

**Florida Employment First  
Collaborative**

**Training  
Toolkit**

**A Resource for Funders and  
Employment Service Providers**

**Employment  
First FLORIDA**



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***Florida Employment First Collaborative Training Toolkit:  
A Resource for Funders and Employment Service  
Providers***

Beth Keeton  
Patty Cassidy  
Nancy Brooks-Lane  
Cary Griffin

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# ***EFCT Toolkit***

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## ***About this Toolkit***

The Employment First Collaborative Training Toolkit (EFCT) provides a guide for all employment service professionals- from executive directors and managers to front-line direct support staff- to assess their current capacity and training needs and to identify options for addressing them. Directors and managers may refer to the EFCT Toolkit both as a resource for planning overall training for agency staff as a whole as well as for identifying the specific training needs of individual staff. Evaluating training needs on an individual basis allows customization of staff training to meet the specific needs of each particular staff member- a far more effective strategy for addressing ongoing professional development needs.

The first four sections of the toolkit are developed around the domains and specific core competency standards identified by the Association of People Supporting Employment First (APSE). The EFCT Advisory Committee selected these core competencies as the basis for assessing organizational and individual capacity and training needs because they represent an evidence-based national standard for employment services designed to lead to the development of professional competencies - those determined to be critical to the accomplishment of sustained, high quality employment outcomes. Each section includes: (1) the identification of the APSE Domain; (2) a list of aggregated core competencies for that domain and the recommended minimum training time; (3) an assessment tool to evaluate the current capacity and training needs of an organization or of an individual employment specialist; (4) a list of recommended trainings related to the core competencies identified for that particular domain; and (5) a training resource list for the particular competency. At the end of the entire Training Toolkit is a discussion of Comprehensive Basic Trainings in Employment Services including a list of reviewed and recommended comprehensive trainings. Agencies or individuals demonstrating extensive training needs in multiple domains may benefit from enrolling in a comprehensive basic training program.

Although the trainings and resources in the EFCT Toolkit meet the APSE core competency standards and reflect evidence-based and promising practices in employment training, it is important to recognize that in most cases, quality training alone is not the panacea. Training provides exposure to information and serves as the foundation for skill development, but the skills themselves are honed only through actual practice and time in the field. Best practice calls for following up the training with access to technical assistance or mentorship in the field, to support the acquisition of the desired skills. Additionally, agencies or supervisors must develop and apply consistent quality assurance standards in order to reliably assess the impact of the training/technical assistance programs as well as to identify ongoing training needs. Employment services are learned best by actually “doing” the work, and it is incumbent upon agencies to ensure that employment professionals have the necessary support while learning “to do” in the field.

The EFCT Toolkit contains trainings that fall somewhere along the continuum from emerging to evidence-based practices. This continuum of practice consists of emerging practices, promising practices, best practices and evidenced based practices and is detailed in the table below.

<b>Emerging Practices</b>	<b>Practices that appear to be effective, but have not been researched.</b>
<b>Promising Practices</b>	<b>Practices that are based on theoretical concepts, but data has not been collected to verify effectiveness.</b>
<b>Best Practices</b>	<b>Practices that, over time, have proven to result in consistent outcomes.</b>
<b>Evidence Based Practices</b>	<b>Practices that have scientifically been proven to be effective.</b>

Because the trainings included within this document fall at different points along this continuum, it is important to note that this EFCT Toolkit is not static and is intended to be updated to reflect changes based upon outcomes as well as emerging, new practices and strategies.

**Note:** *The trainings and resources included in this Toolkit are by no means exhaustive nor do they represent the only quality training or materials options available to professionals. Members of the EFCT Advisory Committee and employment service experts from around the country who participated in a national focus group made the initial recommendations for trainings to be researched for this document. To be included, trainings and resources had to: 1) be available to Florida employment service professionals and, 2) meet the APSE/ACRE core competency standards. Recommendations for other trainings or resources to be included in future editions of the EFCT Toolkit may be submitted to the EFCT Advisory Committee.*

## ***APSE Domain 1: Application of Core Values and Principles to Practice***

*Recommended Training Time:  
Minimum of 4 hours*

### ***Domain 1: Application of Core Values and Principles to Practice Core Competencies***

1. **All people have the right to work and are entitled to equal access to employment in the general workforce**
2. **Zero exclusion**
3. **Disability etiquette**
4. **People First Language**
5. **Job seeker strengths interests and talents**
6. **Full inclusion in the general workforce**
7. **Self-determination and empowerment**
8. **Providing services outside institutional and workshop settings**
9. **Involvement of job seeker in the employment process as a collaborative effort that includes paid and non-paid supports**
10. **Impact of employment services history on current practice**
11. **Legislation and regulations related to employment**
12. **Funding sources for employment services**

### ***Domain 1: Assessing for Training Needs of Community Employment Service Provider/Program***

Below are statements that describe Knowledge, Skills, and Abilities (KSAs) of a **Community Employment Service Provider/Program** that may indicate a need for additional training in this Domain. In reviewing a Community Employment Service Provider/Program, determine both discernible behaviors and employment outcomes of the Community Employment Provider that may indicate effective application of this Domain content. This review may be completed by external reviewer(s), or can be completed as a self-assessment, for training needs.

Please note: this is not to be used as a program evaluation tool, but as an informal assessment to determine if training should be considered as a solution to the gaps that may be seen in the Core Competency Area.

This tool is designed to assist with determining whether the **Community**

**Employment Service Provider/Program** best matches the descriptions provided under numbers 1-3. The descriptions may provide a general idea and not an exact description of the program's competency. Choose which best fits. Note, it is not an evaluation of the program but a tool to help decide if training might be warranted.

### **Ratings:**

- #1: Does not demonstrate this competency. Needs intensive training focused on this competency, including how this competency is interrelated with other Core Competencies. Suggestions: intensive training may be warranted for vocational staff, including management and mid-level management in Community Employment
- #2: Does not demonstrate this competency with effectiveness. Suggestions: a focused topical training, a webinar, or other short-term training module.
- #3: Effectively demonstrates this competency.

**Please note:** *The competencies in each Domain are interrelated and foundational. This assessment is not to be used as a program evaluation tool, but as an in-formal assessment to determine if training should be considered as a solution to the gaps that may be seen in the Competency Domains. Trainings should be targeted to leadership, managers, mid-level managers, as well as to employment support staff.*

*Domain 1 Assessment for Training Needs of Community Employment Service  
Provider/Program*

**PLEASE NOTE:** You can complete the Domain 1 Assessment Questions electronically and get an Average total score, by clicking below or typing <https://form.jotform.com/61769405160153> into your browser.

Domain 1  
Electronic Form



## **Domain 1: Right to Work, Zero Exclusion, Employment First**

Employment is the first service offered to all individuals entering services. No eligibility requirements such as job readiness, pre-vocational work skills training, intellectual functioning requirement, or employability is expected. (Standard eligibility may be based on the individual experiencing a disability that meets a program's services mandate and funding eligibility for services).

### **Rating 1**

Eligibility criteria include requirements that individuals complete or pass "readiness" activities or checklists, meet behavioral expectations, or to enter through a sheltered or day program to receive community employment services. Some individuals are excluded from the community employment services as too severe to benefit.

Program may inform applicant or referral source that an individual's needs are too significant and therefore should seek services through another organization.

Individual referrals are screened for "work readiness" eligibility.

### **Rating 2**

Individual referrals are screened for eligibility. Program descriptive materials (marketing brochures, program descriptions, web site, etc.) provide explanation of the right to work for all individuals regardless of the significance of disability; state the organization's Employment First policy and implementation; reflect individual's right to equal access to employment in the general workforce.

Despite these materials program still excludes some individuals based on significance of disability, behavioral expectations, or readiness criteria. Exclusion occurs either by not accepting referrals or through providing alternate services through day programs, workshops, etc. to prepare for work.

### **Rating 3**

Individuals who are referred for services and meet standard eligibility requirements are offered community-based employment

Services as the first option. Services are individually tailored to the unique needs of the individual, and consider each person's skills, abilities, interests and community in the process. Services result in real community employment as the outcome.

Program serves a broad range of individuals with disabilities, including people with the most significant disabilities, and has data that reflects this.

## **Domain 1: Disability Etiquette, People First Language**

Individuals are treated with respect, dignity, and as full partners in the employment process; language used by Organization and Staff reflects seeing people as unique individuals. Individuals are referred to by name or as an “individual with a disability” and not “our people”, “autistics”, “the mentally ill”, “mildly handicapped”, etc.

### **Rating 1**

Staff of the program does not use people first language or treat individuals receiving community employment services as individuals.

Staff does not use or model respectful interactions in community, and staff often appears to be “in control”. Staff does not practice disability etiquette.

Program descriptive materials (marketing brochures, program descriptions, web site, etc.) do not reflect People First Language.

### **Rating 2**

Staff of the program is inconsistent in the use of people first language or treat individuals receiving community employment services as individuals.

Staff inconsistently uses or models respectful interactions in community, and staff often appear to be “in control”. Staff does not consistently practice disability etiquette.

Program descriptive materials (marketing brochures, program descriptions, web site, etc.) do not consistently reflect People First Language.

### **Rating 3**

Staff of the program use people first language when speaking about the individuals receiving services, and treat individuals receiving community employment services as individuals, not service recipients.

Staff uses or models respectful interactions in community and staff often appears to be partners in the community services provided to job seekers.

## **Domain 1: Job Seeker Involvement, Job Seeker Strengths and Talents, Self Determination, and Empowerment**

Individuals served in the program are active participants in all services provided by the program. Services are guided by the individual's strengths and talents and not by pre-established program contents.

### **Rating 1**

Job seekers are not included in the employment process; assessments are completed at pre-arranged assessment sites, not individually developed based upon each person's interests and skills. Choice is not understood and/or is not considered as a preference among options offered.

Program develops employment sites for all job seekers based on available opportunity for the program.

Employment is offered to the most qualified candidate.

### **Rating 2**

Job seekers are included in some of the employment process. Individual may participate in informational interviews but not job development; or individual may participate in the development of a resume but not participate in developing a vocational assessment process to include tasks of interests or activities that are meaningful to them. Choice is not understood or is considered as a preference among options offered.

Final decisions and documentation of services remains the purview of the program.

### **Rating 3**

Job seekers are included in the employment process from initial community based assessments, informational interviewing, job development, job training and on-going support.

The individual is not a passive participant in the process but makes choices and decisions and is actively in control, with support as needed.

Services are guided by the individual's strengths and talents, and not by pre-established program components.

## **Domain 1: Providing Services outside institutional and workshop settings**

Employment Services of the organization assist individual job seekers with disabilities to obtain employment in regular businesses in the community that employ the typical citizens of that community and that are owned and operated by community citizens or typical business owners.

### **Rating 1**

Program offers community vocational services in workshops, on program site or grounds, and/or in businesses owned by the agency where wages are paid for by the program.

### **Rating 2**

Program provides some community employment opportunities for some individuals, while others are served in community vocational services in workshops, on program site or grounds, and in businesses owned by the agency where wages are paid for by the program.

### **Rating 3**

Program offers community-based employment in individually developed jobs in community businesses that meet the individual's unique choice, interests, skills, contributions and ideal conditions of employment.

## **Domain 1: Job Seeker Involvement, Job Seeker Strengths and Talents, Self Determination, and Empowerment**

Individuals served in the program are active participants in all services provided by the program. Services are guided by the individual's strengths and talents and not by pre-established program contents.

### **Rating 1**

Job seekers are not included in the employment process; assessments are completed at pre-arranged assessment sites, not individually developed based upon each person's interests and skills. Choice is not understood and/or is not considered as a preference among options offered.

Program develops employment sites for all job seekers based on available opportunity for the program.

Employment is offered to the most qualified candidate.

### **Rating 2**

Job seekers are included in some of the employment process. Individual may participate in informational interviews but not job development; or individual may participate in the development of a resume but not participate in developing a vocational assessment process to include tasks of interests or activities that are meaningful to them. Choice is not understood or is considered as a preference among options offered.

Final decisions and documentation of services remains the purview of the program.

### **Rating 3**

Job seekers are included in the employment process from initial community based assessments, informational interviewing, job development, job training and on-going support.

The individual is not a passive participant in the process but makes choices and decisions and is actively in control, with support as needed.

Services are guided by the individual's strengths and talents, and not by pre-established program components.

## **Domain 1: Impact of employment services history on current practice; Legislation and Regulations related to employment**

Clear expectations of progress to ensure best practices in employment services will be maintained based on historical changes and improvement. Knowledge of regulations, policies, and practices that impact service quality and outcomes are understood. Active in legislative and policy movements to effect positive change.

### **Rating 1**

Vocational program has remained unchanged or has changed very little for many years, maintaining outdated services and program components. Program has not altered or has minimally altered design, practices, or services based on best practices, emerging practices, or evidence-based practices.

Program staff does not participate in reviews, focus groups, or provide program input to proposed state level changes that will impact their program to prove best practices in community employment. Program staff is not knowledgeable about legislation, rules, and regulations that affect the services they provide.

### **Rating 2**

Vocational program has changed to include services that meet the definitions of best practices, emerging practices, or evidence based practices, while maintaining some outdated services and program components.

Program has altered program design, practices, and services to include the newer models of services as an addition to the more traditional models of vocational services.

Program staff is somewhat knowledgeable about legislation, rules, and regulations that affect the services they provide and sometimes participates in reviews, focus groups, or provides program input to proposed state level changes that would impact their program.

### **Rating 3**

Vocational program is newly developed or has evolved based on best practices, emerging practices, or evidence-based practices.

Program staff is knowledgeable about legislation, rules, and regulations that affect the ability to provide best practices, emerging practices, or evidence based practices and can speak to the effect of regulations on the services they provide.

Program staff participates in reviews, focus groups, or provide program input to proposed state level changes that will impact their program.

## **Domain 1: Funding Sources for Employment**

Knowledge and use of all available funding for individuals served in community employment; seeks alternative funding sources for each individual as necessary for success. Does not rely on single source funding, i.e., VR only or Medicaid only. Funding streams includes those which support program staffing costs, but also those that benefit the individual job-seeker in their employment, i.e. use of PASS, IRWE, Ticket to Work, IDA's, micro-loans, WIOA.

### **Rating 1**

Program relies on one source of funding for all employment services and does not seek any additional funding for the program. (i.e., Medicaid Waiver only, or VR only)

Program does not use funding for the job seeker to use directly for employment outcomes, i.e. PASS, SEIE, or WIOA program supports.

### **Rating 2**

Program relies on one or two sources of funding for all employment services and does not seek any additional funding for the program.

Program does not use funding for the job seeker to use directly for employment outcomes, i.e. PASS, SEIE, or WIOA program supports, and/or explores only certain funding sources for each individual it serves. Exploration is limited to funding sources the program has used historically vs. determined by developing individualized resource plans for each job seeker it supports.

### **Rating 3**

Program seeks multiple sources of funding (braided funding) for all employment services to ensure program stability, but also to ensure each job seeker has access to all available resources to ensure successful employment outcomes.

Program also seeks and uses funding for each job seeker that can be used directly by the job seeker for employment outcomes, i.e. PASS, SEIE, or WIOA program supports.

## **Domain 1 Recommended Trainings: Intro to Employment Services & Core Values**

Title	Organization	Modality / Duration	Price
<b>Foundations of Employment</b>	College of Employment Supports <a href="http://directcourseonline.com">directcourseonline.com</a>	Online	Contact agency for pricing.
<b>IPS Overview</b>	Dartmouth IPS Supported Employment Center <a href="http://dartmouthips.org">dartmouthips.org</a>	Onsite 1/2 Day	Contact Dartmouth for pricing
<b>Introduction to Customized Employment</b>	Griffin-Hammis Associates, Inc. (GHA) <a href="http://griffinhammis.academy.reliaslearning.com">griffinhammis.academy.reliaslearning.com</a>	Online, on-demand 1.25 hours Onsite, scheduling varies based on need (typically 1 day)	\$25.00 Contact GHA for pricing
<b>Orientation to Disabilities</b>	Training Resource Network (TRN) <a href="http://www.trn-store.com">www.trn-store.com</a>	Online, on demand 45-60 min.	\$29.95
<b>Overview of Customized Employment</b>	Marc Gold & Associates <a href="http://www.marcgold.com">www.marcgold.com</a>	Contact MGA for training duration	Contact MGA for pricing
<b>Principles of Career Development</b>	College of Employment Supports <a href="http://directcourseonline.com">directcourseonline.com</a>	Online	Contact agency for pricing.



## ***Domain 1 Recommended Trainings: Self-Determination***

<b>Title</b>	<b>Organization</b>	<b>Modality / Duration</b>	<b>Price</b>
<b>Introduction to Self-Determination for Students with Disabilities (Module 5)</b>	<i>Project 10</i> <a href="http://www.project10.info">www.project10.info</a>	<i>Online, on-demand</i>  2 hours	<i>Free</i>
<b>Standing Up for Me: Florida’s Self-Determination Curriculum</b>	<i>Project 10: Training on Demand</i> <i>Training for School District Personnel – training requests made by district to their Regional Transition Representative. Contact Project 10 for details.</i>  <a href="http://www.project10.info">www.project10.info</a>	<i>Modality TBD based upon request.</i>  4-6 hours	<i>Contact Project 10 for information.</i>

## ***Domain 1 Resource List***

Additional resources or information related to topics covered in Domain 1 include:

- **Employment First**  
<http://www.dol.gov/odep/topics/EmploymentFirst.htm>
- **Job Accommodation Network**  
<http://askjan.org/>
- **People First Language-Disability is Natural**  
[www.disabilityisnatural.com](http://www.disabilityisnatural.com)
- **Serving People with Disabilities in the Most Integrated Setting: Community Living and Olmstead; U.S. Department of Health & Human Services**  
<http://www.hhs.gov/civil-rights/for-individuals/special-topics/community-living-and-olmstead/index.html>
- **Person-Centered Thinking Philosophy; Department on Disability Services**  
<http://dds.dc.gov/page/person-centered-thinking-philosophy>
- **Project 10 Transition Education Network**  
<http://project10.info/>
- **Social Security Online -Plan to Achieve Self-Support (PASS)**  
[www.socialsecurity.gov/disabilityresearch/wi/pass.htm](http://www.socialsecurity.gov/disabilityresearch/wi/pass.htm)
- **Social Security Online - The Red Book - SSDI And SSI**  
<http://www.ssa.gov/redbook/>
- **Ticket to Work**  
[www.ssa.gov/work/](http://www.ssa.gov/work/)
- **Workforce Innovation and Opportunity Act of 2014**  
[www.doleta.gov/wioa/](http://www.doleta.gov/wioa/)

**APSE Domain 2:**  
**Individualized Assessment and Employment/Career Planning**

*Recommended Training Time: Minimum of 6 hours*

**Domain 2: Individualized Assessment and Employment/Career Planning**  
**Core Competencies**

13. **Rights and responsibilities related to disclosure of disability**
14. **Counseling job seeker on disability disclosure**
15. **Practices unique to school-to-work**
16. **Rapid engagement in the employment process**
17. **Limitations of traditional vocational evaluation for job seekers with significant disabilities**
18. **Motivational interviewing techniques**
19. **Interviews with job seeker and others familiar with his/her abilities and work history**
20. **Impact of job seeker's demographic cultural and social background**
21. **Reviewing job seeker's records and collecting pertinent employment information**
22. **Job seeker in his/her current daily routines and environments**
23. **Benefit analysis for job seeker**
24. **Strategies to reduce or eliminate entitlement benefits**
25. **Non-work needs that may impact successful employment (e.g. transportation counseling, food assistance, financial, housing)**
26. **Job seeker's preferred style of learning skills talents and modes of communication**
27. **Integration of relevant employment information into a vocational profile that reflect job seeker's interests goals and aspirations**
28. **Community-based situational assessment**
29. **Paid work trials and job tryouts**
30. **Volunteering**
31. **Job shadowing**
32. **Informational interviews**
33. **Self-employment resources for job seekers**
34. **Referrals to appropriate agencies organizations and networks based on career plans**

This domain considers the knowledge, skills, and abilities of employment staff to successfully *apply* a variety of community-based career planning tools, community base and referenced approaches to assessment rather than traditional assessment sites or tools, and using a completely individual approach to the Career Planning process. When reviewing this Core Competency for your staff, program, or vendors, consider the KSAs (knowledge, skills, and abilities) of the individuals who provide the services. The Competency Analysis Instrument may be helpful in determining the need for training based upon the example KSAs.

## ***Domain 2: Assessing for Training Needs of Community Employment Service Provider/Program***

Below are statements that describe KSA's of a **Community Employment Service Provider/Program** that may indicate a need for additional training in this Domain. In reviewing a Community Employment Service Provider/Program, determine both discernible behaviors and employment outcomes of the Community Employment Provider that may indicate effective application of this Domain content. This review may be completed by an external reviewer(s), or can be completed as a self-assessment, for training needs. Please note: this is not to be used as a program evaluation tool, but as an informal assessment to determine if training should be considered as a solution to the gaps that may be seen in the Core Competency Area.

This tool is designed to assist with determining to whether the **Community Employment Service Provider/Program** best matches the descriptions provided under numbers 1-3. The descriptions may provide a general idea and not an exact description of the program's competency. Choose which best fits. Note: it is not an evaluation of the program but a tool to help decide if training might be warranted.

### **Ratings:**

#1: Does not demonstrate this competency. Needs intensive training focused on this competency, including how this competency is interrelated with other Core Competencies. Suggestions: intensive training may be warranted for vocational staff, including management and mid-level management in Community Employment

#2: Does not demonstrate this competency with effectiveness. Suggestions: a focused topical training, a webinar, or other short-term training module.

#3: Effectively demonstrates this competency.

***Please note:*** *The competencies in each Domain are interrelated and foundational. This assessment is not to be used as a program evaluation tool, but as an in-formal assessment to determine if training should be considered as a solution to the gaps that may be seen in the Competency Domains. Trainings should be targeted to leadership, managers, mid-level managers, as well as to employment support staff.*

*Domain 2 Individualized Assessment and Employment / Career  
Planning*

**PLEASE NOTE: You can complete the Domain 2 Assessment Questions electronically and get an Average total score, by clicking below or by typing <https://form.jotform.com/61805583858165> into your browser.**

**Domain 2  
Electronic Form**

## **Domain 2: Rights, responsibilities and counseling related to disclosure of disability in employment**

Knowledge of and effective counseling in disclosure issues of disability as it relates to employment is critical to successful employment accommodations, supports, qualifications, and good job match.



### **Rating 1**

Some program staff may describe job seekers' disability to employers in the development process. They may not relate disclosure to accommodation needs.



### **Rating 2**

Program staff provide counseling and information to job seekers on disclosing disability. May not provide effective support on disclosure during the employment development process or during the employee's employment tenure.

Staff does not explain the need for disclosure if requesting an accommodation at the work site.



### **Rating 3**

Program staff provides counseling, information, guidance and support on disclosure of disability throughout the employment development process and throughout an individual's employment tenure.

Effectively relates disclosure to accommodation needs.

## **Domain 2: Practices that are unique to school-to-work**

Individuals who are transitioning from school-to-work require effective planning, collaboration, and specific strategies that result in employment outcomes. Most effective practices result in actual paid employment prior to exiting school and a smooth transition to adult services, as necessary.

### **Rating 1**

Program does not work with schools/adult providers to plan for transition of students into community-based employment. May wait for students to leave school before beginning employment services.

Employment services to youth entering adult services may not include information obtained from prior work experiences from school program; looks identical to practices for adults and not unique to transition aged youth.

Program has no established relationship, planning, or collaboration between schools, adult services funders, or Vocational Rehabilitation for youth transition.

### **Rating 2**

Program refers/accepts referrals from schools for community employment, but waits until youth exit school before beginning services.

Has no formal transition relationship between the schools, adult providers, Vocational Rehabilitation.

Vocational services look the same as for adults and have no unique practices to transition aged youth.

### **Rating 3**

Program has formal established planning, collaboration, and specifically designed strategies for transition of students from school into community-based employment with defined roles, responsibilities and funding.

Program has effective practices that result in students leaving school with paid community employment, with a smooth transition to an adult service provider, as necessary.

## **Domain 2: Rapid engagement in the employment process**

Effective outcomes in community-based employment are responsive and urgent; job seekers do not languish in “readiness” programs or long phases of assessment lasting months. Instead, engagement begins at the moment of referral with collaborative activities between the job seeker and the program staff to “choose, get, and keep” employment using fast paced yet effective, timely, and effective practices.

### **Rating 1**

Program uses lengthy assessment tools, practices, or program designs that require individuals to complete various programmatic steps in the assessment process that are time intensive and process focused, not outcome driven.

Individuals referred for community employment services wait for an opening in the assessment process and are not rapidly engaged.

Individuals do not participate or are not included in employment planning, assessment, and the employment development process but rather are provided information following professional assessment.

### **Rating 2**

Program and staff engage job seekers quickly at the time of referral and begin the assessment process, yet individuals may or may not be active participants in the process.

Following a timely assessment, there is a lag time before job development begins.

Individuals may or may not be included in employment planning, assessment, and the employment development process but rather, are provided information following professional assessment.

### **Rating 3**

The employment process begins quickly with community-based employment practices that include the job seeker in all facets.

There is a seamless and timely process from assessment through job development, to job hire, and on-going support.

Individuals are always active participants in employment planning, assessment, and the employment development process.



## **Domain 2: Use of Community-Based Assessment and Discovery Practices that meet the needs of each individual jobseeker**

Excellent employment assessment practices are not a one-size-fits-all approach; many traditional vocational evaluation methods are not suitable for people with more significant disabilities.

### **Rating 1**

Program uses traditional vocational evaluation practices for all job seekers, even those with significant disabilities.

Does not use alternative Discovery practices for those with the most significant disabilities.

Struggles with determining employment goals and support strategies for those job seekers with the most significant disabilities.

Fails to interview the job seeker, family, and others who know the individual well concerning job seekers' abilities.

### **Rating 2**

Program uses assessment practices that are community-based, but are tied to existing assessment sites, used for multiple job seekers.

Program is inconsistent in developing alternative assessment strategies for people with more significant disabilities, like Discovery and building community team approaches to the employment process.

Has limited experience or success in the assessment process and determining goals and job development plans for individuals with the most significant disabilities.

### **Rating 3**

Program uses assessment practices that are community-based, and individually developed for each job seeker based on each individual's unique interests, skills, tasks, conditions of employment, etc.

Program uses effective assessment strategies for people with more significant disabilities, like Discovery and building community team approaches to the employment process.

Has proven experience and success in the assessment process and determining goals and job development plans for individuals with the most significant disabilities.

## **Domain 2: Variety of Community-Based Assessment Strategies and Practices**

Methods of getting to know an individual's interests, tasks, skills, contributions, preferred learning style, and conditions of employment must include diverse community-based assessment tools. These should include interviewing, understanding demographics, social and cultural background, as well as impact of disability, and spending time with job seeker in current daily routines and environments relevant to the individual.

### **Rating 1**

Uses traditional assessment practices and those same practices for all job seekers, regardless of significance of disability.

Does not spend time with individual job seekers in daily routines, the job seeker's community and current environments to gain understanding of the job seeker.

Does not consider family, demographic, culture, or social background in the assessment process.

### **Rating 2**

Uses a several assessment practices to determine job seekers' employment goals; may or may not use effective community-based practices in the process.

Inconsistently spends time with job seekers in daily routines, in the job seeker's community and in current environments, possibly unfamiliar in how or why to do this, particularly for people with more significant disabilities.

Inconsistently interviews others who know individual job seekers well, or to consider the family, demographic, culture, or social background in the assessment process.

### **Rating 3**

Employs a variety of assessment practices to determine job seekers' employment goals using community-based practices.

Assessment includes spending time with job seekers in daily routines, in the job seeker's community and in current environments, to know an individual's interests, tasks, skills, contributions, preferred learning style, and conditions of employment.

Staff interviews the job seeker, family, and others who know the individual well concerning job seekers' abilities and considers family, demographic, culture, or social background in the assessment process.

## **Domain 2: Obtains, understands, uses and explains impact of employment on entitlement benefits and use of SSA work incentives**

Fear and confusion about the impact of work on public benefits is widespread and people with disabilities often choose not to work or are limiting the amount they work because of misinformation. Knowledge and application of special work rules that allow people to maintain access to health insurance and critical benefits while also financially getting ahead from work is key.

### **Rating 1**

Does not include identifying current benefits of job seekers during assessment process.

Shares no basic information with job seekers about employment impact on benefits and have limited or no resources to refer to.

Program staff does not consider or share the use of SSA work incentives in employment planning.

### **Rating 2**

Includes identifying current benefits of job seekers during assessment process, but does not analyze the information to provide clear information to the job seeker.

In consistently refers job seekers to appropriate benefits specialists for further analysis.

Limited experience in using SSA work incentives in the employment process.

### **Rating 3**

Includes identifying current benefits of job seekers during assessment process, provides clear information to the job seeker, discusses the impact of employment on all benefits, and refers to benefits specialists for further analysis.

Experienced in assisting job seekers to use SSA work incentives for employment in a variety of ways.

**Domain 2: Quality assessment information is well captured in a written document such as vocational profile or discovery record that reflects the job seeker’s interests, goals, and aspirations.**

 **Rating 1**

Does not capture detailed community-based assessment information in a well-written document that reflects and meets the approval of the job seeker that reveals the job seeker’s interests, goals, and aspirations.

Provides limited assessment information to funders in reports designed to meet billing requirements and not to thoroughly document community-based assessment activities. Contains subjective remarks that do not support good community-based assessment practices.

Documentation is poorly written, reports already existing information, and has limited validity or application to community-based employment.

 **Rating 2**

Sometimes captures detailed community-based assessment information in a well-written document that reflects and meets the approval of the job seeker and that reflects the job seeker’s interests, goals, and aspirations, but is not consistently provided for all job seekers.

Reports may be written in a brief stilted style that is often subjectively written and missing descriptive objective content about an individual’s unique employment interests, goals, and aspirations.

Assessment reports may look very similar in content across multiple job seekers.

 **Rating 3**

Program staff captures detailed community-based assessment information in a well-written document that reflects and meets the approval of the job seeker and that reveals the job seeker’s interests, goals, and aspirations.

This type of assessment is consistently provided to all community-based employment participants. May include photos or videos of job seeker demonstrating tasks and skills in community environments.

Reports are written in an objective narrative style with enough detail to thoroughly document specific information captured in the community-based assessment.

## **Domain 2: Assessment includes a variety of community-based activities specific to the job seeker.**

Valuable information is captured on activities, tasks, skills, and interests of the individual through comprehensive community-based employment activities. These experiences also allow the job seeker opportunities to learn about employment likes, dislikes, skills and qualifications. Community based locations must be unique to the job seeker, located in the community (not agency sites) and are not re-used over and over as an assessment “site”. These may be described as community based-situational assessments, paid work trials and job tryouts, volunteering, job shadowing, and informational interviews.

### **Rating 1**

Uses traditional assessment practices mostly in-house, i.e. interest inventories, paper-pencil aptitude testing, interviews with job seeker and vocational assessment instruments used to

determine employability. May use pre-established assessment sites.

Does not use individually developed community-based activities for each job seeker to determine interests, skills, abilities, etc. relying solely on pre-established assessment sites. For all job seekers.

Does not use effective assessments for people with the most significant disabilities, and may choose to not accept referrals of people with significant disabilities.

### **Rating 2**

Uses a variety of community-based assessment practices, yet still includes traditional in-house assessments for job seekers.

Uses one type of assessment for all job seekers, such as community-based situational assessments at established sites.

### **Rating 3**

Uses a variety of community-based assessment practices, through unique experiences based on an individual’s interests, skills, tasks, etc.

Effectively uses community-based assessment strategies for people with significant disabilities, and is creative in developing unique experiences for each individual. Develops opportunities to determine and to verify each individual job seeker’s interests, skills, tasks, abilities, conditions of employment, support strategies, etc. though various paid and unpaid opportunities.

## **Domain 2: Self-employment resources for job seekers**

Assists job seekers to uncover potential opportunities and resources for self-employment throughout the employment process. Considers self-employment as one of many possibilities for community employment; seeks and provides any necessary resources for the job seeker to consider, as necessary.

### **Rating 1**

Does not consider self-employment as an employment outcome for community-based employment. Assessment and job development practices never lead to self-employment as a possibility.

Does not provide support, guidance, resources, or referral to other agencies or services to jobseekers for self-employment.

### **Rating 2**

Understands self-employment as a community employment possibility but may steer people away from consideration of SE as an outcome.

Lacks familiarity with resources that can assist job seekers with self-employment or entrepreneurial outcomes.

May assist job seekers to access SE services and supports, but lacks program resources for this option.

### **Rating 3**

Program supports self-employment and entrepreneurial employment as a possible community employment option.

Maintains relationships with other SE programs, funders, and resources to assist job seekers with this potential outcome.

Provides any and all resources on self-employment to job seekers including, but not limited to: Assessment/Discovery, business planning, feasibility testing, support planning, funding resources, SSA work incentives, financial planning, and product development.

## **Domain 2: Referrals to appropriate agencies, organizations and networks based on career plans.**

Through the career planning process, program staff may uncover needs that a job seeker has, in addition to employment supports; this may include housing, financial literacy, medical, parenting, etc. Provides information and referrals to community agencies, organizations and networks that meet assist with identified needs.

### **Rating 1**

Does not provide referrals to other outside agencies, organizations, networks, or community resources. Provides only services and supports offered by the agency/program.

Maintains limited connections or relationships to other agencies, organizations, or networks beyond relationships with program funders.

Has limited knowledge of other resources needed by job seekers based on assessment and career plan.

### **Rating 2**

Provides limited referrals to other outside agencies, organizations, and networks because knowledge of and relationships with others is narrow.

Makes some referrals to other disability provider organizations, but has limited resources to generic community resources that may be of benefit to job seekers.

### **Rating 3**

Provide referrals to other outside agencies, organizations, networks, and community resources based on and individual's needs identified in the assessment and career plan.

Program staff is adept at locating resources such as agencies, organizations, and networks and make referrals and follow up accordingly.

Staff utilizes Community Resource Mapping or a similar formal means of identifying and maintaining a rich resource network of community resources are varied and may include but are not limited to residential, transportation, housing, financial, medical/dental, self-employment, counseling, gender issues, education, training, funding, and vocational.

## Domain 2 Recommended Trainings: Individualized Assessment

Title	Organization	Modality / Duration	Price
<b>Assistive Tech Assessments and / or Individual Training</b>	Florida Alliance for Assistive Technology (F.A.A.S.T.) <a href="http://www.faast.org">www.faast.org</a>	Contact F.A.A.S.T for information on training options	Contact F.A.A.S.T for pricing
<b>Career Development: Using Principles of Discovery and Career Enhancement</b>	Training Resource Network <a href="http://www.trn-store.com">www.trn-store.com</a>	Online, instructor-led  2 week course; see website for schedule	\$159/person  Group rates for 3 or more
<b>Career Profile</b>	Dartmouth IPS Supported Employment Center <a href="http://www.dartmouthips.org">www.dartmouthips.org</a>	Onsite  3 hours	Contact Dartmouth for pricing
<b>Community Employment with an Emphasis on Customized Employment</b>	Griffin-Hammis Associates, Inc. <a href="http://www.griffinhammis.com">www.griffinhammis.com</a>	Online, 40 hours: Assignments, required readings  <i>This is a comprehensive training course. Participants successfully completing course may be eligible to provide Discovery Services through FL VR.</i>	\$325/person  Contact GHA for pricing and scheduling



*Domain 2 Recommended Trainings: Individualized Assessment,  
cont.*

Title	Organization	Modality / Duration	Price
<b>Development of the Representational Portfolio</b>	<p style="text-align: center;">Marc Gold &amp; Associates <a href="http://www.marcgold.com">www.marcgold.com</a></p>	<p style="text-align: center;">Onsite 1-2 days</p>	<p style="text-align: center;">Contact MGA for training duration and pricing</p>
<b>Discovering Personal Genius: Functional Vocational Assessment</b>	<p style="text-align: center;">Griffin-Hammis Associates, Inc. <a href="http://www.griffinhammis.com">www.griffinhammis.com</a> Cary Griffin: <a href="mailto:cgriffin@griffinhammis.com">cgriffin@griffinhammis.com</a></p>	<p style="text-align: center;">Online, on-demand 1.25  Onsite, scheduling varies based on need (typically 1-2 days)</p>	<p style="text-align: center;">\$45  Contact GHA for pricing</p>
<b>Discovery</b>	<p style="text-align: center;">Marc Gold &amp; Associates <a href="http://www.marcgold.com">www.marcgold.com</a></p>	<p style="text-align: center;">Onsite 1-2 days</p>	<p style="text-align: center;">Contact MGA for training duration and pricing</p>
<b>Discovery Certificate Course</b>	<p style="text-align: center;">University of South Florida / Marc Gold &amp; Associates  Participants successfully completing course may be eligible to provide Discovery Services through FL VR.  Tammy Jorgensen-Smith, PhD: <a href="mailto:tjsmith@bcs.usf.edu">tjsmith@bcs.usf.edu</a>  (813) 974-7713</p>	<p style="text-align: center;">Instructor-led  6 weeks</p>	<p style="text-align: center;">\$875</p>

*Domain 2 Recommended Trainings: Individualized Assessment,  
cont.*

Title	Organization	Modality / Duration	Price
<b>Helping People to Consider Employment</b>	Dartmouth IPS Supported Employment Center <a href="http://www.dartmouthips.org">www.dartmouthips.org</a>	Onsite 90 min	Contact Dartmouth for pricing
<b>IPS Practitioner Skills Online</b>	Dartmouth IPS Supported Employment Center <a href="http://www.dartmouthips.org">www.dartmouthips.org</a>	Online, facilitated 8 modules, each takes 30-40 min	Contact Dartmouth for pricing
<b>Motivation Connections “Connecting Motivation to Employability”</b>	Dover Training Group <a href="http://www.dtg-emp.com">www.dtg-emp.com</a>	Webinar Series Overview: 90 min Skills Building (2) 60 min. sessions	Contact DTG for pricing
<b>The Written or Visual Profile</b>	Marc Gold & Associates <a href="http://www.marcgold.com">www.marcgold.com</a>	Onsite 1-2 days	Contact MGA for training duration and pricing

## **Domain 2 Recommended Trainings: Entitlements / Public Benefits**

Title	Organization	Modality / Duration	Price
<b>Social Security Disability Benefits &amp; Work: Address Fears &amp; Be Part of the Solution</b>	Griffin-Hammis Associates, Inc. <a href="http://www.griffinhammis.com">www.griffinhammis.com</a>	Online, on-demand 2.75  Onsite, scheduling varies based on need (typically 1 day)	\$27  Contact Dartmouth for pricing
<b>Supplemental Security Income &amp; Work: Address Fears &amp; Be Part of the Solution</b>	Griffin-Hammis Associates, Inc. <a href="http://www.griffinhammis.com">www.griffinhammis.com</a>	Online, on-demand 2.75  Onsite, scheduling varies based on need (typically 1 day)	\$27  Contact Dartmouth for pricing
<b>The Changing Face of Benefits</b>	Florida Developmental Disabilities Council (FDDC) / National Disability Institute (NDI) <a href="http://www.fddc.org/publications">www.fddc.org/publications</a>	Online, self-paced  8 modules 25-60 min / module	Free
<b>Accommodating People with Psychiatric Disabilities in the Workplace</b>	Supported Employment Education Design (the SEED) <a href="http://staffdevelopment.net">staffdevelopment.net</a> <a href="mailto:SETraining@yahoo.com">SETraining@yahoo.com</a>	Onsite  1-4 days  Duration varies according to specific need	Contact SEED for Pricing

**Domain 2 Recommended Trainings: Entitlements / Public Benefits, cont.**

Title	Organization	Modality / Duration	Price
<b>Autism Internet Modules</b>	National Professional Development Center on Autism Spectrum Disorders <a href="http://www.autisminternetmodules.org">www.autisminternetmodules.org</a>	Online Multiple modules available Duration varies by specific module	Free
<b>Autism Training and Information</b>	The Center for Autism and Related Disabilities (CARD) <a href="http://www.florida-card.org">www.florida-card.org</a>	Online modules, variety of subjects Onsite training available Duration varies for specific modules / trainings	Contact CARD for pricing and onsite training options
<b>National Center on Deaf-Blindness: Professional Development</b>	National Center on Deaf-Blindness <a href="http://www.nationaldb.org">www.nationaldb.org</a>	Online resources and training webinars Duration varies by topic	Free
<b>Real Work for Real Pay for Individuals with Autism Spectrum Disorders</b>	VCU WorkSupport <a href="http://www.worksupport.com">www.worksupport.com</a>	Online, instructor-led 4-week course. <i>See site for schedule</i> 4 lessons, approx. 4 hours / lesson	\$150/person Discount for organizations enrolling 5 or more people
<b>Supported Employment for Individuals with Traumatic Brain Injury</b>	VCU Worksupport <a href="http://www.worksupport.com">www.worksupport.com</a>	Online, instructor-led 4 week course <i>See site for schedule</i>	\$125/person Discount for organizations enrolling 5 or more people

## ***Domain 2 Resource List***

Additional resources or information related to topics covered in Domain 2 include:

### **Disclosure**

- **Job Accommodation Network (JAN) Disclosure**  
<https://askjan.org/topics/discl.htm>
  
- **Disclosure of Disability Information at a One-Stop Career Center: Tips and Guidelines, Tools for Inclusion, Issue #23, January 2009**  
[www.communityinclusion.org/article.php?article\\_id=269](http://www.communityinclusion.org/article.php?article_id=269)
  
- **Disclosure of Disability/Accommodation Requests in the Workplace, Mid- Atlantic ADA Center**  
[www.adainfo.org/content/disclosure-disabilityaccommodation-requests-workplace](http://www.adainfo.org/content/disclosure-disabilityaccommodation-requests-workplace)
  
- **Frequently Asked Question About Disability Disclosure Under the Americans with Disabilities Act (ADA)**  
<http://disabilityrightsiowa.org/wp-content/uploads/2012/11/FAQ-About-Disability-Disclosure-under-the-ADA.pdf>
  
- **The 411 on Disability Disclosure: A Workbook for Families, Educators, Youth Service Professionals, and Adult Allies Who Care About Youth with Disabilities**  
[www.ncwd-youth.info/411-on-disability-disclosure-for-adults](http://www.ncwd-youth.info/411-on-disability-disclosure-for-adults)
  
- **The 411 on Disability Disclosure: A Workbook for Youth with Disabilities, National Collaborative on Workforce and Disability for Youth. (2005). The 411 on Disability Disclosure**  
[www.ncwd-youth.info/411-on-disability-disclosure](http://www.ncwd-youth.info/411-on-disability-disclosure)
  
- **Entering the World of Work: What Youth with Mental Health Needs Should Know About Accommodations, Office of Disability Employment Policy**  
<http://www.dol.gov/odep/pubs/fact/transitioning.htm>

## ***Domain 2 Resource List, cont.***

### **School-to-Work**

- **Center on Transition to Employment for Youth with Disabilities**  
<http://transitiontoemployment.org/>
- **Transitions Projects, Rural Institute, University of Montana**  
<http://ruralinstitute.umt.edu/transition/default.asp>
- ***Helping Youth with Learning Disabilities Chart the Course: A Guide for Youth Service Professionals, InfoBrief, NSWD, Issue 32, April 2012***  
[www.ncwd-youth.info/sites/default/files/infobrief\\_issue32.pdf](http://www.ncwd-youth.info/sites/default/files/infobrief_issue32.pdf)
- **National Collaborative On Workforce and Disability/Youth**  
[www.ncwd-youth.info/](http://www.ncwd-youth.info/)
- **Office of Disability Employment Policy (ODEP)**  
<http://www.dol.gov/odep/categories/youth/>
- **Corporation for National and Community Service**  
[www.dol.gov/odep/categories/youth/](http://www.dol.gov/odep/categories/youth/)
- **Division of Vocational Rehabilitation, Florida Department of Education  
Rapid Engagement, School to Work Transition Program**  
[www.rehabworks.org/stw.shtml](http://www.rehabworks.org/stw.shtml)
- **Project 10: Transition Education Network Website/ Employment**  
<http://project10.info/Employment.php>
- **Discovery Is ... , a White Paper, Michael Callahan, Marc Gold and Associates**  
<http://www.marcgold.com/Publications/White%20Papers/Discovery%20is.pdf>
- **Using Alternatives to Traditional Vocational Assessment: The Why and How of Exploration Strategies such as Discovery**  
<http://www.marcgold.com/Publications/White%20Papers/Discovery%20article.pdf>

## *Domain 2 Resource List, cont.*

### School-to-Work, cont.

- **Essential Tools: Improving Secondary Education and Transition for Youth With Disabilities, Transition for Youth With Disabilities Handbook for Implementing a Comprehensive Work-Based Learning Program According to the Fair Labor Standards Act, Third Edition, National Center on Secondary Education and Transition, The College of Education and Human Development, University of Minnesota**  
[http://www.ncset.org/publications/essentialtools/flsa/NCSET\\_EssentialTools\\_FLSA.pdf](http://www.ncset.org/publications/essentialtools/flsa/NCSET_EssentialTools_FLSA.pdf)

### Benefits

- **Red Book, A Guide to Work Incentives, The US Social Security Administration**  
[www.socialsecurity.gov/redbook/](http://www.socialsecurity.gov/redbook/)

### The Written Vocational Assessment

- **The Discovery Staging Record (The DSR) Griffin-Hammis Associates, Inc., in Thought Sauce! Hot ideas for cool employment**  
<http://griffinhammis.typepad.com/files/thought-sauce-june-2012-cg1.pdf>
- **Documenting Discovery: Developing a Descriptive Profile to Guide Employment Plans, Michael Callahan, Marc Gold & Associates**  
<http://www.marcgold.com/Publications/White%20Papers/Profiles%20Documenting%20Discovery%20Article.pdf>

### Self-Employment/Microenterprise

- **Choosing Self Employment, Transitions Projects, Rural Institute, University of Montana, 2007**  
[http://ruralinstitute.umt.edu/transition/Monograph\\_Choosing\\_SelfEmployment.pdf](http://ruralinstitute.umt.edu/transition/Monograph_Choosing_SelfEmployment.pdf)

## ***Domain 2 Resource List, cont.***

### **Self-Employment/Microenterprise, cont.**

- **Griffin-Hammis Associates, Inc.**  
<http://www.griffinhammis.com/>
  
- **The Small Business Administration**  
[www.sba.gov/](http://www.sba.gov/)
  
- **US Department of Labor, Office of Disability and Employment Policy (ODEP)**  
<http://www.dol.gov/odep/topics/SelfEmploymentEntrepreneurship.htm>



## ***APSE Domain 3: Community Research and Job Development***

*Recommended Training Time: Minimum of 10 hours*

### ***Domain 3: Community Research and Job Development Core Competencies***

- 35. Gathering and analyzing labor trend information**
- 36. Identifying patterns in job markets**
- 37. Disability Etiquette**
- 38. Maintaining updated information on businesses type of jobs available and locations of jobs within the community**
- 39. Developing and communicating effective marketing and messaging tools for employment**
- 40. Positioning the agency as an employment service**
- 41. Targeting message to specific audience**
- 42. Using language and images that highlight abilities and interests of job seekers**
- 43. Developing job seeker portfolios**
- 44. Informational interviews with businesses**
- 45. Mentoring job seekers during the job search process**
- 46. Workplace culture and climate awareness and sensitivity**
- 47. Strategies for job matching**
- 48. Strategies for contacting and communicating with employers**
- 49. Employment proposals based on business and job seekers' preferences**
- 50. Responding to employer concerns about job seekers' abilities and interests**
- 51. Responding to employer concerns about job seekers' disabilities**
- 52. Incentives to businesses when hiring job seekers with disabilities (e.g. tax credits, on-the-job training, diversity, goals)**

### **Domain 3: Assessing for Training Needs of Community Employment Service Provider/Program**

Below are statements that describe KSA's of a **Community Employment Service Provider/Program** that may indicate a need for additional training in this Domain. In reviewing a Community Employment Service Provider/Program, determine both discernible behaviors and employment outcomes of the Community Employment Provider that may indicate effective application of this Domain content. This review may be completed by an external reviewer(s), or can be completed as a self-assessment, for training needs. Please note: this is not to be used as a program evaluation tool, but as an informal assessment to determine if training should be considered as a solution to the gaps that may be seen in the Core Competency Area.

This tool is designed to assist with determining to whether the **Community Employment Service Provider/Program** best matches the descriptions provided under numbers 1-3. The descriptions may provide a general idea and not an exact description of the program's competency. Choose which best fits. Note, it is not an evaluation of the program but a tool to help decide if training might be warranted.

#### **Ratings:**

- #1: Does not demonstrate this competency. Needs intensive training focused on this competency, including how this competency is interrelated with other Core Competencies. Suggestions: intensive training may be warranted for vocational staff, including management and mid-level management in Community Employment
- #2: Does not demonstrate this competency with effectiveness. Suggestions: a focused topical training, a webinar, or other short-term training module.
- #3: Effectively demonstrates this competency.

***Please note:*** The competencies in each Domain are interrelated and foundational. This assessment is not to be used as a program evaluation tool, but as an in-formal assessment to determine if training should be considered as a solution to the gaps that may be seen in the Competency Domains. Trainings should be targeted to leadership, managers, mid-level managers, as well as to employment support staff.

*Domain 3 Assessment for Training Needs of Community Employment  
Service Provider/Program*

**PLEASE NOTE: You can complete the Domain 3 Assessment  
Questions electronically and get an Average total score, by  
clicking below or by typing  
<https://form.jotform.com/61805683079161> into your browser.**

**Domain 3  
Electronic Form**

**Domain 3: Identifying, gathering, and analyzing labor trend information and patterns in job markets and maintain updated information on area businesses, jobs, and locations in the community.**

Labor market data is helpful in identifying available jobs. Navigating the ever-changing labor market is beneficial to assist individuals with disabilities to become employed. Maintaining up to date workforce information, patterns, and local data is vital. For individuals with the greatest support needs this information may be less helpful. (Refer to definition of Customized Employment).

 **Rating 1**

Staff does not locate or integrate publicly available information related to the job markets including economic and business patterns into their practices. Does not maintain or use updated information on local area businesses, jobs, and locations. Staff uses only the labor market approach for all job seekers, and does not recognize that for individuals with the greatest support needs the labor market approach is less effective or not effective at all.

 **Rating 2**

Staff may periodically research publicly available information related to labor and job markets including economic and business patterns but this is not a policy or consistent practice. May be inconsistent in maintaining updated information on local area businesses, jobs, and locations. Staff may continue to use the labor market approach for all job seekers, or inconsistently employ other strategies to seek knowledge of local business that might be more suitable for job seekers with more significant employment support needs.

 **Rating 3**

Staff research, analyze, and use the publicly available information related to the job markets including labor market data, and economic and business trends to identify local available jobs as they assist individuals with disabilities to become employed. Effectively maintains updated information on local area businesses and is readily used by staff. Staff recognizes that for individuals with the greatest support needs the labor market approach is less effective. They employ other more suitable strategies for those individuals as warranted.

**Domain 3: Developing and communicating effective marketing and messaging tools for employment, that position the agency as an employment service and employ dignity enhancing messages about workers with disabilities**

“As the nation's largest minority — comprising almost 50 million individuals — people with disabilities contribute to diversity. Businesses can enhance their competitive edge by taking steps to ensure individuals with disabilities are integrated into the workforce and customer base” (ODEP).

 **Rating 1**

The agency does not have a marketing or messaging strategy and staff does not utilize people first language. Employment messaging is based on charity or pity. Agency image in the community is one of caretaking and sheltered environments.

 **Rating 2**

Marketing and messaging tools are not formalized. Staff utilizes people first language inconsistently. People might be portrayed in ways that contribute to stereotypes or other misperceptions of individuals with disabilities as only capable of entry level jobs or stereotypical work.

 **Rating 3**

Staff of the program use people first language when speaking about the individuals receiving services, and considers individuals receiving community employment services as individuals, not service recipients. Staff use or model respectful interactions in community and staff often appear to be partners in the community services provided to job seekers.

### **Domain 3: Positioning agency as an employment services, and messaging targets specific audience**

Organizations that provide integrated community-based employment services for job seekers with disabilities incorporate a business identify as a community employment service yet also reflect job seekers' preferences, skills and abilities. The organization's messaging is focused on community-based employment to businesses. Approaches for developing employer relations and linking individuals with private and public sector labor needs are respectful and image enhancing.

#### **Rating 1**

The organization does not provide employment services as a priority service and does not have marketing or messaging strategies focused on businesses. Messaging and marketing does not focus on community employment and may include all services of the organization, for example, early intervention, case management, residential services, sheltered work, day services; they do not highlight abilities and interests of job seekers.

#### **Rating 2**

The organization provides employment services but does not position as an employment service. Additional capacity building is needed to be able to market this service. Messaging may include

employment services to area businesses, but language and images sometimes include stereotypes or other misperceptions of individuals with disabilities as only capable of entry level jobs or stereotypical work.

#### **Rating 3**

The organization utilizes a community-based employment approach, has the capacity and is identified by area business as an employment service. Jobs developed are reflective of personal interests, preferences, and abilities, as well as employer needs.

Marketing, messaging and materials are focused solely on employment services to community businesses, and language and images highlight the abilities and interests of job seekers. Interactions are professional and businesslike.

### **Domain 3: Developing job seeker portfolio**

A strengths-based visual or written portfolio is developed with the job seeker and represents his/her skills and abilities for potential employers.

#### **Rating 1**

No visual or written portfolio is developed with job seekers that represents his/her skills and abilities for potential employers.

#### **Rating 2**

A portfolio is not developed with job seekers. A resume is prepared for the job seeker.

#### **Rating 3**

A portfolio is developed with job seekers and is person centered and strengths based. It may include both written summary and visual images of a job seeker's tasks, skills, abilities, interests, and preferences, that could be well matched to a business's needs; can be tailored to a specific business. The support team/staff assists the job seeker throughout the process.

### **Domain 3: Informational Interviews with businesses and strategies for contacting and communicating with employers**

Informational Interviews are scheduled with potential employers to learn about a business, the operation, the business culture, work environments, opportunities, and to seek advice for job seeker with an interest in a particular field. These are not job development appointments and meetings, but rather serve the purpose of information seeking as a prelude to later employment development activity. Communication with employers is conducted in a manner that establishes the value of the job seeker to the business.

#### **Rating 1**

Media advertisement of job openings, such as newspapers, community job boards, and the job developers' contacts drive the process; businesses are not contacted unless an opening is advertised.

First contact with a business is asking for job openings or to hire.

#### **Rating 2**

Informational Interviews are not utilized. Contact is made with potential employers to market the agency's services and to learn about job openings. May lead to a tour and information about job openings.

#### **Rating 3**

Informational Interviews are utilized as vital to the job development process for a specific job seeker and are scheduled with potential employers to learn about the business operations, the industry, to gain career advice, the business culture, work environment, and potential business needs. Most often, the job seeker participates in the informational interview along with employment staff.



### **Domain 3: Mentoring job seekers during the job search process**

Working collaboratively with the job seeker, a person centered employment plan is developed that matches the individuals' skills, abilities and interests with the needs of an employer. During the job search process, employment staff include the job seeker in all aspects of the search in a collaborative manner, ensuring the job seeker's safety, dignity, and reputation in meeting with businesses and in work environments.

#### **Rating 1**

The job seeker is not included in the job search process but only presented an opportunity to complete an application or to complete an interview when offered by the job development staff.

#### **Rating 2**

The job seeker is not included in the preparation of job search process but is kept informed. Employment staff assists the job seeker to complete applications at businesses or may send the job seeker to complete applications or to interview for a job.

#### **Rating 3**

The employment support team mentors the job seeker through "hands on" job search processes. The processes are broken down into components that the job seeker understands and is included in each component. The job seeker and support staff discusses issues of disclosing a disability, and outline information to be shared, timing, and accommodations needed. The support team/staff assists the job seeker throughout the job search processes.

### **Domain 3: Strategies for job matching, including job analysis and work place culture**

The job seeker and support team work collaboratively with potential employers to develop a job description that is a good fit between the job seeker and the needs of a business. Strategies include employing an effective job analysis prior to job offer (job duties/specific tasks and steps, speed, productivity, quality measures, tools required, instructors/supervisors, and the workplace culture of the company).

#### **Rating 1**

The interests, skills, conditions for success, and specific contributions of the job seeker are not considered in the job matching process. Staff seeks job openings and don't complete a job analysis in determining an appropriate job match for job seekers. A job application is completed for an existing opening.

#### **Rating 2**

The job seeker is offered a job, but the individuals' interests, skills, conditions for success, and specific contributions are secondary to the actual job placement in an available opening. Employment staff review a job description and recommend job seeker without completing a job analysis prior to date of hire and do not negotiate job duties and tasks.

#### **Rating 3**

A thorough job analysis process is used which includes a review of job duties/specific tasks and steps, speed, productivity, quality measures, tools required, instructors/supervisors, and the workplace culture of the company.

Job duties that match the individuals' interests, skills, conditions for success, and specific contributions, meet the needs the individual has for employment, with the needs the business has for valued contributing employees drive the job development process.

### **Domain 3: Employment proposals based on business and job seekers' preferences**

Employment proposals are a creative approach that enables job candidates and employers the opportunity to negotiate individual job tasks and/or reassign basic job duties to improve overall production in the workplace. The process takes into consideration supports and accommodations the job seeker may require to perform their valued role as an employee.

Proposals are based on interest-based negotiations between the business and the job seeker to meet the needs of both to confirm job duties, tasks, training/supervision, days/hours, pay, accommodations, and supports. A final agreement is often defined in a crafted job description outlining the negotiated duties

#### **Rating 1**

An employment proposal is not developed; employment is sought in existing positions and the job seeker is either matched to those existing positions, or not.

#### **Rating 2**

Vocational staff and job seeker engage potential employers in an informal discussion regarding hiring needs. Standard job descriptions are the focus of the discussion.

#### **Rating 3**

A preliminary proposal for presentation to the employer is developed as part of an interest-based negotiation. The formal, jointly developed employment proposal connects the needs of the business and the job seeker's strengths. The proposal includes the identified job duties to meet the business needs, job supports, and terms of employment such as hours and pay. Negotiation strategies may include job carving, or other job development or restructuring strategies and provision of reasonable accommodations and supports necessary for the individual to perform the functions of the negotiated job.

### **Domain 3: Responding to employer concerns about job seekers' disabilities, their abilities and interests**

Staff has effective responses to answer an employer's concerns and this proves crucial to continuing the job development process. Job developers who employ practices such as informational interviews as an entrée to job development give an employer the opportunity to learn about and/or meet a job seeker, discuss common shared interests, and to learn more about a specific job seeker. This can help focus on what "they have in common", can lessen concerns about disability, and can showcase a job seeker's specific abilities and interests.

#### **Rating 1**

Staff do not promote the specific skills, tasks, and accomplishments of a job seeker and how the job seeker can meet the employer's needs; they speak with potential employers in generalities of hiring people with disabilities. Staff may use a charity or pity focus of discussion when potential employers' express concerns about hiring a person with a disability.

#### **Rating 2**

Staff expresses concern about how to respond when potential employers indicate concerns about hiring an individual with a disability. Frequently the discussion is centered on "giving the person a chance" as the response. May not consistently promote the specific skills, tasks, and accomplishments of the job seeker and how the job seeker can meet the employer's needs.

#### **Rating 3**

Staff indicates that people with disabilities have the skills to pursue meaningful careers and play an important role in the work force. Includes the specific job seeker in the job development process, particularly in informational interviews, where the employer meets a job seeker and has the opportunity to discuss common shared interests, and to learn more about a specific job seeker. When the process of job development evolves to job negotiation, there is a clear understanding that the job seeker is well matched to the business.

### **Domain 3: Incentives to businesses when hiring job seekers with disabilities (e.g. tax credits, on the job training, diversity, goals)**

Incentives that benefit a business to employ people with disabilities can be the final solution to the employer’s decision to hire. When staff understand what is important to a business, they can offer solutions to address pressing concerns and offer solutions that may include tax credits, financial assistance during training period, meeting personnel goals, or community recognition.

#### **Rating 1**

Staff does not know about the benefits of hiring individuals with disabilities nor do they have knowledge of tax credits, ways to assist businesses with the cost of hiring and training, or other incentives to businesses.

#### **Rating 2**

Staff use some incentives such as the Work Opportunities Tax Credit, but have little knowledge of other incentives for businesses that may help negotiate hiring a job seeker with a disability.

#### **Rating 3**

Staff has knowledge of and uses a variety of incentives when negotiating with a business to hire a job seeker when necessary to “close the deal”; these may include the Work Opportunities Tax Credit, paid on-the-job training programs, community recognition for hiring, meeting established diversity goals, etc.

## **Domain 3 Recommended Trainings**

Title	Organization	Modality / Duration	Price
<b>Community Resource Mapping</b>	<p style="text-align: center;">Project 10, Training on Request</p> <p style="text-align: center;"><i>Training available to School District Personnel (requests made by district to their Regional Transition Representative). Contact Project 10 for more information.</i></p> <p style="text-align: center;"><a href="http://www.project10.info">www.project10.info</a></p>	<p style="text-align: center;">2-3 hours</p>	<p style="text-align: center;">Contact Project 10 for more information</p>
<b>Advanced Marketing Skills for Job Developers</b>	<p style="text-align: center;">Dover Training Group (DTG)</p> <p style="text-align: center;"><a href="http://www.dtg-emp.com/">http://www.dtg-emp.com/</a></p>	<p style="text-align: center;">Onsite, facilitated workshop</p> <p style="text-align: center;">2 days</p> <p style="text-align: center;">Additional job development workshops/webinars available. See site for details.</p>	<p style="text-align: center;">Contact DTG for pricing</p>
<b>Business Perspectives</b>	<p style="text-align: center;">Direct Course: College of Employment Services</p> <p style="text-align: center;"><a href="http://directcourseonline.com">directcourseonline.com</a></p>	<p style="text-align: center;">Online</p>	<p style="text-align: center;">Contact Direct Course for training duration and pricing</p>
<b>Customized Job Development</b>	<p style="text-align: center;">Griffin-Hammis Associates</p> <p style="text-align: center;"><a href="http://griffinhammis.academy.reliaslearning.com/">http://griffinhammis.academy.reliaslearning.com/</a></p>	<p style="text-align: center;">Online, on-demand</p> <p style="text-align: center;">1.25 hours</p> <p style="text-align: center;">Onsite, scheduling varies based on need</p>	<p style="text-align: center;">\$40.00</p> <p style="text-align: center;">Contact GHA for pricing</p>

*Domain 3 Recommended Trainings, cont.*

Title	Organization	Modality / Duration	Price
<b>Interest-Based Negotiation for Customized Employment</b>	Griffin-Hammis Associates, Inc. <a href="http://griffinhammis.academy.reliaslearning.com/">http://griffinhammis.academy.reliaslearning.com/</a>	Online, on-demand 1.25 hours Onsite, scheduling varies based on need	\$30 Contact GHA for pricing
<b>Introduction to Job Development for Students with Disabilities (Module 4)</b>	Project 10 Online Training <a href="http://www.project10.info">www.project10.info</a>	Online, self-paced 2 hours	Free
<b>Job Creation</b>	Direct Course: College of Employment Services <a href="http://directcourseonline.com">directcourseonline.com</a>	Online	Contact Direct Course for training duration and pricing
<b>Job Customization and Carving</b>	Training Resource Network (TRN) <a href="http://www.trn-store.com">www.trn-store.com</a>	Online, on-demand 45-60 min	\$29.95
<b>Job Development</b>	Marc Gold & Associates <a href="http://www.marcgold.com">www.marcgold.com</a>	Onsite 1-2 days	Contact MGA for training duration and pricing

*Domain 3 Recommended Trainings, cont.*

Title	Organization	Modality / Duration	Price
<b>Job Development</b>	VCU WorkSupport <a href="http://www.worksupport.com">www.worksupport.com</a>	Online, instructor-led 4 week course See site for schedule	\$125/person Discount for organizations enrolling 5 or more people
<b>Job Development Bootcamp</b>	Supported Employment Education Design (SEED) <a href="http://www.staffdevelopment.net">www.staffdevelopment.net</a> <a href="mailto:SETraining@yahoo.com">SETraining@yahoo.com</a>	Web-based, either: self-paced or mentored Onsite 1-4 days	Self-paced: \$149 Mentored: \$249 Contact SEED for pricing
<b>Job Development Modules</b>	Florida Center for Inclusive Communities (FCIC) <a href="http://flfcic.fmhi.usf.edu">flfcic.fmhi.usf.edu</a>	Online, self-paced Duration varies by module; avg. 15-25 min	Free
<b>Job Matching and Job Analysis</b>	Supported Employment Education Design (SEED) <a href="http://www.staffdevelopment.net">www.staffdevelopment.net</a> <a href="mailto:SETraining@yahoo.com">SETraining@yahoo.com</a>	Onsite 1-4 days Duration varies according to specific need	Contact SEED for pricing



*Domain 3 Recommended Trainings, cont.*

Title	Organization	Modality / Duration	Price
<p><b>Let's Get Everyone to Work: Marketing Kit for Employers</b></p>	<p>Florida Developmental Disabilities Council (FDDC) <a href="http://www.fddc.org">www.fddc.org</a></p>	<p>Online or order DVD <i>5 min marketing video highlighting benefits of hiring people with developmental disabilities</i></p>	<p>Free</p>
<p><b>Marketing and Job Development</b></p>	<p>Training Resource Network (TRN) <a href="http://www.trn-store.com">www.trn-store.com</a></p>	<p>Online, instructor-led 2 weeks See site for schedule</p>	<p>\$159 Group rate for groups of 3 or more</p>
<p><b>Networking</b></p>	<p>Direct Course: College of Employment Services <a href="http://directcourseonline.com">directcourseonline.com</a></p>	<p>Online</p>	<p>Contact Direct Course for pricing</p>
<p><b>Strategies for Job Development – Parts 1 and 2</b></p>	<p>Direct Course: College of Employment Services <a href="http://directcourseonline.com">directcourseonline.com</a></p>	<p>Online</p>	<p>Contact Direct Course for pricing</p>

## ***Domain 3 Resource List***

Additional resources or information related to topics covered in Domain 3 include:

### **Labor Market Information**

- **Bureau of Labor Statistics**  
<http://www.bls.gov/cps/cpsdisability.htm>
- **Labor Market Information – FloridaJobs.org**  
<http://www.floridajobs.org/labor-market-information>

### **Job Development & Creation**

- **CareerSource Florida**  
<http://careersourceflorida.com/>
- **The Able Trust/Florida Governor's Alliance**  
<http://www.abletrust.org/>
- **Work Force GPS**  
[www.workforcegps.org/](http://www.workforcegps.org/)
- **National Center on Workforce and Disability/Adult**  
<http://www.onestops.info/>
- **National Center on Workforce and Disability/Youth**  
<http://www.ncwd-youth.info/>
- **U.S. Department of Labor/Office of Disability Employment Policy**
- <http://www.dol.gov/odep/>

### **Employer Incentives**

- **Financial Capacity, Asset Development, and Work and Tax Incentives (ODEP by topic)**  
<http://www.dol.gov/odep/topics/FinancialEducationAssetDevelopment.htm>

### ***Domain 3 Resource List, cont.***

- **Work Opportunity Tax Credit**

[www.doleta.gov/business/incentives/opptax/](http://www.doleta.gov/business/incentives/opptax/)

#### **Inclusive Workforce**

- **The Campaign for Disability Employment**

[www.whatcanyoudocampaign.org/](http://www.whatcanyoudocampaign.org/)

- **Add Us In**

[www.dol.gov/odep/Addusin/](http://www.dol.gov/odep/Addusin/)

- **Think Beyond the Label**

<http://www.thinkbeyondthelabel.com/>

- **Building an Inclusive Workforce: A 4-Step Reference Guide**

[www.dol.gov/odep/pubs/20100727.pdf](http://www.dol.gov/odep/pubs/20100727.pdf)

- **Employer Assistance and Resource Network**

<http://www.askearn.org/>

- **Job Accommodation Network**

<http://askjan.org/>

- **Lead Center**

<http://www.leadcenter.org/>

- **Leading Practices on Disability Inclusion (USBLN)**

[www.usbln.org/pdf-docs/Leading Practices on Disability Inclusion.pdf](http://www.usbln.org/pdf-docs/Leading_Practices_on_Disability_Inclusion.pdf)

- **Employment First**

[www.dol.gov/odep/topics/EmploymentFirst.htm](http://www.dol.gov/odep/topics/EmploymentFirst.htm)

- **Customized Employment**

[www.dol.gov/odep/topics/CustomizedEmployment.htm](http://www.dol.gov/odep/topics/CustomizedEmployment.htm)

## ***APSE Domain 4: Workplace and Related Supports and Domain 5: Ongoing Support***

*Recommended Training Time: Minimum of 10 hours*

### **Domains 4 and 5 Core Competencies**

53. **Communicating with job seeker/employee and his/her natural and paid supports**
54. **Impact of earned income on entitlements**
55. **Transportation for work**
56. **Family support**
57. **Housing/residential staff cooperation**
58. **Gathering clear job expectations from employers**
59. **Preparing and coordinating for the first day on job**
60. **Developing and implementing job analysis**
61. **Ensuring typical employer provided orientation**
62. **Ensuring introduction of employee to co-workers**
63. **Helping employee meet employer expectations regarding workplace culture**
64. **Facilitating co-worker relationships and workplace connections**
65. **Identifying employer's training process and supplementing if needed**
66. **Recognizing and adapting supports to individual learning styles and needs**
67. **Baseline assessment from a task analysis**
68. **Employee attending typical training program**
69. **Training schedule and instructional procedures**
70. **Positive/negative behavior and intervention supports**
71. **Reinforcement procedures including naturally occurring reinforcers and natural cues**
72. **Use of data collection to monitor progress**
73. **Collaborating with employee employer co-workers and support team to develop and implement a plan and strategies for fading supports**
74. **Adapting and recommending accommodations to facilitate job performance**
75. **Promoting the use of universal design principles**
76. **Scope and limitation of funding sources for ongoing support**
77. **Access to community resources and supports (e.g. transportation, counseling, food assistance, financial, housing)**
78. **Impact on benefits/entitlements as earned income changes and ongoing access to benefits counseling (e.g., Community Work Incentive Coordinators)**
79. **Collaboration with employee's employers and family members to ensure successful employment**
80. **Support employees for job and/or career advancement**

## **Domains 4 and 5: Assessing for Training Needs of Community Employment Service Provider/Program**

Below are statements that describe KSA's of a **Community Employment Service Provider/Program** that may indicate a need for additional training in this Domain. In reviewing a Community Employment Service Provider/Program, determine both discernible behaviors and employment outcomes of the Community Employment Provider that may indicate effective application of this Domain content. This review may be completed by an external reviewer(s), or can be completed as a self-assessment, for training needs. Please note: this is not to be used as a program evaluation tool, but as an informal assessment to determine if training should be considered as a solution to the gaps that may be seen in the Core Competency Area.

This tool is designed to assist with determining to whether the **Community Employment Service Provider/Program** best matches the descriptions provided under numbers 1-3. The descriptions may provide a general idea and not an exact description of the program's competency. Choose which best fits. Note, it is not an evaluation of the program but a tool to help decide if training might be warranted.

### **Ratings:**

#1: Does not demonstrate this competency. Needs intensive training focused on this competency, including how this competency is interrelated with other Core Competencies. Suggestions: intensive training may be warranted for vocational staff, including management and mid-level management in Community Employment

#2: Does not demonstrate this competency with effectiveness. Suggestions: a focused topical training, a webinar, or other short-term training module.

#3: Effectively demonstrates this competency.

***Please note:*** *The competencies in each Domain are interrelated and foundational. This assessment is not to be used as a program evaluation tool, but as an in-formal assessment to determine if training should be considered as a solution to the gaps that may be seen in the Competency Domains. Trainings should be targeted to leadership, managers, mid-level managers, as well as to employment support staff.*

*Domains 4 and 5: Assessing for Training Needs of Community Employment  
Service Provider/Program*

**PLEASE NOTE: You can complete the Domain 4 and 5 Assessment Questions electronically and get an Average total score, by clicking below or by typing <https://form.jotform.com/61806118379158> into your browser.**

**Domain 4 & 5**  
**Electronic Form**

**Domains 4 and 5: Communicating with job seeker/employee and his/her natural/paid supports**

Effective outcomes in community-based employment require ongoing coordination and communication with all key members of the job-seeker’s support network, including family and housing/residential staff. Proactive planning to delineate roles and responsibilities around critical work-related activities (e.g., getting dressed/ready for work; transportation to/from work; scheduling time off from work; reporting work income to government benefit programs, etc.) ensures that all necessary supports are in place and minimizes corollary support issues when employment is secured.

 **Rating 1**

Program staff does not communicate with other members of the job-seeker’s support network to coordinate necessary employment-related supports nor developed a standard practice for facilitating and generating buy-in from other members of the support team.

The standard approach to dealing with these employment support problems is primarily reactive, not proactive.

 **Rating 2**

Program staff may communicate with some, but not all, key members of job seeker’s support team. Communication occurs primarily when staff initially meets the job seeker and again once the job is secured. Follow-up communication typically occurs after a problem or breakdown has occurred (e.g., the individual does not show up for work one day because s/he has a doctor’s appointment).

 **Rating 3**

Program staff consistently supports ongoing communication with all key members of job-seeker’s support network; develops individualized plans for ongoing communication that continues after job has been secured; program has standard practice for facilitating support and generating buy-in from other members of support team.

## **Domains 4 and 5: Impact of earned income on entitlements**

All job seekers who receive government benefits/entitlements require a comprehensive benefits analysis to understand the results of earned income on each benefit received. Individuals must also receive information related to financial education, asset development work and tax incentives including those that help reduce disability- and work-related costs, as well as incentives that support asset development and small business start-up. (ODEP)



### **Rating 1**

Program staff is not familiar with the basic rules of key financial assistance and government benefit programs or the related work incentives and do not regard it as their role or responsibility to discuss benefits or provide a basic benefits analysis, nor do they consistently refer individuals served to a benefits planner. Staff may believe and reinforce inaccurate benefits information, such as that individuals can only work a limited number of hours “to protect their benefits”.



### **Rating 2**

Staff may provide basic information or refer individuals to a benefits planner, but this is not a policy or consistent practice. Staff may be aware of asset-development strategies, but does not consistently encourage individuals to explore these programs.



### **Rating 3**

Program staff consistently provides basic benefits information and/or refers all individuals who receive government benefits for a comprehensive benefits analysis.

Staff is familiar with asset-development strategies and consistently supports individuals served to explore all possible options, such as IDAs or PASS. Staff has participated in the development of at least one PASS.



## **Domains 4 and 5: Transportation for work**

“Accessible, reliable transportation is one of the most critical employment-related components there is for many individuals with disabilities. An employment outcome cannot be successful if the individual does not have a reliable means of getting to work. Transportation-related considerations may also include travel training for individuals with cognitive disabilities and/or coordination of transportation resources.” (ODEP)

### **Rating 1**

Program staff does not accept responsibility for supporting individuals to plan for or secure ongoing, reliable transportation to and from work. Initial employment planning/assessment does not include consideration of transportation options, and businesses targeted during job development often do not align with available transportation. Individuals supported by the program may frequently end up losing jobs because of transportation issues. Program staff regularly cites transportation as a primary issue in not being able to identify or develop sustainable employment for many of the individuals they serve.

### **Rating 2**

Program staff sometimes explores transportation options during employment planning, but this is not a standard practice. Job development may include businesses that the job seeker cannot reliably or consistently access. Some individuals supported by the program end up losing jobs because of transportation issues. Program staff sometimes identifies transportation as an issue in not being able to identify or develop sustainable employment for many of the individuals they serve.

### **Rating 3**

Program staff has developed standard practice to explore transportation options as a key part of employment planning. Job development is built around businesses within locations the job seeker can reliably and consistently access. Program staff accepts responsibility for coordination and/or ensuring that necessary transportation supports are in place prior to the start of employment. Individuals supported by the program do not lose jobs as a result of transportation issues.

## **Domains 4 and 5: Proactive Planning for On the Job Training, Supports, and Facilitating Workplace Integration**

On-the job support planning begins prior to the first day on the job and includes consideration of the workplace culture ensuring the new employee is fully integrated into the company. Program staff proactively plan, discuss roles and responsibilities, and answer employer questions. Program staff completes a job analysis and confirm details with the employer and/or supervisors. The new employee attends standard company orientation and is introduced to coworker in same manner as all other new employees.

### **Rating 1**

Program staff serves as the point of contact between the employer/co-workers and the new employee and serves all functions of training and supervision at the onset. Provides job coaching as a matter of practice, without first determining if typical trainer, means and methods of the employment setting can be supportive of job training and on-going support of the employee. No attention is paid to the workplace culture or to facilitating common workplace interactions between co-workers. The new employee initially navigates the worksite with little connection to coworkers and may even sit with program staff during non-work times, such as lunch and breaks.

### **Rating 2**

Program staff usually serves as the point of contact between the employer/co-workers and the new employee and provides job coaching at the onset of employment as standard practice. Sometimes considers if typical trainer, means and methods of the employment setting can be supportive of the training and on-going support of the employee, and may include co-workers in training. May consider the workplace culture or facilitate common workplace interactions between co-workers, but does not do this as standard practice. Program staff may encourage interaction between the new employee and coworkers during non-work times but typically is directly involved in these interactions.

### **Rating 3**

Program staff, along with the employer implements a plan for providing training and supports, which is often typical supervisors and co-workers, with the employment program staff providing consultation on training and support issues. Program staff recognizes the critical importance of workplace culture and integration and actively enhances this by supporting the new employee to participate in company routines or events (i.e., “Pizza Friday” or ball teams) and in typical work-related interactions. Program staff recognizes that integrating into the company culture is a critical component for long-term workplace success and satisfaction, and assumes responsibility for supporting this along with the learning of specific job tasks.

## **Domains 4 and 5: Training schedule and instructional procedures**

Training and instructional procedures ensure that the job seeker will have adequate on-going support resulting in continuing meaningful employment. Employment Specialists support training difficulties through consulting with the employer and the employee, while respecting the business culture, organizational processes, and policies and procedures.

All instructional and training strategies are grounded in principles of learning and systematic instruction and adapted as necessary to reflect the learning style and preferences of the individual job-seeker. Data-based decision-making serves as the foundation for evaluating skills acquisition and adapting instructional strategies.

### **Rating 1**

Program staff takes full responsibility for training/coaching assuming the new employee will require specialized, more intensive training by program staff, and natural trainers and/or training protocols are bypassed. Program staff is not familiar with principles of learning or systematic instruction and rely heavily on verbal prompts and praise as the predominant teaching strategies. Teaching strategies are applied universally and do not reflect individual learning style or preference. Program staff does not collect data to assess skill acquisition or drive instructional decisions.

### **Rating 2**

Program staff works with the employer to identify a training plan and may defer to natural trainers and training processes some of the time. Yet, program staff still assumes the role of the primary trainer in the majority of cases and bypass natural trainers and training protocols, initially. Program staff may have a basic understanding of systematic instruction but still rely heavily on verbal prompts and praise as their predominant teaching methods. Program staff typically believes that specialized training processes will be more effective than the standard training program in the workplace. Program staff frequently experiences difficulty fading to natural workplace supports. Employees sometimes have difficulties once supports are faded.

### **Rating 3**

Program staff serves as a consultant; onsite training and instruction defaults to the natural trainer with program staff facilitating and supporting only when additional support is needed. Program staff is adept at applying principles of learning and systematic instruction and use appropriate techniques to support skill acquisition. Program staff demonstrates flexibility with adapting teaching techniques to align with individual learning styles and preferences. Program staff uses data to assess progress with skill acquisition and to drive teaching and instructional decisions. Program staff is consistently able to efficiently fade supports to natural supports within the workplace.

## **Domains 4 and 5: Positive/negative behavior and intervention supports**

Positive Behavior Support (PBS) is a set of research-based strategies used to increase an individual's quality of life and success and to decrease problem behavior by teaching new skills and making changes in a person's environment. Understanding the functions of behavior, planning for a valued outcome (successful employment), a job matches to an environment where there may be greatest chance of success, and coordinated efforts to implement a plan are some of the components of behavior interventions in the work place.

### **Rating 1**

Program typically cites challenging behaviors as a reason for declining referrals, terminating employment services, or as a justification for segregated employment services. Program staff is not familiar with Positive Behavioral Supports (PBS) and does not have the necessary knowledge or skills to develop or implement comprehensive behavioral support plans. Strategies for addressing behavioral challenges are primarily reactive, versus proactive or preventive, and rely heavily on removal to reduce or eliminate undesired behavior.

### **Rating 2**

Program sometimes cite challenging behaviors as a reason for declining referrals, terminating employment services, or as a justification for segregated employment services. Program assists some individuals with mild-moderately challenging behaviors to secure employment, often in traditional industries and for a limited number of hours each week. Program staff may be aware of Positive Behavioral Supports and programs or specialists who can assist with PBS plans but does not have formal relationships established with these entities.

### **Rating 3**

Program staff proactively addresses all anticipated behavioral issues and develop appropriate and effective positive behavioral interventions as issues arise. Program consistently secures quality employment outcomes for individuals who exhibit challenging behaviors, often locating work environments that are flexible and supportive. Program and staff are familiar with positive behavior supports as well as emerging technological supports, has established relationships with programs or specialists who can assist with PBS plans in community employment, and are included as members of the employment support team.

## **Domains 4 and 5: Funding for long-term supports**

Program Employment Staff work to proactively identify, plan, and secure funding required for ongoing supports for those who need it.

### **Rating 1**

Program and staff are familiar with only the most common sources for long-term funding (e.g., Medicaid-waiver or private pay) and do not seek or secure funding outside of these sources (i.e., Ticket to Work, PASS).

The organization does not include planning for long-term supports in their standard practices.

Individuals without long-term funding do not receive on-going supports.

### **Rating 2**

Program and staff is familiar with alternative sources for long-term funding, such as PASS or Ticket to Work payments, but does not regularly use these. The organization relies most heavily on the more common sources for long-term funding.

The organization may conduct a basic analysis of possible alternative sources for long-term funding but do not use these sources

Individuals without long-term funding do not receive on-going supports.

### **Rating 3**

Program staff is adept at exploring individualized alternative funding sources and regularly uses options such as PASS, grants, and EN (Ticket to Work) payments to enhance long-term support funding.

The organization has a standard policy or practice for exploring long-term funding sources as a part of employment planning for all individuals served.

The organization does not refuse referrals for individuals who do not have an identified source of long-term funding

## **Domains 4 and 5: Support employees for job and/or career advancement**

Career advancement may require renegotiation, as needed, with the employer regarding tasks, additional responsibilities, promotion, increased wages, and support provided after the job starts. It also includes the development of new employment opportunities with other businesses where current and new interests, abilities, and skills can be used for career growth and enhancement.

### **Rating 1**

The organization does not regularly support job or career enhancement.

Once the individual secures a job and fading is complete, program staff may check in with the employer a few times a month to maintain the status quo.

Lack of funding sources is cited as a barrier to career enhancement or changing jobs to promote career development. All resources are devoted to ensuring the individual maintains their existing job.

### **Rating 2**

The organization supports job or career enhancement but does not have a standard policy or practice for doing so.

Follow-along support predominantly involves checking in with the employer once or twice a month.

When career development opportunities are sought, they are generally explored only within the individual's current place of employment.

### **Rating 3**

The organization recognizes that career enhancement may involve changing jobs and has a policy or practice for supporting individuals who are working but wish to pursue other opportunities.

Program staff actively works with individuals and their employers to explore and pursue advancement opportunities within their current workplace.

Program staff is aware of individuals' job satisfaction and advancement within a company and begin job development with other businesses when necessary for career change, advancement, increase in pay, hours, etc.

## **Domains 4 and 5: Collaborating with employee, employer, co-workers, and support team to develop and implement a plan for long-term supports**

Employment Specialists work closely with the employer and coworkers to develop a plan for fading onsite support. Once fading is complete, the Employment Specialist maintains close contact with both the employee and employer during post-employment for job training to resolve problems and continue to evaluate performance, work behavior, and production proactively, rather than reacting once problems arise.

### **Rating 1**

Program staff does not include employers or coworkers in determining when and how to fade supports. Program staff remains the primary point of contact for performance issues or concerns. Employers regularly call program staff to come back to the job site for additional onsite coaching and support. May find that many individuals supported by the organization may lose jobs once fading begins.

### **Rating 2**

The organization staff may discuss plans for fading and transitioning to natural supports with employers or coworkers. Fading determinations come primarily from program staff and may be based on performance considerations, but are often not data-driven. Employers may address some training or performance issues directly with the employee but may still rely on program staff to discuss performance concerns directly with the employee and for additional onsite coaching and support. Some individuals supported by the organization may lose jobs once fading begins.

### **Rating 3**

The organization has a standard policy or practice for including employers and coworkers in the development of all training and support-related decisions, including fading and transitioning to natural supports. Natural trainers and training mechanisms are utilized to the maximum extent possible from the first day on the job to prevent artificial reliance on program staff. Employers and coworkers establish a direct line of communication with the new employee and address most issues directly. Employers call program staff only when additional consultation is required. The organization rarely reports issues related to fading, and individuals supported by the organization do not lose jobs once fading begins.

## **Domain 4 and 5 Recommended Trainings**

Title	Organization	Modality / Duration	Price
<b>Job Coach Certificate Program</b>	Supported Employment Education Design (SEED) <a href="http://www.staffdevelopment.net">www.staffdevelopment.net</a> <a href="mailto:SETraining@yahoo.com">SETraining@yahoo.com</a>	Onsite 1-4 days Duration varies according to specific need	Contact SEED for pricing
<b>Job Coaching and Consulting</b>	Training Resource Network (TRN) <a href="http://www.trn-store.com">www.trn-store.com</a>	Online, instructor-led 2 weeks See site for schedule	\$159 Group rate for groups of 3 or more
<b>Learning and Teaching Styles: The Art of Individualizing Instructions for ALL Learners</b>	Supported Employment Education Design (SEED) <a href="http://www.staffdevelopment.net">www.staffdevelopment.net</a> <a href="mailto:SETraining@yahoo.com">SETraining@yahoo.com</a>	Web-based, either: self-paced or mentored  Onsite 1-4 days	Self-paced: \$149 Mentored: \$249 Contact SEED for pricing
<b>Performance Coaching and Support – Parts 1 and 2</b>	Direct Course: College of Employment Services <a href="http://directcourseonline.com">directcourseonline.com</a>	Online	Contact Direct Course for pricing



Title	Organization	Modality / Duration	Price
<b>Personal Assistance Services in the Workplace</b>	VCU WorkSupport <a href="http://www.worksupport.com">www.worksupport.com</a>	Online, on demand	Free
<b>Systematic Instruction</b>	Griffin-Hammis Associates, Inc. <a href="http://griffinhammis.academy.reliaslearning.com/">http://griffinhammis.academy.reliaslearning.com/</a>	Online, on-demand 1.25 hours Onsite, scheduling varies based on need	\$40 Contact GHA for pricing
<b>Systematic Instruction</b>	Mark Gold & Associates <a href="http://www.marcgold.com">www.marcgold.com</a>	Onsite 1-2 days	Contact MGA for training duration and pricing
<b>Task Analysis</b>	Training Resource Network (TRN) <a href="http://www.trn-store.com">www.trn-store.com</a>	Online, on-demand 45-60 min	\$29.95
<b>Ticket to Work</b>	Direct Course: College of Employment Services <a href="http://directcourseonline.com/">directcourseonline.com/</a>	Online	Contact Direct Course for pricing
<b>Using Work Incentives towards Self-Sufficiency</b>	Direct Course: College of Employment Services <a href="http://directcourseonline.com/">directcourseonline.com/</a>	Online	Contact Direct Course for pricing

## *Domain 4 and 5 Resource List*

Additional resources or information related to topics covered in Domain 3 include:

### **Benefits and Work Incentives**

- **Financial Capacity, Asset Development, and Work and Tax Incentives (ODEP by topic)**  
[www.dol.gov/odep/topics/FinancialEducationAssetDevelopment.htm](http://www.dol.gov/odep/topics/FinancialEducationAssetDevelopment.htm)
- **Griffin-Hammis Associates, Inc.**  
[www.griffinhammis.com](http://www.griffinhammis.com)
- **PASS Plans**  
[www.passplan.org](http://www.passplan.org)
- **PASS Online**  
[www.passonline.org/](http://www.passonline.org/)
- **VCU National Training Center: CWIC Manual**  
<http://www.vcu-ntc.org/resources/>

### **Systematic Instruction & Natural Supports**

- **Keys to the Workplace: Skills and Supports for People with Disabilities**  
by Michael Callahan & Bradley Garner, Brookes Publishing Company (February 1997)
- **Natural Supports in Action: Strategies to Facilitate Employer Supports of Workers with Disabilities**  
by Dale DiLeo, Richard Leuking, and Sandra Hathaway, Training Resource Network Inc. (September 1995)

### **Transportation**

- **Transportation (ODEP by topic)**  
[www.dol.gov/odep/topics/Transportation.htm](http://www.dol.gov/odep/topics/Transportation.htm)
- **Transportation to Work: A Toolkit for the Business Community**  
<http://web1.ctaa.org/webmodules/webarticles//anmviewer.asp?a=1442&z=5>

## ***Comprehensive Training***

### **Comprehensive Basic Training in Employment Services**

Comprehensive training in employment services is designed to do exactly what the name implies: provide a complete overview of employment services for people with disabilities from the initial assessment, to employment development, to placement, training and on-going support services. Only trainings that address all of the APSE core competencies are included in this Toolkit as a comprehensive training in employment services option. Although these trainings are designed to cover all key areas for employment services, this does not mean that completing these trainings alone will guarantee an employment service professional has gained all of the information or skills necessary for a successful lifelong career. Rather, it is best to view these trainings as the initial launching pad for providing employment services. Best practice dictates ongoing access to training, both to develop deeper knowledge in areas briefly covered during these initial trainings as well as to ensure ongoing professional development through access to new or emerging practices and recommendations.

For the purposes of this Toolkit, comprehensive training is a training curriculum covering all aspects of employment services necessary for individuals with disabilities to achieve quality, sustainable, competitive, integrated employment outcomes. Comprehensive training provides a complete overview of employment services for people with disabilities from initial assessment, to employment development, to placement, training and on-going support services and is disability-neutral in focus. The hours of training for this basic content often varies from approximately 20 hours to 40+ hours, depending on the field exercise requirements, required readings, face-to-face classroom time, etc. Additionally, the time requirement may vary from person to person, depending on the individual learner's knowledge base and learning style.

There are several nationally recognized providers of comprehensive training of basic employment services for people with disabilities available to providers of vocational services in Florida. Training can be provided through a classroom format delivered on location in Florida, or can be provided to attendees in a distance-learning format through various methods including on-line courses, webinars, podcasts, student-to-student discussion boards, and instructor communications.

Trainings are listed by either the name of the organization offering them or by the title of the curriculum followed by a brief description of the course and key details regarding features such as cost, location, contact information, etc. Additionally, because these trainings are meant to be comprehensive in nature, some topics are covered only briefly and more in-depth trainings on these areas may be beneficial to participants. Recommendations for areas where additional training could be beneficial are provided as well.

## **Comprehensive ACRE Approved Training**

The ACRE (Association of Community Rehabilitation Educators) approval process for a Certificate Course in Employment Services, is a training competency review process of course curriculum by Rehabilitation Education Professionals. ACRE is a national membership organization for trainers and educators who work in the field of employment for people with disabilities, dedicated “to improving the quality of employment services for people with disabilities. Through competency-based training, ACRE promotes continuing education for professionals in order to raise the standard of employment services nationally”. The curriculum review covers the ACRE required core content/competencies; these correlate with the APSE core competencies.

Three entities provide a Basic ACRE Certificate Course in Employment Services available to people in Florida: Griffin-Hammis Associates, Inc.; Virginia Commonwealth University’s WorkSupport; and the University of Georgia’s WorkWorks. Each meets all categories of the APSE Competencies Review. Griffin-Hammis Associates, Inc. also provides an additional distance-learning course that meets the ACRE Professional Level Certificate. All ACRE Approved training must provide a ***minimum of 40 hours of instruction***, which can include face-to-face classroom instruction, on-line modules, webinars, and teacher-student communications. Details about each of these three programs are included below.

## **ACRE Approved Comprehensive Basic Training**

### ACRE Approved Comprehensive Basic Training

Title	Organization	Modality / Duration	Price
<p><b>Community Employment with an Emphasis on Customized Employment</b></p>	<p style="text-align: center;">Griffin-Hammis Associates, Inc.  <a href="http://griffinhammis.academy.reliaslearning.com/">griffinhammis.academy.reliaslearning.com/</a></p>	<p>Online, 40 hours</p> <p>Assignments, required readings</p> <p>Onsite: 40 hours</p>	<p>\$325/person</p> <p>Contact GHA for pricing and scheduling</p>
<p><b>VCU Supported Employment Web-based Certificate Series</b></p>	<p style="text-align: center;">VCU WorkSupport  <a href="http://www.worksupport.com">www.worksupport.com</a></p>	<p>Online, self-paced</p> <p>6 lessons over 12-weeks</p> <p>Assignments, quizzes, discussion board requirements</p> <p><i>*5 additional hours required to earn ACRE Certificate</i></p>	<p>\$325/person</p> <p>\$1500/group rate for 5 participants</p>

*ACRE Approved Comprehensive Basic Training, cont.*

Title	Organization	Modality / Duration	Price
<p><b>VCU Supported Competitive Employment for People with Mental Illness Web-based Certificate Series</b></p>	<p>VCU WorkSupport  <a href="http://www.worksupport.com">www.worksupport.com</a></p>	<p>Online, self-paced                      6 lessons over 12-weeks                      Assignments, quizzes, discussion board requirements  <i>*5 additional hours required to earn ACRE Certificate</i></p>	<p>\$325/person                      \$1500/group rate for 5 participants</p>
<p><b>WorkWorks Certificate Program: National Web-based Employment Services</b></p>	<p>Institute on Human Development &amp; Disabilities                      University of GA  <a href="http://www.fcs.uga.edu/ihdd/employment-workworks-certificate-program">http://www.fcs.uga.edu/ihdd/employment-workworks-certificate-program</a></p>	<p>Online, self-paced                      9 units, 160 hours                      Assignments, quizzes, required readings  <i>*16 credit hours at UGA</i></p>	<p>\$500</p>

*ACRE Approved Comprehensive Basic Training, cont.*

Title	Organization	Modality / Duration	Price
<b>Personal Assistance Services in the Workplace</b>	VCU WorkSupport <a href="http://www.worksupport.com">www.worksupport.com</a>	Online, on-demand	Free
<b>Ticket to Work</b>	Direct Course: College of Employment Services <a href="http://directcourseonline.com">directcourseonline.com</a>	Online	Contact Direct Course for training duration and pricing
<b>Using Work Incentives towards Self-Sufficiency</b>	Direct Course: College of Employment Services <a href="http://directcourseonline.com">directcourseonline.com</a>	Online	Contact Direct Course for training duration and pricing

***\*Participants completing requirements for any of the ACRE approved courses earn the ACRE Approved Basic Employment Services Certificate - Comprehensive Basic Employment Training, Not Certificate Program***

## Comprehensive Training – Non-Sanctioned by Approving Body

Several national entities provide Basic Employment Services training, but are not sanctioned or have not sought approval by ACRE or other sanctioning body. This does not mean that the training is not complete or of less quality, only that the entire curriculum has not been peer reviewed to meet the standards of a sanctioning body. Some of the courses reviewed may be taken individually, rather than as one entire program, and each may be eligible for CEUs or CRCs. We have included organizations that offer comprehensive training, with on-site training available. Trainings reviewed here are designed to be comprehensive in scope.

### Non-Certificate Comprehensive Basic Training Courses

Title	Organization	Modality / Duration	Price
<p><b>APD Pre-Service Training: Live, Onsite</b></p> <p><i>*Professionals who complete this training are eligible to bill for supported employment services under the FL Medicaid Waiver or general revenue for persons on the APD waiting list</i></p>	<p>Agency for Persons with Disabilities</p> <p><a href="http://apdcares.org/providers/training/">apdcares.org/providers/training/</a></p>	<p>Onsite</p> <p>2, 2-day sessions: Best Practices in Supported Employment</p> <p>Social Security Work Incentives</p>	<p>Free</p> <p>Participants must pay their own travel and printing costs</p> <p>Contact APD for schedule</p>



Title	Organization	Modality / Duration	Price
<p><b>APD Pre-Services Online Courses: Parts 1 and 2</b></p> <p><i>*Professionals who complete this training are eligible to bill for supported employment services under the FL Medicaid Waiver or general revenue for persons on the APD waiting list</i></p>	<p>Training Resource Network</p> <p><a href="http://www.trn-store.com">www.trn-store.com</a></p>	<p>Online, on-demand</p> <p>2 Parts: Best Practices in Supported Employment (3 weeks)</p> <p>Social Security Work Incentive (2 weeks)</p> <p>Mid-term &amp; final exam</p>	<p>\$124/person for both courses</p> <p>\$79 (Best Practices)</p> <p>\$45 (SS Work Incentives)</p>
<p><b>Creating Community Careers</b></p>	<p>Griffin-Hammis Associates, Inc.</p> <p><a href="http://griffinhammis.academy.reliaslearning.com/creating-community-careers-online-courses.aspx">griffinhammis.academy.reliaslearning.com/creating-community-careers-online-courses.aspx</a></p>	<p>Online, on-demand</p> <p>5 sessions</p> <p>1.25-2.75 hours/session</p>	<p>\$198 for entire series</p>
<p><b>IPS Supported Employment Model Implementation at Agency</b></p>	<p>Dartmouth IPS Supported Employment Center</p> <p><a href="http://www.dartmouthips.org">www.dartmouthips.org</a></p>	<p>Online, facilitated</p> <p>8 modules, each takes 30-40 min</p>	<p>\$325/person</p> <p>\$1500/group rate for 5 participants</p>

Non-Certificate Comprehensive Basic Training Courses, cont.

Title	Organization	Modality / Duration	Price
<b>IPS Practitioner Skills Online</b>	Dartmouth IPS Supported Employment Center <a href="http://www.dartmouthips.org">www.dartmouthips.org</a>	Onsite 5 days	Contact Dartmouth IPS for pricing
<b>College of Employment Supports</b>	Direct Course: College of Employment Services <a href="http://directcourseonline.com/">directcourseonline.com/</a>	Online 11 courses, assignments and activities	\$625
<b>Employment Outcomes Professional II (EOP-II)</b>	Dover Training Group (DTG): <a href="http://www.dtg-emp.com">www.dtg-emp.com</a> FL Division of Blind Services: <a href="http://dbs.myflorida.com">dbs.myflorida.com</a> FL Association of Rehabilitation Facilities: <a href="http://www.floridaarf.org/">www.floridaarf.org/</a>	Onsite 3 days, assignments & activities	\$500/person \$250/person (For FLARF member agencies) Free to CRP's providing services to DBS
<b>Onsite Customized Employment Training</b>	Marc Gold & Associates <a href="http://www.marcgold.com">www.marcgold.com</a>	Onsite 6-9 days Participants must agree to support 1-3 job-seekers to secure employment using CE strategies	Contact MGA for training duration and pricing

Title	Organization	Modality / Duration	Price
<b>Prep for the APSE Certified Employment Specialist Professional (CESP) Exam</b>	Supported Employment Education Design (SEED) <a href="http://www.staffdevelopment.net">www.staffdevelopment.net</a> <a href="mailto:SETraining@yahoo.com">SETraining@yahoo.com</a>	Onsite 1-4 days Duration varies according to specific need	Contact SEED for pricing

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*ACRE Competencies in Employment Services*, Copyright 2013 Association of Community Rehabilitation Educators.

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*Final Report, Training and Technical Assistance to Providers Grant Program*, Office of Disability Employment Policy, 2007.

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Harvey, J., Szoc, R., Dela Rosa, M., Pohl, M., Jenkins, J., (2013). *Understanding the competencies needed to customize jobs: A competency model for customized employment*. *Journal of Vocational Rehabilitation*, 38, 77–89

*Summary of key provisions of the Home and Community Based Services Settings Final Rule*. Medicaid.gov, 2015.

## ***APSE Competencies, from the APSE CESP Certification Handbook Pages 8-11***

<http://www.apse.org/wp-content/uploads/2014/09/CESP-Certification-Handbook.pdf>

### **Domain 1: Application of Core Values and Principles to Practice**

1. All people having the right to work and being entitled to equal access to employment in the general workforce
2. Zero exclusion
3. Disability etiquette
4. People First Language
5. Job seeker strengths interests and talents
6. Full inclusion in the general workforce
7. Self-determination and empowerment
8. Providing services outside institutional and workshop settings
9. Involvement of job seeker in the employment process as a collaborative effort that includes paid and non-paid supports
10. Impact of employment services history on current practice
11. Legislation and regulations related to employment
12. Funding sources for employment services

### **Domain 2: Individualized Assessment and Employment/Career Planning**

13. Rights and responsibilities related to disclosure of disability
14. Counseling job seeker on disability disclosure
15. Practices unique to school-to-work
16. Rapid engagement in the employment process
17. Limitations of traditional vocational evaluation for job seekers with significant disabilities

18. Motivational interviewing techniques
19. Interviews with job seeker and others familiar with his/her abilities and work history
20. Impact of job seeker's demographic cultural and social background
21. Reviewing job seeker's records and collecting pertinent employment information
22. Job seeker in his/her current daily routines and environments
23. Benefit analysis for job seeker
24. Strategies to reduce or eliminate entitlement benefits
25. Non-work needs that may impact successful employment (e.g. transportation counseling food assistance financial housing)
26. Job seeker's preferred style of learning skills talents and modes of communication
27. Integration of relevant employment information into a vocational profile that reflect job seeker's interests, goals and aspirations
28. Community-based situational assessment
29. Paid work trials and job tryouts
30. Volunteering
31. Job shadowing
32. Informational interviews
33. Self-employment resources for job seekers
34. Referrals to appropriate agencies organizations and networks based on career plans

### **Domain 3: Community Research and Job Development**

35. Gathering and analyzing labor trend information
36. Identifying patterns in job markets
37. Disability etiquette
38. Maintaining updated information on businesses type of jobs available and locations of jobs within the community

39. Developing and communicating effective marketing and messaging tools for employment
40. Positioning the agency as an employment service
41. Targeting message to specific audience
42. Using language and images that highlight abilities and interests of job seekers
43. Developing job seeker portfolios
44. Informational interviews with businesses
45. Mentoring job seekers during the job search process
  
46. Workplace culture and climate awareness and sensitivity
47. Strategies for job matching
48. Strategies for contacting and communicating with employers
49. Employment proposals based on business and job seekers' preferences
50. Responding to employer concerns about job seekers' abilities and interests
51. Responding to employer concerns about job seekers' disabilities
52. Incentives to businesses when hiring job seekers with disabilities (e.g. tax credits on-the-job-training diversity goals)

#### **Domain 4: Workplace and Related**

53. Communicating with job seeker/employee and his/her natural and paid supports
54. Impact of earned income on entitlements
55. Transportation for work
56. Family support
57. Housing/residential staff cooperation

58. Gathering clear job expectations from employer
59. Preparing and coordinating for the first day on job
60. Developing and implementing job analysis
61. Ensuring typical employer provided orientation
62. Ensuring introduction of employee to co-workers
63. Helping employee meet employer expectations regarding workplace culture
64. Facilitating co-worker relationships and workplace connections
65. Identifying employer's training process and supplementing if needed
66. Recognizing and adapting supports to individual learning styles and needs
67. Baseline assessment from a task analysis
68. Employee attending typical training program
69. Training schedule and instructional procedures
70. Positive/negative behavior and intervention supports
71. Reinforcement procedures including naturally occurring reinforcers and natural cues
72. Use of data collection to monitor progress
73. Collaborating with employee employer co-workers and support team to develop and implement a plan and strategies for fading supports
74. Adapting and recommending accommodations to facilitate job performance
75. Promoting the use of universal design principles

#### **Domain 5: Ongoing Supports**

76. Scope and limitation of funding sources for ongoing support
77. Access to community resources and supports (e.g. transportation, counseling, food assistance, financial, housing)
78. Impact on benefits/entitlements as earned income changes and ongoing access to benefits counseling (e.g., Community Work Incentive Coordinators)
79. Collaboration with employees, employers and family members to ensure successful employment
80. Support employees for job and/or career advancement