The NJ Partnership for Direct Support Professional Workforce Development

Statewide Implementation of the College of Direct Support

Fall 2010

STATE OF NEW JERSEY
DEPARTMENT OF HUMAN SERVICES
DIVISION OF DEVELOPMENTAL DISABILITIES

THE ELIZABETH M. BOGGS CENTER ON DEVELOPMENTAL DISABILITIES
Department of Pediatrics

UMDNJ
ROBERT WOOD JOHNSON MEDICAL SCHOOL
University of Medicine & Dentistry of New Jersey

The NJ Partnership for Direct Support Professional Workforce Development

"It's about the Quality… of supports that a well-trained workforce provides."

"It's about the Value… of professionalism gained through the College of Direct Support state-of-the-art training".

"It's about the Future… of Direct Support Professionals and the lives of people with developmental disabilities"

The New Jersey
Direct Support Professional
Workforce Development Coalition

Mission: *To promote the recruitment and retention of a professional workforce to enhance the quality of direct supports for people with disabilities and their families*

NJ Direct Support Professional Workforce Development Coalition
Organization Representation

- Alliance for the Betterment of Citizens with Disabilities (ABCD)
- The Arc of New Jersey
- Consortium for Workforce and Economic Development/Community Colleges of New Jersey
- Department of Human Services
- Division of Developmental Disabilities
- Division of Disability Services
- The Elizabeth M. Boggs Center on Developmental Disabilities
- New Jersey Association of Community Providers (NJACP)
- New Jersey Council on Developmental Disabilities
- Family Representation
- DSP Representation

CDS Capabilities

- State of the Art Curriculum developed in partnership with an editorial board of national experts

- Tracking Training
  - E-Learning
  - In-Person Pre-Service Classroom training
  - Certification
  - Reports on agency and individual levels

- Compliance with CMS requirements through centralized tracking of the 5 pre-service trainings (First-Aid, CPR, Overview, Medication, Preventing Abuse & Neglect)
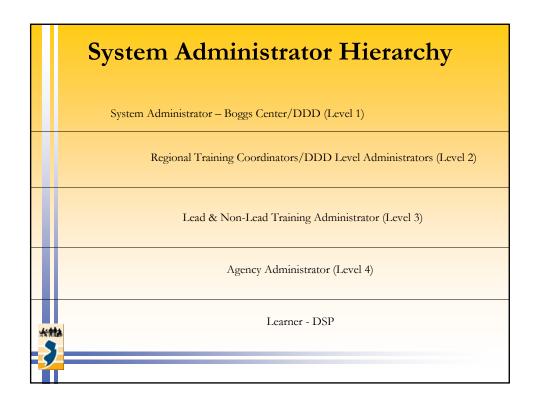
Capabilities cont'd.

- Addition of linked content

- Announcements
  – State & Agency levels

- Tracking Training
  – Hire dates
  – Pre-Service & other classroom training

Learner Management System

Tracking Training

- Minimum <u>requirement</u> of agencies is to track pre-service training of all staff

- Use of the CDS LMS to track pre-service will support DDD in meeting its CMS requirement to track these trainings in a centralized location

- Potential future benefits – reduction in paper work, streamlining licensing reviews

System Administrator Hierarchy

System Administrator – Boggs Center/DDD (Level 1)

Regional Training Coordinators/DDD Level Administrators (Level 2)

Lead & Non-Lead Training Administrator (Level 3)

Agency Administrator (Level 4)

Learner - DSP

Tracking Roles of Agencies & Training Agencies

Agencies

- **Enroll** all learners in the CDS
- Current Staff enrolled via bulk upload
- Enter historical pre-service training data of <u>current</u> staff into system using OnTrack
- Enroll new hires directly in CDS
- If you are a neither a lead or non-lead, but do your own CPR/First Aid you will need to use the system to track this data similar to the leads/non-leads

Lead & Non-Lead Training Agencies

- Set up pre-service trainings in the system using available templates
- **Register** participants in pre-service training using CDS
- Only trainers (or their designees) can register participants into trainings they create.
- Mark final status of participant (i.e. complete, incomplete, no show…) after the training

Role of Agency CDS Administrators

- Enroll New Hires into the system using all required data fields

- Use OnTrack to enter historical training data of <u>current</u> staff

- Release of courses as selected by agency
  - It is recommended that agencies have a workforce development point person to coordinate coursework, mentoring and/or the Career Path. This person would also have administrative access.

Role of Agency CDS Administrators

- Provides TA to Learners
- Creates User IDs and Enters Learners into the CDS System
- Records Hire Date for all Learners
- Assigns E-Learning Modules for self enrollment or upon request
- Makes Learners Active/Inactive
- Can add agency specific lessons and tests
- Requests movement/sharing of learners from one facility (agency) to another as warranted

Trainers Network
Non-Lead Training Agencies

- Set up very similar to agencies that do not provide Pre-Service Training
- Use Pre-Service Training Templates to create new classes
- Register own agency staff in Pre-Service Classes you schedule
- Uses OnTrack to record CPR/First Aid Certification

Trainers Network
Lead Training Agencies

- Use Pre-Service Training templates to create trainings
- Have access to register own agency learners and sending agency learners in pre-service trainings
  - If a new sending agency is added, contact Shelly for access to learners
- Uses OnTrack to record CPR/First Aid Certification

Trainers Network
Lead Training Agencies

- Sending Agencies should have learners in the CDS system prior to registering them in Pre-Service.
- Sending agencies who have not implemented yet (i.e. main office is in a different region, hasn't attended training yet, etc…)
  - Lead Trainers will be able to enroll new learners into the CDS upon registration in a Pre-Service training
  - The need to do this will decrease throughout the year as agencies start using the system

Implementation Plan

Reasonably Paced Roll-out…

- Start with regional rollout to contracted community provider agencies (residential/day)
  - Curriculum Utilization & Pre-Service Tracking
- Rollout to others as per DDD
  - Families
  - CCRs
  - DCs and other DDD staff

Use of the CDS for Agencies

- Pre-Service Training Tracking – Required

- Offering Training on a course-by-course basis – Optional

- Offering the Career Path - Optional

Implementation Plan by Region

- Regional Bulk upload
  - MC Strategies will take the data and upload into the appropriate department (i.e. agency) in the CDS

- Administrator's training

- Access to online courses and Pre-Service Training tracking

- Entry of Historical Pre-Service Training Data (6 months from region rollout)

- Flexible use of online courses (NJ Career Path/individual courses & lessons)

- Consistent implementation of Career Path
  - Coursework, mentoring, and portfolio

* Note many activities will take place simultaneously

Bulk Upload

- Spreadsheet of <u>Current</u> Staff
  - Agency Name
  - First name
  - Last name
  - Last 4 digits of SS#
  - Hire date
  - Email address (or general agency mailbox/supervisor/work site)
    - » DOUBLE CHECK ALL INFORMATION FOR ACCURACY!

- One time per region

- DDD will send out notification prior to your region's deadline.

- Send completed spreadsheet to Shelly @ Boggs Center – note in email names of administrators & their titles (i.e. trainer, HR, etc…) – they also need to be included in spreadsheet

- Time and labor saving for agencies

- Failure to utilize will require manual data entry for each DSP within the agency

Agency Administrators

- Each agency should choose at least 2 CDS administrators

- Follow Regional Rollout schedule to receive training.
  - November – December (Southern)
  - January – February (Lower Central)
  - March – April (Upper Central)
  - May – June (Northern)

- Use CDS as described under Roles of Agency Administrators

CDS Courses

- Civil Rights and Advocacy
- Community Inclusion
- Cultural Competence
- Direct Support Professionalism
- Documentation
- Employment Supports: Exploring Individual Preferences and Opportunities for Job Attainment
- Everyone Can Communicate
- Functional Assessment
- Home and Community Living
- Individual Rights and Choice
- Individualizing Personal Care
- Introduction to Developmental Disabilities

- Maltreatment of Vulnerable Adults and Children
- Medication Support
- Person-Centered Planning and Supports
- Positive Behavior Support
- Safety and Home and in the Community
- Supporting Healthy Lives
- Teaching People with Developmental Disabilities
- Working with Families and Support Networks
- You've Got a Friend: Supporting Family Connections, Friends, Love, and the Pursuit of Happiness
- Supporting Jobs & Careers in the Community

Disability Intensive Courses

- Autism & Autism Spectrum Disorders

- Brain Injury

- Cerebral Palsy

- Depression

Film for Thought:

"Body & Soul: Diana & Kathy"

College of Frontline Supervision & Management

- Training & Orientation

- Fueling High Performance

- Developing an Intervention Plan

- Recruitment & Selection

- Preparing for a Supervisor's Job in Human Services

- The First Few Weeks and Months as a Supervisor

Course Information

- Most Courses consist of 4-8 1.5 hour lessons, except Disability Intensive Courses

Example

Course: Direct Support Professionalism

- **Lesson 1:** Becoming a Direct Support Professional
- **Lesson 2:** Contemporary Best Practices
- **Lesson 3:** Applying Ethics in Everyday Work
- **Lesson 4:** Practicing Confidentiality
- **Lesson 5:** Working with Your Strengths and Interests
- **Lesson 6:** Health Insurance Portability and Accountability (HIPPA)

- Approximately 4 new courses/updates released every year

- Pairing online courses with face-to-face discussion is encouraged.

  – Didactic exercises and conversations reinforces understanding and promotes use of information

  – Seminars &/or Mentoring are encouraged when offering any online course

- www.collegeofdirectsupport.com

Flexibility in Offering Coursework

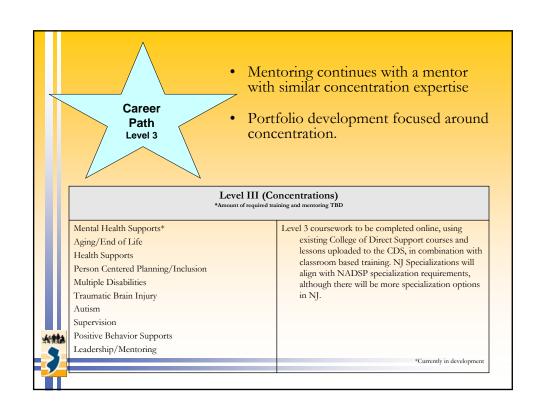- Agencies may develop their own practices for offering courses/lessons to its staff

- Agencies have utilized the CDS for its state-of-the-art curriculum in many ways. This includes: on the clock/off the clock training, external/internal computer options, creative resources and motivation, seminars, and other flexible methods.

- Using the online trainings for continuing education opportunities for DSPs is encouraged.

New Jersey Career Path

- Career Path Level I & II
  - College of Direct Support
    - 7 Training <u>Modules</u> in each level
      - 4 to 8 lessons in each module
      - At least an 80% on tests, can take up to 3X
  - Mentors support using skills on the job

  - The Portfolio documents that learning is used on the job and activities have been completed.

  - Current Career Path requirements differ from the model used in the pilot = Greater flexibility for agencies

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College of Direct Support Courses incorporated with mentoring, on the job skill building, and portfolio completion

Career Path
Levels 1 & 2

Level 1 Courses Include:

- Direct Support Professionalism
- Safety at Home and in the Community
- Documentation
- Community Inclusion
- Individual Rights and Choices
- Teaching People w/DD
- Cultural Competence

Career Path
Levels 1 & 2

Level 2 Courses Include:

- Employment Supports: Exploring Individual Preferences and Opportunities for Job Attainment
- Person-Centered Planning
- Supporting Healthy Lives
- You've got a Friend: Supporting Family Connections, Friends, Love and the Pursuit of Happiness
- Positive Behavior Support
- Working with Families
- Everyone Communicates

Career Path
Level 3

- Mentoring continues with a mentor with similar concentration expertise

- Portfolio development focused around concentration.

| **Level III (Concentrations)** | |
*Amount of required training and mentoring TBD	
Mental Health Supports*	Level 3 coursework to be completed online, using existing College of Direct Support courses and lessons uploaded to the CDS, in combination with classroom based training. NJ Specializations will align with NADSP specialization requirements, although there will be more specialization options in NJ.
Aging/End of Life	
Health Supports	
Person Centered Planning/Inclusion	
Multiple Disabilities	
Traumatic Brain Injury	
Autism	
Supervision	
Positive Behavior Supports	
Leadership/Mentoring	
	*Currently in development

Career Path Pilot

- Funded by the NJCDD for 3 Years

- 8 NJ Provider Agencies

- 348 people enrolled in the CDS, 194 of these are DSPs participating in the Career Path

  - 107 Level 1 Certificate Recipients

  - 73 Level 2 Certificate Recipients

Pilot Outcomes

- Agency Turnover Survey Results:
  - Overall Agency reduction from 36% to 26%
  - Reduction from 38% to 12% in the part of the agency where staff could voluntarily participate in the career path training.
  - Only 16% of the people participating in the career path left their organizations.
  - Reduction in turnover leads to cost savings which maybe reinvested in the workforce and organization.

- NJ Community College faculty review committee recommended that the Career Path be accepted as 9 credits toward an Associate's Degree in Human/Social Services. Raritan Valley Community College has operationalized this. We will work with stakeholders to make this this option available at multiple community colleges throughout the state.

- 100% of responding DSPs strongly agreed/agreed that they would recommend that all DSPs participate in the Career Path and that as a result of the Career Path they are more likely to continue their careers as DSPs.

Training & TA

- Administrator Training dates and locations TBD

- Agencies will have access to CDS coursework upon completion of bulk upload and admin training.

- Overview of the Career Path will be offered each quarter

- Becoming an Effective Mentor and Mentor Train-the-Trainer will be offered throughout the year.

- Additional Trainings Available: NADSP Certification, CDS info Sessions as requested.

- Boggs Center will provide TA at no charge - Agencies will have the option to pay $2800 for a facility and direct TA from MC Strategies

Training & TA

- DDD webpage (in development) will contain information needed by agencies, DSPs, and other stakeholders

- Administrators will have a manual that can be found on the DDD website

- CDS Administrator trainings will be delivered in-person, found on website, and assigned to Administrators within CDS.

- Ongoing TA provided via phone, email, and in person (as needed)

Issue	How CDS addresses it	What agencies need to do	Benefits to DSPs	Benefits to PWD	Benefits to Agencies	Agency Responsibilities
CMS is requiring NJ to centralize tracking of pre-service training	Pre-service training will be recorded in each Learners record	Select an administrator and have him/her attend CDS administration training **Must have** all current staff trainings and enter new employees into CDS upon hire.	Transcripts and electronic records are created that show completion	More consistent training leads to better support	Easy access to staff training records, even new hires. Potential to save time during licensing reviews.	Complete spreadsheet with staff as requested by DDD. Enter retrospective training data for current staff. Enter new staff as learners when hired. Select an agency administrator to be trained on CDS Administration.
High DSP attrition & vacancy rates	Increases high quality accessible educational opportunities for DSPs and FLS as part of NJ career path	**Option** to offer the career path	Knowledge and skills increase, receive on the job support from mentor, and recognition.	Higher quality support, better relationships over time	Well trained staff. Increased staff job satisfaction through recognition. Reduced turnover and associated cost.	Maintain the integrity of the Career Path (courses, mentoring, portfolio)
Lack of Sufficient Training for DSPs and FLS	Provides high quality training courses that demonstrate nationally recognized best practice	**Option** to have agency staff take various courses/lessons in the CDS	Increase in knowledge and skills, increased reassurance that they know how to do the job	Skilled staff that are kept up to date on best practices	Well trained and more confident staff. Can be used to train staff in self directed programs. Better supports – great way to advertise the agency. PWD and Families want knowledgeable staff.	Choose which classes they would like their staff to take. Consider the flexible options for how/when DSPs will take courses.

Contact Information

System Administration, Career Path,

& Curriculum

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DDD Policy & Procedures

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Please put CDS in the subject line.