DSP Workforce Initiative
Steering and Advisory Committee Meeting
September 12, 2005

Welcome and Introductions

First Year in Review:
- Sandy Ryan from the Illinois DD Council reviewed the first year of the grant from the DD Council, which is a three year investment of $900,000. She feels like the initiative has been very successful and she has heard a lot of excitement generated. In the first year, there has been a lot of work done developing partnerships with organizations who have not been in the disabilities world and in government who can make changes in the system. Year 1 has been building the fundamentals. Year 2 is implementing the changes. Keep the vision of the project in the public eye. Celebrate successes along the way. Keep looking and evaluating who else needs to join in this project.

Toolkit for Individuals and Families on Finding, Choosing, and Keeping DSPs:
- A Toolkit is being developed as a resource for individuals and families on finding, choosing and keeping DSPs. The intervention strategies taught to the organizations are being adapted for individuals with disabilities and families. The toolkit will fit in a folder and will be a quick and easy guide about various interventions. The authors of the toolkit either hire DSPs for themselves or have a family member with a disability so they understand these issues.

Customization of the College of Direct Support (CDS):
- DHS-DDD staff reviewed all the CDS courses and identified where customizations were needed as well as prioritized courses in terms of the amount of change needed. Katie coordinated volunteers who reviewed the lessons and provided ideas for specific ways to customize the courses.
- Six of the twelve CDS Courses needed annotations to make them specific to Illinois policies and procedures. Annotations were added to all of these courses where necessary. An annotation is basically a link being added to a specific screen in a course were additional information is added.
- Katie showed a customized course on the computer.
- Five people volunteered their time to review the CDS Courses: Kenya Driver, Donna Robinson, Elizabeth Lundgren, Sharon Taapken, and Deborah Flemister
- Next steps: Organizations can use the CDS to train their DSPs. Also, Katie will be sending annotations to DHS-DDD to review the changes made. The SAC would like to discuss the possibility of the CDS becoming an option to receive credit for some of the DSP Core Training.
- Discussion about next steps:
  - Organization representatives felt that Illinois could greatly benefit from the CDS for many reasons. One person felt we need to use this because it is difficult to train all new staff on a regular basis and this new mode of training can help with this. It is compelling to use this as an option for people who want to work in this field and can't get to routine training sessions. A few people agreed that their

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organizations needed help so they can offer both orientation and annual updates for staff. This online training can make it possible to enhance learning by having people get together to discuss what they have learned. One person felt her organization could make the best use of trainers if they used the CDS.

- The reading level of the content meets the sixth grade reading standard and there is a glossary where all terms above a sixth grade level are defined in understandable language.
- Organization representative said this would help us to cover organization specific information in orientation. This would allow us flexibility to use together time to discuss what is specific to our organizations.
- We want to demonstrate in the pilot that CDS can work. We want to have a certain number of organizations to have CDS in their training plan. Think about CDS not just for the initial orientation. It also is very helpful for long-term employees to get additional training.
- Can we use CDS to help Illinois get the waiver renewal approved in 07? The course content includes positive behavioral supports for example.
- Each lesson is 30 to 45 minutes. There are 60 lessons. We need to work with DHS to allow the option of some courses to be substituted for specific DHS requirements. Also, some courses might be helpful for staff in their ongoing training.
- Core training is about to be reviewed to get feedback on how it works. How do we pay for people who are going through the training? Some organizations pay them for the time it takes to complete the training others take the average time it takes and pay a set amount for each lesson. We don't want to be standing alone in making a decision about this.
- Currently a tool called the evaluator is being built into the CDS. Every course has an on the job checklist. The evaluator tool takes a palm device the supervisor can use to check off when they see the skill being demonstrated
- How do we get access to people who do not have computers or internet at home? Organizations can designate computers or labs for access. Also designate places in their region – workforce development centers and community colleges. How are the Illinois Community Colleges interacting with this. Need to look at the issue of a training wage for using CDS by Community Colleges.
- Preston will look at CDS and how it can be offered for credit. Can people get college credit? Yes some classes are doing this.
- There is a lot of work on a national credential with CDS as the curriculum and ANCOR is interested in making that happen.
- Next meeting the group wants to discuss more about models that work

Organization Intervention Plans: Spotlight on excellence

<u>Arc of Rock Island—Jane O'Meila</u>
The Arc of Rock Island is located in the Quad Cities and provides day and residential services to over 300 adults with developmental disabilities. They also provide respite for children. They have 300 employees of which 2/3 are DSPs. They joined the project because of turnover. They have discovered that they have high turnover of DSPs within the first year and a key reason that

people stay is because of good relationships with supervisors. A challenge for their organization is new Frontline Supervisors. They decided to focus their intervention on new Frontline Supervisors (FLSs) as a key link to retain DSPs. They have created a mentoring program for new FLSs.

The mentoring program they are creating provides a peer partner to new FLS as well as a director level mentor. Peer partners teach the new FLS how things are done in the program. Director level mentors teach team building, ice breakers, addressing issues for employees. The new person, their mentors and supervisor meet and form a partnership agreement lasting a year. They do FLS skill inventory and celebration successes at 3, 6, and 12 months.

Neumann Association – Melissa Martenson
Neumann has 230 employees and 100 part-time advocates in day training and residential. They are doing a number of smaller interventions focusing on recruitment, retention, and training. For recruitment, they are trying to hire more qualified individuals and more diverse employees, especially for part-time. They have changed the way they advertise and added the mission statement to the ad and what people will get from working there. They are also going to add the RJP to the hiring process. For retention, they are creating a more professionalized orientation with PowerPoint and expanding it to a week long orientation to welcome people to the organization. They will be looking at both the recognition strategies as well as their compensation and if they can possibly increase salary based on training completion. For training, they are doing supervisor training in meetings every other month. This has helped get ideas and share challenges. They want to do more coaching and mentoring.

Clearbrook – Kim Lawler
Clearbrook is focusing on reducing early turnover of DSPs because half of their entire turnover is in the first 6 months. They are looking at why people are leaving and surveying their DSPs. They will also give a survey to new hires 30 days after hire as well as add an exit survey for employees who leave. They are adding structured interviews and the RJP video to their hiring process. For training, they will use the CDS to provide more thorough training to DSPs. And, they will improve socialization of DSPs through peer mentoring groups.

Workforce Development Plan
The Workforce Development Plan has been evolving from the feedback of the Steering and Advisory Committee. Three versions of the Plan are being developed at the request of the SAC members.

Implementation of the Plan

Many key stakeholders are not present at this meeting, especially due to Katrina victims coming to Illinois this week. This SAC group cannot do its work without these key stakeholders being present: US DOL, CCDI, IARF, IHCA, UCP, INCIL, Arc of IL, AFSME/SEIU, DHS – DDD, Family Support Network, Institute on Public Policy. The stakeholder groups that were present include AAMR of Illinois, IL Community College Board, DHS-DRS, and Equip for Equality. Most of those present were organizational representatives.

The rest of the meeting was adapted. Five small groups were formed around each of the Workgroups topics. The group identified the potential role that key stakeholders could play in implementing the goals of the Workgroups. The lists the groups generated follow:

<center>**Recruitment and Retention Strategies**</center>

Goal 1: Conduct annual and on-going legislative advocacy campaigns to increase the wages and benefits of direct support professionals and frontline supervisors by not less than $3.00 per hour by 2008.
- USDOL: support minimum wage increase for DSPs and FLSs
- DHS: write increases for benefits of DSPs into the state plan and see about getting part-time DSPs benefits as well
- UCP and Arc of IL: Support increased wages through advocacy in the "Do the Right Thing Coalition"

Goal 2: To disseminate and implement a public relations campaign kit throughout the state by 2007.
- Explore corporate sponsorship for printing costs or see about organizations donating some resources
- Everyone could post information on their websites
- Use mailing lists from organizations to send out the PR kit statewide
- Disseminate the PR kits at job fairs that anyone in the organizations attends

Goal 3: To improve the knowledge of supervisors related to recruitment and retention strategies by 2006.
- IARF, IHCA, AAMR, and The Arc of IL: spread information about this at their annual conferences through presenations that people give and a vendor booth where information can be disseminated.
- AAMR of IL and The Arc of IL: co-sponsor trainings
- Colleges can train people to train others using the train-the-trainer model
- DHS can publish the trainings and support them
- Possibly start an Illinois Chapter of supervisors like the national QMRP association

<center>**Education, Training and Career Development**</center>

Goal 1: Building on existing DHS competencies for DSPs, develop intermediate and advanced education opportunities that bear college credit and that lead to voluntary, specialized credentialing by May 2007.
- Ask DOL about exempt status/training wages for the classes.
- Inquire as to how the community agencies (i.e. in Wyoming) are able to provide college credit for the courses offered by them.
- Survey Centers for Independent Living agencies to find out how they train their P.A.'s
- Inquire with community colleges as to how they construct their training to include clinicals.
  - Talk with the following regarding curriculum development of health and aging issues:

- Adult Down Syndrome Clinic – Drs. Chiccoine and McGuire
- UIC 's Rehabilitation Research and Training Center of Aging with Developmental Disabilities
- Alzheimer's Association
- UCP
- Illinois Health Care Association
- Rehabilitation Institute of Chicago
  - o Talk with Equip for Equality re: self advocacy curriculum development
    - Also consult with Little Friend's "Choices Program"
    - Consult with CIL and the Coalition on Developmental Disabilities also
  - o Begin to converse with lobbying groups to facilitate this project
    - Arc, IARF, & AFSCME

Workforce Data and Statistics

Goal 1: Convene stakeholders to identify statewide data needed regarding the community services direct support professional workforce supporting individuals with disabilities in Illinois, inventory existing and potential sources of that data, and make recommendations about ongoing data collection, evaluation and reporting strategies by June, 2007.

- ➤ DRS can provide for CNA's or home based care givers information about people with developmental disabilities – How many caregivers, how many hours, and how many different people. Don't have supervisors for PA's or CNA's
- ➤ Department can provide data regarding services to persons with DD within the in home care program.
- ➤ Arc and family support network, CCD, IARF, IL Healthcare, UCP, Institute on Public Policy, Centers for Independent Living, CIDA (trade and advocacy orgs)
- ➤ Get support for legislation and help rallying the troops and getting agencies to cooperate. Educate legislators about the issues.
- ➤ Could go to the legislature to get funding to do this? Illinois council of women legislators focus is on economic improvement for women. Maybe they could sponsor system to collect data. Christine Radonia, Julie Hamos is chair Legislator.
- ➤ Communicate to members about the needs to participate in data collection.
- ➤ UIC - possible data collection and reporting entity
- ➤ DOL – answer some additional questions.
- ➤ Have to define job codes in a way that it is useful to organizations.   Provide information that organizations can use. Disincentive would be opening the question to state.
- ➤ Unions – help with getting increased wages and benefits, encourage employers to participate
- ➤ Council – define and discuss the universe of service types.
- ➤ Could the council contract with an entity to participate so there wouldn't be funding ramifications?
- ➤ DES – information about how job classifications are being used.
- ➤ DHS - Get more participation in dialogue and coordination with the project efforts. Sit down meeting.
- ➤ Ask Jerry Johnson to require wage and benefits computations with the combined financial report.

> ➤ Could use CDS to collect and report the data. Statewide administrator could give access.

Goal 2: As Illinois provides community supports and services to increasing numbers of individuals with intellectual and developmental disabilities, ensure that there is an adequate supply of direct support professionals to provide those supports and services.

<div align="center">

Status and Awareness of Profession

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Goal 1: Develop and provide support to an IL chapter of the NADSP run by and for DSPs by 6/06.
- ➤ AFSME & SEIU-
  - o Encourage membership & active role in NADSP
  - o Use education and training dollars
    - ▪ Provide informational training sessions on NADSP
    - ▪ Provide in-kind resources
  - o Support mission & goals of IL chapter of NADSP
- ➤ IARF-
  - o Encourage involvement with IL NADSP through its membership
  - o Money with training and education that IL chapter wants to receive
  - o Contribute start up money to IL NADSP
- ➤ CIDA-
  - o Allow for IL chater to become member
- ➤ DHS-DDD-
  - o Once a DSP gets put on the registry, they can send out a welcome note and encourage involvement in NADSP
  - o Rely on them iwht demographics/names and addresses to NADSP
  - o Provide flyers to DSPs
  - o Involve chapter in policy making committees
- ➤ Arc of IL-
  - o Training throughout the year on NADSP and for NADSP
  - o Disseminate info to Arc of IL
  - o Add a link to NADSP-IL on websites including The Arc of IL, IL Lifespan Project, and Family Support Network
  - o Provide a meeting space
  - o Attach NADSP meeting to already existing event such as annual conference
  - o Provide cultivation/training around leadership
- ➤ ICDD-
  - o Encourage and train on outcome based investment
  - o Place and in-kind donation link on website
  - o If approved for CFI, work with chapter to ensure success

Goal 2: Develop and provide training to organizations on how to involve DSPs in the development and implementation of individual supports for the people to whom they provide services and supports by 6/08.
- ➤ DHS, The Arc of IL, NAQ, & IARF-

       o   Sponsor training over critical QMRP training on how to involve DSPs in person-centered planning process
- AFSME & SEIU-
  - o   Provide training money for organizations, QMPRs, and DSPs to ensure involvement/knowledge of need to involve DSPs in ISP process

Goal 3: Encourage agencies operating programs for people with DD to include DSPs on relevant work groups, councils, board, and task forces by 10/07.
- All agencies and organizations involved

Mentoring and Supervision

Goal 1: Define the role of mentoring and supervising, using action verbs, so that the actions or mentors/supervisors are visible and measurable, by September, 2005.
- Create definitions to ask the SAC to review

Goal 2: Educate stakeholders and constituents as to the benefits of mentoring and supervising so that they understand the need for these processes and endorse their inclusion in job descriptions, by January, 2007.
- DDD IARF, AAMR – come up with marketing materials to talk about mentoring activities.
- Cosponsor conference on supervision and mentoring
- DHS-- increase attention to supervision and mentoring for training opportunities
- Participants to share results of their pilot projects

Goal 3: Provide training to the direct support workforce about the roles of mentoring and supervising, the skills needed to mentor/supervise, and opportunities to practice the roles with feedback are available, by January 2007.
- Involve DSP and FLS who have been trained to lead the training and marketing efforts, ambassadors

Goal 4: Provide guidance so that job descriptions for mentoring and supervising throughout the human services industry include responsibilities use common terms and share common expectations, by June 2006.
- Draft a job description for supervisors, use HR directors to share description of mentors and FLS

Next Meeting:
December 12, 2005 in Springfield at the DD Council

Illinois Direct Support Professional Workforce Initiative

A Partnership Between the University of Minnesota's Institute on Community Integration, the Illinois Council on Developmental Disabilities, the University of Illinois Institute on Disability and Human Development and the Human Service Research Institute

Steering and Advisory Committee (SAC) meeting
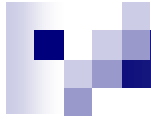
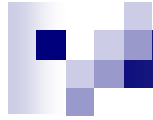**September 12, 2005**

10:00am-3:00pm

Chicago, IL

AGENDA

- Welcome and Introductions
- First Year in Review
- Toolkit for Individuals and Families on Finding, Choosing, and Keeping DSPs
- Customization of College of Direct Support
- Organization Intervention Plans
- Workforce Development Plan update
- LUNCH
- Implementation of the Plan

Welcome & Introductions

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First Year in Review

A word from the Illinois Council on Developmental Disabilities

Toolkit for Individuals and Families

Finding, Choosing, and Keeping DSPs

People who helped review and edit:

- Denise Horn
- Michael Grice

Customization of College of Direct Support (CDS)

- What is CDS?
- Process
  - Involvement of DHS

CDS Customization

Volunteers from Organizations:

- Sharon Taapken-Sparc
- Kenya Driver-Seguin
- Donna Robinson-Seguin
- Elizabeth Lundgren-Clearbrook
- Deborah Flemister-CSS

CDS Customization
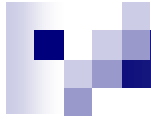
- Demonstration of annotations

- Next steps

Spotlight on excellence: Organization Intervention Plans

- **Arc of Rock Island**

- **Neumann Association**

- **Clearbrook**

Workforce Development Plan update

Implementation of the Plan

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Conclusion

Next meeting:

- December 12th, 2005

- 10am-3pm

- Springfield, IL