a celebratory or triumphant gesture. The overall composition is dynamic and modern.

Maine DoL Pilot

ANCOR/DOL/Maine Association for Community Service Providers /CareerCenter Pilot Project Report

Contributing Members: Craig Anderson, *Goodwill Industries of Northern New England*, Denise McCarthy: *Department of Health and Human Services, State of Maine*, Robert Ouellette: *John F. Murphy Homes*, Mary Lou Dyer: *Maine Association for Community Service Providers*, Dave Sumner: *Maine Department of Labor, Portland*, Rose Hodges: *Maine Department of Labor, Lewiston*, Mel Gleason: *Maine Bureau of Vocational Rehabilitation*, Mary Fran Gamage, *Maine Department of Labor*, Roy Gedat: *Maine PASA*, Mary LaFontaine: *Maine Department of Labor*, Richard Farnsworth: *Woodfords Family Services*, Peter Kowalski: *ANCOR*, John Bouchard: *DOL, Portland*

V. Mission: To respond to the growing crisis in direct support by developing a collaborative system, between the CareerCenters in Portland and Lewiston and the provider members of MACSP, to channel interested candidates through a process that will move them into Direct Support Professional positions within the provider system.

VI. Model: In keeping with our need to be flexible, we are focusing on CareerCenters in Portland and Lewiston, the two largest population areas of the state as well as being the center of a significant portion of the provider network in Maine.

Collaboration is a critical piece as demonstrated by the list of contributors above. A broad range of interests were able to come together to focus on making this pilot effective in Maine.

VII. Priorities: Early on in our planning, which started with our public roll out of the pilot on August 18, 2004, we established priorities that would address issues for both the CareerCenters at the MACSP Provider network.

A. Screening and Preparation for Employment

B. Employment

C. Evaluate retention of employees that have gone through the program as compared with others that have not completed the program.

VIII. STEPS: Ideal and Real:

A. Screening: Initially it was hoped that we could package a series of screening processes to insure that candidates were interested in this type of work but also that they met basic eligibility criteria for the position. This would have included:

1. Criminal Background Checks

2. Driving Record Checks

3. Abuse/Neglect Substantiation Check

4. References

5. Education – GED or High School Graduate and Writing Skills

6. Interest In The Field

B. Outcome: Quickly we found some interesting components that did and did not work.

1. Basic Criminal Records Check: With special agreement in state records check could be obtained by the Maine Department of Labor for this project. That could be done at no charge which would be a cost saving to providers as well as being able to accomplish the task much more quickly than could be done by a provider's Human Resources Departments.
2. Driving record was the same as above. We felt like we were on a roll.
3. OOOPs!! Abuse and neglect charges could not be verified for adult services in Maine, as Adult Protective does not have that capacity.

For children, this would have to be done by the employer as it requires the potential employee to grant permission for the release of the record and it is released to the potential employee, not the employer. This was a bit of a hitch but "on we go".

4. References: This would also have to be done by the potential employer as much of the reference material is done by phone and is oriented toward a specific position and employer.
5. Education: This can be completed by the CareerCenter along with a basic written language evaluation. We felt that it was hopeful that candidates would have at least a 6th grade writing level. CareerCenters will be able to evaluate this skill level.
6. Interest: Through the use of an interest inventory, the CareerCenter will be able to expose candidates to this as a career option to determine interest level. Positive interest, combined with passing the above, allows the candidate to move on to the next step.

C. Training:

1. Orientation is a combination of exposure to videotape that describes the type of work encountered by a Direct Support Professional and opportunities to discuss the video and to become more familiar with the tasks of the position.
2. Work Readiness Workshop: Developed by the CareerCenter to help candidates for positions understand the employee's obligation for following a work schedule, reporting appropriately and other work etiquette issues.
3. CPR and First Aid: This is required by all providers but could not be provided due to cost distribution issues. These would have to be provided by the employer once the individual has become an employee.

D. INTERVIEWING AND HIRING:

7. Employers must submit Participation Agreements with the CareerCenters and must identify only available positions for which applicants can apply.

8. A packet of materials about the candidate will be sent to employers that have job openings. The packet will include the background checks, and other screening information, and a copy of the Certificate of Completion.
9. Employers will call to set up appointments to interview the candidate.
10. When an employer hires the candidate, they will report the hire to the CareerCenter who will track the placement.

E. DOCUMENTATION:

Attached you will find the documents that have been developed to make this project happen:

11. Employer's Information Packet
12. Application Information (for potential employee)
13. Employer Participation Agreement
14. Brochure

F. MARKETING:

15. Brochures and other documents were developed and were printed by the Maine DOL. These were sent to all of the members of MACSP in the areas served.
16. PSA's: T.V. production has been developed and will be aired in the two major market areas.

We are working on radio commercials and our plan is to distribute throughout the two market areas.

17. Other approaches still being developed:
 - a. Special newspaper coverage
 - b. Press Release: Completed and sent out through DOL system.
 - c. Guest Appearance on radio and T.V.
 - d. Job Fairs: DOL will carry the program in their attendance at job fairs in the area.
 - e. Posters
 - f. Internet/web site links

G. Current Status:

The project was just rolled out in the CareerCenter on June 13th so we are just beginning the actual nuts and bolts of the program. Time will be needed to see about progress.

Snags in marketing have been a challenge. Hopefully we will be able to get the PSA's and newspaper coverage within the next month.

Cooperation: The delightful part of this whole process has been the willingness on the part of the whole committee to work with to make this project move along. I think that the willingness of the Maine DOL has been a breath of fresh air as they have helped shape this project to be simple and functional. For that, we are all truly grateful. Much of this has happened during a time of fiscal restraint imposed by a very tight state budget. Regardless, the joint contribution from DOL and MACSP have gotten the project off the ground.

H. NEXT STEPS

- 1) Development and implementation of the full marketing initiatives.
- 2) Fine Tuning and evaluation of project by providers and by DOL staff.
- 3) Finding the resources to take the project statewide. There is interest being shown by both the providers and by other CareerCenters to expand. We just want to make sure that what we have works before we ship it to other areas.
- 4) Exploring some of the connections with the community college system to expand the potential market.

Factors Critical to Expansion of the Public Workforce Partnerships

- Sift through the resources first and know the players.
- Bring a diverse group to the table
- Communicate and take time to establish rapport and build relationships.
- Make sure everyone is an equal player.
- Put competition aside and work toward the larger good.
- Set target dates and goals.

Initial CareerCenter Screening Criteria Developed

Required:

- 1) Minimum age: 18
- 2) Education: high school diploma or equivalent
- 3) Reading and writing skills: grade 8 or above
- 4) Valid Maine drivers license
- 5) Effective transportation to work site
- 6) Willing to work nonstandard and flexible hours, including evenings and weekends
- 7) Able to push, pull, lift and transfer individuals, 50 lbs. or more
- 8) Acceptable driving record
- 9) Acceptable criminal background check

Preferred:

- 1) Experience working with people with developmental disabilities

- 2) Certified Registered Medication Administration (CRMA) certification as required by licensing

Referral Process Developed

1. CareerCenters (CC) recruit or take referrals of potential direct care workers
2. CC enters basic applicant information on OSOS
3. Initial screening (see criteria list above)
4. Orientation video, Q&A, assessment of reading and writing skills
5. Applicant signs the release form for motor vehicle and public criminal records checks
6. CC submits requests for records checks
7. If all of the above is ok, schedule for First Aid and CPR training provided by employers
8. CC provides 2-hour work readiness workshop
9. CC issues ANCOR/CareerCenter certificate
10. Refer to employer to schedule interview, application process

Resource Material:

To listen to the audio psa developed during this pilot visit ANCOR's website at <http://www.ancor.org/issues/shortage/index.html>.

Job Search

CareerCenters Working to Help Recruit DSPs

By Tim Sardano

The U. S. Department of Labor and The American Network of Community Options and Resources (ANCOR) through the CareerCenters in Portland and Lewiston and the Maine Association for Community Service Providers (MACSP) have initiated a project that will help connect those interested in becoming a direct support professional and service providers recruiting for the position.

The Federal pilot project being conducted in Maine will focus on aiding the Portland and Lewiston areas first, with all intentions designed at going statewide if successful after one year.

The ANCOR program works with service providers to help close the gap between positions needed to be filled and those individuals looking to make a difference.

"Our goal is to utilize the job seeking traffic flow that the CareerCenters naturally receive, and provide the opportunity to introduce this profession using audio-visual and written materials, an application process, and some preliminary screening," said Bob Ouellette, Human Resources Director for John F. Murphy Homes in Lewiston, who also worked on the project's development committee.

Through this program, the Portland and Lewiston CareerCenters will refer qualified candidates to an area service provider. Candidates will be screened in such areas as a minimum age of 18, an effective means of transportation and more. The applicant will also undergo an orientation that involves a video, a question and answer segment, an assessment of reading and writing skills, and they will need to sign a release form for motor vehicle and public criminal records check.

"The CareerCenters have been working with MACSP to establish a process that works for the employers and the job seekers & a process that is not cumbersome or bureaucratic and one that will benefit employers and job seekers alike," said Mary Lafontaine, CareerCenter Manager for the Lewiston CareerCenter.

After these procedures, the CareerCenter will provide a 45-minute work-readiness workshop and issue an ANCOR/ CareerCenter certificate signifying qualification. Once the process is complete, the candidate will then be referred to a local service provider to schedule an interview and/or complete the application process.

"Currently a network of 25 agencies that provide direct care will receive referrals from us once participants have met screening requirements," said David Sumner, CareerCenter Consultant for the Department of Labor.

A direct support professional (DSP) works with people with developmental disabilities, aiding them in learning the activities of daily living, working toward meeting goals that they have set for themselves (residential support), and community integration (community development and support).

"(Direct Support) is a profession that requires staffing 24-hours-a-day, 7 days a week (attention)," said Ouellette. "Shift work and weekend needs are characteristic of mostly all of the positions we recruit. As people's personal needs and hectic schedules outside of work change, people decide to move on to accommodate their needs. Also, these positions typically do not require post-secondary education, which means we generally attract younger workers who have not set out on a "career path" yet. As this person looks

to decide on what they want to do, they will move on for further education, relocate, or simply decide to try something different.”

Individual care is what needs to be stressed when comparing DSP job availability to the number of individuals served or clients that require support.

”There is a great need for direct support professionals because the direction the industry is heading in is to provide as much individualized care per person as possible,” said Kate Nickerson, Employment Coordinator for Support Solutions in Lewiston.

When teaching community development and support, a DSP will focus on such aspects as establishing relationships with community businesses, clubs, and civic groups, making introductions and serving as a bridge between community members and the individual, and teaching communication and work skills. Through residential support a DSP will assist in, with, or coordinate medical and other supportive appointments, and assist those individuals served to care for their homes and personal possessions. DSPs may also provide support or assistance with the following: cooking, meal planning, shopping, budgeting, bill paying, banking, laundry, self-advocacy, transportation, solving day-to-day problems, developing friendships, interacting with neighbors, taking medications, household tasks, maintenance, recreational planning, accessing community resources, personal care and emotional support.

Nickerson says that anyone with the desire to help others in living the fullest life possible should apply to become a direct support professional. Experience or education in the field is helpful, but not required. “The ability to learn and adapt to individual client’s needs is essential in providing exceptional care and helping in the highest growth,” she said.

”We look for people with character, meaning that we seek people who have a genuine caring heart with a sincere desire to want to make a difference in a person’s life,” added John F. Murphy Homes’ Ouelette. “We strive to hire for character, then we can train to give people the necessary skills.”

To learn more about career opportunities and job qualifications for direct support professionals through the ANCOR program visit the Portland CareerCenter at 185 Lancaster Street or the Lewiston CareerCenter at 5 Mollison Way, or contact the CareerCenter hotline at 1-888-457-8883 or TTY: 1-888-313-9400.

Providers of services interested in participating in the ANCOR program should contact John Bouchard at the Portland CareerCenter at 207-771-5627 or Mary Lafontaine at the Lewiston CareerCenter, 207-753-9000.

About the Author: Tim Sardano is the office coordinator for The Employment Times.

HAVE YOU EVER CONSIDERED WORKING AS A **DIRECT SUPPORT PROFESSIONAL?**



A JOB WHERE YOU

- help people of all ages with special needs be more independent, more productive and have a better quality of life.
- feel good about what you do each day.
- get ongoing training and education.
- have a chance for advancement.
- earn competitive compensation and benefits.

INTERESTED?

Ask your CareerCenter about jobs as a DIRECT SUPPORT PROFESSIONAL.

LEWISTON CAREERCENTER

contact: Rose Hodges

5 Mollison Way

Lewiston, Maine

Telephone: (207) 753-9000

Toll free: 1-800-741-2991

TTY: (207) 753-9067

PORTLAND CAREERCENTER

contact: David Sumner

185 Lancaster Street

Portland, Maine

Telephone: (207) 771-5627

Toll free: 1-877-594-5627

TTY: (207) 822-0412

The Maine Department of Labor provides Equal Opportunity in employment and programs.

Auxiliary aids and services are available to individuals with disabilities upon request.

www.mainecareercenter.com

Lewiston, ME.
August 23, 2005

B6

Sun Journal



NOTEWORTHY

What's new in local business

CareerCenters focus on direct support experts

AUGUSTA — Portland and Lewiston CareerCenters are stepping up efforts this month to recruit, screen and refer job seekers for job opportunities providing direct support services for people with disabilities.

Direct support professionals work with people with a wide range of special needs to help them be more independent in their homes and communities and have a better quality of life.

A nationwide shortage of direct support professionals has led to a gap between the number of service providers and customers in need of support services.

To help employers find and retain direct support staff, the Maine Department of Labor and the Maine Association for Community Service Providers are working together to educate job seekers about careers as direct support professionals. A recruitment effort is currently underway at the Portland and Lewiston CareerCenters, and the initiative will be expanded to other CareerCenters in the future.

Individuals interested in learning more about career opportunities and job qualifications for direct support professionals should visit the Portland or Lewiston CareerCenters, or contact the CareerCenter hotline at 1-888-457-8883 or TTY: 1-888-313-9400.

BUSINESS

Marco's restaurant

BY CAROL COULTAS
Staff Business Writer

LEWISTON — After more than a year of searching for a new home, Marco's restaurant will officially announce its new location at a news conference this afternoon.

The popular restaurant that

was burned out of its Lisbon Street location in a July 6, 2004, fire will be opening its doors in the former Cartest building at the Fairgrounds Business Park on Mollison Way.

Owned most recently by Steve Taylor and Duane Arnold, Marco's was a prime gathering spot for downtown

businesspeople. Its fare brought in steady and dinner crowds for years it operated at boni St. And its downtown meeting room hosted wedding receptions and business conferences for years.

The July fire destr

Scooters gaining interest in U.S.

PIERRE, S.D. (AP) — Gasoline pushing \$3 gallon? Why worry? Buy a motor scooter like thousands of other Americans and stretch that single gallon of gas a week or more.

"As people start driving them, they start finding more reasons to use them," said Doug Day, owner of Scooter Centrale and Vespa Hartford in Plainville, Conn. "They're practical, easy to park and get great gas mileage. I put \$5 worth of gas into mine when it's totally empty, compared to \$50 in my SUV."

*"I put about 20 miles
a day on mine, and I*



SCOOTER CITY: Doug Day, owner of Scooter Centrale and Vespa of scooters he sells at his Plainville, Conn., store on Saturday. He great gas mileage. I put \$5 worth of gas into mine when it's totally

The background is a vibrant blue gradient with abstract, overlapping shapes. On the left side, there are stylized human figures in white and light blue, appearing to be in motion or reaching upwards. The overall composition is modern and dynamic.

New York DoL Pilot

ANCOR/DOL

Recruitment Best Practice Results Monroe County, New York State Overview

The American Network of Community Options and Resources (ANCOR) entered into a Business Relations Group (BRG) agreement that was announced on Wednesday, 05/05/04, for the purpose of recruiting Direct Support Providers through a coordinated national plan of attention. In the pursuit of best practice development, the pilot phase of one year duration involved the following states for interaction:

- Arizona
- Kentucky
- Maine
- New York

The New York State Association of Community and Residential Agencies (NYSACRA) and ANCOR selected Monroe County as the specific pilot area. The established goal is to provide a NYSACRA/ANCOR linkage with the One-Stop system toward actively recruiting candidates for local Direct Support Provider openings. ANCOR and NYSACRA sponsored an introductory meeting that was held on Tuesday, 06/29/04, which provided an overview of the partnership through comments made by the following guest speakers:

- Renee Piatrangelo, Chief Executive Officer, ANCOR
- Ann Hardiman, Executive Director, NYSACRA
- Joseph Macbeth, Director of Member Services, NYSACRA
- Jennifer Troke, of the Partnership for Jobs, US Department of Labor-Employment and Training Administration
- Peter Pecor, Regional Administrator-Finger Lakes, NYS Department of Labor (NYS DOL)
- Richard Grossi, Assistant Director-Office of Employer Services, NYS DOL

A total of 27 agencies were represented at the meeting which drew from 6 major regions in addition to participating statewide entities.

Results

A strong linkage has developed between NYS DOL, Rochester Works and the NYSACRA membership within Monroe County. The planning committee has accomplished three significant steps toward assisting with the Direct Support Provider recruitment.

- 1) An informative and colorful flyer is currently being drafted that conveys the background information, minimum qualifications and duties the Direct Support Provider position. The flyer will be approved for use by the collective committee and will serve as a resource during recruitment periods hosted by the local One-Stop Career Centers.
- 2) A job fair was conducted on Thursday, 04/21/05, 2:00 p.m.-6:00 p.m., in the Greece Central School District Community Learning Center, The Mall at Greece Ridge Center, that focused solely on the job seekers who wished additional information concerning the Direct Support

Provider position. The job fair was co-sponsored by NYSACRA, NYS DOL, and Rochester Works. The event was highly promoted throughout the Finger Lakes region as follows:

- Aforementioned flyer was converted into a print ad/poster format that provided notice to the community
- Print ads appeared in the Post Newspapers and Shopping Bag Pennysaver.
- Posters were displayed in prominent areas of the mall and in the Resource Room of all One-Stops within the region
- Print ad was also shared with the One-Stops via e-mail with a request to share with all interested job seekers
- Press release issued by the NYS DOL Office of Communications
- Entry posted on the NYS DOL job fair web page

The coordinated effort provided an understanding concerning the caregiver and intrinsic satisfaction aspects of the Direct Support Provider position. The job fair offered **54** related openings for the consideration of attending job seekers. Ultimately, **110** job seekers attended the event which was considered successful by the participating exhibitors. In addition, Workforce New York and NYSACRA each had exhibits during the event for the purpose of promoting their respective services available. New hire result requests will be conducted on a timely basis and directed toward the following exhibitors who are also NYSACRA members:

1. Greece Central School District Adult Continuing Education
 2. Development Disability Education Network
 3. Heritage Christian Services
 4. Catholic Charities Community Services
 5. Lifetime Assistance, Inc.
 6. ARC of Monroe County
 7. Hillside Family of Services
 8. Continuing Developmental Services
 9. LDA Life and Learning Services
 10. Epilepsy Foundation of Rochester
 11. Mary Cariola Children's Center
 12. Genesee County Chapter NYSARC, Inc.
 13. People Rebuilding and Living in Dignity (PRALID)
 14. Easter Seals of New York
 15. The Center for Disability Rights
 16. Cerebral Palsy of Greater Rochester
- 3) NYS DOL has developed an apprenticeship program that currently exists for a related Direct Support Professional job title. The training period is of 3,000 – 4,000 hours duration and may have a convertible application to the ANCOR/BRG account. New Horizons Resources has utilized the training outline which is also available to related agencies that provide such a service to consumers on a regular basis.

Next Steps

- 1) Request related new hire results from the participating job fair employers
- 2) Finalize Direct Support Provider flyer for information and promotion regarding positive aspects of the position

- 3) Initiate related “world of work” information and recruitment sessions concerning Direct Support Provider openings at the local One-Stop Career Centers that involve interested agencies participation
- 4) Conduct a presentation before the RochesterWorks! Workforce Investment Board (WIB) that explains the Direct Support Provider position and the importance of such recruitment to the involved agencies
- 5) Strengthen the linkage between interested job seekers, who are interested in the Direct Support Provider position, and the availability for enrollment in the local Pre-Service training program of 90 hours duration. The program, which is approved by the RochesterWorks! WIB, is provided through the Greece Central School District Adult Education Program.
- 6) Promote the availability of the NYS DOL apprenticeship program that currently exists for a related Direct Support Professional job title to interested agencies and job seekers.

Corrective Action Identification

An issue arose during the job fair whereby candidates were under the impression that an undergraduate degree was required for the Direct Support Provider position. This assumption was made due to the key nature of the position being care for the disabled. It is anticipated that the misconception can be diminished as the following components develop:

- Presentations to local Workforce Investment Boards
- Participation in the Greece Central School District *Pre-Service Training course*
- Job fairs
- Use of aforementioned flyer issued to perspective job seekers in conjunction with the recruitment at local One-Stop Career Centers

Conclusion

All key information will be shared with other NYSACRA members and Workforce New York partners for suggested use during future recruitment projects. Additional suggestions would also be considered for implementation through best practice reports that will be received from fellow states which are involved with the ANCOR/BRG pilot project.

Factors Critical to Expansion of the Public Workforce Partnerships

- It is critical to begin all recruitment with an introduction to the Direct Support Professional occupation. An initial introduction and fact gathering meeting should precede each area recruitment project. The Workforce Development partners may also consider field visiting a facility or certified residence to experience the management style, consumer clientele and work environment. I feel that one's punctuality, temperament, patience and a positive attitude are a key to becoming a successful DSP. Such

experienced information is important when designing a customized recruitment plan of service.

- Education of the local WIBs through scheduled board meeting presentations that emphasize the recruitment need within this expanding industry. Assistance may be requested to expand and increase the frequency of public transportation routes in relation to the specific work locations. In those WIBs where a Direct Support Professional Pre-Service Training program is not provided, it would be helpful to establish such a curriculum within the network of WDS Approved Training Providers.
- Need to establish the Direct Support Professional as a specific O*NET entry.

NYSACRA

New York State Association of
Community and Residential Agencies
99 Pine Street, Suite C110
Albany, N.Y. 12207

Coalition of Families to Support Direct Care Workers

In Services for People with
Developmental Disabilities
562 West End Avenue, Apt. 2A
New York, N.Y. 10024

The Direct Care Professional

In Services for People with Developmental Disabilities

Direct care professionals, also called direct support professionals, direct care workers, residential habilitation specialists, job coaches, etc., are the staff who provide hands-on care to people with developmental disabilities in residences, adult day programs, job sites, respite, and other family support programs. These workers play a critical role, requiring complex skills, in the lives of people with developmental disabilities. Today, people with developmental disabilities no longer live in huge institutions, but instead in small and scattered community and home settings, so direct care staff must be able to operate independently, farther from supervisors, than previously.

Extensive pre-service and in-service training is required for all direct care professionals.

Staff are trained about developmental disabilities, first aid, CPR, medication administration, how to handle very challenging behaviors, etc. Staff must also learn about each person's distinct communication, behavioral, medical, and personal needs in order to assist each one appropriately.

The quality of disability services lies in the hands of direct care professionals.

Knowledgeable, experienced, and compassionate direct care professionals act not only as caregivers, but also as teachers, advocates, and friends. Frequently, close family-type relationships develop between direct care staff and individuals, especially when individuals have no other family. When staff leave many individuals experience painful personal loss.

What are the responsibilities of direct care professionals—in residences, some examples?

Daily Tasks in the Home

- Assisting with, or performing: bathing, toileting/diaper changing, feeding, dressing, tooth brushing, etc.
- Transferring persons who are nonambulatory into and out of wheelchairs, sometimes lifting each person many times daily
- Working knowledgeably with any special populations encountered, e.g., blind, deaf, autistic, nonambulatory; specialized training required
- Utilizing any alternative communication system or adaptive technology that individuals need, e.g., sign language, computers, motorized wheelchairs, lifts, hearing aids
- Teaching individuals daily living skills, e.g., personal hygiene, simple cooking and housekeeping skills

- Managing continually changing dynamics of family-style living, e.g., interpersonal relationships, conflicts, illnesses, scheduling changes
- Providing support and encouragement, comfort and consolation
- Cooking and cleaning
- Monitoring nutrition, planning menus for special diets, e.g., diabetic, weight control
- Ensuring safety of environment, e.g., monitoring water temperature, safely storing hazardous household items, evacuation planning
- Documenting individuals' progress

Medical

- Handling medical emergencies, administering first aid
- Administering medications; 32 hours training required
- Performing other daily nursing tasks, which vary but may include insulin injections, g-tube feeding, catheter insertion; specialized training required
- Monitoring chronic medical conditions, e.g., diabetes, high blood pressure, and documenting any pertinent changes, thereby averting more expensive institutional or nursing home care
- Being alert for illness, injury, medication side effects, especially for persons who are nonverbal
- Collecting data on medication effects
- Carrying out occupational and/or physical therapist's instructions, e.g., positioning for eating, transferring for bathing, performing simple strengthening exercises

Behavioral

- Carrying out behavior plans, collecting data on individuals' challenging behaviors
- Handling chronic challenging behaviors
- Handling behavioral emergencies; 24 hours initial training required plus mandatory 8-hour annual recertification course

In the Community

- Identifying appropriate community activities
- Accompanying/driving people to appointments and community activities, ensuring safety of individuals—particularly more dependent persons—in all venues
- Facilitating inclusion in community life, advocating, with knowledge of rights and responsibilities, as necessary to achieve inclusion, e.g., accommodation of wheelchairs in movie theater
- Teaching community living skills, e.g., travel training, money management, shopping, appropriate behavior in public
- Participating in goal and futures planning with, individual, family and other professionals

February 2005

Dear Rochester-based NYSACRA Member,

The New York State Association of Community and Residential Agencies (NYSACRA), The New York State Department of Labor/Workforce New York, in collaboration with the United States Department of Labor and the American Network of Community Options and Resources (ANCOR) cordially invite you to join us in our

Career Exploration 2005: Discovering Valued Careers In Your Community
Career and Education Fair for Direct Support Specialists

The event will be a combination Direct Support Professional Career and Job Fair, held at the Greece Central School District's Community Learning Center located at The Mall at Greece Ridge Center (near the movie theater) on Thursday, April 21, 2005 from 2:00 pm – 6:00 pm.

This Career and Education Fair is designed to promote careers and employment opportunities in agencies that serve and support children and adults with disabilities. As part of NYSACRA's partnership with the New York State Department of Labor and other local agencies, this afternoon will offer the Rochester community an educational opportunity to learn more about a career in human services. We hope to have incumbent direct support professionals on-hand to discuss their jobs and answer questions.

Prior to the event, NYSACRA, New York State Department of Labor and our regional partners will be advertising in local papers and sharing promotional posters in the community.

With your registration, you will receive a skirted table, refreshments and an opportunity to promote Direct Support Specialists as a career. We are confident that you will find this event to be of great value by educating and hiring potential employees. There is no cost to your agency to participate in this one-time event!

Please return the enclosed Registration Form by Thursday, April 7, 2005 via mail or fax to the address given on the form. For questions, please contact Joe Macbeth at (518) 449-7551. We look forward to your participation.

Sincerely,

Ann M. Hardiman
Executive Director



The New York State Association of Community and Residential Agencies (NYSACRA), The New York State Department of Labor/Workforce New York and Rochester-based Provider Agencies for people with Developmental Disabilities present:

***Career Exploration 2005: Discovering Valued Careers In Your Community
Career and Education Fair for Direct Support Specialists***

***Thursday, April 21, 2005
2:00 pm – 6:00 pm***

***Greece Central School District
Community Learning Center
The Mall at Greece Ridge Center
(near the movie theater)***

Your completed and returned registration form will entitle your agency to: one (1) table with linen and skirting, two (2) chairs and refreshments. Electrical hook-ups will not be provided. Set up is from 12:00 pm – 1:45 pm. There is ample and free parking available.

Agency Name (as it should appear on sign): _____
Contact Person: _____ Title: _____
Address: _____ City/Zip: _____
Phone: _____ Fax: _____ E-Mail: _____

Description of your agency and the services it provides:

Name & Title of Agency Staff Attendees

This Career Fair is dedicated to the education and recruitment of prospective direct support professionals who are interested in exploring career opportunities to work with children and adults with disabilities. Information regarding the direct support specialist duties will be available and professionals will be on-hand to answer questions and discuss the benefits of beginning a career in human services.

Upon receipt of this completed registration form, we will send a confirmation notice and instructions for loading and unloading your equipment. **Please mail or fax this form, no later than April 7, 2005 to:**

**Joseph M. Macbeth, Director of Member Services
NYSACRA
99 Pine Street, Suite C-110
Albany, NY 12207
Fax: (518) 449-1509**

Equal Opportunity Employer/Program Auxiliary aids & services are available upon request to individuals with disabilities.

CAREER 2005

for the Direct Support Workforce

WHEN

Thursday
April 21, 2005
2:00 pm – 6:00 pm

WHERE

Greece Central
School District
Community
Learning Center at
The Mall at Greece
Ridge Center
(Near Movie Theater)

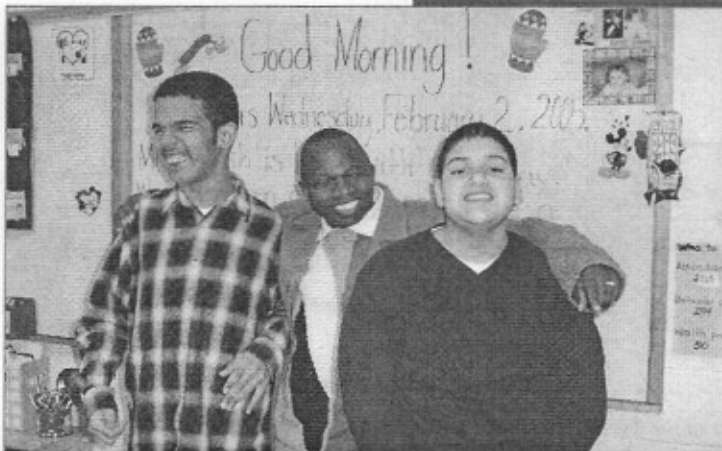


*Creating Valued
Careers in Our
Community*

Many not-for-profit agencies use different titles for those employees who work directly with the people they serve — people with disabilities — here's a few common titles:

- ✓ Direct Support Provider
- ✓ Direct Support Worker
- ✓ Residence Habilitation Counselor
- ✓ Direct Care Worker

Other supervisory and clinical positions are also available.



No matter
what you
call it, it's an
important and
rewarding job!

For more information about
Career Fair 2005, contact:

Joseph M. Macbeth
Director of Member Services
New York State Association of
Community and Residential
Agencies
Tel: 518-449-7551
www.nysacra.org



Sponsored by the New York State Association of Community and Residential Agencies (NYSACRA), the New York State Department of Labor/Workforce New York and Rochester-based not-for-profit Provider Agencies for people with Developmental Disabilities.

NYS Department of Labor
**Workforce
New York**
Put us to work for you

Background Materials

Contents:

1. **US Department of Labor Employment and Training Administration Bulletin 2002-02** – Human Services Direct Support Professionals Apprenticeship Program *Standards of Apprenticeship*
2. **Letter to Mr. Doug McPherson** from Betty Lucero-Turner, Chief Division of Standards and National Industry Promotion, US DoL commenting on the apprenticeability of the DSP occupation.
3. **Letter to Tony Thomas of Welcome House** from James L Penny, Chief, Division of Standards and National Industry Promotion stating that the DSP is an apprenticeable and added as an official recognized occupation.

U.S. Department of Labor Employment and Training Administration Office of Apprenticeship Training, Employer and Labor Services Washington, D.C. 20210	Distribution: A-541 Hdqtrs A-544 All Field Tech A-547 SD+RD+SAC+; Lab.Com	Subject: Code: 200 New Apprenticeable Occupation Direct Support Specialist
Symbols: DSNIP/DMc		Action: Immediate

PURPOSE: To inform the Bureau Staff of a new apprenticeable occupation:

Direct Support Specialist
DOT Code: 195.367-900
AIMS Code: 1040
O*NET Code: 21-1093.00
Training Term: 3,000 (competency-based)

BACKGROUND: The Direct Support Specialist (DSS) is an occupation that provides support to individuals with disabilities and others who need assistance with basic services and information to lead self-directed lives, contribute to their society, and support behaviors that enhance inclusion in their communities.

A copy of the Work Process and Related Instruction outlines are attached for your review.

If you have any questions, please contact the subject matter expert, Mark Floretta, at (314) 539-2522.

ACTION: BAT staff should familiarize themselves with the attached.

Attachment

Human Services Direct Support Professionals Apprenticeship Program *Standards of Apprenticeship*

Appendix I — Work Experience Outline

Title: Direct Support Professional

DOT Code: 195.367-900

AIMS Code: 1040

O*NET Code: 21-1093.00

Occupation Description: The Direct Support Professional (DSP) supports individuals with disabilities and others who need assistance to lead self-directed lives and contribute to their communities; and supports behaviors that enhance inclusion in their communities. Key work duties are drawn from a nationally validated occupational analysis and include the following: **Participant Empowerment** — Empowers participants, (their families or guardians where appropriate) by providing the support and information necessary to make informed choices and decisions and helps build the self-esteem and assertiveness necessary to lead a self-determining life; **Communication** — Uses a range of communication skills and strategies to establish a collaborative relationship with the participant, co-workers, and people who are important to the participant; **Assessment** — Uses formal and informal methods to learn about the needs, desires and interests of the participant; **Community and Service Networking** — Assists the participant to identify and use the formal and informal supports available in his or her community, family and social network and works with the participant to develop and sustain relationships with friends, family and community members. **Facilitation of Services** — Collaborates with the participant and others to plan and implement individualized supports in an ethical, holistic and professional manner that builds upon individual strengths, choices and capabilities; **Community Living Skills and Supports** — Assists the participant to manage every day aspects of life by teaching and providing supports in a manner that builds on individual strengths and capabilities and maximizes choices; **Education, Training and Self-Development** — Pursues opportunities for professional growth and shares knowledge and resources with others. **Advocacy** — Knows the challenges participants' face in leading self-directed lives (e.g. exercising human and civil rights, obtaining access and accommodations as desired, meeting financial obligations and obtaining entitlements and supports) and assists the participant to overcome challenges through effective advocacy and the facilitation of self-advocacy; **Vocational, Educational and Career Support** — Mobilizes resources and provides the support necessary to engage in satisfying work, education or daily activity; **Crisis Prevention and Intervention** — Uses appropriate and safe strategies for crisis prevention, intervention and follow-up; **Organizational (employer) Participation** — Actively contributes to advancing the mission, goals and organizational life of his or her work organization and/or or the goals of the individual s/he supports; and **Documentation** — Completes necessary documentation in an efficient and timely manner.

Apprentices will receive training in the various work experiences listed below. The order in which the apprentice learns will be determined by the flow of work in the job, and will not necessarily be in the order listed. Times allotted to these various processes are estimated for the average Apprentice to learn each phase of the occupation and demonstrate competency. In situations where a direct support professional is self-employed or employed directly by a consumer, his or her "skills mentor" will be responsible for supervision of work-based learning activities. To accommodate both of these possibilities, the term employer is used to refer to either an organization or to an individual who has contracted for the services of the direct support professional. Given the broad diversity in support settings and populations served, work-based learning requirements may be appropriately modified and customized to meet the unique requirements of support environments.

Human Services Direct Support Professionals Apprenticeship Program *Standards of Apprenticeship*

Appendix I — Work Experience Outline

Work Experience Competencies	Approximate Hours (Min/Max)
I. <u>Introduction to the Direct Support Role and Orientation to the Work Environment</u>	400-600
a. Orientation to the role of the Direct Support Professional	
(1.) Job description and requirements;	
(2.) Expectations and needs of individual(s) receiving support;	
(3.) Overview & fulfillment of employer's philosophy of support service;	
(4.) Employer history;	
(5.) Employer Policy and Procedures;	
(6.) Co-worker, mentor and supervisory relationships / working with employer's networks (for DSPs directly employed by service participant);	
(7.) Access to mentors, supervisors, employee assistance programs and other support structures; and	
(8.) Overview of upcoming regular and specialized social and other employer events.	
b. Overview of specialized and technical knowledge unique to the work environment	
(1.) Characteristics of the individual(s) served consideration of diagnostic issues, eg, overview of developmental disabilities, behavioral health, child development /welfare, fragile elders, substance abuse, traumatic brain injury, at-risk youth, rehabilitative health);	
(2.) Terminology necessary for the work environment;	
(3.) Operation and maintenance of any specialized equipment (adaptive technology, communication devices, breathing or nutritional support equipment, etc.);	
(4.) Health and medical concerns unique to the work environment including the support of medication administration, awareness and management of health concerns of people receiving support; and	
(5.) Introduction to roles of specialists/ consultants supporting service participant(s) in the work environment.	

Human Services Direct Support Professionals Apprenticeship Program *Standards of Apprenticeship*

Appendix I — Work Experience Outline

Work Experience Competencies

Approximate Hours (Min/Max)

c. Employee and service participant safety in the support environment

- (1.) Blood borne pathogens/ universal precautions/ infection control;
- (2.) Safety in lifting, transferring and positioning customized to service participant(s);
- (3.) Crisis prevention and intervention customized to service participant(s);
- (4.) Recognizing and correcting hazards in the workplace;
- (5.) Individualized risk assessment of service participant(s);
- (6.) Responding to emergencies; and
- (7.) Reasonable risk and common sense.

d. Ethical and professional practice

- (1.) Putting DSP ethics into practice;
- (2.) Career and educational paths associated with the work environment;
- (3.) Becoming a culturally competent practitioner;
- (4.) Identifying and mastering team work and collaboration skills;
- (5.) Self assessment, performance appraisal and use of supervision;
- (6.) Communicating effectively with others;
- (7.) Confidentiality;
- (8.) Creative problem solving; and
- (9.) Understanding and fulfilling the employer's mission.

Human Services Direct Support Professionals Apprenticeship Program *Standards of Apprenticeship*

Appendix I — Work Experience Outline

	Approximate Hours (Min/Max)
II. <u>Contemporary Best Practices in Community Support</u> <u>(customized for unique support environment/special population)</u>	200-400
a. Individualized planning strategies; b. Community centered supports; c. Focus on participant-defined life outcomes; d. Integrating formal and informal supports; e. Eliciting, respecting and actively supporting participant choices and preferences; f. Welcoming individuals chosen by the participant into the circle of support; g. Facilitating inclusion and engagement in community and neighborhood life; h. Promoting appropriate social roles sought by the service participant such as student, church member, friend, home owner, career professional, income enhancement, quality health care, etc.; and i. Promoting typical life patterns and conditions that enhance quality of life including income enhancement, a comfortable home, quality health care, relaxation and recreation, career and educational advancement and connection to social and family (where appropriate) networks.	

Human Services Direct Support Professionals Apprenticeship Program *Standards of Apprenticeship*

Appendix I — Work Experience Outline

	Approximate Hours (Min/Max)
III. <u>Advocacy, Supporting Empowerment and Recognition, Prevention and Reporting of Abuse, Neglect and Exploitation</u>	200 - 400
a. Promotion of empowerment and self-confidence of service participants to speak out for themselves and others;	
b. Defining common forms of abuse, neglect and exploitation;	
c. Mastery of abuse prevention strategies;	
d. Review of state and employer requirements and protocols regarding mandated or other reporting of abuse, neglect and exploitation;	
e. Recognizing signs of abuse, neglect and exploitation;	
f. Common challenges facing victims of abuse, neglect or exploitation;	
g. Common challenges to human, civil and legal rights for this (special population);	
h. Education of service participants regarding abuse, neglect and exploitation and strategies for prevention; and	
i. Theory and application of direct support ethical code to every day experience.	

Human Services Direct Support Professionals Apprenticeship Program Standards of Apprenticeship

Appendix I — Work Experience Outline

	Approximate Hours (Min/Max)
IV. <u>Wellness Issues (Customized to Work Setting or Special Population)</u>	400-600
a. CPR; b. First Aid; c. Medication Administration and supporting self-administration where appropriate; d. Nutrition, food handling and meal preparation; e. Preventive health and dentistry; f. Characteristics of a healthy lifestyle; and g. Responding to common health concerns. h. Responding to individual health needs (issues pertinent to special population, people receiving support etc.); i. Childhood disease, etc); j. Monitoring for medication side-effects specific to medications people in the support environment are using ; k. Lifting, transferring, and body positioning (or other specialized support based on workplace or special population); l. use of adaptive equipment; m. Safety (environmental, personal, and driving); and n. Identifying health resources, judging quality and coordinating/communicating with health care practitioners; and o. Supporting service participants in understanding and participating in routine and special health care screening and treatment.	

Human Services Direct Support Professionals Apprenticeship Program *Standards of Apprenticeship*

Appendix I — Work Experience Outline

**Approximate
Hours
(Min/Max)**

V. Communication

400-600

- a. Effective and appropriate communication skills;
- b. Basic counseling skills;
- c. Basic team communication skills and facilitation structures;
- d. Effective, efficient and timely documentation;
- e. Using alternative communication devices; and
- f. Obtaining interpreters when needed.

VI. Teaching and Supporting Others

800-1000

- a. Methods of learning preferences, choices, and goals of people receiving support;
- b. Teaching strategies, principles of reinforcement, relationships, task analysis and prompting, positive feedback and natural times to teach;
- c. Teaching skills customized to the individuals in the support environment (e.g., teaching daily living skills, self care, teaching work skills, working with children and youth, leisure and recreation skills, etc.); and
- d. Recognition of the unacceptability of the use of punishment procedures in teaching.

Human Services Direct Support Professionals Apprenticeship Program Standards of Apprenticeship

Appendix I — Work Experience Outline

	Approximate Hours (Min/Max)
VII. <u>Crisis Management</u>	600-800
a. Awareness of the individual needs of service participants; b. Familiarity with crises typical or common to the support environment and the service participants and prevention and intervention strategies specific to individuals and circumstances; c. Familiarity with procedures for prevention and intervention in atypical crises including securing the safety of all involved, and the means of obtaining emergency assistance; d. Standard operating procedures following a crisis including communication with parties involved to better understand the situation; documentation in accordance with standard operating procedures and review and refinement of prevention procedures where necessary; e. Familiarity with statutes and regulations regarding the use of potentially aversive management practices including physical restraints and time out; f. Fulfillment of all statutory or regulatory skill certifications in crisis prevention and management. (e.g., Mandt, CPI or other program that may be agency or state specific; g. Familiarity with principles of positive behavior support; and h. Conflict Resolution.	
<i>*Estimated hours to complete competencies</i>	<i>3,000 to 4,400</i>

**The employer and skill mentor (where appropriate) shall review all of the above work processes and adapt the appropriate competencies, which are appropriate for the Agency's specific needs/requirements and to ensure the Apprentice is properly trained in all aspects of the occupation. Many of the above work processes have been developed through the use of the Community Support Skill Standards. The Community Support Skill Standards should be used as one method to measure Apprentice Competency.*

Human Services Direct Support Professionals Apprenticeship Program Standards of Apprenticeship

Appendix II — Related Instruction Outline

Related instruction outcomes as well as on-the-job learning outcomes must be based on validated-occupational analyses and skill/educational standards such as the Community Support Skill Standards, the Minnesota Frontline Supervisor Competencies or other validated standards relevant to the direct support role developed and validated using recognized occupational analysis methods. The following related training outline identifies subject matter that must be mastered by the Apprentice (although not necessarily in the order listed) in order to successfully complete the program.

Related Instruction Outline	Approximate Hours
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<i>Course 1: Introduction to (Name of the Special Population is inserted, eg., Developmental Disabilities, Psycho-Social Rehabilitation, At-Risk Youth; Gerontology, etc).</i>	30
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- a. Historical perspectives on human services (special population);
- b. Introduction to human and community needs;
- c. Concepts of a helping profession;
- d. Contemporary principles of service delivery;
- e. Basic terminology and acronyms of human services and (special population);
- f. Defining the (special population); and
- g. Common causes and issues associated with (special population).

<i>Course 2: Supporting people's well-being at home, work and in recreational activities (may be customized for specific population)</i>	30
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- a. Risk, choice and common sense;
- b. Safety at home (fire safety, accessibility, home hazards);
- c. First aid;
- d. Universal precautions and infection control;
- e. Responding to emergencies;
- f. Crisis prevention, intervention and follow-up;
- g. Safety in community settings; and
- h. Recognizing, preventing and reporting abuse, neglect and exploitation.

Human Services Direct Support Professionals Apprenticeship Program

Standards of Apprenticeship

Appendix II — Related Instruction Outline

Related Instruction Outline	Approximate Hours
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<i>Course 3: Supporting healthy lifestyles</i>	30
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- a. Supporting healthy lives: nutrition, exercise, and recreation;
- b. Preventive health and dental care;
- c. Signs and symptoms of illnesses;
- d. Medical abbreviations and terms;
- e. Medication support, administration and self-administration;
- f. Recognizing side effects of medication;
- g. Finding and communicating with quality health care providers;
- h. Quality health care expectations;
- i. Caring for common health conditions;
- j. Use of psychotropic medications; and
- k. Sexuality and responsibility.

<i>Course 4: Planning and Facilitating Supports</i>	30
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- a. The role of the DSP in planning and delivering support;
- b. Learning what people need and want;
- c. Concepts of strengths based/ person-centered planning;
- d. Community and service networking;
- e. Documentation;
- f. Teamwork and Communication;
- g. Confidentiality;
- h. Partnering with service participant, families (where appropriate) and others important to the service recipient;

<i>Course 5: Empowerment, and Citizenship</i>	36
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- a. Human, legal and civil rights and their protections;
- b. Privacy, and confidentiality;
- c. Empowerment and control in helping relationships;
- d. Participant choice, control and decision making;
- e. Advocacy and supporting self-advocacy;
- f. Common barriers people with (special population) face;

Human Services Direct Support Professionals Apprenticeship Program *Standards of Apprenticeship*

Appendix II — Related Instruction Outline

Related Instruction Outline	Approximate Hours
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<i>Course 6: Ethical and Professional Practice</i>	30
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- a. Ethics of support relationships;
- b. Translating ethics into practice;
- c. Becoming a culturally competent DSP;
- d. Communication and teamwork;
- e. Self assessment, self-direction and supervision in professional development;
- f. Co-worker relationships; and
- g. Sharing information and knowledge.

<i>Course 7: Special Topics (The content of this course should be customized to meet the needs of a particular apprenticeship program.)</i>	30
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- a. *For example, programs preparing people to work in home settings may choose to address topics relevant to home life including:*

- (1.) Budgeting and income management
- (2.) Accessing entitlements
- (3.) Finding accessible and low cost housing including
- (4.) First time home buyers
- (5.) Managing home maintenance
- (6.) Identifying community resources

- b. *Programs preparing people to support others in finding and maintaining employment may choose to address:*

- (1.) Assessing vocational interests
- (2.) Examining job content and opportunities
- (3.) Identifying candidate job skills
- (4.) Teaching basic work readiness skills
- (5.) Developing supports on the job

Human Services Direct Support Professionals Apprenticeship Program Standards of Apprenticeship

Appendix II — Related Instruction Outline

Related Instruction Outline	Approximate Hours
c. <i>Programs preparing people to work with troubled youth may offer:</i> (1.) Youth development and adolescent psychology (2.) Counseling skills (3.) Strategies for outreach (4.) Organizing youth recreation (5.) Working with gang members	
d. <i>Programs preparing Head Start personnel may offer:</i> (1.) Managing the Early childhood Classroom (2.) Child development (3.) Supporting and communicating with families (4.) The purpose of play (5.) Promoting health social skills	
Total Hours	216

March 16, 2001

Mr. Doug McPherson
Division of Standards National Industry Promotion
USDOL-OATELS
Room N-4649
200 Constitution Ave., N.W.
Washington, D.C. 20210

Dear Mr. McPherson:

Thank you for giving me the opportunity to comment upon the apprenticeability of the **Direct Support Professional** occupation. I am responding on behalf of the **National Alliance for Direct Support Professionals (NADSP)**. The NADSP is a national coalition representing key stakeholders across the nation concerned with strengthening this vital and rapidly expanding workforce. At the outset I want to express that our coalition is very much in favor of the concept of apprenticeship as a potentially powerful vehicle to welcome and train new employees in an industry that is in desperate need of qualified workers. We are, however, concerned with the details of the national patterns presented for review in your correspondence. I will comment on this in detail and provide alternative recommendations that coalition members agreed upon in our last national meeting on February 24th & 25th in Phoenix, AZ. We were grateful, that a US Department of Labor representative was present to assist us in our efforts. First, however, I want to explain the nature of our coalition and industry.

The organizations who are members of this coalition represent a vast number of employers, employees, educators, trainers, policy makers and people who rely on direct support professionals in their daily lives. Collectively a modest estimate of the employee base these organizations represent is approximately 3 million social/human service direct support employees working in every community throughout the complete range of human service industry sub-sectors found throughout the country.

This coalition has been carefully assembled to represent important differentiating characteristics of employer groups (public and private employers, small and large businesses); and to include the voices of other key stakeholders including consumers, families, employees, and educators. Partners have joined on the basis of their ability to adequately represent various industry sub-sectors and their demonstrated commitment to systems change in human service workforce development.

Many coalition members have been worked together for over eight years to improve social/human services education and training and have committed substantial funding and in-kind support to this effort. Our coalition includes the following organizations:

- Administration on Developmental Disabilities
- American Association on Mental Retardation
- American Association of Public Developmental Disabilities Administrators

- Association for Persons in Supported Employment
- CARF: The Rehabilitation Accreditation Commission
- Consortium for Citizens with Disabilities
- City University of New York: Consortium for the Study of Disabilities
- Council for Standards in Human Services Education
- Human Services Research Institute
- Institute on Community Integration (UAP) University of Minnesota
- Irwin Siegel Agency, Inc.
- National Association of State Directors on Developmental Disabilities
- National Center for Educational Restructuring and Inclusion
- National Center for Paraprofessionals in Education
- National Organization of Child Care Workers Association
- National Organization for Human Services Educators
- New Jersey Association of Community Providers
- President's Committee on Mental Retardation
- Program in Child Development and Child Care, University of Pittsburgh School of Social Work
- Reaching Up, Inc.
- Self-Advocates Becoming Empowered
- TASH
- United Cerebral Palsy of America

Industry Description

The social services industry is a vast and rapidly expanding sector of the American economy. Federal and state expenditures under public social service programs accounted for 21.1% of the Gross Domestic Product in 1993 (Statistical Abstracts of the United States, 1996). Based upon 1996 National Occupational and Employment Data generated by the Bureau of Labor Statistics, the social services/ human services sector employs approximately 2,817,805 people in the following unduplicated occupational areas: social work, residential counselor, human service worker, recreational work, psychiatric assistance, personal and home care assistance (excluding home health aides), child care, and teacher's aide.

Table1
Major Occupations in Social/ Human Services with Direct Service Characteristics
excluding Executive and Managerial Positions, Allied Health Professions and Criminal
Justice Professions

Occupational Code	Industry Title	1996 Employment Level
27108	Psychologists	92,630
27302	Social Workers, medical and psychiatric	246,100

27305	Social Workers except medical and psychiatric	351,760
27307	Residential Counselors	196,535
27308	Human Services Workers	240,220
27311	Recreational Workers	289,280
32931	Psychiatric Technicians	77,650
66014	Psychiatric Aides	101,280
68035	Personal and Home Care Aides	208,200
68033	Child Care Workers	377,980
31521	Teacher's Aide, Paraprofessional	636,170
	Total:	2,817,805

It is difficult to ascertain from current employment data bases the number of executive and administrative roles in this sector, therefore these are not estimated in this table. It is, however, fair to say that this number is significant because the landscape of this sector is largely dominated by small to mid-size, private corporations located in virtually every community throughout the United States.

Each of these numerous community based organizations typically has its own executive, programmatic, managerial and business functions offering a wealth of employment opportunities. This can be observed in the results of a national survey where a total of 1050 community based youth work agencies report employing 16,000 full time staff and 14,000 part-time employees. Of the full-time employees, 15% served in executive roles, 4% were in financial service roles, 8% in membership and marketing, 6% in fund development and 17% in program supervisor roles. (The National Collaboration for Youth, 1996). This break-out is typical of the structure of organizations across other industry sub-sectors.

In light of this vast array of employment and advancement opportunities, it is important to note that a majority of the mid-level program managers, senior executives, clinicians, therapists and case managers began their careers in entry-level direct service roles, often pursuing their education at the same time. The entry level direct service roles in human services typically do not require credentials or degrees beyond a high school diploma or a G.E.D., but they are interesting, complex and demanding jobs. The wealth of first-hand experience acquired in the direct service role, when coupled with the pursuit of appropriate knowledge sets and ethical principles, offers an important springboard into a vast array of roles and career opportunities.

The numerous separate businesses providing human services have formed umbrella trade associations and related groups (organized by industry sub-sector see below) at the state and national levels to share information and to represent their interests. Many of the key national and regional associations are members of the NADSP. Also, with the recent introduction of managed care principles to human service delivery systems there has been a growing trend toward larger corporations that provide services in multiple states and communities. Representatives of these larger organizations are also included in our member organizations.

Occupational growth projections for the industry are enormous, posing unique problems for an industry that is currently suffering from severe labor shortages (Larson, 1997; Jaskulski and Metzler, 1990; Silver and Taylor, 1997). The Bureau of Labor Statistics estimates that by the year 2008, over ¾ of all new jobs will be added in the retail and service sectors with 10 million jobs needed in the service sector. Based on estimates that social and human services make up 6% of the service sector, we will need 600,000 new jobs in addition to those we are already desperately struggling to fill.

The social services landscape is composed of a series of separate industry clusters whose boundaries are based upon either the unique characteristics of the populations of clients (sometimes referred to as consumers or service participants) served or the type of service rendered. Service delivery areas representing the major sub-industry clusters include the following:

- Child Care Services
- Child Welfare Services
- Developmental Disability Services
- Physical Disability Services
- Employment Services
- Housing Services and service to homeless
- Family Support Services
- Home services for people needing long-term support
 - (frail seniors, chronically ill, people with disabilities)
- Mental Health / Behavioral Health Services
- Special Education Services
- Substance Abuse Services
- Youth Development Services

In some cases criminal justice services are included in the social services industry clusters but this sector is excluded here primarily because the custodial/criminal nature of these services make services and occupational roles qualitatively different than the other sectors. Additionally, the *Community Support Skill Standards* (Taylor, Bradley, & Warren, 1996) are used as an important integrating structure in our approaches to education and training and the criminal justice occupations were not included in the development of these standards.

Given the complexity of the skills and knowledge used regularly in human service roles as well as the critical nature of good interpersonal skills, educational preparation in the field has a rich and extensive tradition of experiential education. New recruits and tenured direct support professionals receive the bulk of their training on the job and in OJT classrooms. Students pursuing post-secondary degrees in the human and social services spend substantial periods training in field-work environments. For these reasons apprenticeship is a natural pathway through which incumbent workers and learners could conceivably obtain the explicit and tacit, knowledge, skills and ethical principles so important to our work.

In reviewing the minimum standards for work experience (2000 hours) and related instruction (144 hours), it is our opinion that these are feasible minimum benchmarks to achieve a competent level of initial mastery of the direct support practice. In planning a comprehensive apprenticeship program, we feel that it is appropriate to create two mastery awards: 1) Initial Mastery; and 2) Advanced Mastery. These certifications **must not become a mandatory requirement** for working as a direct support professional – such a move would be disastrous to our industry. In thinking through the other elements that we would expect to see in an adequate, national framework for apprenticeship, the NADSP has come to a consensus on the following features:

NADSP Proposed Patterns & Requirements of a National Apprenticeship/Credential program for DSPs

1. Candidates must meet any state and local training requirements in addition to apprenticeship requirements - wherever possible these should be integrated into the On the Job Training Competencies.
2. Occupational/ award level titles should reflect appropriate professional role titles such as direct support trainee vs. apprentice. Our industry has a proud tradition of post-secondary education and we wish to accommodate the language and norms of this tradition as much as possible
3. Ongoing quality assurance of approved apprenticeship preparation programs should be the primary responsibility of state/regional or local industry stakeholder groups (self-regulating);
4. Wage scales for certified DSPs should locally indexed but certificate level worker should not receive less than 130% of the poverty level.
5. The national framework must accommodate individualized, consumer-directed work arrangements in that requirements should not reference organization based training exclusively, and should permit field based learning requirements to be fulfilled under the guidance of a skills mentor by DSPs / service brokers working for an individual consumer or self-employed direct support professionals/ service brokers. (The currently proposed framework does not have this flexibility and this is a major flaw given the emerging trends in our industry).
6. Skill mentoring must occur for candidates during the fulfillment of their work-based learning requirements;
7. There must be a periodic review and renewal of the national apprenticeship requirements to ensure consistency with industry best practices and trends;
8. Learning methods and materials whether self-directed or classroom- based must be culturally relevant and adaptable for individuals with special needs;

9. Preparation programs must include assessments and these must:
 - a. be aligned with the identified skill, knowledge and ethical sets;
 - b. follow appropriate national standards for fairness; and,
 - c. be valid, reliable and of sufficient challenge;
10. Preparation programs incorporate two or more awards - initial mastery and advanced mastery. Other specialized certificates may be developed and awarded as needed.. For award titles we recommend Certificate of Initial Mastery in Direct Support and Certificate of Advanced Mastery in Direct Support;
11. Local preparation bodies must be guided/monitored by a panel of stakeholders who include consumer representatives, family representatives (1/3), direct support professionals (1/3), employers, educators, trainers and policy makers (1/3);
12. The Community Support Skill Standards (CSSS) and the Minnesota Frontline Supervisory Skill Standards represent the body of skill and knowledge to be mastered.
13. Candidates must sign a statement that they accept and understand the Direct Support Professionals Code of Ethics or another relevant ethical code.
14. Candidates must submit testimony, verbal (via audio or video tape) or written from consumers/families indicating that they endorse their candidacy.
15. Preparation programs must include alternative competency achievement assessment processes to provide candidates with an opportunity to obtain a "passport" for past mentored work experience and related instruction on required elements.
- 16.

Ms. Betty Lucero-Turner, Chief
Division of Standards and National Industry Promotion
U.S. Department of Labor
Employment and Training Administration
200 Constitution Ave. N.W.
Washington, DC 20210

U.S. Department of Labor

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200 Constitution Avenue, N.W.
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DEC 6 2001

Mr. Tony Thomas
Executive Director
Welcome House
20575 Center Ridge Road
Suite 200
Rocky River, Ohio 44116

Dear Mr. Thomas:

Thank you for responding to the Office of Apprenticeship Training, Employer and Labor Services (OATELS) request for input regarding the Direct Support Specialist occupation.

After reviewing the responses received from industry, it has been determined that this occupation meets the criteria for apprenticeability. As a result, this occupation has been officially approved as an apprenticeable occupation and will be added to our list of officially recognized occupations.

Thanks again for your response, and we appreciate your support of the registered apprenticeship system.

Sincerely,

JAMES L. PENNY
Chief, Division of Standards and
National Industry Promotion