



Marketing and Recruitment Strategies – Review and Networking About Interventions

December 3, 2004

Illinois Direct Support Initiative



Agenda

- Welcome introductions
- Follow up on last training
 - Project flow chart
 - Promised materials
 - Moving Mountains poster
 - Code of Ethics materials
 - RRD CD ROM with powerpoint
 - Marketing toolkits
 - Technical assistance calls
 - RJP customization
- CFS course #1 – Recruitment and Marketing
- Lesson #1 – Recruitment and Marketing (small groups)
- Lesson #2 – Realistic Job Previews (small group)
- Lesson #3 – Selection and Hiring
- Who will you target for this training in your organization?
- Introduce concept of scoring rubrics
- Feedback and Planning for Next session

VOICELESS & VULNERABLE

A Star Tribune special report

Criminals work as caregivers

*State law hides their past
from families and others*

By Paul McEnroe
Star Tribune Staff Writer

Across Minnesota, people
convicted of violent crimes

granted routinely — out of
more than 1,000 set-aside
applications considered
from 1991 through 2000, 89
percent were granted.



State of Kansas - KCDD

Comprehensive Systems Change



- Statewide coalition building and stakeholders
 - Comprehensive statewide workforce development plan
- Recruitment and marketing
 - Realistic job preview
 - Niche targeted marketing tool kit
 - HR coalition statewide
- Web based training
 - College of Direct Support – customized to KS
- Organizational intervention
 - 15 organizations trained on interventions
 - Baseline of turnover, vacancy rates
 - Develop, implement intervention plans
 - Post measure evaluation
- Supervisor training
 - Train the trainer model on effective research based interventions
 - Delivery of training by trained trainers to supervisors in KS
- Credentialing and Apprenticeship
 - Post secondary and OJT model
 - Incorporates CDS

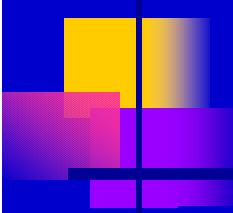


Kansas Project REAL Outcomes

- Reduced DSP turnover by 15%
- Reduced FLS turnover by 29%
- Decline in early DSP turnover of 13%
- DSP/FLS vacancy rates stayed about the same
7%/3%

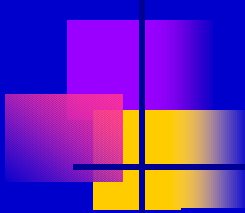
Note:

- all in a context where average DSP wage actually decreased from \$8.73 to \$8.39
- Less than 1 year implementation of many interventions – two year project start to finish



We must raise the bar, not
lower it!

Increase efficiency by reducing
workforce 25% and increasing
competence and expectations of all
workers!



Direct Support Professional Recruitment Toolkit

Research and Training Center on Community Living
University of Minnesota



The “Good Life” is Better Shared with Others



Retirees

Consider Working with People with Disabilities

People with disabilities enjoy the same activities you do — dancing, cards, golfing, gardening, and companionship. Share your experiences while giving back to your community. Work as little or as much as you want, starting today!



316-722-4554

<http://www.arrowheadwest.org>

Tuition Bills Higher than Expected?

Need a Flexible and Fun Way to Make Extra Cash
AND Gain Work Experience that Really Builds
a Resume?



Consider Working with People with Disabilities

As a Direct Support Professional you will enjoy a meaningful job that helps meet your educational goals. We have flexible schedules and immediate openings.



785-233-2566

<http://www.interhab.org/shelteredliving>

Students

¿Está buscando el respecto
y un desafío profesional?
¿Quiere nuevas
oportunidades y le gusta
ayudar a otros?



**Considere hacerse un profesional
de apoyo directo**

(trabajando con personas discapacitadas)

Es posible que trabajar con los minusválidos sea el trabajo perfecto para Ud. Si Ud. quiere una nueva carrera, un segundo trabajo, o un trabajo de medio tiempo, trabaje como profesional de apoyo directo. Le dará la oportunidad de conocer nuevas personas, divertirse y ayudar a otros a vivir vidas más independientes y agradables. Parte del trabajo consiste en aprender nuevas destrezas y desarrollarse con nosotros.

Los solicitantes deben ser bilingües.



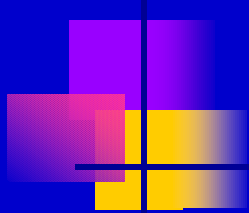
Johnson County
Developmental
Supports

RESOURCES FOR
PEOPLE WITH DISABILITIES

913- 492-6161 (ext. 7)

<http://www.JCDS.org>

Spanish
Speaking



Direct Support

A Realistic Job Preview



Research and Training Center
on Community Living



Structured Interviews

- Each recruit answers the same set of questions
- Questions address job skills and focus on behaviors that distinguish excellent performers from poor performers
- Questions ask recruits to describe past experiences related to expected job behavior
- Score answers based on predetermined scale that defines excellent and poor responses. Anchor the scale with specific examples.

Small Group Activity – Lesson#1

Recruitment and Selection

- Share main points learned in the CFS lesson
- Share portfolio samples with one another – identify skills and purpose and what intervention they relate to
- Use, relevance and importance to organizational implementation and outcomes
- Challenges or barriers with respect to intervention or use of work sample ideas/info in the organization



Lesson #1: Group report

- Report summary of types of work samples developed and what interventions they related to
- Report summary of themes presented in group about importance of and skills needed to effectively use work samples/interventions
- Share common benefits and challenges shared related to work samples or interventions discussed

Small Group Activity – Lesson#2

Realistic Job Previews

- Share main points learned in the CFS lesson
- Share portfolio samples with one another – identify skills and purpose and what intervention they relate to
- Use, relevance and importance to organizational implementation and outcomes
- Challenges or barriers with respect to intervention or use of work sample ideas/info in the organization



Lesson #2: Group report

- Report summary of types of work samples developed and what interventions they related to
- Report summary of themes presented in group about importance of and skills needed to effectively use work samples/interventions
- Share common benefits and challenges shared related to work samples or interventions discussed

Small Group Activity – Lesson#3

Selection and Hiring

- Share main points learned in the CFS lesson
- Share portfolio samples with one another – identify skills and purpose and what intervention they relate to
- Use, relevance and importance to organizational implementation and outcomes
- Challenges or barriers with respect to intervention or use of work sample ideas/info in the organization



Lesson #3: Group report

- Report summary of types of work samples developed and what interventions they related to
- Report summary of themes presented in group about importance of and skills needed to effectively use work samples/interventions
- Share common benefits and challenges shared related to work samples or interventions discussed



Scoring Rubrics

Method for evaluating portfolio work samples
– will introduce in train the trainer session for
use in organizations when they begin to train
FLS and others using the CFS and RRD
curriculum



Homework Assignment for Next Training Session

- Complete Course #2 CFS – Training and Orientation
 - Understanding training
 - Choosing training topics
 - Choosing training methods
 - Understanding employee assessment
 - Orientation practices
- Complete one portfolio work sample for 3/5 lessons (try to ensure w/in organization one is developed for each lesson)



Dates to Remember

- January 20 10:00am – 1:00pm Chicago
 - Steering Committee Meeting
 - One representative from each organization only (CEO or designee)
- January 21 10:00am – 4:00pm
 - Follow up training for CFS course #2



QUESTIONS/COMMENTS?