

# Building Supported Employment Capacity Through Local Planning Teams



*Developed by*  
**Janet Steveley**

Under contract for  
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## Building Supported Employment Capacity Through Local Planning Teams

### Background:

In 2002, Oregon implemented a new way of providing services to adults with developmental disabilities. In response to a lawsuit: *Staley vs. Kitzhaber*, nine Support Service Brokerages were established around the state for the purpose of providing self directed services to eligible individuals with developmental disabilities. Brokerage staff, called Personal Agents, assist customers to develop Individual Service Plans (ISP's) that address their needs in a variety of areas, including community living, community inclusion, and employment. Supported employment has been reported by the Brokerages statewide as their greatest unmet need.

Supported employment is an employment option that facilitates competitive work in an integrated work setting for individuals with the most severe disabilities for whom competitive employment has not traditionally occurred. Because of the nature and severity of their disabilities, these individuals need on-going support services in order to perform their jobs. Supported employment involves both intensive, time-limited services (such as job development, needed equipment and intensive job training), as well as on-going support needed for individuals to maintain their jobs over time (extra support, checking with the employer, additional training to learn new tasks down the road, etc.).

### The OVRs/Brokerage Partnership:

Brokerage customers can access time-limited employment services through the Office of Vocational Rehabilitation Services (OVRs). OVRs provides intensive, time-limited services to people with a variety of disabilities to help them obtain employment. Services are guided by the Individualized Plan for Employment (IPE) and are terminated once a person is stable in his/her job. OVRs Counselors are required to identify how long-term supports will be provided, if needed, prior to delivering services.

By working in collaboration, the customer, Brokerage Personal Agent and Vocational Rehabilitation Counselor develop a joint plan to help the customer choose a job, find a job, learn a job and keep a job. Brokerages are required to connect customers to other resources (such as OVRs) and OVRs counselors are

required to identify long-term supports for customers who need them prior to providing services (i.e., brokerage services). By working in partnership, a joint employment plan can be developed that addresses the customer's interests and capabilities, their initial and on-going support needs, and resources needed to achieve the goals.

Often the team will contract the services of a provider organization or an independent contractor for job development, training, and/or on-going support. Vocational Rehabilitation Counselors and Brokerage Personal Agents are charged with helping people plan and coordinate services, but have too large of caseloads to directly provide these services. Therefore both agencies rely heavily on the availability of skilled providers in their local communities.

#### Continued Development of Local Plans:

Making supported employment a reality for people with developmental disabilities requires OVRs and Brokerage staff to work together to accomplish two important outcomes:

1. To achieve employment goals for individual customers by developing plans and providing the services and supports needed to be successful;
2. To build local capacity so that the resources customers need to be successful are available when they need them.

In working toward the first outcome, achieving employment goals for individual customers, a state workgroup developed three guides to help local OVRs and Brokerage offices understand each others policies and procedures. Local planning teams across the state have used these materials for joint training with staff and to guide their work around customers with developmental disabilities.

The second outcome, building capacity within local communities to effectively deliver supported employment services, is an on-going process that will require thoughtful planning and reflection over time. Local planning teams across the state developed initial local plans in the fall of 2004. Interestingly, all of the local plans recognized the need for increasing the availability of quality employment providers (job developers, job coaches, and/or employment consultants).

This guide was developed to assist communities to continue to build capacity through their local planning teams. The tools provided here are meant to

encourage teams to expand their local plans over time, given their current status and successes with initial efforts. It addresses the need to increase the quantity and quality of employment providers available in their communities, and provides some tools and strategies that can help as they proceed on this joint venture. Each community has different needs and may choose to use pieces of this material as needed. The tools are meant to be used flexibly, and adapted to suit local needs.

Brokerage customers are not the only people who benefit from supported employment. People with developmental disabilities who receive services through the comprehensive system can benefit from supported employment and the successful efforts to build resources in this area, as will other disability groups, such as people with mental illness. So, while the emphasis of this guide is on the collaboration between Brokerage and OVR staff in using the local plan to build supported employment capacity, many others may be involved in, and benefit from, these efforts.

## LIST OF TERMS

There are different names for professionals who provide employment services for people with developmental disabilities. These professionals might be called slightly different names in various communities or within various agencies. The terms below all describe people involved in providing supported employment services:

**Job Developer** – A person who assists the customer with a disability to choose and find a job. They work closely with the customer and community businesses to find a job that best matches the person interests and other requirements.

**Job Coach** – A job coach helps the customer learn and keep a job over time. The job may have already been found by the Job Developer or the customer themselves. The Job Coaches role is to teach the specific tasks required of the job as well as other work related behaviors (traveling to work, taking breaks, communicating with co-workers). They also teach co-workers to support the employee with a disability so they can fade out over time.

**Employment Consultant** – An Employment Consultant performs the functions of both the job developer and job coach, with a greater emphasis on building natural supports in the worksite. Thus the employment consultant might be more diligent in training co-workers to provide the needed training and support, versus providing it themselves.

**Employment Providers** – A generic term used in this guide to describe job developers, job coaches, and employment consultants or any other individual or agency who are directly involved in the activities related to getting, learning and keeping a job.

**Provider Organization** – A term used to describe an agency providing employment support services under contract with OVRS or a Brokerage.

**Independent Contractor** – An individual providing employment services under contract with OVRS or a Brokerage.

**Community Rehabilitation Program (CRP)** – An agency or individual who has applied for, and received classification with the Office of Vocational Rehabilitation Services. CRP's are required to renew their certification and report on outcomes annually. They must also insure that they hold the insurance required by OVRS.

**Brokerage Personal Agent** – An employee of a Support Services Brokerage who is responsible for assisting customers to develop a person centered plan and help them arrange and coordinate the services and supports that they need.

**Vocational Rehabilitation Counselor** – A professional who assists clients to gain employment by providing guidance and counseling, assessment, training, job development, assistive technology and/or a variety of other services and supports. The State of Oregon employs Vocational Rehabilitation Counselors, both through the Office of Vocational Rehabilitation Services and the Oregon Commission for the Blind.

**Developmental Disabilities Case Manager** – An employee of the County Developmental Disabilities agency who is responsible for determining eligibility, referring people to services, and coordinating services. A Case manager’s caseload may include children under 18 years old, adults living in state funded residential settings, or individuals not yet referred to their local brokerage.

**Other Terms:**

**Supported Employment** – Supported employment is an employment option that facilitates competitive work in an integrated work setting for individuals with the most severe disabilities for whom competitive employment has not traditionally occurred. Because of the nature and severity of their disabilities, these individuals need on-going support services in order to perform their jobs. Supported employment involves both time-limited and on-going services and can provides assistance such as job development, job coaching, transportation, assistive technology, specialized job training and individually tailored work supervision.

**Benefits Planning** – The process of helping customers with disabilities to understand how employment will impact their eligibility and benefits for Social Security Disability Insurance, Supplemental Security Income, Medicare, Medicaid, HUD Housing assistance, Food Stamps and other programs.

**Person Centered Employment Planning** – A tool for helping customers think about their skills, interests and support needs in the area of employment. The process requires bringing together the people who know the person best (family members, friends, etc.) and using a process called “group graphics” to tease out



information that is useful in matching the person to a job that will best suit them.

**Community Based Situational Assessment** – Trial work placements in community settings that offer customers an opportunity to try out a particular job for the purpose of assessing their interests, skills, and potential support needs. Community based situational assessments are preferable to assessments in sheltered sites, as they offer more varied types of work and allow for interaction with non-disabled co-workers.

**Job Carving** – Taking certain tasks or duties from a job description and piecing them into a new job. For example, a retail clerk at a clothing store is required to operate the cash register, provide assistance to customers, hang up clothing (new inventory), put back clothing from dressing rooms, price clothing, and clean the store. A job developer might negotiate with the employer to hire a person with a disability to do a portion of those jobs that match their skills. For example, the job developer might identify pricing, cleaning, and hanging up inventory as duties that the person with a developmental disability might be very good at, while operating the cash register might not be a task they could be expected to do independently.

**Job Creation** – Job creation involves exploring the needs of the business with an employer and creating jobs that address unmet needs. For example, when a company who provides cell phone, pager and internet service was asked what “didn’t get done” in their business, they immediately identified filing as a task that didn’t get done, or at least not on a regular basis. That information was used to create a job for an individual who had an interest in skills in clerical work.

**Job Proposals** – A proposal to a potential employer to hire an individual with a disability. A job proposal might outline the tasks or job duties that are being considered, how hiring the individual will benefit the business, the rate of pay expected, the support that can be provided, and how the training might occur.

**Funding Packages** – A funding “package” refers to the combination of resources that might be used to support the customer in gaining and keeping employment. In addition to OVRS and Brokerage supports, customers might access On-The-Job training funds, Social Security work incentives, Work Opportunities Tax Credits, or other sources.

**Natural Supports** – Those supports that are typically present in the worksite, such as general training and supervision provided by supervisors and co-workers. Employment providers work to build these supports as a more effective and cost efficient means of providing long-term support. The goal is to depend less on a paid, long-term job coach, and to have support available to the customer throughout their work shift.

**Fading** – The gradual reduction in supervision and support as the customer gains skills and independence. Fading begins once the person has mastered parts of their job, whether instruction is provided by a job coach or a co-worker.

# GETTING STARTED



## GETTING STARTED

What is our vision? Where do we want to see our communities in terms of providing quality supported employment services now and in the years to come?

If we envision quality supported employment services in any given community, we need to look at the balance between the interest of customers (referrals) and the availability of skilled providers. The goal is to insure that the needed services and supports are available, and that the agencies and individuals who provide these services continue to build their range of skills over time. By gathering information on both the barriers to employment, and the current resources within each community, we have important information for decision making.

### Gathering Information on Barriers to Employment:

Customers may not be expressing interest in supported employment for variety of reasons. The role of the local planning team is to gain an understanding of the reasons that people hesitate to request employment, and provide supports that will assist customers and families overcome fears or misconceptions. For instance, if customers are worried they will lose Social Security benefits as a result of working, communities might address this issue by offering training and information to customers and families on how earnings impact eligibility and benefits for Social Security and various other programs. If in another community there are not resources to help people find and keep a job, people might see sheltered employment as the only option, and not consider supported employment. This will clearly require a very different strategy.

Sometimes people have low expectations of either the individual (“I can’t see Sally working in a real job”) and/or the communities that they live in (“Who would hire someone like George?”). A primary capacity building activity often requires educating customers, family members, support staff and community businesses on the abilities of customers and the positive roles they can play in a variety of community businesses. The Department of Human Services, Seniors

and People with Disabilities, is developing a set of stories of brokerage customers who are successfully employed in jobs of their choice that others can use for training and education purposes (see training resources section).

The tool listed in Appendix A-1 will help teams collect information that will help them see the overall employment activity of Brokerage customers and barriers that might exist. The Brokerages will need to complete the top part, and Personal Agents will need to project the reasons that people were not interested in employment based on their planning and discussions with customers. The local planning team can then review this information to help plan effective strategies to encourage employment. You may want to do this for each major community in a service area (Brokerage or VR Office), especially if very different issues exist in different communities served by that Brokerage.

Another source of information on employment activity is the ORCA data system used by OVRs. Data entered into the system can be summarized in various ways. For example, in Eastern Oregon, OVRs and Eastern Oregon Support Services Brokerage (EOSSB) asked four questions:

1. What is the number of Brokerage customers with developmental disabilities referred to OVRs (during a specific timeframe)?
2. What is the number of applicants for OVRs services who develop an Individualized Plan for Employment (IPE)?
3. What is the number of consumers who are placed in employment (after the IPE)?
4. What is the number of consumers closed successfully as rehabilitated?

This information can help local plan developers see specifically the referral and placement trends of joint brokerage/OVRs customers, and use this information in developing or refining their local plan.

#### Gathering Information on Current Resources:

A second important piece of information to gather is the resources that the community currently has available. What agencies or individuals are currently providing various employment services? Do we know the range of services that each provider is capable and willing to provide? Where are the gaps? The tools listed in Appendices A-2, A-3, and A-4 can help planning teams identify the services currently available, as well as needs that exist. These tools help assess

community providers and provide a summary of the range of services and resources available for:

1. Job Development and Training
2. Self Employment Support, and
3. Benefits Planning

Local communities might want to add services to this tool or use it to collect additional information (such as rates for various services). The information might be used in different ways. Potentially it could be used to develop a guide for customers and families that would help them select employment support providers.

### Recruiting Support:

Chances are other agencies share your concerns regarding recruitment, training and support of quality employment support personnel. You may want to invite others to assist with planning and/or implementation. Some of the agencies, programs, or individuals below might be potential partners in your efforts:

- \_\_\_ County Developmental Disabilities Office
- \_\_\_ Oregon Commission for the Blind
- \_\_\_ WIA One-Stop
- \_\_\_ Mental Health
- \_\_\_ Education Service Districts or School Districts
- \_\_\_ Community Colleges
- \_\_\_ University programs
- \_\_\_ Regional Rehabilitation Continuing Education Programs (Western Washington University)
- \_\_\_ Employment Initiative personnel
- \_\_\_ Independent Living Centers
- \_\_\_ Community Rehabilitation Programs (CRP's)
  - \_\_\_ Independent Contractors (CRP's)
  - \_\_\_ Provider Agencies (CRP's)
- \_\_\_ Other: \_\_\_\_\_
- \_\_\_ Other: \_\_\_\_\_

### Addressing Barriers:

Once barrier and resources are identified, and community partners have been involved, planning teams will want to identify strategies that will address

various barriers. The chart below, gives a sample of one planning teams ideas on how to address various barriers. This particular example addresses the issue of customers not *wanting* to work. While there may be individuals who truly don't want to work, there may be others who are not identifying work as a goal because they have limited information about work, fear loss of benefits, don't have transportation, etc. The tool is meant as an example of the process that might be used as OVRs and Brokerage staff develop local plans that address barriers that arise in their communities.

<b>Perceived reason for lack of referrals</b>	<b>Possible Strategies</b>
<p>People are choosing sheltered employment over supported employment</p>	<p>Job Clubs</p> <p>Sharing stories of others who work in the community through meetings, or written information</p> <p>Pictures and/or visits to various community worksites;</p> <p>Job shadowing; community-based situational work experiences</p> <p>Data comparing outcomes (wages, benefits, etc.)</p>
<p>Lack of knowledge of supported employment as an option</p>	<p>Meetings/training for Brokerage customers and families – use customers who are employed to present or videos.</p> <p>Sharing stories of successful employment through newsletters or other media</p>
<p>Concerns about losing benefits as a result of earnings</p>	<p><a href="http://www.workbenefits.org">www.workbenefits.org</a> (an on-line resource to help people understand the impact of earned income on benefits.</p> <p>Training for staff and/or customers and families on benefits planning</p> <p>Working with Benefit's Planner in your community</p>
<p>Lack of resources for job development, training and support</p>	<p>Recruit - Identify other people who may have interest (retired rehabilitation professionals, family members of customers, etc.)</p> <p>Train – Set up training or mentoring with local resources or</p>

	<p>help connect interested individuals to training resources (e.g., on-line courses, books, etc.)</p> <p>Support – Provide feedback and support to current employment personnel to improve their services.</p>
<p>Lack of support for existing employment personnel.</p>	<p>Formal reviews with VR and Brokerage staff to get and give feedback.</p> <p>Job developer’s lunch, or other regular, informal gatherings where employment providers can share information and brainstorm problems.</p> <p>Provide on-going training for employment providers hosted by agencies, or invite to state agency conferences and training (VR conference, Direct Supports conference).</p> <p>Create opportunities for employment support providers to share their skills and expertise with potential customers, family members or other professionals (e.g., participate in Back to School night).</p>

Making a Plan

OVRs and Brokerage staff developed local plans and established regular meeting schedules to address the on-going capacity building needs around supported employment. Teams will want to periodically evaluate progress toward their goals, and set new goals as needed. Appendix A-5 provides an Action Plan form that can be used as an addendum to the local plan and assist local teams in documenting their future goals, activities, projected outcomes and timelines. It is important to note that building capacity around employment support will require regular and on-going efforts, and plans developed in these early stages will look very different over time. See Appendix B-5 for a completed sample.





## RECRUITING PROVIDERS

## Recruiting Providers

If your local plan identifies that limited resources exist for providing employment support, recruiting new providers may be necessary. Some thought will need to go into:

1. What specifically is needed (job coaches, people skilled in self employment, etc.)?
2. What characteristics and skills should the potential recruit already have?
3. What skills can be developed over time with training and support?

Appendices A-2, A-3, and A-4 provide a format for collecting information on the skills of current providers in the areas of: 1) job development/training; 2) self employment; and 3) benefits planning. Completing this tool might provide useful information on current resources and gaps in the local service system. This can aid in determining needs for recruitment of new providers (e.g., people skilled in building natural supports or assisting customers with self employment) and/or expanding the range of services that current providers offer.

Once specific areas of need are identified, local planning teams can approach various provider organizations or individuals who may have an aptitude for this particular type of work. For example, if there is a need to help people with self employment ventures, might the local micro-enterprise program be interested in providing these services or might a current provider agency be interested in working closely with the micro-enterprise organization to build these skills? Similarly, if a local Community Rehabilitation Program is already providing supported employment services to individuals with mental illness, might they be interested in expanding their program to individuals with developmental disabilities?

Providers might be developed from existing resources within the community or from areas formerly untapped. Below is an alphabetical listing of places, people and agencies that local communities might consider. Three strategies that different communities have tried are provided as samples. This list can be used to provide ideas and be expanded over time as communities find what works.

## **Some Places to Recruit...**

Community Rehabilitation Providers (CRPs)  
Disability Compass  
Family members of people with disabilities  
Friends who you think might be great!  
Human Services Students or Graduates  
Independent Living Centers  
Marketing Professionals  
Mental Health Agencies  
Micro-enterprise Organizations  
Oregon Employment Department  
Oregon Advocacy Center  
Private Rehabilitation Agency Staff  
Professionals in the field who might want a more flexible schedule  
Providers of other services, such as those providing community living or community inclusion services  
Retired professionals (from VR, schools, etc.)  
Schools (former teaching assistants, teachers)  
SCORE (Service Corp of Retired Executives)  
Siblings of people with disabilities  
Small Business Administration  
Students studying special education, rehabilitation, or related fields  
Temp agencies  
Veterans Administration job developers  
Vocational Rehabilitation Clients  
Workforce Investment Act One Stops

Some examples of thinking outside of the box about recruiting employment support personnel are listed below. What is important is to build on what works in your community!

1. Living Opportunities located in Medford, Oregon got tired of trying to convert employees from social services workers to job developers – a position that requires “sales” skills and experience. Steve Dawes, the Employment Director, found that staff hired as job developers were uncomfortable making contacts with community businesses and would focus on other tasks in their job descriptions. So he started recruiting differently. He now advertises the position as “Sales Coordinator” or

“Sales Director”, attracting people with skill and experience in sales. These individuals are savvy at getting at employer needs and showing employers how valuable the people they represent could be in their business. The social service workers who had previously been hired moved smoothly into job trainer positions, a better match for their skills and interests.

2. A project recruiting employment providers started thinking about how to attract people who they thought would be good job developers, even though they may not have a great deal of experience with people with disabilities. Renee’ was perfect choice! She had recently moved to a new community and was seeking employment opportunities. Her background was in education, and she had some experience with people with disabilities through volunteer work with an adaptive sports organization. Her previous work experience for a Cancer Research Center had her comfortable working with schools and some software marketing experience was her introduction to social service agencies. She is detail oriented, creative (an artist at heart!), positive, very motivated, and enjoys meeting new people. Renee’ is now an independent contractor providing employment support services for people in Central Oregon.
3. Social Recreational Companion Program – A provider organization in the Washington County metro area that provides community inclusion training and support has employed 46 part time staff skilled in working with people with disabilities. John Goff, a former Education Service District employee, recruits on-line through university and community non-profit websites, as well as word of mouth His staff include physical therapists, occupational therapists, special education teachers and teaching assistants who support 100+ brokerage customers in a variety of activities.

Additionally, there may be personal characteristics, experiences, and skills you might look for in various providers. Again, the chart on the following page is only a guide and meant to spur ideas.

**CHARACTERISTICS, EXPERIENCE & SKILLS NEEDED OF  
EMPLOYMENT SUPPORT PROVIDERS**

	<b>PERSONAL CHARACTERISTICS:</b>	<b>HELPFUL EXPERIENCE:</b>	<b>SKILLED AT:</b>
<b>JOB DEVELOPMENT/ JOB CREATION:</b>	<p>Friendly Comfortable talking with people Organized Self starter Good communication Skills Creativeness An eye for “possibility” Believes in the potential of people with disabilities</p>	<p>Working with people with disabilities Business operations</p>	<p>Identifying needs of businesses Job site analysis Assessing the work culture Developing job proposals Developing funding “packages” Negotiation skills Reporting to team</p>
<b>JOB COACHING (TRAINING, FADING)</b>	<p>Personable Able to work well with others Good communication skills Unobtrusive</p>	<p>Teaching/adapting tasks Training others (e.g., co-workers and supervisors)</p>	<p>Teaching and adapting tasks Increasing rate Fading support Building natural supports Data collection as defined in plan</p>
<b>LONG-TERM SUPPORT</b>	<p>Good communication skills  Belief that the customer can work independently with natural supports.</p>	<p>Working with businesses to build natural supports</p>	<p>Developing support systems that will help the customer work as independently as possible (adaptations, schedules, etc.)  Teaching others to use and fade instruction and presence</p>

## Issues in Recruitment

Vocational Rehabilitation professionals and Brokerage staff around the state have identified a number of issues that have made recruitment of employment support personnel difficult. These include: 1) the availability of consistent work for providers; and 2) matching customer needs to a supported employment strategy.

### 1. Availability of Work

Some communities have experienced difficulty in recruiting job development personnel because the work, by nature, is intermittent. At times a job developer may have a number of clients and at other times have very few clients. State budget deficits can limit funding and thus the use of contractors. Fluctuations in workload can create problems for independent contractors who are depending on this work as a sole source of income, and also for agencies that hire and retain staff to provide services that aren't consistently needed.

#### *Strategies:*

- Encourage job support personnel to serve diverse populations (cross disability) to increase the numbers of clients who could potentially be referred.
- Seek people who are comfortable with part time work and/or who are not reliant on this work as their sole source of income.
- Create additional responsibilities for employment support staff, such as offering classes to clients, conducting job clubs, or mentoring new providers.
- Help employment support personnel connect with other agencies that might benefit from their services (VA, mental health, etc.).
- Encourage providers to broaden the services they provide to enable to them to get more consistent work (such as helping people develop business plans, write PASS plans, or providing community living training in addition to employment support).
- Advocate for consistent funding for DD and OVRS services.

### 2. Matching Customer Needs to a Supported Employment Strategy.

One of the tasks of the VR Counselor and the Brokerage PA is to help customers assess their support needs and match services and supports to

those needs. The strategy they design might look different given the particular customer and situation. Some possible strategies include:

- Using an Employment Consultant to work closely with co-workers who will train and support the customer throughout the process;
- Using a Job Developer who will assist the customer in finding a job, and a different person to do the job coaching and long-term support;
- Using a job developer to do the job development and initial training, but transfer the long-term support to co-workers once the training phase is completed.

What the customer needs will determine the provider(s) that are used and the rates that are paid. Rate structures of both agencies will need to be considered. OVRs does not have specific rate ranges, but generally respected ranges that vary across communities. The Brokerages have a set range for supported employment services. This needs to be considered in the selection of providers.

*Strategies:*

- Negotiate a lower rate with the employment consultant for long-term support services.
- Request a rate exception, based on atypical needs of a specific customer.
- Use other funding sources for long-term support, such as Social Security work incentives.
- Encourage the development and use of natural supports on the job site.
- Advocate for changes in rate structures to increase funding for long term support. Note – Seniors and People with Disabilities has significantly raised the rate for long-term support (\$23/hour to \$40/hour) based on feedback from the field.

## TRAINING PROVIDERS



## Training Providers

A number of resources exist that can help local Brokerages and VR offices get information and support to people interested in employment support. In any given community people will need different types of information and training at different times. Below are resources that communities might tap into to bring up-to-date information, as needed, to employment providers.

Two documents created by the Association for Persons in Supported Employment (APSE) are included at the end of this section. The first document is a list of Quality Indicators for Supported Employment emphasizing:

- 1) Individual choice and control of resources and supports;
- 2) Supported employment personnel; and
- 3) Organizational practices that support quality services.

The second document is a list of competencies for supported employment personnel. Both of these resources might be very helpful in designing training tools and opportunities for local providers.

### General Orientation to Disability:

VIDEO: *Credo of Support*. Available through Program development Associates. (800) 543-2119 or [www.disabilitytraining.com](http://www.disabilitytraining.com)

VIDEO: *Ten Commandments of Communicating with People with Disabilities*. Available through Program development Associates. (800) 543-2119 or [www.disabilitytraining.com](http://www.disabilitytraining.com)

Minnesota Governor's Council on Developmental Disabilities, (1999). *Parallels in Time*. A two-volume CD-ROM produced to preserve, in a useable and educational format, the history of people with disabilities and the Council's 25 year history.

### Orientation and Tools for Supported Employment:

Department of Human Services, Seniors and People with Disabilities, Employment website , <http://www.oregon.gov/DHS/dd/adults/employment.shtml> At this site you will find several useful documents:

1. *Self-directed employment: Toolkit for Oregonians with developmental disabilities*. Oregon Office of Developmental Disability Services; and
2. *Self-directed employment: Story book of Oregonians with developmental disabilities*. Oregon Office of Developmental Disability Services.

3. *Working Together to Reach Employment Goals for Persons with Developmental Disabilities*. (Fall 2004). Created by the SPD Staley Implementation Team, Support Service Brokerage Staff, and the Office of Vocational Rehabilitation Services Administrative & Field Staff. Three guides provide information on the basics of VR/DD process for supported employment and a customers guide to using VR and other resources.
4. *Stories of Success!* (Coming Soon) Stories and a Power Point presentation on customers with developmental disabilities successfully employed in Oregon.

VIDEO: *Employability: Integrating people with disabilities into the workplace*. A presentation of the Woolworth Corporation, 1993. Available through the Arc.

### Job Development & Training:

InfoLines. The Newsletter on Job Placement and Support and School-to-Work Transition. Training Resources Network, Inc. (2003). TRN: Supported Employment and Other Disability Resources. St. Augustine, FL: Author (<http://www.trninc.com>)

Western Washington University Center on Continuing Education in Rehabilitation WWU-CCER hosts a number of web based and on-site courses designed to help individuals and organizations with issues related to supported employment. Check out their website at: [www.ccer.org](http://www.ccer.org)

Bissonette, D. (1994). *Beyond traditional job development: The art of creating opportunity*. Chadsworth, CA: Milot Wright & Associates, Inc.

Brooke, V. (Ed) (1997). *Supported employment handbook: A customer driven approach for persons with significant disabilities*. Richmond, VA: Virginia Commonwealth University Rehabilitation Research and Training Center on Supported Employment.

Fabian, E.S., Luecking, R. G. & Tilson, G.P. (1994). *A working relationship: The job development specialist's guide to successful partnerships with business*. Paul H. Brookes Publishing Co., Baltimore, MD.

<http://www.partnersinpolicymaking.com/employment/index.html> *Partners in Employment*. A self study course designed to help people with developmental disabilities find meaningful jobs and jumpstart their careers.

<http://www.apse.org> The Association for Persons in Supported Employment (APSE) website.

[www.worksupport.com](http://www.worksupport.com) Virginia Commonwealth University's Rehabilitation Research and Training Center.

[www.diversityworld.com](http://www.diversityworld.com) Diversity World

<http://www.trninc.com> Training Resources Network, Inc. TRN offers a wide variety of materials on topics related to supported employment.

### Job Retention and Natural Supports:

Hagner, David C. (2000). *Coffee breaks and birthday cakes: Evaluating workplace cultures to develop natural supports for employees with disabilities*. Training Resources Network, Inc., St Augustine, FL.

VIDEO: *Training for job success: An employer's guide to training new employees with developmental disabilities*. Training Resources Network, Inc., St Augustine, FL.

VIDEO: *Facilitating workplace supports: Natural supports for employees with disabilities*. Training Resources Network, Inc. St. Augustine, FL.

### Self Employment for People with Disabilities:

Griffin, C. & Hammis, D. (2003). *Making self employment work for people with disabilities*. Paul Brookes Publishing Company, Baltimore, MD.

Doyle, A.W. (2000). No more job interviews! Self-employment strategies for people with disabilities. Training Resources Network, Inc., St. Augustine, FL

[www.griffinhammis.com](http://www.griffinhammis.com) A full service consultancy specializing in developing communities of economic cooperation.

[www.abilitiesfund.org](http://www.abilitiesfund.org) An organization committed to the economic advancement of people with disabilities and devoted to the fullest expression of their entrepreneurial spirit in all it's diversity, strength and boundless originality.

### Social Security and Work Incentives and Benefits Planning:

2005 Red Book: *A Summary Guide to Employment Support For Individuals With Disabilities Under the Social Security Disability Insurance and Supplemental Security Income Programs*. Social Security Administration, SSA Publication Number 64-030, ICN 436900, January 2005.

Michael Walling and Associates, Inc. (2004). *The guide: Social security benefits and work incentives*. [www.wallinginc.com](http://www.wallinginc.com) or (610) 696-1551.

<http://www.PassPlan.org> See examples of how Plans for Achieving Self Support (PASS), one of the work incentive programs under the Social Security Administration, can help people with disabilities set aside resources to pursue their employment goal.

[www.workbenefits.org](http://www.workbenefits.org) A website focused on understanding how work affects your eligibility for disability programs in Oregon. The site includes” 1) a Terminology Wizard which helps you understand terms and answers common questions; 2) Modeling Success – examples of people working in Oregon and how their benefits were impacted, and 3) Personal Work Explorer which is a free and easy way to find out how work will affect your benefits.

<http://www.vcu-barc.org> Information on the Benefits Planning Outreach Assistance program. Great “Briefing Papers” and other information!

Oregon Advocacy Center Hot Line. Assistance to registered individuals with benefits planning questions. The hot line is open on Wednesdays for 2-5 p.m.. Individuals must register in advance. 1-800-452-1694.

### Consultants/Mentors:

Have questions? Need advice? Need someone to run an idea by? Need help with training? Below are some people who can potentially help or steer you in the right direction. Some are state agency personnel who provide consultation to agencies and programs at no costs. Others are independent consultants who might be available to help.

### State And Regional Resources:

Department of Human Services, Seniors and People with Disabilities, Office of Home and Community Supports, Molly Holsapple, Program Coordinator, 500 Summer St., N.E. E-10, Salem, OR 97301-1076. (503) 945-9815 or [Molly.S.Holsapple@state.or.us](mailto:Molly.S.Holsapple@state.or.us) .

Office of Vocational Rehabilitation Services, Lynda Van Doran, 500 Summer St. N.E., E-87, Salem, OR 97301-1120, (503) 947-5227 or [Lynda.vandoran@state.or.us](mailto:Lynda.vandoran@state.or.us)

Oregon Rehabilitation Association. Contact Tim Kral, 1655 25<sup>th</sup> St.S.E., Salem, OR 97302. (503) 585-3722 or (800) 766-6273 or [tkral@oregonrehabilitation.org](mailto:tkral@oregonrehabilitation.org)

Western Washington University – Center on Continuing Education in Rehabilitation, Laurie Ford, 6912 220<sup>th</sup> S.W., Suite 105, Mountlake Terrace, WA 98043 or (425) 774-4446 or [Laurie.Ford@wwu.edu](mailto:Laurie.Ford@wwu.edu)

### Independent Consultants:

Asai & Associates, 6115 S.E. Grant St., Portland, OR 97215, (503) 774-2038 or [tmasai@cnnw.net](mailto:tmasai@cnnw.net)

Janet Steveley, Workable Solutions, 131 Ohio St., Ashland, OR 97520, (541) 488-6495 or [info@workablesolutions.org](mailto:info@workablesolutions.org)

Renee Renshaw, Creative Employment Solutions, P.O. Box 244, Bend, OR 97709-0244, (541) 410-1509 or [myrshaw@bendcable.com](mailto:myrshaw@bendcable.com)

## SUPPORTING PROVIDERS OVER TIME

## Supporting Providers Over Time

Capacity building involves gaining commitment from all involved to work toward the continued development of quality supported employment services. Getting providers involved in capacity building efforts can greatly increase the effectiveness and efficiency of local efforts. Ways that both OVRS and the Brokerages involve and support providers over time include:

1. Assisting providers in **marketing their services to customers**;
2. **Setting expectations** of providers along with the customer;
3. Staying **informed of provider effectiveness**;
4. **Giving feedback** to providers on their outcomes and customer satisfaction.

### Assisting Providers in Marketing their Services to Customers:

An important role of VR Counselors and Brokerage Personal Agents is to assist customers in selecting providers whose services match their needs. We empower customers to exhibit as much choice and control in the process as they are able to have. We use the terms “self-determination” and “informed choice” and expect that agencies assist people to make choices in the jobs they select, the services they receive, and the providers that they use. The VR Counselor and Personal Agent must assure that customers have information about the providers available, the services they offer, and the cost for these services, to enable customers to make informed choices.

Think about how other contractors market their services. A painting contractor might take out an ad in the Yellow Pages or other publications. They probably have developed some written materials, such as business cards, brochures, and contracts. Previous customers might act as references for others who are considering using the service. The painter might give out the phone number of a former customer as a reference, or perhaps their address so potential customers can drive by and see his work.

Marketing employment services is a similar process. First, customers need to have information on what their choices are, so having information (written materials or other) on the services that providers offer is essential. VR Counselors and Personal Agents can help providers by distributing this information, or collapsing it into a resource guide that provides information on all local employment services available. Offering opportunities for potential customers to learn more about a providers service, through structured

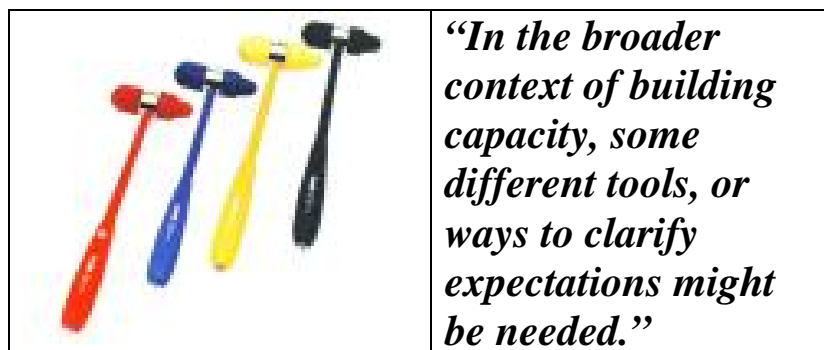
interviews, periodic meetings, and/or talking to others who have used the service can help support the employment providers marketing efforts.

Providers also need to know the general “demand” for particular services if they are to develop their programs to provide them. For example, if OVRS and the Brokerage are in need of providers skilled in community-based vocational assessment, they need to communicate that information to providers, assisting them with to focus their program development efforts.

### Setting Expectations of Providers

All of us perform better when we understand the expectations that others have of us. Having clear expectations of the skills and specific services you need from a provider will help them provide effective services. If a provider is unclear of the expectations people have of them, they also have a responsibility to ask clarifying questions.

When working around individual customers, expectations of the provider should be clearly delineated in the VR Individual Plan for Employment (IPE) and/or the Authorization for Payment (AFP). The Brokerages have similar requirements to clearly identify the expectations of the provider in the Individual Support Plan (ISP).



In the broader context of building local capacity, some different tools, or ways to clarify expectation might be needed. Resources that define more general expectations, as opposed to expectations around a specific customer, might be developed as part of the local planning process. For example, a local planning group in Klamath Falls wanted to specify the skills, abilities and outcomes of various employment support personnel. The criteria they established was adapted for the Provider Self Assessment tool on the following page. This tool

## PROVIDER SELF ASSESSMENT

EXPECTATIONS/SKILLS	MEASURES
<p><b><u>JOB DEVELOPMENT:</u></b> <i>(Rate 1-3)</i></p> <p><input type="checkbox"/> Effective job matching <i>(more than food, filth, and flowers!)</i></p> <p><input type="checkbox"/> Job Carving abilities</p> <p><input type="checkbox"/> Effective Communication abilities</p> <p><input type="checkbox"/> Knowledge of market trends</p> <p><input type="checkbox"/> Timely and comprehensive reporting</p> <p><input type="checkbox"/> Ability to access worksite and accommodations needs</p> <p><input type="checkbox"/> Ability to provide individualized services</p>	<p>Data is available on the following:</p> <p><input type="checkbox"/> Customer/family satisfaction with services</p> <p><input type="checkbox"/> Customer choice/preferences addressed</p> <p><input type="checkbox"/> Rehabilitation/Retention rate</p> <p><input type="checkbox"/> Average days to employment</p> <p><input type="checkbox"/> Employer satisfaction</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> Other: _____</p>
<p><b><u>JOB COACHING:</u></b> <i>(Rate 1-3)</i></p> <p><input type="checkbox"/> Timely and Comprehensive reporting</p> <p><input type="checkbox"/> Availability on short notice</p> <p><input type="checkbox"/> Effective Communication</p> <p><input type="checkbox"/> Ability to perform job analysis functions</p> <p><input type="checkbox"/> Ability to successfully determine job stabilization and implement fade-out process.</p> <p><input type="checkbox"/> Ability to identify and negotiate natural supports and training needs on the job</p>	<p>Data is available on the following:</p> <p><input type="checkbox"/> Customer/family satisfaction</p> <p><input type="checkbox"/> Consumer choice/preference</p> <p><input type="checkbox"/> Retention/Rehabilitation rate</p> <p><input type="checkbox"/> Employer satisfaction</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> Other: _____</p>
<p><b><u>SELF EMPLOYMENT SUPPORT:</u></b><i>(Rate 1-3)</i></p> <p><input type="checkbox"/> Timely and Comprehensive reporting</p> <p><input type="checkbox"/> Ability to provide individualized services</p> <p><input type="checkbox"/> Effective Communication</p> <p><input type="checkbox"/> Knowledge of small business development, feasibility studies and financial options</p> <p><input type="checkbox"/> Ability to produce self-employment plans that are comprehensive and viable enough to meet the Small Business Development Centers and Financial Lending Institutions approval processes</p>	<p>Data is available on the following:</p> <p><input type="checkbox"/> Customer/family satisfaction</p> <p><input type="checkbox"/> Consumer choice/preference</p> <p><input type="checkbox"/> Retention rate of self employment ventures</p> <p><input type="checkbox"/> Rehabilitation rate</p> <p><input type="checkbox"/> Average days from referral to Successful Closure</p> <p><input type="checkbox"/> Resources leveraged (business loans, PASS, other)</p> <p><input type="checkbox"/> Net income matches projections.</p>

**Key: 1 = Needs improvement; 2= Adequate skills, 3 = Excellent skills**

*Developed by a local planning group in Klamath County (OVRs- Klamath Falls and Southern Oregon Regional Brokerage)*



might be used in several ways. First, it can help employment support staff to understand their job. Agencies might even use this information to build job descriptions. Secondly, it can help customers and other team members understand the role they are to play on the team. Thirdly, the employment consultant can use this information to develop their own plan for improvement, using it to note the areas they feel comfortable with and areas that might need development. Local planning teams might use this as a sample to adapt as needed for local purposes.

A second tool for clarifying expectations of providers is provided in Appendix B-8, “Successful Collaboration for Supported Employment”. This one page document offers tips for providers and addresses the need to market their services as a primary task.

#### Staying Informed of Provider Effectiveness:

Brokerage staff and VR Counselors are frequently in a position to recommend providers to customers. Having objective data to share can be useful in provider selection. Data might be collected on both:

1. Outcomes (e.g., how many people did the job developer place into jobs?);  
and
2. Customer satisfaction (e.g., how happy were customers with the services provided?)

OVRs use a computerized system, ORCA, that can provide information on outcomes of vendors. Data on individual providers can be extracted to show their placement rates. The system is set up to credit each provider who has received an Authorization For Payment (AFP) for that customer when that person has been reported as “successfully rehabilitated”. The data needs to be examined closely, as a provider who completed a community-based assessment, will or won’t be given credit for the rehabilitation of a particular customer even though job development may not have been a service they were asked to provide. The system does not specifically pull out data on customers with developmental disabilities, but communities can request that if they can provide Social Security numbers of the people with developmental disabilities in concern

Another way to collect data on outcomes is to have providers collect and share data as part of their marketing strategy. While an employment provider’s primary beneficiary is the customer, their primary target for *marketing* their

services is the funding agencies (i.e., VR and Brokerages). Appendix A-6 provides a format that providers might use to summarize their outcomes for use in marketing services. Brokerages and VR office might want to schedule times for providers to present this data on a regular basis.

Customer satisfaction data is also an important factor in determining the performance of a provider. OVRS and/or Brokerages may already be collecting customer satisfaction data through other means. The tool in Appendix A-7 is for providers to use if they are interested in getting feedback directly from customers. This information can also be used to share with agencies as a marketing tool, and references might be obtained from satisfied customers.

### Giving Feedback:

OVRS and Brokerage staff may want to set up a regular schedule when all providers are given feedback on their performance (outcomes and satisfaction with services). This might occur annually, or more frequently (e.g., every 6 months) especially in the early phases of capacity building. Offering feedback on the data that is collected, both in terms of outcomes and customer satisfaction, can be useful to vendors in determining their staff development needs. If you are working with vendors who are concerned about the number of referrals they are getting, this is particularly useful information (e.g., “Customers say that you don’t keep scheduled appointments. How will you address that?”).

Some discussion points for these informal meetings might include:

1. A summary of outcome data collected (self-assessment, ORCA, other).
2. A summary of customer and/or VR Counselor/Personal Agent satisfaction
3. Areas of strength
4. Areas to develop skills

For example, an OVRS representative and Brokerage representative might meet with key staff from a provider organization and review the above points:

1. Outcome data - “Your placement rates so far this year are terrific! Of the 10 customers we’ve referred to you, 60% have been placed into jobs, and 30% of the clients referred are currently in the job development phase. The only client who was “unsuccessful” was the customer who moved prior to a job being found. We think you’re doing really well at job

- development! We are equally happy with the long-term services that your agency provides. Of the 6 customers that were placed by your agency, 5 have maintained their jobs over 6 months. You've really done a great job at building natural supports on the job sites, so that customers have consistent help and use fewer resources for long-term support"
2. Satisfaction data – “Customers feel you treat them respectfully. You're reliable and work well with employers and co-workers. Customers are happy with the jobs that you've developed. Some felt they would like to hear from you more often on what's happening during the job development phase...maybe we could talk about some strategies for that. The VR Counselors are very pleased with your reporting format and would like to share it with other providers if that's alright?”
  3. Areas of strength – “You're very good at matching customers to job that interest them. We love your employment proposals and your monthly reports are very clear!”
  4. Areas to develop skills - “What areas do you think you need to improve in?” (Employment personnel identify areas they think they need to develop skills). For example: “I need to work on communicating with family members more frequently. I would also like to become more familiar with the Dept of Labor regulations on non-paid work experience. The Work Opportunities Tax Credit still confuses me, so I'd like more information on that.”
  5. How can we support you? - Discussion ensues on how OVRs and the Brokerage can help connect the provider to information and training opportunities that will help them develop skills. It will also help local planning teams identify areas where multiple providers are asking for assistance.

If feedback is provided, based on objective criteria and data, it can prove as a useful tool in building the skills and capacity of local providers. It is important that this not be viewed as an “evaluation” in a critical sense, but rather an opportunity to provide reinforcement for a job well done, and to offer support in areas that vendors identify they need assistance with. For example, the support plan below was developed as a way of building the skills of a provider in the areas they identified as wanting to improve. It shows the information and resources that OVRs or Brokerage staff may have provided to help the provider meet their professional development goals.

**SUPPORT PLAN:**

Provider Goals:	Steps/Strategies:
1. More regular communication with family members.	1.1 Copy monthly report and send to family 1.2 Set up meeting with family prior to any major decisions about job placement are made 1.3 Schedule “mid-month” touch base calls.
2. Situational Assessments – more knowledge of Dept of Labor requirements	2.1 Contact Training Resources Network (TRN, Inc) 2.2 Contact WWU-CCER 2.3 VR counselor will copy materials from workshop she attended last year and give to the provider agency.
3. More information on the Work Opportunities Tax Credit.	3.1 Contact Employment Department WOTC Coordinator 3.2 Attend NetCast training put on by Virginia Commonwealth University in September. 3.3 Offer this incentive to all employers who qualify (for profit businesses) in the future.

Strengthening long-term relationships with local provider agencies and independent contractors is essential. Your relationship is a two-way street: you need providers and they need you. It would be very difficult for OVRs or the Brokerages to function without the availability of skilled providers to directly assist customers with choosing, finding, learning and keeping jobs. On the flip side, if providers aren't getting referrals from VR or the Brokerages, they will likely not stay in business. They need to understand your expectations and count on you for feedback and support as needed.

**Summary**

Your local plan is the tool for insuring continued progress toward excellence in supported employment services in your community. Capacity building in the area of supported employment will likely be an on-going process that will take time and effort on the part of the agencies involved. It will require careful examination of the balance between customer's needs/interests and the resources available in the community. It might involve recruiting new employment providers and/or continuing to build skills and relationships with existing providers. The local plan assures a community-wide commitment to building supported employment capacity that will result in quality services to the customers in concern.

# APSE Adopts Supported Employment Competencies

by Dale Dileo

*These competencies are based on the work of APSE's various workgroups on certification, quality indicators, and competencies; involving the volunteer efforts of several people: Karen Flippo, Pat Rogan, Tammara Geary, Debra Martin Luecking, Pat Keul, Tom Harrison, Brenda Harvey, Dale Dutton, Renee Drouet, Bob Niemiec, Rebecca McDonald, Sue Killam, Linda Quinn, Dale DiLeo, Rob Hoffman, and the New Jersey APSE Chapter.*

## **OBJECTIVES: Will demonstrate knowledge of...**

### **Introduction to Supported Employment**

1. Supported employment contrasted with traditional vocation services: Factors that led to the emergence of supported employment, the difference between supported employment and traditional vocational services, and the unique characteristics of supported employment, including the difference between the "readiness" and the "place-train" models of supported employment
2. Underlying values and definition of supported employment.
  - a) *define "normalization" and its guiding principles.*
  - b) *identify how support strategies can enhance or detract from the image of a worker with a disability.*
  - c) *discuss the benefits of integration at the workplace for people with disabilities.*
  - d) *differentiate between individual and group approaches to employment.*
3. Informed choice, self-determination, and active participation throughout the employment process.
4. Rights and responsibilities of individuals in supported employment.
5. Roles and responsibilities of administrators and program managers in facilitating supported employment.
6. Roles and responsibilities of employment specialists, families and friends, and employers in providing and facilitating supported employment opportunities.
7. Legislation and regulations related to supported employment, including the ADA, WIA and the Rehabilitation Act, TWWIA, IDEA, the Fair Labor Standards Act, EEOC, and other DOL and IRS laws.
8. Best practices in supported employment services from intake to follow-along.
9. Best practices in school-to-work and community living transition.
10. Funding options for supported employment, including VR, MH, DD, and Medicaid Waivers.
11. History and status of supported employment services in your state.

### **Assessment and Career Planning**

12. Traditional vocational evaluation: effectiveness and limitations for people with significant disabilities.
13. Person-centered planning processes, including personal futures/PATH planning, developing circles of support, and their relationship to career planning.

14. Personal career profile development.
  - a) *encourage the active participation and decision-making of the person served in the career planning process.*
  - b) *interview the individual and others who are familiar with his or her abilities and work history.*
  - c) *identify the impact of an individual's cultural and social background, including class, race, gender, culture, and ethnicity, as well as role in family, church, and community; native and spoken language; and family income.*
  - d) *review individual records and collect pertinent information related to employment.*
  - e) *observe the individual in his or her current daily routines and environments.*
  - f) *explore non-work needs that may impact the achievement and maintenance of employment outcomes.*
  - g) *assess the individual's preferred style of learning, work skills and tolerances, and preferred modes of communication.*
  - h) *integrate relevant employment information regarding each person served into a vocational profile.*
15. Situational assessments, paid work trials, job tryouts, volunteer work, or job shadowing: uses and procedures.
  - a) *develop career exploration sites aligned with the interests and desires of each individual.*
  - b) *assess needed environmental or job-task modifications for the person to succeed in his or her choices of employment settings.*
  - c) *assess the availability of community supports and transportation.*
  - d) *conduct effective situational assessments, paid work trials, job tryouts, volunteering, and job shadowing.*
16. Assisting individuals to develop personal career goals and meaningful career plans.
17. Writing meaningful vocational objectives.
18. Making referrals to appropriate agencies, organizations, and networks based on individual career plans.

### **Marketing and Job Development**

19. Marketing plans targeted to employers.
  - a) *gather current information about local job opportunities, including labor trends, employer needs, and job requirements.*

- b) *use local employment studies, conduct market surveys, research business groups, and other methods for updating information about employment opportunities in the local job market.*
  - c) *develop a viable Employer Advisory Committee.*
  - d) *target and identify types of businesses to contact based on the needs and interests of job seekers.*
  - e) *develop a system for compiling and organizing information on businesses.*
  - f) *develop a file of pertinent information on each employer identified.*
  - g) *maintain updated information on new area businesses, type of jobs available, and locations of job sites within the community.*
  - h) *analyze the gathered information to identify trends in the local job market.*
20. Effective marketing messages for supported employment.
- a) *position the agency as an employment service.*
  - b) *target messages to audience needs.*
  - c) *describe services that the agency provides to employers.*
  - d) *use language and images that do not disclose the presence of disabilities in the job seekers represented.*
21. Effective marketing tools for supported employment.
- a) *publication strategies for marketing employment services, including: employment brochures, employment fact sheets, cover letters to businesses*
  - b) *presentations to individuals and/or parent groups, advocacy groups, local civic organizations, service providers, and employers.*
  - c) *participation in community business organizations.*
  - d) *consultant to businesses on disability issues.*
22. Job seeker portfolios, including resume, letters of introduction, and references.
23. Personalized job development and relationship marketing, utilizing personal networking.
24. Maximally involving job seekers in the job search process, including participation in completing job applications and interviews.
25. Understanding workplace cultures and climates.
26. Job matching strategies.
27. Employer contact, including approaches and presentations.
28. Negotiating typical job designs, including hours, wages, tasks, work area, breaks, orientation, training, and supports.
29. Job carving: identifying and recommending job carving options.
30. Equal Employment Opportunity Commission regulations that govern non-disclosure of disability to employers.
- a) *identify job development and marketing issues that arise related to disclosure.*

b) *appropriately handle employer questions about job seekers' disabilities.*

31. Work incentive provisions available to employers for hiring employees with disabilities, including: Work Opportunity Tax Credit, Arc Wage Reimbursement Program, Disabled Access Tax Credit, Architecture?/Transportation Tax Deduction, VR On-the-Job Training Wage.
32. How to close employer contact meetings that result in a job or interview offer.

### **On-the Job Training and Supports**

#### *Job Acquisition*

33. Appropriate communication with relevant team members (e.g., job seeker, parents/caregiver, rehabilitation counselors) to ensure all members are fully informed.
34. Social security benefits and their impact on employment.
35. Preparations for the first day on the job (e.g., transportation, employment-required medical examinations and testing, special equipment, uniforms).

#### *Job Analysis and Design*

36. Comprehensive job analysis
- a) *identify strategies for creating or designing jobs that make use of integrated and natural supports.*
  - b) *evaluate the integration potential offered by a position, including physical, social, and cultural factors.*
  - c) *determine effective methods to establish natural supports within work environments.*
  - d) *list job duties and requirements of the job in sequence and the approximate time required to perform each task.*
  - e) *identify and describe each job skill that an employee will be required to perform.*
  - f) *identify job modification and accommodation strategies.*
  - g) *identify reinforcers natural to the work site.*

#### *Worker Orientation*

37. Travel/transportation arrangements and training for getting to and from the job.
38. Strategies for establishing effective entry into a job.
- a) *maximize hours on the job, including natural social times (breaks and lunch).*
  - b) *ensure the new employee is introduced to coworkers by worksite personnel.*
  - c) *Adhere as closely as possible to typical new employee orientation and training procedures.*
  - d) *Ensure necessary modifications and accommodations are in place.*

### *Workplace Supports*

39. Strategies for developing workplace supports.
- define natural supports and rationales for their use.*
  - analyze work cultures to better understand sources of support and social relationships at the worksite.*
  - facilitate training of supported employees by coworkers.*
  - identify artificial support strategies that can stigmatize or stereotype supported employees.*
  - facilitate mentor relationships between supported employees and coworkers.*
40. Systematic training, including task analysis, natural cues and reinforcers, error correction procedures, and self instruction techniques.
- task analyze job duties that require instruction.*
  - conduct a baseline assessment from a task analysis.*
  - analyze baseline data.*
  - establish an instructional plan that includes: schedule for training, instructional procedures, natural prompts, natural reinforcers, reinforcement procedures, and evaluation/data collection procedures.*
  - utilize effective verbal, visual, auditory, and/or tactile prompts.*
  - understand individualized reinforcement strategies, including: reinforcement preferences and hierarchies, satiation effects, effect of quantity and quality, and natural versus artificial approaches.*
  - define the various reinforcement schedules: continuous, fixed ratio, variable ratio, fixed interval, variable interval, and how to fade reinforcers to naturally occurring levels.*
  - identify and promote use of naturally occurring reinforcers and natural cues.*
  - develop data collection procedures using frequency, duration, interval, and performance scoring.*
  - describe how to enhance natural cues and reduce dependence on prompts.*
  - describe strategies to systematically fade prompts and other forms of assistance.*
  - analyze a graph to determine the progress of a worker over time.*

### *Job Site Adaptations*

41. Job adaptations and accommodations that match the needs of the worker and employer.
- identify commonly available and non-stigmatizing accommodations and modifications.*
  - develop individualized adaptations.*
  - teach the use of assistive technology.*
  - assess the ongoing need for, and appropriateness of, adaptations and accommodations.*

### *Appropriate Social Behavior on the Job*

42. Assisting individuals to meet the social behavior expectations of the workplace culture.
- identify cultural norms of the workplace culture.*
  - describe behaviors in measurable and observable terms.*
  - assess the communicative functions of behavior.*
  - identify consequences that may maintain interfering behaviors.*
  - identify considerations before implementing behavioral procedures.*
  - describe the relationship between behavior and environment, including the events and situations that predict occurrences of behaviors.*
  - Develop appropriate strategies for supporting individuals to acquire social behaviors.*
  - understand methods of reinforcement procedures, including DRO, DRI, DRL and Alt-R.*

### *Stabilization*

43. Maximizing worker job performance and social integration.
- monitor worker on-task behavior.*
  - develop strategies to increase worker productivity, if necessary.*
  - assist the worker in using self-management strategies.*
  - expand worker performance so it generalizes across supervisors, job duties, and diverse social contexts.*

### **Ongoing Supports**

44. Sources for long-term, ongoing support.
45. Supporting individuals, families, and employers/coworkers over time.
46. Evaluating quality in supported employment services through outcome measurement, satisfaction indicators, and process indicators.
47. Ongoing review of the supported employee's performance
- determine supervisor's satisfaction with assistance provided by employment consultant.*
  - determine supervisor's satisfaction with performance of supported employee.*
  - determine additional or different support needs.*
  - obtain additional information regarding supported employee's progress from family members, coworkers, counselors, or support coordinators.*
  - conduct on-site observations to evaluate job performance.*
  - record progress in a consistent manner.*
48. Collaborative working relationships with other human service professionals.
49. Supporting the job seeker and family in self-advocacy.
50. Circles of support as an ongoing resource.

51. Community resources that will assist supported employee in maintaining and improving his or her quality of life.
52. How to handle job stress and burnout.

### **Managing Benefits**

53. Work incentives and disincentives.
  - a) *advise individuals about the impact of work on their benefits.*
  - b) *write a PASS plan.*
  - c) *apply for an IRWE.*

### **Organizational Change**

54. Ethics and challenges of operating both integrated and segregated vocational services.
55. Strategies for promoting a unified vision and values within your organization.
56. Strategies for changing the organizational structure to support integrated employment.
57. Strategies for human resource practices that promote and reward integrated employment outcomes.
58. Working as a member of a cross-functional team.
59. Working as a generalist versus specialist.

### **Special Populations**

60. how to support youth with disabilities transitioning to employment.
61. how to support people with mental illness.
62. how to support people with traumatic brain injury.
63. how to support people with sensory disabilities.
64. how to support people with autism.
65. how to support people with physical disabilities.
66. how to support people in culturally-sensitive ways, including Hispanic, African-American, and other cultures.

### **Self-Employment**

67. Pros and cons of self-employment.
68. Examples of supported self-employment, business partnerships, and business ownership.
69. Job creation.
70. Developing viable business plans.
71. Sources of funding and resources.

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*For further information, contact Tammara Geary at [Tammara@apse.org](mailto:Tammara@apse.org) or 804-278-9187*



# **The Association for Persons in Supported Employment (APSE) Supported Employment Quality Indicators**

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National APSE is the largest professional advocacy organization in the country representing supported employment (SE) and the individuals served in SE. Supported Employment has grown significantly in the past decade, involving approximately 150,000 individuals with disabilities.

This document represents an effort by national APSE to articulate quality indicators of individualized and integrated Supported Employment. These quality indicators were designed to complement *APSE's Ethical Guidelines for Professionals in Supported Employment*.

Given the fact that individuals with disabilities have the right to drive their employment process with maximum choice and control of services, this document begins with quality indicators for individuals in SE. Direct service practitioners are in a position to support individual plans for employment. The second section delineates values and competencies for direct SE practitioners. The final section specifies organizational characteristics that support quality services.

This document may have multiple uses, including as a guide for: 1) hiring and training employment personnel; 2) developing training curricula; 3) reviewing and evaluating programs; 4) appraising individual performance; and 5) action planning. Potential users of this document include people with disabilities and their families, advocacy groups, employment consultants, trainers, administrators/managers, human resource personnel, and state agency personnel.

## **Quality Indicators for Individuals in Supported Employment- Individual Choice and Control of Resources and Supports**

*According to the Rehabilitation Act, individuals have the right to exercise informed choice throughout the entire rehabilitation process. This includes obtaining information and the necessary supports to assist people to develop, monitor, implement, and evaluate their Individualized Plan for Employment (IPE) with assistance as needed and desired.*

- Individuals explore career opportunities based on their interests, abilities, and needs via such experiences as vocational education classes, job shadowing, job try-outs, and actual employment.
- Individuals have ongoing opportunities to develop self-determination skills through active participation in information gathering, experiential learning, and decision-making.
- Individuals direct their transition plan and/or IPE to the maximum extent possible, with support as needed.
- Individuals control the resources, if desired, to purchase services and supports. Family members, personal advisors, and other trusted advocates assist individuals as needed.
- Individuals are assisted as needed to secure employment according to their individual desires, including the type of work environments, activities, hours, pay, supports, etc.
- Individuals participate maximally in interviews and in choosing training and support procedures typical to workplaces.
- Individuals have necessary and appropriate accommodations, assistive technology, and individualized supports within and outside of their job.

- Individuals are connected to desired adult services, including generic supports, in order to pursue desired lifestyles.
- Individuals pursue career advancement opportunities in order to develop skills, increase pay and responsibilities, or other desired outcomes.
- Individuals develop satisfying relationships within and outside of their job, as desired.
- Individuals are supported to participate in social activities within and outside of their job, as desired.
- Individuals are compensated commensurate with others in their position.
- Individuals have access to reliable transportation.
- Individuals are assisted to manage their finances (e.g., banking, budgeting, benefits) as needed and desired.
- Individuals of retirement age are supported to pursue a variety of employment and/or post-employment options.

### **Quality Indicators for Supported Employment Personnel**

*Providing quality supported employment services requires technical and interpersonal skills applied creatively and flexibly. Personnel in direct service roles must listen to and respect the desires of each individual they support, adhere to the norms of each workplace, and work closely with others involved in the person's life. Quality services and supports are dignified, holistic, age-appropriate, and status/image enhancing, with the goal of connecting each individual to the fabric of work, home, social, and recreational activities.*

- School personnel involved in transition assist youth to explore career opportunities, develop work skills and behaviors, and develop self-determination skills through active participation in information gathering, experiential learning, and decision-making.
- Transition team members support students to direct their transition plans to the maximum extent possible, with support as needed.
- School and adult service personnel assist youth in transition to obtain desired adult services, including generic supports, after high school.
- Providers get to know job seekers via activities such as spending time together in multiple settings, observing the individual work, talking with others who know the person best, etc.
- Providers assist job seekers, including individuals with significant disabilities, to participate maximally in job development and employer contact activities according to their individual plan for employment.
- Providers rely heavily on personal networks and referrals for job leads.
- Providers assist individuals to negotiate individual job descriptions/position titles, hours, commensurate wages (paid directly from the employer), work tasks, work location, and necessary accommodations prior to beginning a job, with the goal of maximizing presence and participation in the work setting. Providers are knowledgeable about job carving and restructuring.
- Providers do not group people together for the convenience of support or job availability.

- Providers work in partnership with supported employees on the best employment training approaches to meet the person's needs, emphasizing typical workplace supports and the use of discreet, status enhancing teaching techniques.
- Providers work in partnership with supported employees and workplace personnel to develop assistive technology and individualized supports that are as typical to the workplace as possible and that maximize individual performance.
- Providers treat individuals in a manner appropriate to their age, gender, and culture, and in accordance with the norms of their job and the workplace.
- Providers assist individuals as needed to develop relationships within and outside of their job.
- Providers support individuals as needed to access social activities (e.g., parties, holiday functions) and employer-sponsored activities (e.g., sports, community service projects) within and outside of their job.
- Providers encourage typical probation and performance appraisal processes within each workplace.
- Providers assist individuals as needed to access reliable transportation.
- Providers assist individuals to manage their finances (e.g., banking, budgeting, benefits) as needed.
- Providers monitor individual job satisfaction and support people to pursue career development and advancement opportunities.
- Providers support people of retirement age to pursue activities according to their interests, including employment and integrated community activities for senior citizens.
- Providers assist individuals as needed to access housing, community connections (e.g., church/synagogue, YMCA, service/civic clubs), and other necessary services and supports, with an emphasis on generic services.
- Providers interface with family members and other service providers according to the method (e.g., telephone, meetings) and schedule (e.g., weekly, monthly) determined by the individual and team.
- Providers develop long-term, mutually beneficial partnerships with businesses that result in career exploration activities, quality jobs, marketing efforts, etc. on the part of businesses, and consultation, training, accommodation strategies, etc. from providers.
- Providers interface with businesses and the larger community through connections with chambers of commerce, service clubs, and other organizations.

### **Organizational Practices That Support Quality Services**

*Most personnel involved in supported employment are affiliated with a community rehabilitation program, mental health center, or supported employment organization. Unless such organizations are structured to provide integrated employment and related community services with a clear mission to do so, personnel in direct service roles will have difficulty providing quality services.*

- The organization has established a clear vision and mission that promotes integrated employment, community inclusion, and zero exclusion.

- The organization works toward a flat organizational structure, with most personnel in direct service roles.
- The organization promotes stakeholder involvement in planning and decision-making through various informal and formal means.
- The organization supports staff to be involved in person-centered/person-directed planning that addresses individual interests, preferences, and support needs.
- The organization supports individualized jobs and related supports for all service recipients, including people with high support needs.
- The organization pursues flexible, individualized funding that allows sufficient support for individuals with high support needs.
- The organization has job descriptions that promote the focus on integrated employment and related community supports.
- The organization configures staff to provide holistic supports in a collaborative fashion (e.g., full service, self-directed teams), and supports reasonable staff-to-individual ratios.
- The organization has a staff recruitment and retention process that promotes hiring and keeping high quality personnel.
- The organization invests in staff development through extensive, ongoing training and support.
- The organization promotes a learning culture in which creativity, innovation, and risk taking are supported and where staff feel empowered.
- The organization operates with an action bias, focusing on continuous evaluation and improvement of outcomes.
- The organization collects and uses data on consumer outcomes, staff productivity, customer satisfaction, cost efficiency, and other process and outcome variables.
- The organization has a staff compensation and reward process that reinforces desired outcomes.
- The organization promotes leadership at all levels of the organization.
- The organization has developed marketing materials and approaches that coincide with common business practices and promote a positive and professional image.
- The organization has developed partnerships with the business community and other external entities in the community, state, and nation.

APSE views this material as a “living document,” open to continuous evaluation and improvement as the field progresses. APSE invites your feedback about how the document is being used and welcomes suggested changes.

*These quality indicators have been developed through the efforts of several people who have volunteered, at various times, to be part of APSE’s Quality Indicators Work Groups: Karen Flippo, Pat Keul, Tom Harrison, Debra Martin Petty, Brenda Harvey, Dale Dutton, Renee Drouet, Bob Niemiec, Rebecca McDonald, Sue Killam, Pat Rogan, Tammara Geary, Linda Quinn, Dale DiLeo, Rob Hoffman, and the New Jersey APSE Chapter. This final version was compiled by Pat Rogan.*

**APPENDIX A**  
**BLANK FORMS**

## Appendix A-1 Gathering Information On Employment Barriers

Brokerage: \_\_\_\_\_  
 VR Office(s): \_\_\_\_\_  
 Target Community: \_\_\_\_\_

	#	%
Customers served by the Brokerage		100
Customers currently in sheltered employment		
Customers currently in supported employment		
Customers currently seeking employment (signed up with OVRs or getting ready to)		
Customers who have expressed they are not interested in employment, because:		
Lack of knowledge/exposure to employment		
Concerns about losing benefits		
Lack of support personnel to help the customer find and keep a job		
Family members do not encourage employment		
Other:		
Other:		

**APPENDIX A-2**  
**CURRENT RESOURCES – JOB DEVELOPMENT & TRAINING**

<b>PROVIDER:</b>	<b>SKILLED IN:</b>									
	Employment Focused Person Centered Planning	Community Based Situational Assessment	Job Development				Job Training	Adaptation and Alternate Strategies	Building Natural supports	Other:
			Job Carving	Job Creation	Job Proposals	Funding Packages				

APPENDIX A-3  
Current Resources: Self Employment

<b>PROVIDER:</b>	<b>SKILLED IN:</b>			
	<b>Business Feasibility</b> (market research, pricing – break even points, profit & loss projections)	<b>Business Plan Development</b> (business description, forms of ownership, marketing plan, operations plan, financial plan)	<b>Financial Management</b> (profit & loss statements, cash flow projections, balance sheets, taxes, payroll)	<b>Implementation Support</b> (assistance obtaining financing, training skills, connecting to natural supports, setting up management systems)



**APPENDIX A-4**  
**CURRENT RESOURCES – BENEFITS PLANNING**

<b>PROVIDER:</b>	<b>SKILLED IN:</b>				
	General knowledge of SSI, SSDI, and impact of earned income	Knowledge and skill in applying work incentives	Screening of clients for using work incentives	Advance benefits analysis (impact on HUD, cost share, food stamps, etc.)	Writing PASS plans

APPENDIX A-5  
ACTION PLAN

BROKERAGE/CONTACT: \_\_\_\_\_  
VR OFFICE/CONTACT: \_\_\_\_\_

DATE: \_\_\_\_\_

GOAL(S)	STRATEGIES	TIMELINES	PERSON RESPONSIBLE	EVALUATION METHOD	ANTICIPATED OUTCOMES

APPENDIX A-\_6  
 PROVIDER SELF ASSESSMENT OF OUTCOMES

Provider Name: \_\_\_\_\_ Date Range: \_\_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_\_/\_\_\_\_/\_\_\_\_  
 Evaluation Date: \_\_\_\_\_

<b>PERSON REFERRED (INITIALS/#)</b>	<b>REFERRED, BUT NOT YET IN PLAN (ELIGIBILITY, EVALUATION, ETC.)</b>	<b>OPEN – IN PLAN</b>	<b>OPEN - PLACED IN EMPLOYMENT</b>	<b>SUCCESSFUL CLOSURE</b>	<b>CLOSED – OTHER</b>	<b>NUMBER DAYS TO PLACEMENT</b>	<b>OTHER:</b>
<b>TOTAL:</b>							
<b>PERCENTAGE:</b>							

APPENDIX A-7  
 CUSTOMER SATISFACTION WITH EMPLOYMENT PERSONNEL

My job developer/employment consultant:

	NOT AT ALL	MOST OF THE TIME	ALWAYS
1. Treated me respectfully (Was nice to me, listened to me)	[ ]	[ ]	[ ]
2. Kept scheduled appointments	[ ]	[ ]	[ ]
3. Encouraged me to be involved in job seeking activities	[ ]	[ ]	[ ]
4. Kept me informed of what was happening	[ ]	[ ]	[ ]
5. Kept my family and other team members informed	[ ]	[ ]	[ ]
6. Searched only for jobs that I am interested in (e.g., a clerical job, a job working outside)	[ ]	[ ]	[ ]
7. Worked well with my supervisor and co-workers	[ ]	[ ]	[ ]
8. Was on the job site enough to help my co-workers and I.	[ ]	[ ]	[ ]

Other Comments:

## **APPENDIX B**

## SAMPLE COMPLETED FORMS Appendix B-1 Gathering Information On Employment Barriers

Brokerage: Mid-State Brokerage  
 VR Office(s): Mid-State OVRS  
 Target Community: Middle City

	#	%
Customers served by the Brokerage	80	100%
Customers currently in sheltered employment	26	32%
Customers currently in supported employment	20	25%
Customers currently seeking employment (signed up with OVRS or getting ready to)	3	< 1%
Customers who have expressed they are not interested in employment, because:	31	39%
<b>OF THOSE WHO HAVE EXPRESSED THAT THEY ARE NOT INTERESTED IN EMPLOYMENT, WHAT REASON(S) TO THEY GIVE (CHECK ALL THAT APPLY):</b>		<b>% OF THOSE UNEMPLOYED</b>
Lack of knowledge/exposure to employment	15	48%
Concerns about losing benefits	20	65%
Lack of support personnel to help the customer find and keep a job	23	74%
Family members do not encourage employment	15	48%
Transportation difficulties	20	65%
Other: Medical condition	2	< 1%
Other:		

**APPENDIX B-2**  
**CURRENT RESOURCES – JOB DEVELOPMENT & TRAINING**

<b>PROVIDER:</b>	<b>SKILLED IN:</b>									
	Employment Focused Person Centered Planning	Community Based Situational Assessment	Job Development				Self Employment (business feasibility & planning)	Job Training	Adaptations and Alternate Strategies	Building Natural supports
			Job Carving	Job Creation	Job Proposals	Funding Packages				
CRP Joe	X		X					X	X	
Independent Annie	X	X	X	X	X			Prefers to use other job trainer.	X	
Developer Doug			X	X	X	X	X GREAT!	X	X	X
Tammie Trainer		X						X	X	X
Small Business Development Center							X			

**APPENDIX B-3**  
**Current Resources: Self Employment**

<b>PROVIDER:</b>	<b>SKILLED IN:</b>			
	<b>Business Feasibility</b> (market research, pricing – break even points, profit & loss projections)	<b>Business Plan Development</b> (business description, forms of ownership, marketing plan, operations plan, financial plan)	<b>Financial Management</b> (profit & loss statements, cash flow projections, balance sheets, taxes, payroll)	<b>Implementation Support</b> (assistance obtaining financing, training skills, connecting to natural supports, setting up management systems)
Micro-Enterprise Organization	X	X	X	
Small Business Administration	X	X	X	
Provider Agency A	?	X	?	X
Independent Contractor A	X	X	X	?? (not very much availability to do this on an on-going basis)
Provider Agency B	X (developing skills in this area)	?	?	X
Independent Contractor B	X (teaches business classes at Community College)	X	X	X



**APPENDIX B-4  
CURRENT RESOURCES – BENEFITS PLANNING**

<b>PROVIDER:</b>	<b>SKILLED IN:</b>				
	General knowledge of SSI, SSDI, and impact of earned income	Knowledge and skill in applying work incentives	Screening of clients for using work incentives	Advance benefits analysis (impact on HUD, cost share, food stamps, etc.)	Writing PASS plans
CRP Joe	X	X			
Independent Annie	X	X	X		X
Developer Doug	X	X	X	Emerging skills	X
Tammie Trainer	X				
Independent Living Center, Benefits Planner * certified	X	X	X	X	Time constraints and other duties prevent this, but can help people get started and provide resources.
Employment Initiative Consultant	X	X	X	X	X Can provide limited assistance

APPENDIX B-5  
ACTION PLAN

BROKERAGE/CONTACT: \_\_\_\_\_ Eddie Exec, 776-0398 \_\_\_\_\_  
 VR OFFICE/CONTACT: \_\_\_\_\_ Field Office Fred, 980-6754 \_\_\_\_\_

DATE: \_\_5/10/05\_\_\_\_\_

GOAL(S)	STRATEGIES	TIMELINES	PERSON RESPONSIBLE	EVALUATION METHOD	ANTICIPATED OUTCOMES
1. Increase the number of referrals from the Brokerage to OVRs.	1a. Gather information on number of brokerage customers requesting employment, and reasons <u>not</u> requesting employment.	August 2005	Eddie Exec (and help of staff)	Completed form (see Appendix A-1)	Data on actual numbers/percent of referrals. Information on reasons people are not requesting employment.
	1b. Conduct training with customers and families focusing on employment successes.	September 2005	VR Counselor A, Personal Agent X, and ESD Transition Coordinator	Number attending. Satisfaction with training; change of knowledge/attitude	At least 10 customers and families attend and rate a change in knowledge or attitude regarding employment.
	1c. Write two articles on employment to be included in the Brokerage newsletter (address reasons indicated in baseline data)	November 2005 (1st article) March 2006 (2 <sup>nd</sup> article)	(Will assign after data is collected in August and topic areas have been identified).	Two articles written and published. Phone survey??	Customers and families more open to considering employment.

APPENDIX B-5, cont.  
ACTION PLAN

GOAL(S)	STRATEGIES	TIMELINES	PERSON RESPONSIBLE	EVALUATION METHOD	ANTICIPATED OUTCOMES
<p>2. Actively recruit and train providers for community job development and training services.</p>	<p>2a. Assess current resources by completing form in Appendix A-2 (Current Resources – Job Development and Training).</p>	<p>August 2005</p>	<p>Field Office Fred and Eddie Exec will go over the forms at staff meetings and compare/summarize on one form.</p>	<p>Completed assessment of Current Resources for Job Development and Training (Appendix A-2)</p>	<p>Identification of current resources available for job development and training.</p>
	<p>2b. Conduct meeting with key stakeholders (OCB, mental health, One-Stop staff) to develop a strategy to cooperatively train and support existing and new providers, including:</p> <ul style="list-style-type: none"> <li>- an agenda for training</li> <li>- potential dates</li> <li>- team members who can train on particular topics</li> <li>- needs for consultants</li> </ul>	<p>September 2005</p>	<p>Field Office Fred Eddie Exec. One PA and one VRC to attend.</p>	<p>Training conducted (will measure satisfaction, change in knowledge and skills)</p>	<p>At least 2 new resources for job development that are not currently available.</p> <p>Enhanced skills of current service providers to develop community jobs and build natural supports in community work sites.</p>

**APPENDIX B-6**  
**PROVIDER SELF ASSESSMENT OF OUTCOMES**

Provider Name: \_\_\_\_\_ Provider Agency XYZ \_\_\_\_\_  
 Evaluation Date: \_\_\_\_\_ Jan. 15, 2005 \_\_\_\_\_  
 Date Range: \_\_\_\_\_ Jan. / \_ '04\_ to \_\_\_\_\_ Dec. / \_ '04\_ \_\_\_\_\_

<b>PERSON REFERRED (INITIALS/ #)</b>	<b>REFERRED, BUT NOT YET IN PLAN (ELIGIBILITY)</b>	<b>OPEN – IN PLAN</b>	<b>OPEN – PLACED IN EMPLOYMENT</b>	<b>SUCCESSFUL CLOSURE</b>	<b>CLOSED – OTHER</b>	<b>NUMBER OF DAYS TO PLACEMENT</b>	<b>OTHER:</b>
D.Q. – Job Development				X		120	
C.E. – Self employment		X					
R.T.- Job Development & Training				X		180	
T.R. - Job Development					X (moved out of area)		
A.V. – Job development				X		60	
H. W. – Job Development				X		85	
T.R. – Job Development		X					
N.C. – Job Development			X			41	
A.C. – Self Employment				X		360	
N.M. – Job Developmetn		X					
<b>TOTAL:</b>	10	3	1	5	1	141 days (average)	
<b>PERCENTAGE:</b>	100%	30%	10%	50%	10%		

APPENDIX B-7  
 CUSTOMER SATISFACTION WITH EMPLOYMENT PERSONNEL  
 (SUMMARY)

My job developer/employment consultant:

	NOT AT ALL	MOST OF THE TIME	ALWAYS
1. Treated me respectfully (Was nice to me, listened to me)	[ ]	[ 2 ]	[18]
2. Kept scheduled appointments	[ 2 ]	[16]	[ 2 ]
3. Encouraged me to be involved in job seeking activities	[ ]	[3 ]	[17]
4. Kept me informed of what was happening	[ ]	[ 5 ]	[ 15]
5. Kept my family and other team members informed	[ 4 ]	[ 8 ]	[ 3 ]
6. Searched only for jobs that I am interested in (e.g., a clerical job, a job working outside)	[ ]	[ 1 ]	[19]
7. Worked well with my supervisor and co-workers	[ ]	[ ]	[20]
8. Was on the job site enough to help my co-workers and I.	[ ]	[2 ]	[ 18]

Other Comments:

- *George found me a terrific job! I really like it!*
- *Appreciated George's persistence. He really stayed at until the right job was found!*
- *Would like to hear from George more frequently – I felt a little “out of the loop”*

## APPENDIX B-8

### **Successful Collaboration for Supported Employment**

Oregon Conference on Direct Supports "In Good Company" Corvallis, Oregon June 15-17, 2005  
Renée Renshaw, Creative Employment Solutions, P.O. Box 244 Bend, OR 97709-0244, 541-410-1509

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#### 9 Tips

Communicate	Be Professional	Be Personable
Report	Be Polite	Be Positive
Coordinate	Be Persistent	
Do what you say you will		

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#### **Market Services**

Present your services and your business to those seeking qualified vendors: customers, VR, Brokerage

#### **Customer Introduction**

Demonstrate your competency to the customer by describing what you have done for others seeking supported employment and explain the services you can offer him/her.

#### **Person Centered Plan**

Be part of this customer process! In my opinion this is the most important tool for learning about customer choices and preferences that result in an effective job search and successful placement! Do monthly report to VR and Brokerage and include all support needs identified to this point.

#### **Labor Market Research/Assessment**

Employer contacts during this phase are "no risk contacts." Build rapport during these contacts and come back to these employers during job development. Set up job shadows, set up assessments. Report to VR and Brokerage monthly. If a job goal is identified and a plan is recommended, take a director's seat and help coordinate all parties involved for a planning meeting. Discuss anticipated support needs.

#### **Job Development**

Think like a business person, fill business needs! Remember for every action there is a reaction – be proactive! Report progress to VR and Brokerage monthly.

### **Training/Coaching**

Create training objectives and measurements. Design training with the intent to fade. Utilize natural supports as early as possible. Engage the employer in this process. Report progress to VR and Brokerage monthly.

### **VR Close → Transfer to Brokerage**

When customer is working independently with the support of co-workers, and has met task success to the satisfaction of employer, consider moving to long-term support. This is a minimum of 90 days for any VR customer. It may take longer for supported employment customers and if so, all current and previous reports charting progress will help identify the appropriate time for closure. Report to VR and Brokerage monthly.

### **Long Term Support**

Stay in contact with everyone involved in the long term supported employment team and keep everyone informed: customer, employer, Brokerage, family, etc. Report to Brokerage monthly. Continue to chart progress. Don't become complacent, this phase requires attention to all details to maintain success.