

Employment
First **FLORIDA**



FLORIDA EMPLOYMENT FIRST COLLABORATIVE TRAINING TOOLKIT

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A Resource for Funders and
Employment Service Providers

SECOND EDITION



Florida Developmental Disabilities
Council, Inc.



Griffin-Hammis Associates

Florida Employment First Collaborative Training Toolkit

A Resource for Funders and Employment Service Providers

SECOND EDITION

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Sponsored by the United States Department of Health and Human Services, Administration on Intellectual and Developmental Disabilities, and the Florida Developmental Disabilities Council, Inc.

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About This Toolkit

The Florida Employment First Collaborative Training (EFCT) Toolkit 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 as a resource to plan overall training for agency staff as a whole as well as to identify 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 correspond to the domains and 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 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 to emerging practices in employment training, it is

important to recognize that in most cases, training alone will not lead to the desired outcomes. 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 practices require quality training combined 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, as well as 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.



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

Please note: The trainings and resources included in this toolkit are by no means exhaustive nor do they represent the only quality training or materials 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 may be included in future editions of the EFCT Toolkit.

*The Association of Community Rehabilitation Educators (ACRE) <http://acreducators.org> is a national membership organization for trainers and educators who work in the field of employment for people with disabilities. Trainings approved and endorsed by ACRE are peer reviewed and based on Employment Services Competencies and require that the curriculum:

- addresses each of the competencies
- is comprehensive
- is detailed to build the knowledge and skills of professionals being trained.

By requiring competency-based trainings, the aim is to improve the quality of employment services for people with disabilities, and raise the national service delivery standards.

Domain 1

Application of Core Values and Principles to Practice Core Competencies

Recommended Training Time: Minimum of 4 hours

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

Assessing Training Needs

Below are statements that describe Knowledge, Skills, and Abilities (KSAs) of a Community Employment Service Provider/Program. 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.

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.

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 informal 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.

The number(s) after each EFCT Toolkit Core Competency corresponds to the equivalent APSE Core Competency. This provides a schema crosswalk between the two.

Domain 1 Electronic Form

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](https://form.jotform.com/61769405160153) into your browser.

CORE COMPETENCY

Right to Work, Zero Exclusion, Employment First (APSE 1,2,6)

Employment is the first service offered to all individuals entering services. No eligibility requirements such as job readiness, pre-vocational work skills training, specific intellectual functioning, or judgement regarding employability is expected. Standard eligibility may be based on the individual having 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 participate in sheltered or day program before receiving community employment services.

Some individuals are excluded from the community employment services as too severe to benefit. Individual referrals are screened for "work readiness" eligibility.

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

Rating 2

☐

Individual referrals are screened for eligibility.

Program descriptive materials (e.g., marketing brochures, program descriptions, website, 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, the 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 or "get ready for work" before they receive employment services.

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 integrated community employment as the outcome.

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

CORE COMPETENCY

Disability etiquette, People First language (APSE 3,4)

Individuals are treated with respect, dignity, and as full partners in the employment process; language used by the organization and staff reflects 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.

Staff does not use or model respectful interactions in the community, and staff often appears to be authoritarian and controlling.

Staff does not practice disability etiquette. Program descriptive materials (e.g., marketing brochures, program descriptions, web site, etc.) do not reflect People First language.

Rating 2 Staff of the program inconsistently uses People First language.



Staff inconsistently uses or models respectful interactions in community, and staff often appears to be authoritarian and controlling.

Staff does not consistently practice disability etiquette.

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

Rating 3 Staff of the program uses People First language when speaking about the



individuals receiving services, and interacts with individuals receiving 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.

CORE COMPETENCY

Job seeker involvement, job seeker strengths and talents, self determination, and empowerment (APSE 5,7,9)

Individuals served in the program are active participants in services provided by the program. Services are guided by the individual's unique strengths and talents and not by pre-established program content that is not predicated on person-centered methods.

Rating 1 Job seekers are not included in the employment process; assessments are



completed at pre-arranged assessment sites and are not individually developed based upon each person's interests and skills. Choice is not provided or practiced.

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

Employment services are offered to those with minimal impact of disability.

Rating 2 ☐ Job seekers are included in some of the employment process. The individuals may participate in informational interviews but not job development, or the individuals 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 limited.

Final decisions remain within the purview of the program and may not consider job seeker's preferences.

Rating 3 ☐ Job seekers are included in the employment process including 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. Services are guided by the individual's strengths and talents, and not by pre-established program components that are not person-centered.

CORE COMPETENCY

Providing services outside institutional and workshop settings (APSE 8)

Employment services of the organization assist individual job seekers with disabilities to obtain employment in community businesses.

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 to the individual with disabilities by the program.

Rating 2 ☐ Program provides some community employment opportunities for individuals with less impact of disability, while others are served in workshops, and in businesses owned by the agency where wages are paid to individuals with disabilities by the program.

Rating 3 ☐ Program offers community-based employment in individually developed jobs in community businesses that meet the individual's unique choices, interests, skills, contributions, and ideal conditions of employment.

CORE COMPETENCY

Impact of employment services history on current practice; Legislation and regulations related to employment (APSE 10,11)

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 and there is involvement in legislative and policy movements to effect positive change.

Rating 1 ☐ Vocational program has remained unchanged or has changed very little and maintains 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 regarding proposed state level changes that will positively impact the 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 and evidence-based practices, while maintaining some outdated services and program components.

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

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

Rating 3



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

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

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

CORE COMPETENCY

Funding sources for employment (APSE 12)

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., Vocational Rehabilitation [VR] only or Medicaid only). Funding streams include those which support program staffing costs, but also those that benefit the individual job-seeker in their employment (i.e., use of Plan for Achieving Self Support [PASS], Impairment Related Work Expenses [IRWE], Ticket to Work, Individual Development Accounts [IDAs], micro-loans, Workforce Innovation and Opportunity Act [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 utilize funding that is available for direct use by job seekers to achieve employment goals and outcomes (i.e., PASS, Student Earned Income Exclusion [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 utilize funding that is for available for direct use by job seekers to achieve employment goals and outcomes (i.e., PASS, SEIE, IRWE or WIOA program supports).

Exploration is limited to funding sources the program has used historically as opposed to 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 and goals.

Program also seeks and utilizes 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).

Recommended Comprehensive Training in Employment Services

(Rating of 1)

Refer to the Sections in the EFCT Toolkit for Comprehensive
Training and ACRE Approved Comprehensive Basic Training

Recommended Topical Trainings for Application of Core Values and Principles to Practice

(Rating of 2)

Contact specific training entity for details.

Employment

Key words: Foundations of
Employment, Customized
Employment, Principles of
Career Development

College of Employment Supports

www.directcourseonline.com

Griffin-Hammis Associates

www.griffinhammis.academy.reliaslearning.com

Training Resource Network (TRN)

www.trn-store.com

Marc Gold & Associates

<http://www.marcgold.com>

Supported Employment Education Design (SEED)

www.staffdevelopment.net

Florida Center for Inclusive Communities (FCIC)

University of South Florida

<http://flfcic.fmhi.usf.edu/>

VCU WorkSupport

www.worksupport.com

Employment

Key words: Individual Placement and Support, Mental Illness and work, Psychiatric disabilities and work

The IPS Employment Center

www.ipsworks.org

Benefits and Work Incentives

Key words: Ticket to Work, Work Incentives, Tax Incentives, Asset Development, PASS Plans, Social Security Disability Benefits, Supplement Security Income, Social Security Disability Benefits and Work, Supplemental Security Income and Work, Entitlements and Public Benefits

Direct Course: College of Employment Services

www.directcourseonline.com

Griffin-Hammis Associates

www.griffinhammis.com

VCU WorkSupport

www.worksupport.com

Orientation to Disabilities

Training Resource Network (TRN)

<http://www.trn-store.com>

Disability Specific Training

Key words: Accommodation, Autism, Deaf-Blindness, Traumatic Brain Injury

Supported Employment Education Design

www.staffdevelopment.net

National Professional Development Center on Autism Spectrum Disorders

www.autisminternetmodules.org

The Center for Autism and Related Disabilities (CARD)

www.florida-card.org

National Center on Deaf-Blindness

www.nationaldb.org

VCU WorkSupport

www.worksupport.com

Self Determination

Project 10

Key words: Introduction to Self-Determination for Students with Disabilities, Standing Up for Me: Florida's Self-Determination Curriculum

www.project10.info

Recommended Resources for Independent Study

Additional resources and information related to topics covered in Domain 1

Employment First

www.dol.gov/odep/topics/EmploymentFirst.htm

Florida Developmental Disabilities Council (FDDC)

The Changing Face of Benefits

<https://www.fddc.org/publications>

Institute for Community Inclusion

www.communityinclusion.org

Workforce Innovation and Opportunity Act of 2014

www.doleta.gov/wioa/

History of Disability

<https://www.dol.gov/odep/> search by term

Zero Exclusion

<https://www.dol.gov/odep/> search by term

Disability Etiquette

<https://www.dol.gov/odep/> search by term

Job Accommodation Network

www.askjan.org

People First Language - Disability is Natural

www.disabilityisnatural.com/

Serving People with Disabilities in the Most Integrated Setting: Community Living and Olmstead; U.S. Department of Health & Human Services

www.hhs.gov/civil-rights/for-individuals/special-topics/community-living-and-olmstead/index.html

Person-Centered Thinking Philosophy; Department on Disability Services

dds.dc.gov/page/person-centered-thinking-philosophy

Project 10 Transition Education Network

www.project10.info

Social Security Online - Plan to Achieve Self-Support (PASS)

www.socialsecurity.gov/disabilityresearch/wi/pass.htm

Social Security Online - The Red Book - SSDI and SSI

www.ssa.gov/redbook/

Ticket to Work

www.ssa.gov/work/

Workforce Innovation and Opportunity Act of 2014

www.doleta.gov/wioa/

Inclusive Workforce

The Campaign for Disability Employment

www.whatcanyoudocampaign.org/

Add Us In

www.dol.gov/odep/Addusin/

Think Beyond the Label

www.thinkbeyondthelabel.com/

Building an Inclusive Workforce: A 4-Step Reference Guide

www.dol.gov/odep/pubs/20100727.pdf

Employer Assistance and Resource Network

www.askearn.org

Job Accommodation Network

www.askjan.org

Lead Center

www.leadcenter.org/

Employment First

www.dol.gov/odep/topics/EmploymentFirst.htm

Customized Employment

www.dol.gov/odep/topics/CustomizedEmployment.htm

Domain 2

Individualized Assessment and Employment/Career Planning Core Competencies

Recommended Training Time: Minimum of 6 hours

1. Rights and responsibilities related to disclosure of disability
2. Counseling job seeker on disability disclosure
3. Practices unique to school-to-work
4. Rapid engagement in the employment process
5. Limitations of traditional vocational evaluation for job seekers with significant disabilities
6. Motivational interviewing techniques
7. Interviews with job seeker and others familiar with his/her abilities and work history impact of job seeker's demographic, cultural and social background
8. Reviewing job seeker's records and collecting pertinent employment information
9. Job seeker in his/her current daily routines and environments
10. Benefit analysis for job seeker
11. Strategies to reduce or eliminate entitlement benefits
12. Non-work needs that may impact successful employment (e.g., transportation counseling, food assistance, financial, housing)
13. Job seeker's preferred style of learning, skills, talents, and modes of communication

14. Integration of relevant employment information into a vocational profile that reflects job seeker's interests, goals, and aspirations
15. Community-based situational assessment
16. Paid work trials and job tryouts
17. Volunteering
18. Job shadowing
19. Informational interviews
20. Self-employment resources for job seeker
21. Referrals to appropriate agencies organizations and networks based on career plans.

Assessing Training Needs for Individualized Assessment and Employment/Career Planning

Below are statements that describe Knowledge, Skills, Abilities (KSA's) of a **Community Employment Service Provider/Program**. 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.

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.

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 informal 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.

The number(s) after each EFCT Toolkit Core Competency corresponds to the equivalent APSE Core Competency. This provides a schema crosswalk between the two.

Domain 2 Electronic Form

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.

CORE COMPETENCY

Rights, responsibilities, and counseling related to disclosure of disability in employment (APSE 13,14)

Knowledge of and effective counseling in disclosure regarding issues of whether or not to disclose disability as it relates to employment is critical to successful employment accommodations, supports, qualifications, and a good job match. For those who choose to disclose, the rationale is based on need for accommodation.

Rating 1
☐ Program staff may describe job seekers' disability to potential employers during job development without the job seeker's permission, and without counseling regarding disclosure.

Rating 2
☐ Program staff may provide counseling and information to job seekers regarding disclosing disability, but may not relate that the need to disclose is based on the need for accommodation.

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.

CORE COMPETENCY

Practices that are unique to school-to-work transition (APSE 15)

Individuals who are transitioning from school-to-work require effective planning, collaboration, and specific strategies that result in employment outcomes. The 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, and may wait for students to leave school before beginning employment services.

Employment services for 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 or accepts referrals from schools for community employment, but waits until youth exit school before beginning services.

Program has no formal transition relationship between the schools, adult providers, or Vocational Rehabilitation. Vocational services are the same as for adults and have no unique practices for 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.

CORE COMPETENCY

Rapid engagement in the employment process (APSE 16)

Effective outcomes in community-based employment are responsive and urgent; job seekers do not languish in “readiness” programs for 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 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 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 assessment, job development does not begin in a timely manner.

Individuals may or may not be included in employment planning 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.

CORE COMPETENCY

Use of community-based assessment and discovery practices that meet the needs of each individual job seeker (APSE 17)

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.

☐

Does not use alternative discovery practices for those with the most significant impact of disability.

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

Does not interview the job seeker, family, and others who know the individual well concerning job seeker's abilities.

Rating 2 Program uses assessment practices that are community-based, but are tied to existing assessment sites and used for multiple job seekers.

☐

Program is inconsistent in developing alternative assessment strategies, like Discovery, for people with more significant disabilities 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, like Discovery, for people with more significant disabilities 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.

CORE COMPETENCY

Variety of community-based assessment strategies and practices (APSE 18, 19, 20, 21, 22, 26)

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 the job seeker in current daily routines and environments relevant to the individual.

Rating 1

☐

Program uses traditional assessment practices for all job seekers, regardless of impact 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 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 or considers others who know individual job seekers well, including 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 the job seeker's abilities and considers family, demographic, culture, or social background in the assessment process.

CORE COMPETENCY

Obtains, understands, uses and explains impact of employment on entitlement benefits and use of Social Security Administration (SSA) work incentives (APSE 23,24)

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 reference.

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.

Inconsistently 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.

CORE COMPETENCY

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. (APSE 27)

A profile is completed that documents functional information from the community-based assessment that will be utilized for developing integrated employment.

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 does not 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 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 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.

CORE COMPETENCY:

Assessment includes a variety of community-based activities specific to the job seeker (APSE 28, 29, 30, 31, 32)

Valuable information is captured on activities, tasks, skills, and interests of the individual through comprehensive community-based employment activities. These experiences allow the job seeker 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 in-house assessment practices (i.e., interest inventories, paper-pencil aptitude testing, interviews with job seeker and vocational assessment instruments used to determine employability).

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 demonstrate effective assessments for people with the most significant disabilities. May not accept referrals of people with significant disabilities, as not suitable for the program.

Rating 2

☐

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

Uses community-based assessments but does not always create unique experiences based on an individual's interests, skills, tasks, etc.

Sometimes effectively uses community-based assessment strategies for people with significant disabilities, but is not consistent in this practice.

May use 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 verify each individual job seeker's interests, skills, tasks, abilities, conditions of employment, support strategies, etc. through various paid and unpaid opportunities.

CORE COMPETENCY

Self-employment resources for job seekers (APSE 33)

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 job seekers for self-employment.

Rating 2

☐

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

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

May assist job seekers to access self-employment 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 self-employment 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.

CORE COMPETENCY

Referrals to appropriate agencies, organizations, and networks based on career plans (APSE 25,34)

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 to 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

☐

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

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

Staff utilizes Community Resource Mapping or a similar formal means of identifying and maintaining a rich resource network of community resources which 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.

Recommended Comprehensive Training in Employment Services

(Rating of 1)

Refer to the Sections in the EFCT Toolkit for Comprehensive Training and ACRE Approved Comprehensive Basic Training

Recommended Topical Trainings for Individualized Assessment and Employment / Career Planning

(Rating of 2)

Contact specific training entity for details.

Assistive Technology	Florida Alliance for Assistive Technology (F.A.A.S.T.) www.faast.org
Motivation Connections	Dover Training Group www.dtg-emp.com
Community Resource Mapping	Project 10 www.project10.info
Employer Incentives	Financial Capacity, Asset Development, and Work and Tax Incentives (ODEP by topic) http://www.dol.gov/odep/topics/FinancialEducationAssetDevelopment.htm Work Opportunity Tax Credit www.doleta.gov/business/incentives/opptax/

Employment

Key words: Career

Development, Career Profile,
Vocational Profile, Discovery
Profile, Community
Employment, Customized
Employment, Visual Resume,
Discovering Personal Genius,
Discovery

College of Employment Supports

www.directcourseonline.com

Griffin-Hammis Associates

www.griffinhammis.academy.reliaslearning.com

Training Resource Network (TRN)

www.trn-store.com

Marc Gold & Associates

www.marcgold.com

VCU WorkSupport

www.worksupport.com

Supported Employment Education Design (SEED)

www.staffdevelopment.net

Florida Center for Inclusive Communities (FCIC)

University of South Florida

<http://flfcic.fmhi.usf.edu/index.html>

Employment

Key words: Individual

Placement and Support,
Mental Illness and work,
Psychiatric disabilities and
work

The IPS Employment Center

www.ipsworks.org

Disability Specific Training

Key words: Accommodation,
Autism, Deaf-Blindness,
Traumatic Brain Injury

Supported Employment Education Design

www.staffdevelopment.net

National Professional Development Center on Autism
Spectrum Disorders

www.autisminternetmodules.org

The Center for Autism and Related Disabilities (CARD)

www.florida-card.org

National Center on Deaf-Blindness

www.nationaldb.org

VCU WorkSupport

www.worksupport.com

Self-Employment	Griffin-Hammis Associates www.griffinhammis.com
Benefits and Work Incentives	Direct Course: College of Employment Services www.directcourseonline.com
Key words: Ticket to Work, Work Incentives, Tax Incentives, Asset Development, PASS Plans, Social Security Disability Benefits, Supplement Security Income, Social Security Disability Benefits and Work, Supplemental Security Income and Work, Entitlements and Public Benefits	Griffin-Hammis Associates www.griffinhammis.com VCU WorkSupport www.worksupport.com

Recommended Resources for Independent Study

Additional resources and information related to topics covered in Domain 2

Florida Developmental Disabilities Council (FDDC)

The Changing Face of Benefits

www.fddc.org/publications

Institute for Community Inclusion

www.communityinclusion.org

Workforce Innovation and Opportunity Act of 2014

www.doleta.gov/wioa/

People First Language - Disability is Natural

www.disabilityisnatural.com/

Cultural Sensitivity

www.dol.gov/odep/ search by term

National Center for Cultural Competence

<https://nccc.georgetown.edu/>

Disclosure

Job Accommodation Network (JAN) Disclosure

www.askjan.org

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

Frequently Asked Question About Disability Disclosure Under the Americans with Disabilities Act (ADA)

www.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

<http://www.ncwd-youth.info/publications/the-411-on-disability>

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

<http://www.ncwd-youth.info/publication-category/guides/>

Entering the World of Work: What Youth with Mental Health Needs Should Know About Accommodations, Office of Disability Employment Policy

www.dol.gov/odep/pubs/fact/transitioning.htm

School-to-Work

Center on Transition to Employment for Youth with Disabilities

www.transitiontoemployment.org

Transitions Projects, Rural Institute, University of Montana

www.ruralinstitute.umd.edu/transition/default.asp

Helping Youth with Learning Disabilities Chart the Course: A Guide for Youth Service Professionals, InfoBrief, NSWDC, Issue 32, April 2012

<http://www.ncwd-youth.info/publication-category/briefs/>

National Collaborative on Workforce and Disability/Youth

www.ncwd-youth.info

Office of Disability Employment Policy (ODEP)

www.dol.gov/odep/categories/youth/

Corporation for National and Community Service

www.nationalservice.gov/taxonomy/term/58

Division of Vocational Rehabilitation, Florida Department of Education Rapid Engagement, School to Work Transition Program

www.rehabworks.org/stw.shtml

Project 10: Transition Education Network Website/ Employment

www.project10.info/Employment.php

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

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/

Social Security Online - Plan to Achieve Self-Support (PASS)

www.socialsecurity.gov/disabilityresearch/wi/pass.htm

Social Security Online - The Red Book - SSDI and SSI

www.ssa.gov/redbook/

Ticket to Work

www.ssa.gov/work/

The Written Vocational Assessment, Vocational Profile, Discovery Profile

The Discovery Staging Record (The DSR) Griffin-Hammis Associates, Inc., Thought Sauce! Hot ideas for cool employment

www.griffinhammis.com

Documenting Discovery: Developing a Descriptive Profile to Guide Employment Plans, Michael Callahan, Marc Gold & Associates

www.marcgold.com

Self-Employment/Microenterprise

Choosing Self Employment, Transitions Projects, Rural Institute, University of Montana, 2007

http://ruralinstitute.umt.edu/transition/self_employment.asp

Griffin-Hammis Associates

www.griffinhammis.com

The Small Business Administration

www.sba.gov/

US Department of Labor, Office of Disability and Employment Policy (ODEP)

www.dol.gov/odep/topics/SelfEmploymentEntrepreneurship.htm

Inclusive Workforce

The Campaign for Disability Employment

www.whatcanyoudocampaign.org/

Add Us In

<https://www.dol.gov/odep/Addusin/>

Think Beyond the Label

www.thinkbeyondthelabel.com/

Building an Inclusive Workforce: A 4-Step Reference Guide

www.dol.gov/odep/pubs/20100727.pdf

Employer Assistance and Resource Network

www.askearn.org

Job Accommodation Network

www.askjan.org

Lead Center

www.leadcenter.org/

Employment First

www.dol.gov/odep/topics/EmploymentFirst.htm

Customized Employment

www.dol.gov/odep/topics/CustomizedEmployment.htm

Domain 3

Community Research and Job Development Core Competencies

Recommended Training Time: Minimum of 10 hours

1. Gathering and analyzing labor trend information
2. Identifying patterns in job markets
3. Disability etiquette
4. Maintaining updated information on businesses, type of jobs available, and locations of jobs within the community
5. Developing and communicating effective marketing and messaging tools for employment
6. Positioning the agency as an employment service
7. Targeting message to specific audience
8. Using language and images that highlight abilities and interests of job seekers
9. Developing job seeker portfolios
10. Informational interviews with businesses
11. Mentoring job seekers during the job search process
12. Workplace culture and climate awareness and sensitivity
13. Strategies for job matching
14. Strategies for contacting and communicating with employers
15. Employment proposals based on business and job seekers' preferences
16. Responding to employer concerns about job seekers' abilities and interests
17. Responding to employer concerns about job seekers' disabilities
18. Incentives to businesses when hiring job seekers with disabilities (e.g. tax credits, on-the-job training, diversity, goals)

Assessing Training Needs for Community Research and Job Development

Below are statements that describe Knowledge, Skills Abilities (KSA's) of a **Community Employment Service Provider/Program**. 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.

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.

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 informal 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.

The number(s) after each EFCT Toolkit Core Competency corresponds to the equivalent APSE Core Competency. This provides a schema crosswalk between the two.

Domain 3 Electronic Form

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.

CORE COMPETENCY

Identifying, gathering, and analyzing labor trend information and patterns in job markets and maintaining updated information on area businesses, jobs, and locations in the community (APSE 35,36,38)

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 research or integrate publicly-available information related to the job markets and economic and business patterns into their practices. Does not maintain or use updated information on local area businesses, jobs, and locations.

Staff 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 businesses 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 individuals with greatest impact of disability.

CORE COMPETENCY

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; Positioning agency as an employment service and messaging targeted specific audience (APSE 37,39, 40, 41)

"As the nation's largest minority 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).

Organizations that provide integrated community-based employment services for job seekers with disabilities incorporate a business identity as a community employment service and 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 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.

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

☐

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 or jobs others do not want to do.

The organization provides employment services. 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

☐

Staff of the program use People First language when speaking about the individuals receiving services, and consider individuals receiving community employment services as individuals, not service recipients. Staff use and model respectful interactions in community.

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.

CORE COMPETENCY

Developing job seeker portfolio (APSE 42,43)

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

Rating 1 ☐ No visual or written portfolio is developed with job seekers that represents his/her skills and abilities for use with potential employers.

Rating 2 ☐ A portfolio is not developed with job seekers. A resume is prepared by staff 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, photographs, and /or video of job seeker's tasks, skills, abilities, interests, and preferences that could be well matched to a business's needs and can be tailored to a specific business. The support team/staff assists the job seeker throughout the process.

CORE COMPETENCY

Informational Interviews with businesses and strategies for contacting and communicating with employers (APSE 44)

Informational Interviews are scheduled with potential employers to learn about a business, the business operation, the business culture, work environments, opportunities, and to seek advice for the 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 job development. 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 the job seeker.

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 during discovery as a means for the job seeker to learn about their vocational interest as well as, during job development. During discovery, informational interviews are scheduled with individuals who have knowledge of the job seeker's vocational interests including business operations, the industry, the business culture, work environment, potential business needs, to gain career advice. The job seeker participates in the informational interview along with employment staff.

During job development informational interviews are utilized to identify business needs that match the job seeker's employment interests.

CORE COMPETENCY

Mentoring job seekers during the job search process (APSE 45)

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 with 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 for the 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 discuss whether or not to disclose 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.

CORE COMPETENCY

Strategies for job matching, including job analysis and work place culture (APSE 46,47,48)

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 doesn'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 individual's 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, performance speed expectations, productivity, quality measures, tools and resources required, instructors/supervisors, and the workplace culture of the company.

Job duties match the individual's interests, skills, and conditions for success and the needs of the business and drive the job development process.

CORE COMPETENCY

Employment proposals based on business and job seeker's preferences (APSE 49)

Employment proposals are a creative approach that enables job candidates and employers to negotiate individual job tasks and/or reassign basic job duties to improve overall production in the workplace. The process takes into consideration the supports

and accommodations the job seeker may require to perform their role as a valued employee.

Proposals include 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 is not.

Rating 2
☐ Vocational staff and the 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.

CORE COMPETENCY

Responding to employer concerns about job seeker's disabilities, their abilities and interests (APSE 50,51)

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 entry point to job development give an employer the

opportunity to learn about and/or meet a job seeker, discuss common shared interests, and to learn about a specific job seeker's employment goals. This can help focus on what "they have in common", lessen concerns about disability, and showcase a job seeker's skills, specific abilities, and interests.

Rating 1
☐ Staff does 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 point of view when talking with potential employers who 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.

CORE COMPETENCY

Incentives to businesses when hiring job seekers with disabilities (e.g., tax credits, on the job training, diversity, goals). (APSE 52)

Incentives benefit businesses that employ people with disabilities. When staff understand what is important to a business, they can offer solutions to address pressing concerns and

offer options that may include tax credits, financial assistance during the job training period, meeting personnel diversity 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, or meeting the business’ established diversity goals, etc.

Recommended Comprehensive Training in Employment Services

(Rating of 1)

Refer to the Sections in the EFCT Toolkit
for Comprehensive Training and ACRE Approved Comprehensive
Basic Training

Recommended Topical Trainings for Community Research and Job Development

(Rating of 2)

Contact specific training entity for details.

Customized Employment

Key words: Customized Job
Development, Visual Resume,
Portfolio, Informational
Interviews, Employment
Proposals, Interest-Based
Negotiation, Job Creation, Job
Carving, Job Match, Job Analysis,
Task Analysis, Systematic
Instruction, Networking, Work
Place Cultural

Griffin-Hammis Associates

www.griffinhammis.academy.reliaslearning.com

Direct Course: College of Employment Services

www.directcourseonline.com

Training Resource Network (TRN)

www.trn-store.com

Marc Gold & Associates

www.marcgold.com

VCU WorkSupport

<http://www.worksupport.com/index.html>

Supported Employment Education Design (SEED)

www.staffdevelopment.net

Florida Center for Inclusive Communities (FCIC)
University of South Florida

<http://flfcic.fmhi.usf.edu/index.html>

Benefits and Work Incentives

Key words: Ticket to Work, Work Incentives, Tax Incentives, Asset Development, PASS Plans, Social Security Disability Benefits, Supplement Security Income, Social Security Disability Benefits and Work, Supplemental Security Income and Work, Entitlements and Public Benefits

Direct Course: College of Employment Services

www.directcourseonline.com

Griffin-Hammis Associates

www.griffinhammis.com

VCU WorkSupport

<http://www.worksupport.com/index.html>

Community Resource Mapping

Project 10

www.project10.info

Business Perspectives

Direct Course: College of Employment Services

www.directcourseonline.com

Marketing

Dover Training Group (DTG)

www.dtg-emp.com/

Training Resource Network (TRN)

www.trn-store.com

Introduction to Job Development for Students with Disabilities: Project 10 Online Training

www.project10.info

Recommended Resources for Independent Study

Additional resources and information related to topics covered in Domain 3

People First Language — Disability is Natural

www.disabilityisnatural.com/

Cultural Sensitivity

<https://smallbusiness.chron.com/cultural-sensitivity-skills-workplace-20375.html>

National Center for Cultural Competence

<https://nccc.georgetown.edu/>

Florida Developmental Disabilities Council (FDDC)

The Changing Face of Benefits

<https://www.fddc.org/publications>

Let's Get Everyone to Work: Marketing Kit for Employer

www.fddc.org/sites/default/files/New%20Web-Employment.5.pdf

Institute for Community Inclusion

www.communityinclusion.org

Workforce Innovation and Opportunity Act of 2014

www.doleta.gov/wioa/

Labor Market Information

Bureau of Labor Statistics

www.bls.gov/cps/cpsdisability.htm

Labor Market Information – FloridaJobs.org

www.floridajobs.org/labor-market-information

Job Development & Creation

CareerSource Florida

www.careersourceflorida.com

The Able Trust/Florida Governor's Alliance

www.abletrust.org

Work Force GPS

www.workforcegps.org

National Center on Workforce and Disability/Adult

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

www.dol.gov/odep

Employer Incentives

Financial Capacity, Asset Development, and Work and Tax Incentives (ODEP by topic)

www.dol.gov/odep/topics/FinancialEducationAssetDevelopment.htm

Work Opportunity Tax Credit

www.doleta.gov/business/incentives/opptax/

Benefits and Work Incentives

Red Book, A Guide to Work Incentives, The US Social Security Administration

www.socialsecurity.gov/redbook/

Social Security Online - Plan to Achieve Self-Support (PASS)

www.socialsecurity.gov/disabilityresearch/wi/pass.htm

Social Security Online - The Red Book - SSDI and SSI

www.ssa.gov/redbook/

Ticket to Work

www.ssa.gov/work/

Financial Capacity, Asset Development, and Work and Tax Incentives (ODEP by topic)

www.dol.gov/odep/topics/FinancialEducationAssetDevelopment.htm

PASS Plans

<http://ruralinstitute.umt.edu/transition/Samplepassplans.asp>

PASS Online

www.passonline.org/

VCU National Training Center: CWIC Manual

<https://vcu-ntdc.org/resources/ntcmanual.cfm>

Inclusive Workforce

The Campaign for Disability Employment

www.whatcanyoudocampaign.org/

Add Us In

www.dol.gov/odep/Addusin/

Think Beyond the Label

www.thinkbeyondthelabel.com/

Building an Inclusive Workforce: A 4-Step Reference Guide

www.dol.gov/odep/pubs/20100727.pdf

Employer Assistance and Resource Network

www.askearn.org

Job Accommodation Network

www.askjan.org

Lead Center

www.leadcenter.org/

Employment First

www.dol.gov/odep/topics/EmploymentFirst.htm

Customized Employment

www.dol.gov/odep/topics/CustomizedEmployment.htm

Domain 4 Workplace and Related Supports Core Competencies and Domain 5 Ongoing Support Core Competencies

Recommended Training Time: Minimum of 10 hours

1. Communicating with job seeker/employee and his/her natural and paid supports
2. Impact of earned income on entitlements
3. Transportation for work
4. Family support
5. Housing/residential staff cooperation
6. Gathering clear job expectations from employers
7. Preparing and coordinating for the first day on job
8. Developing and implementing job analysis
9. Ensuring typical employer provided orientation
10. Ensuring introduction of employee to co-workers
11. Helping employee meet employer expectations regarding workplace culture
12. Facilitating co-worker relationships and workplace connections
13. Identifying employer's training process and supplementing if needed
14. Recognizing and adapting supports to individual learning styles and needs
15. Communicating with job seeker/employee and his/her natural and paid

16. Baseline assessment from a task analysis
17. Employee attending typical training program
18. Training schedule and instructional procedures
19. Positive/negative behavior and intervention supports
20. Reinforcement procedures including naturally occurring reinforcers and natural cues
21. Use of data collection to monitor progress
22. Collaborating with employee, employer, and support team to develop and implement a plan and strategies for fading supports
23. Adapting and recommending accommodations to facilitate job performance
24. Promoting the use of universal design principles
25. Scope and limitation of funding sources for ongoing support
26. Access to community resources and supports (e.g., transportation, counseling, food assistance, financial, housing)
27. Impact on benefits/entitlements as earned income changes and ongoing access to benefits counseling (e.g., Community Work Incentive Coordinators)
28. Collaboration with employee's employers and family members to ensure successful employment
29. Support employees for job and/or career advancement

Assessing Training Needs for Work Place and Related Supports and Ongoing Support

Below are statements that describe Knowledge, Skills, and Abilities of a **Community Employment Service Provider/Program**. 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.

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.

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 informal 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.

The number(s) after each EFCT Toolkit Core Competency corresponds to the equivalent APSE Core Competency. This provides a schema crosswalk between the two.

Domain 4 Electronic Form

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.

CORE COMPETENCY

Communicating with job seeker/employee and his/her natural/paid supports (APSE 53)

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 team to coordinate necessary employment-related supports and has not 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 of 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.

CORE COMPETENCY

Impact of earned income on entitlements (APSE 54)

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 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 Plan.

CORE COMPETENCY

Transportation for work (APSE 55)

"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 inconsistently explore 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 practices 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 typically lose jobs as a result of transportation issues.

CORE COMPETENCY

Proactive planning for on the job training, supports, and facilitating workplace integration (APSE 74,75)

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 discuss roles and responsibilities, and answers 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 co-workers in the 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. Staff provides job coaching as a matter of practice, without first determining if the typical training processes and methods of the business are supportive and effective for job training and on-going support of the employee. Assessing the workplace culture is not part of the supports provided nor is facilitating workplace interactions between co-workers. The new employee initially navigates the worksite with little connection to co-workers.

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 a 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 co-workers 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 for supervisors and co-workers, with the employment program staff providing consultation on training and support issues as needed. 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.

CORE COMPETENCY

Training schedule and instructional procedures (APSE 69)

Training and instructional procedures ensure that the job seeker has 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 preferences. 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, initially program staff still assumes the role of the primary trainer in the majority of cases and bypasses natural trainers and training protocols. 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 using 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.

CORE COMPETENCY

Positive/negative behavioral supports and intervention supports (APSE 70,71,72)

Positive Behavior Supports (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 staff 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 staff 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 Behavior Supports (PBS) 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 develops 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 (PBS) as well as emerging technological supports, establish relationships with programs or specialists who can assist with PBS plans in community employment, and are included as members of the employment support team.

CORE COMPETENCY

Funding and resources for long-term supports (APSE 76,77,78)

Program employment staff work to proactively identify, plan, and secure funding and resources 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.

CORE COMPETENCY

Support employees for job and/or career advancement (APSE 79,80)

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 ensure 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 begins job development with other businesses when necessary for career change, advancement, increase in pay, hours, etc.

CORE COMPETENCY

Collaborating with employee, employer, and support team to develop and implement a plan for long-term supports (APSE 73)

Employment specialists work closely with the employer 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 co-workers 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 return to the job site for additional onsite coaching and support. May find that many individuals supported by the organization lose jobs once fading begins.

Rating 2
☐ The organization staff may discuss plans for fading and transitioning to natural supports with employers or co-workers. 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 co-workers 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 co-workers 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.

Recommended Comprehensive Training in Employment Services

(Rating of 1)

Refer to the Sections in the EFCT Toolkit
for Comprehensive Training and ACRE Approved Comprehensive
Basic Training

Recommended Topical Trainings for Workplace and Related Supports and Ongoing Support

(Rating of 2)

Contact specific training entity for details.

Benefits and Work Incentives

Key words: Ticket to Work,
Work Incentives, Tax
Incentives, Asset
Development, PASS Plans,
Social Security Disability
Benefits, Supplement
Security Income, Social
Security Disability Benefits
and Work, Supplemental
Security Income and Work,
Entitlements and Public
Benefits

Direct Course: College of Employment Services

www.directcourseonline.com

Griffin-Hammis Associates

www.griffinhammis.com

VCU WorkSupport

<http://www.worksupport.com/index.html>

Job Analysis, Task Analysis and Systematic Instruction	Griffin-Hammis Associates www.griffinhammis.academy.reliaslearning.com
	Mark Gold & Associates www.marcgold.com
	Training Resource Network (TRN) https://www.trn-store.com/
	Positive Behavioral Interventions and Supports Technical Assistance Center www.PBIS.org
Learning and Teaching Styles: The Art of Individualizing Instructions for All Learners	Supported Employment Education Design (SEED) www.staffdevelopment.net
Job Coaching	Supported Employment Education Design (SEED) www.staffdevelopment.net
	Training Resource Network (TRN) https://www.trn-store.com
	Direct Course: College of Employment Services www.directcourseonline.com
	Griffin-Hammis Associates www.griffinhammis.academy.reliaslearning.com
	Marc Gold & Associates www.marcgold.com
	VCU WorkSupport www.worksupport.com
	Supported Employment Education Design (SEED) www.staffdevelopment.net
	Florida Center for Inclusive Communities (FCIC) University of South Florida http://flfcic.fmhi.usf.edu/

Recommended Resources for Independent Study

Additional resources and information related to topics covered in Domains 4 and 5

Florida Developmental Disabilities Council (FDDC)

The Changing Face of Benefits

<https://www.fddc.org/publications>

Institute for Community Inclusion

www.communityinclusion.org

Workforce Innovation and Opportunity Act of 2014

www.doleta.gov/wioa/

Accommodations — Office of Disability Employment Policy

www.dol.gov/odep/topics/accommodations.htm

Universal Design – National Disability Authority

<http://universaldesign.ie/What-is-Universal-Design/>

Benefits and Work Incentives

Financial Capacity, Asset Development, and Work and Tax Incentives (ODEP by topic)

www.dol.gov/odep/topics/FinancialEducationAssetDevelopment.htm

Griffin-Hammis Associates

www.griffinhammis.com

PASS Plans

<http://ruralinstitute.umt.edu/transition/Samplepassplans.asp>

PASS Online

www.passonline.org/

VCU National Training Center: CWIC Manual

<https://vcu-ntdc.org/resources/ntcmanual.cfm>

Transportation

Transportation (ODEP by topic)

www.dol.gov/odep/topics/Transportation.htm

Transportation to Work: A Toolkit for the Business Community

web1.ctaa.org/webmodules/webarticles//anmviewer.asp?a=1442&z=5

Inclusive Workforce

The Campaign for Disability Employment

www.whatcanyoudocampaign.org/

Add Us In

www.dol.gov/odep/Addusin/

Think Beyond the Label

www.thinkbeyondthelabel.com/

Building an Inclusive Workforce: A 4-Step Reference Guide

www.dol.gov/odep/pubs/20100727.pdf

Employer Assistance and Resource Network

www.askearn.org

Job Accommodation Network

www.askjan.org

Lead Center

www.leadcenter.org/

Employment First

www.dol.gov/odep/topics/EmploymentFirst.htm

Customized Employment

www.dol.gov/odep/topics/CustomizedEmployment.htm

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 ongoing 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 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, and 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 ongoing 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 which correlate with the APSE core competencies.

Four entities provide a Basic ACRE Certificate Course in Employment Services available to people in Florida: Griffin-Hammis Associates; Marc Gold & Associates; Virginia Commonwealth University’s WorkSupport; and the University of Georgia’s WorkWorks. Each meets all categories of the APSE Competencies Review. Additionally, the University of Georgia’s WorkWorks provides a 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 trainer-participant communications. Details about each of these four programs are included on the following page.

ACRE Approved Comprehensive Basic Training*

*Participants completing requirements for any of the ACRE approved courses earn the ACRE Approved Basic Employment Services Certificate (Comprehensive Basic Employment Training, Not a Certification Program)

Contact specific training entity for details.

Community Employment with an Emphasis on Customized Employment

Griffin-Hammis Associates

www.griffinhammis.academy.reliaslearning.com/

Marc Gold & Associates

www.marcgold.com

VCU Supported Employment Web-based Certificate Series

<https://vcurrtc.org/training/webcourses/se.cfm>

VCU WorkSupport

<https://vcurrtc.org/training/courses.cfm>

Virginia Commonwealth University Supported Competitive Employment for People with Mental Illness Web-Based Certificate Series

<http://worksupport.com/index.html>

WorkWorks ACRE Certificate Program: National Web-based Employment Services

Institute on Human Development & Disabilities University of GA

www.fcs.uga.edu/ihdd/employment-workworks-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.

Contact specific training entity for details.

Agency for Persons with Disabilities Pre-Service Training

Agency for Persons with Disabilities

www.apdcares.org/providers/training/

Training Resource Network

www.trn-store.com

Creating Community Careers

Griffin-Hammis Associates

www.griffinhammis.academy.reliaslearning.com/

Individual Placement and Support (IPS)

The IPS Employment Center

www.ipsworks.org

Employment Supports

Direct Course: College of Employment Services

www.directcourseonline.com

Employment Outcomes

Dover Training Group

www.dtg-emp.com

www.floridaarf.org/

Prep for the APSE Certified Employment Specialist Professional (CESP)
Exam

Supported Employment Education Design (SEED)

www.staffdevelopment.net

References

APSE Supported Employment Competencies, © Training Resource Network, Inc. and Association for Persons in Supported Employment (APSE) – rev. 2010.

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

Creating a National Employment First Strategic Framework: An Overview of Federal and State Action with regards to Improving Integrated Employment Outcomes of Individuals with Significant Disabilities. Submitted by ODEP to the National Governor’s Association, 2012.

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

Griffin, Cary (2014). Bringing Fidelity to Customized Employment Processes.

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

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APSE Competencies

from the APSE CESP Certification Handbook Pages 12-25

<https://apse.org/wp-content/uploads/2018/07/2018-CESP%E2%84%A2-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
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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
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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)
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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 Incentives Coordinators)
- 79. Collaboration with employees, employers and family members to ensure successful employment
- 80. Support employees for job and/or career advancement