Professionalizing DSPs and their Career Path

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In today's webinar we will

- Learn why professionalizing the role of the DPS is important.

- Learn the difference between career ladders and credentialing.

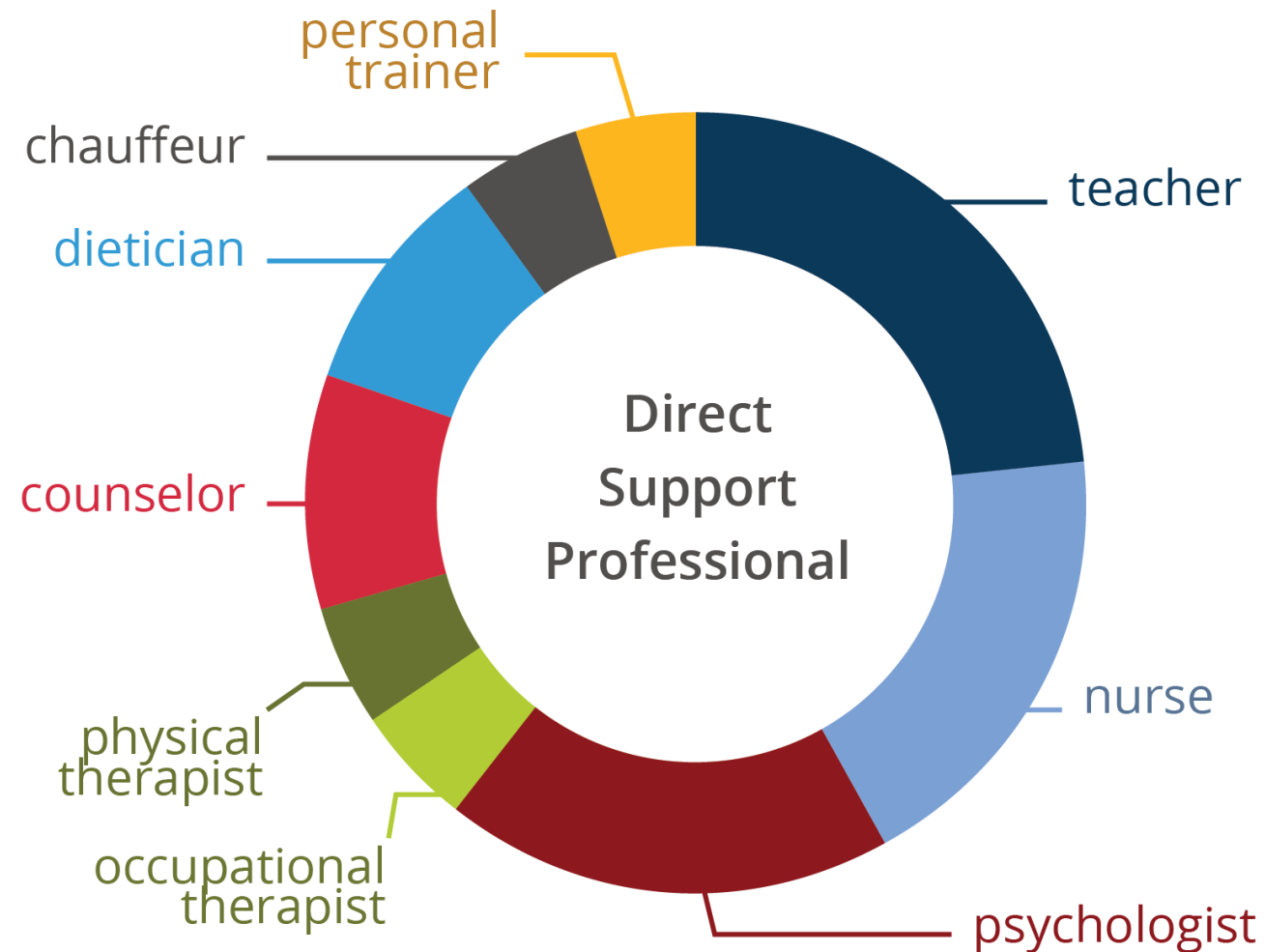- Learn how to build a career pathway for direct support professionals (DSPs) in your organization.

Who Are Direct Support Professionals?

Watch a short clip about DSPs from the film:
Invaluable

https://youtu.beWvWNyVp_JPN

Professionalizing The DSP Role

DSPs Are Professionals

Direct Support Professional

- personal trainer
- chauffeur
- dietician
- counselor
- physical therapist
- occupational therapist
- teacher
- nurse
- psychologist

Hewitt 2017

Factors that Undermine Professionalizing the DSP Role

- Lack of...
  - » Investment in the workforce by state governments & federal agencies
  - » Standard Occupational Classification (SOC) within the Bureau of Labor Statistics
  - » Data to measure fiscal or service impacts
  - » Systemic solutions to meet the growing demand for this workforce

The Case for Professionalizing the DSP Role

- Develop a Standard Occupational Code to monitor the workforce and workforce conditions (wages, turnover, and more)

- Develop and implement competency based career pathways and credentialing opportunities to ensure appropriate training for workers, and ways that workers can specialize their skills

- Pair credentials and advanced specialties to wage increases that compensate the workforce for their skills

Poll Question

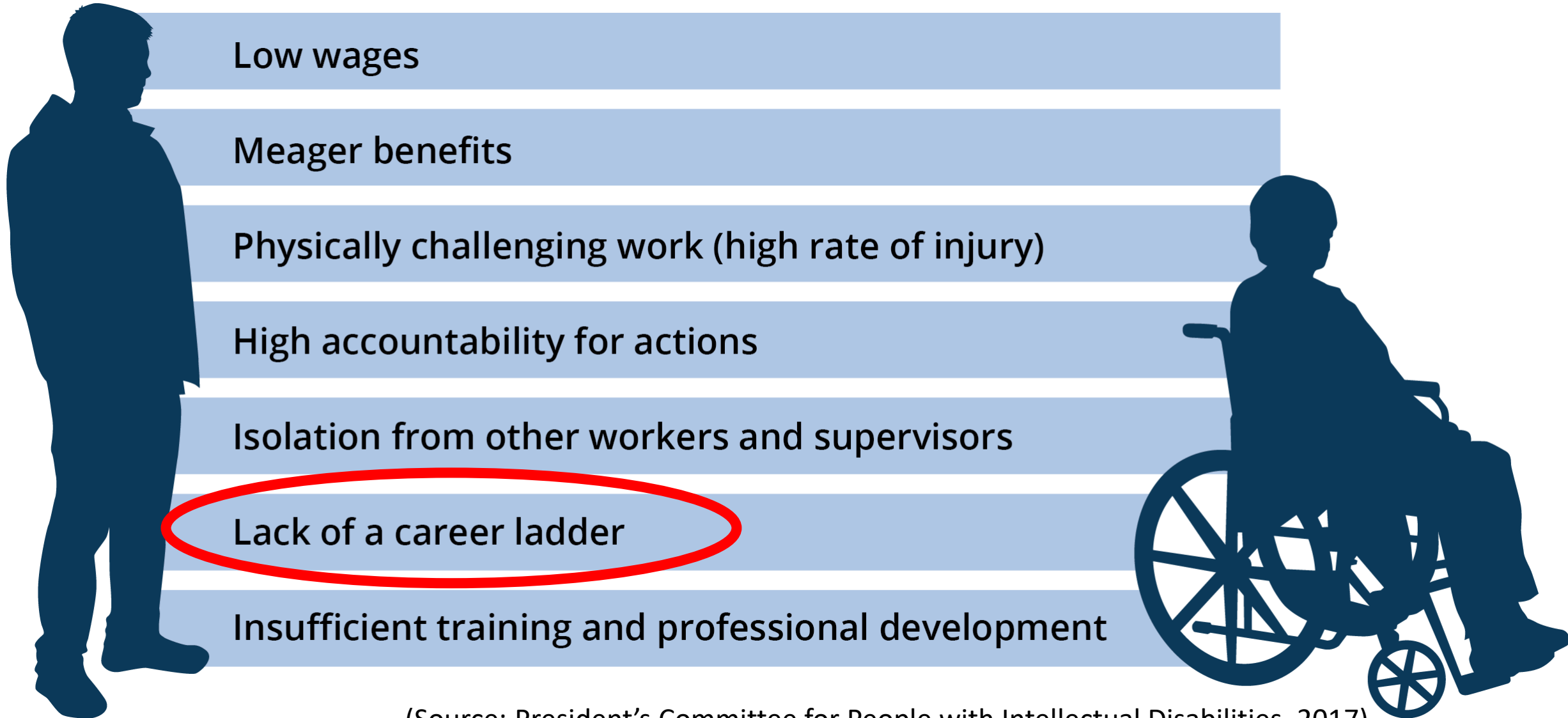Do you currently use a career pathway program in your organization?

❑ Yes

❑ No

❑ Maybe

Building a Career Pathway Program

Career Ladders

Workforce Conditions that Deter Entry into the Profession

Low wages

Meager benefits

Physically challenging work (high rate of injury)

High accountability for actions

Isolation from other workers and supervisors

Lack of a career ladder

Insufficient training and professional development

(Source: President's Committee for People with Intellectual Disabilities, 2017)

Why a Career Ladder?

- Improve skills of workers

- Create professional career paths

- Improve quality and safety of supports

- Entice workers to stay in the field

- Improve pay and benefits

- Enhance the status of DSPs & FLSs

- Improve access to competency-based education and training

Career Ladder and Credentials

- Career ladders are ways that workers can gain professional recognition within their organization and the field for training and specialized skills

- Credentials involve state and/or nationally recognized training requirements and an exam where the learner earns a specialized degree upon successful completion

Eight Steps to Build a DSP Career Ladder

1. Hold stakeholder group gathering
2. Develop mission, vision, values, and goals
3. Create framework
4. Investigate and locate possible funding sources
5. Design training components
6. Implement program
7. Evaluate program
8. Plan for sustainability

Hold Stakeholder Group Gathering

» Make a list of invitees

» Set a date and time to meet

» Set regularly scheduled meetings

» Get commitment from members

STEP ONE

Develop Mission, Vision, Values, and Goals

» Identify why a career ladder program will meet your needs

» Develop a work plan and timeline

» Identify desired outcomes

STEP TWO

Create a Program Framework

» Agency – DSP Career Paths

» Nationally – NADSP Credentialing Program

» Nationally – DOL Apprenticeship Programs

» Statewide – DSP Certification

STEP THREE

Investigate/Locate Possible Funding Sources

» Investigate & apply for grant funding

» Reallocate provider resources

» Use savings due to reduced turnover/vacancy

» CMS – Money Follows the Person

» Partnering with community colleges & workforce centers

» Legislative funding proposals tied to wage initiatives

STEP FOUR

Design Program Components

» Identify skill & competency areas

» Education & training

» On-the-job training

» Mentoring & coaching

» Competency measures

» Application process & entrance criteria

» Evaluation plan

» Marketing plan

STEP FIVE

Implement Program

» Kick-off & rollout program

» Baseline data collection

» Schedule regular meetings with cohort

» Update/revise plan

» Celebrate successes

STEP SIX

Evaluate Program

- » Data collection
- » Analyze data
- » Develop evaluation report
- » Report back to stakeholders
- » Revise program based on results

STEP SEVEN

Plan for Sustainability

» Oversight

» Funding

» Commitment

STEP EIGHT

What are potential barriers that you or your team may encounter while trying to implement these steps and how you may overcome them?

Use the chat box to share your responses.

Review: Eight Steps to Build a DSP Career Ladder

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Building a Career Pathway Program

Credentialing

Research on features needed in a statewide DSP credentialing program

Desired program components

- Word-based learning approaches (internships, mentoring, etc.)
- Funding
- Accessible programming: physically & academically
- Provide support for learner success
- "Hybrid" instructional model onsite and online
- Wage and promotion incentives
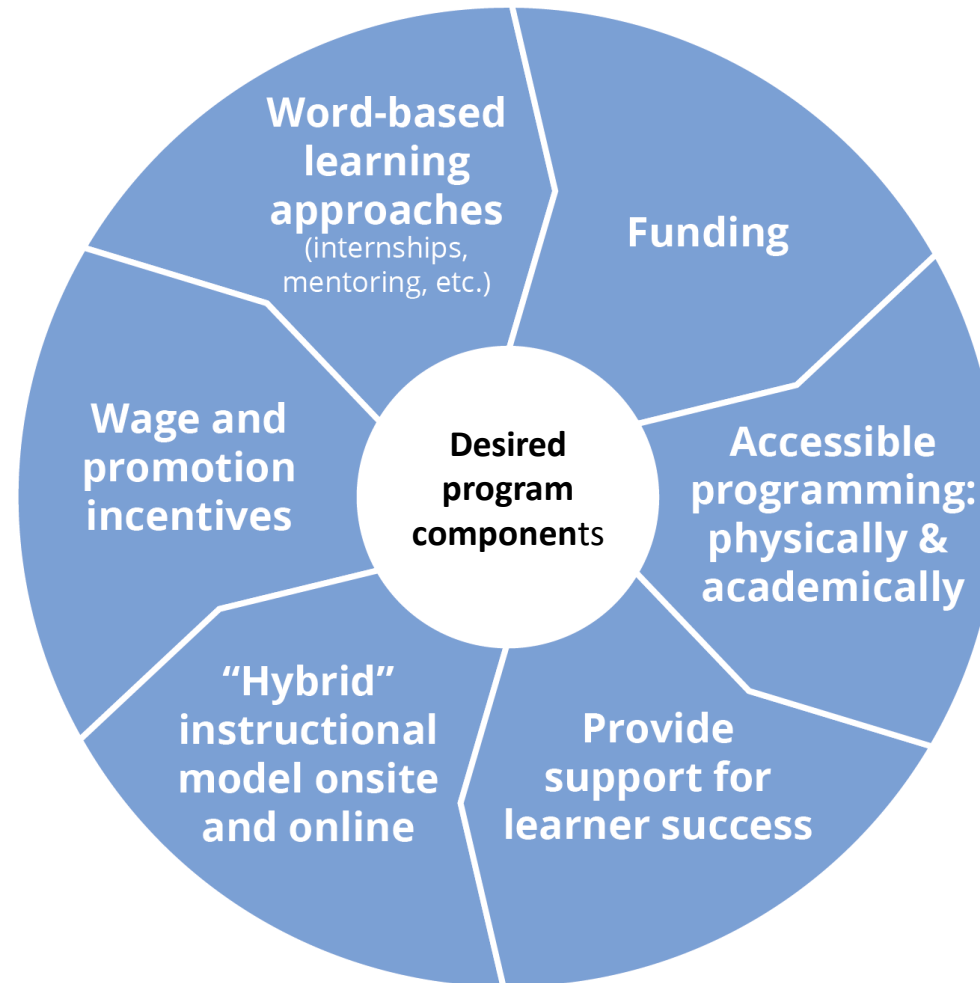
(Source: Hewitt et al., 2015)

Benchmarks of a Quality Credential Program

- Competency Based

- Transportable

- Stakeholder Guided

- Accessible

- Articulates to other educational awards

- Adds value

- Uses valid, reliable, fair assessments

- Incorporates method of revising standards

- Requires periodic recertification/renewal

From Taylor, M. A. (2007). If you build it, they will come. *Frontline Initiative: Credentialing, 7(2).*

https://z.umn.edu/FICredentialing
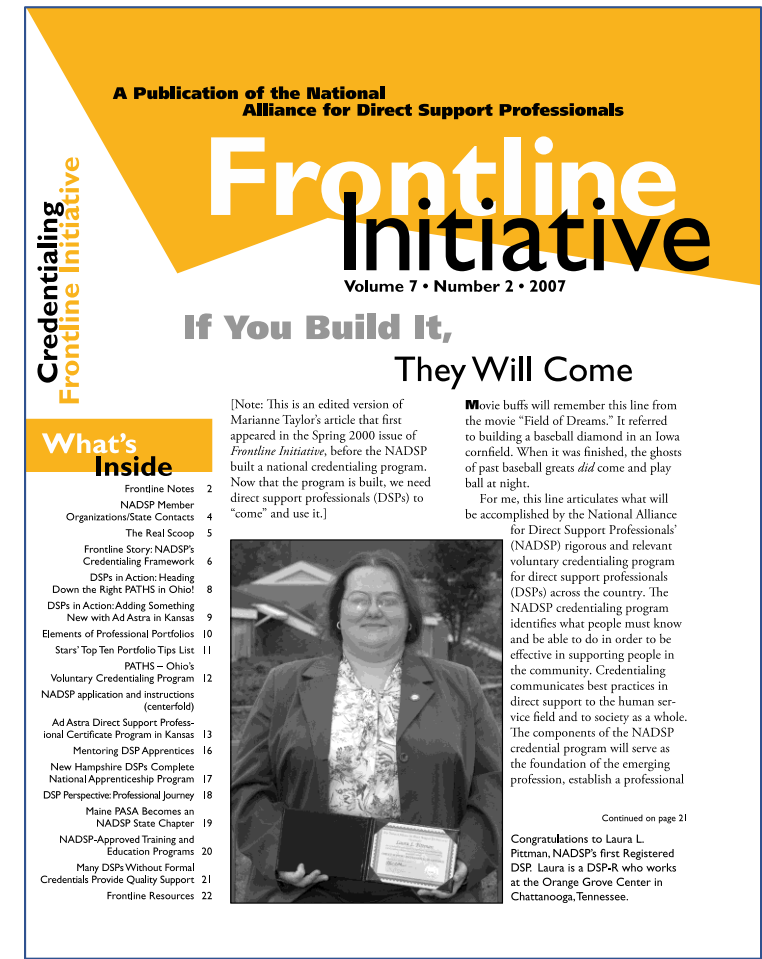
DSP competency sets 1996 - 2014

CSSS 1996	Hewitt 1998	NADSP 2002	APSE 2011	DOL LTSS 2012	FLS 2014	NADD 2014	CMS 2014
Community Supported Skill Standards	IDD Residential Core	NADSP Competencies	APSE	DOL LTSS Core Competencies	FLS	NADD	CMS Core Competencies
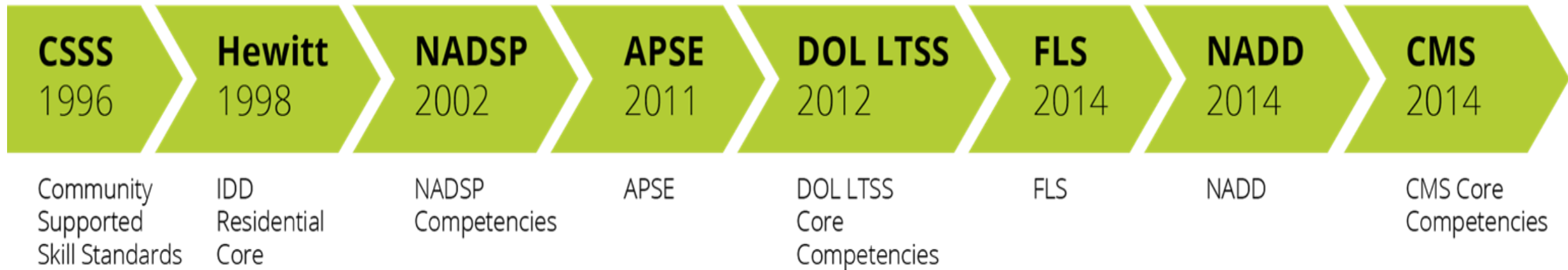
Framing with Skill Competencies

- Competency-based

- Promote career pathways

- Based on Nationally Validated Competency Areas and Code of Ethics

Measuring Competencies and Skills

Training Linked to Competencies

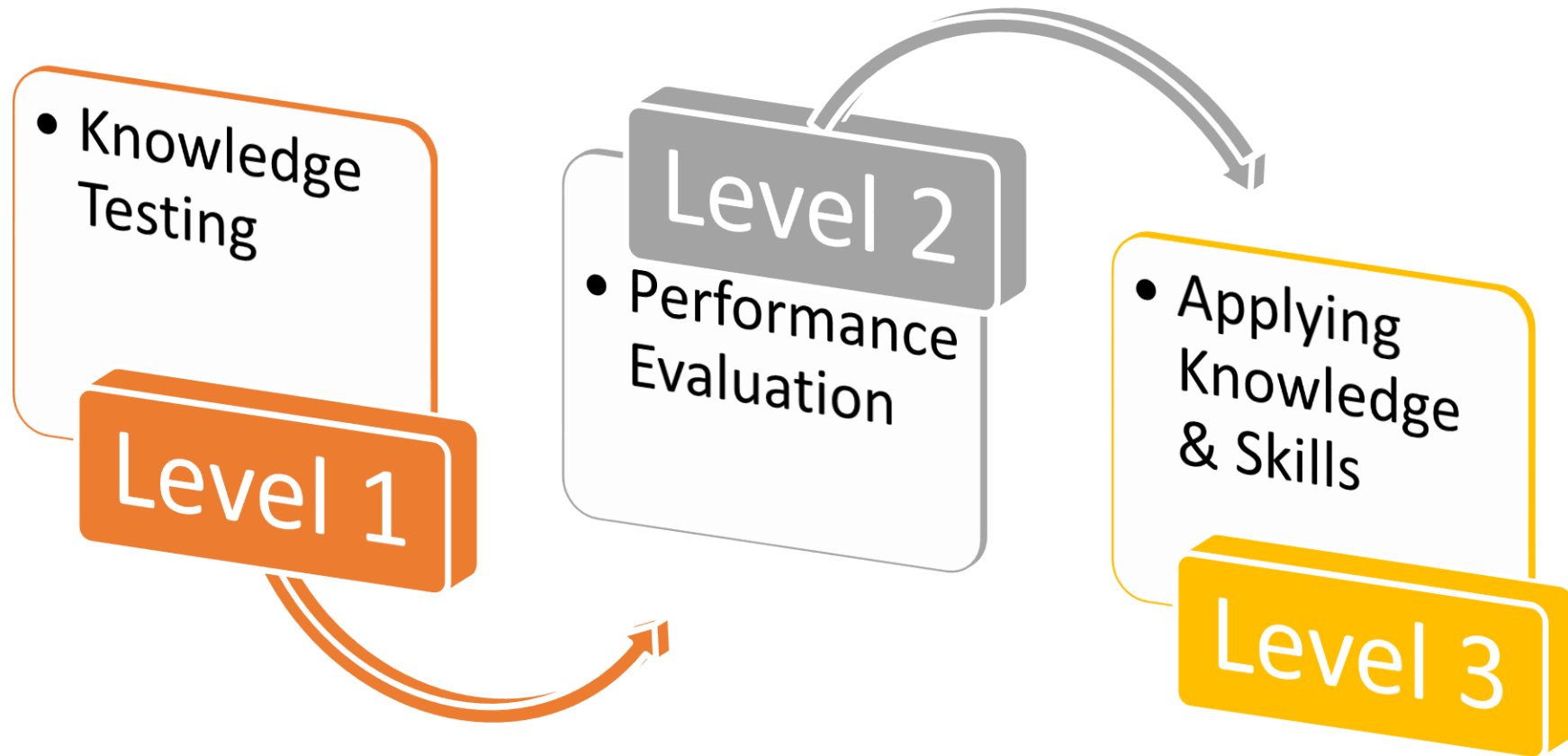| Communication	CMS Competency	TN QuILTSS Institute Badge	NADSP Core Competencies
Competency	The DSW builds **trust** and **productive relationships** with people s/he supports, co-workers and others through **respectful and clear verbal and written communication**.	The DSW builds **trust** and **productive relationships** with people s/he supports, co-workers and others through **respectful and clear verbal and written communication**.	The Direct Support Professional should be **knowledgeable** about **the range of effective communication strategies and skills** necessary to **establish a collaborative relationship** with the participant.
Skill Statement	Uses positive and respectful verbal, non-verbal and written communication in a way that can be **understood by the individual**, and actively listens and **responds** to him or her in a respectful, caring manner.	**Work** with the person supported so s/he has the **time and other support needed** to **receive, consider, understand, and provide** nonverbal communication and information.	The competent DSP **uses effective, sensitive communication skills** to **build rapport** and channels of communication **by recognizing and adapting to the range** of participant **communication styles**.

Examples of Career Ladder & Credentialing Programs

- QuILTSS Institute - Pre-Early Service Training

- Department of Labor Apprenticeship Program

- NADSP Voluntary Certification Program & E-Badge Academy

- State Certification Program Using College of Direct Supports

- GearUp-The New York DSP Credentialing Model

Poll Question

Is your organization ready to participate in The QuILTSS Institute Workforce Development program?
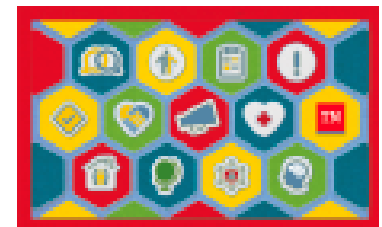
❑ Yes

❑ No

❑ Already participating

Career & Education Pathway

Level of Mastery	Levels of Mastery	Education Pathway	Career Pathway	Definition
Emerging		High School/GED	Direct Service Worker	**Level 1 mastery of all 12 competencies.** Foundational knowledge of key practices is developing. S/he is able to perform job tasks to minimum acceptable standards with consistent prompting to complete tasks for given role.
		Pre- and Early-Service Training		
		QuILTSS Badges 1-4	Community Support Specialist Level I	
Community Support Specialist		QuILTSS Badges 5-8	Community Support Specialist Level II	**Level 2 mastery of all 12 competencies.** Foundational knowledge of key practices is present. S/he is able to consistently perform job tasks to acceptable standards across a variety of contexts and requires few prompts to complete tasks for given role.
		QuILTSS Badges 9-12 Full QuILTSS Credential	Community Support Specialist Level III	
Supervisor		Certificate in LTSS	Community Support Specialist III; Administrator; Team Lead	**Level 3 mastery of all 12 competencies.** Foundational knowledge of key practices is secure. S/he is able to consistently and independently perform job tasks to acceptable standards across a variety of contexts to complete tasks for given role. S/he regularly supports others in successfully performing job tasks for his/her respective role.
		Associate Degree		
Leader		Bachelor of Arts/Bachelor of Science Degree	Territory Manager; Company Owner and Director; Director of Nursing	**Level 4 mastery of all 12 competencies.** Consistently and fairly measures performance of others while providing feedback based on the acceptable standards across a variety of contexts regarding completed tasks for given roles of others. S/he motivates and leads the organization by establishing strategic goals and metrics for appropriate outcomes, accomplishments, and results with a willingness to change or consider new opportunities. S/he effectively communicates organization-wide initiative(s) and integrates behaviors, needed resources, and creative solutions to support it.
		Master's/Doctoral Degree		

7 Key Tenets of TN QuILTSS

- Competency-Based

- Require Demonstration

- Micro-Credentialing System

- Portability through Registry

- Faculty, Coach and Mentor Supported

- Clear Career and College Pathways

- Credit-Bearing Framework

Source: Charla Long, 2017

TN QuILTSS Institute Badges

COMMUNICATION

CRISIS PREVENTION & INTERVENTION

EDUCATION, TRAINING & SELF DEVELOPMENT

PERSON CENTERED PRATICE

COMMUNITY LIVING SKILLS & SUPPORT

COMMUNITY INCLUSION & NETWORKING

CULTURAL COMPETENCY

PROFESSIONALISM & ETHICS

EVALUATION & OBSERVATION

HEALTH & WELLNESS

SAFETY

EMPOWERMENT & ADVOCACY

ECF Competency Topics

1. Disability Rights Movement

2. Universal EVV System Training

3. Standard Precautions

4. Introduction to Employment and Community First (ECF)

5. Importance of Employment

6. Everyone Can Learn

7. Supporting Community Participation

8. Importance of Full Citizenship and Valued Social Roles

ECF Competency Topics

9. HCBS Settings Rules (Providers are Required to Use with DSPs)

10. Introduction to Supporting People

11. Keys to Supporting People to Form and Keep Relationships

12. Working with Individuals and Families

13. Positive Behavior Supports

14. Self-Determination for Personal Expression

15. Keeping People Safe

DOL Apprenticeship Program

- On-the-Job Learning (OJL): 3,000-4,500 hours

- Related Instruction: 220 hours

- Three Levels
  - » DSP Registered
  - » Initial Certification
  - » Advanced Certification

NADSP Voluntary Credentialing Program

- DSP-R (Registered)
- DSP-I (Certified)
- DSP-II (Certified)
- DSP–III–Specialist Areas
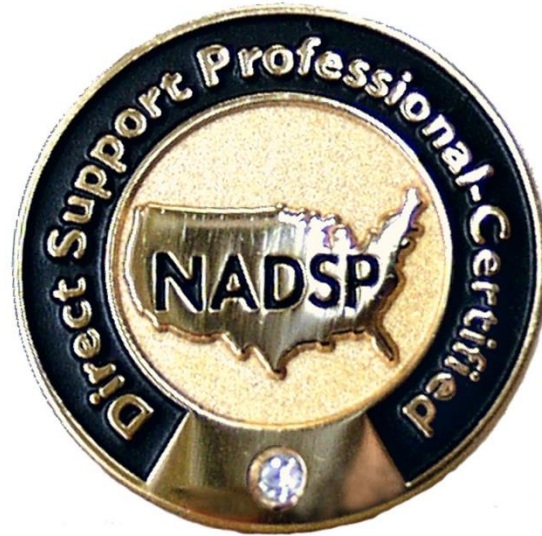
NADSP Voluntary Credentialing Program

- NADSP Code of Ethics

- Accredited Education Training on 15 NADSP Competency Areas

- Skill Demonstration and Assessment-The DSP Portfolio

- Portfolio Development-NADSP E-Badge Academy

- Portfolio Review and Assessment

NADSP

Making a world of difference **in people's lives**

State Certification Program Using DirectCourse: College of Direct Supports

- DSP-1

- DSP-2

- DSP-3

Framework for DSP Credentialing Program

DOL Apprenticeship	NADSP Credentialing	State Certification
Registered Apprentice *Training Based on State and Organization Requirements* **Training Hours: 40**	**DSP-Registered** *Training **Based** on State and Organization Requirements* **Training Hours: 40**	**DSP-1** 1 Module + First Aid & CPR **8 CDS Courses:** *Based on 3 Competency Areas and State Training Requirements* **Training Hours: 58** ***On-the-Job Learning (OJL) Hours: 600***
Initial Certificate **Total Training Hours: 112** **Total OJL Hours: 1,200** *Submit portfolio work samples based on 4 competency areas.*	**DSP-Certified Initial Level DSP I** **Total Training Hours: 100** **Total OJL Hours: 1500** *Submit portfolio work samples based on 4 of the 15 competency areas.*	**DSP-2** 2 Modules **7 CDS Courses:** *Based on 3 Competency Areas* **Total Training Hours: 124** **Total OJL Hours: 1,200** *Submit portfolio work samples based on 4 competency areas.*
Advanced Certificate **Total Training Hours: 220** **Total OJL Hours: 3,000** *Submit portfolio work samples based on 4 more competency areas.*	**DSP-Certified Advanced Level DSP II** **Total Training Hours: 100** **Total OJL Hours: 3000** *Submit portfolio work samples based on 4 additional competency areas.*	**DSP-3** 3 Modules **12 CDS Courses** (Electives May be Added): *Based on 9 Competency Areas* **Total Training Hours: 220** **Total OJL Hours: 3,000** *Submit portfolio work samples based on 4 more competency areas.*
Journey Worker	**May continue to DSP-Specialist Level**	**State-Certified DSP**

Career GEAR Up
Growth, Education, Advancement, and Respect

DSP Credential I

50 Hours

DSP Credential II

100 Hours

DSP Credential III (Mentor)

40 Hours

Frontline Supervisor & Management

40 Hours

(Source: Hewitt et al., 2015)

8 Steps for Implementing Career Ladders or Credentialing

Step 1: Identify and assess the problem

Step 2: Select an intervention strategy

Step 3: Identify components of the strategy

Step 4: Identify barriers to implementation

Larson & Hewitt, 2005

8 Steps for Implementing Career Ladders or Credentialing

Step 5: Identify support for the strategy

Step 6: Set goals, measure progress & establish a time frame

Step 7: Implement the strategy

Step 8: Evaluate success

Larson & Hewitt, 2005

Resources

CMS Core Competencies
https://www.medicaid.gov/sites/default/files/2019-12/dsw-core-competencies-final-set-2014.pdf

QuILTSS Institute Career & Education Pathway
https://quiltss.org/wp-content/uploads/2019/01/QuILTSS-Career-Education-Pathway.pdf

NADSP E-Badge Academy
https://nadsp.org/e-badges/

Two NADSP Credentialing Models: A Comparison
https://www.youtube.com/watch?v=2dJerQ_3Grs

Frontline Initiative –Credentialing
https://ici.umn.edu/products/Frontline_Initiative/FI_7_2.pdf

Invaluable-The Unrecognized Profession of Direct Support
https://ici.umn.edu/product/invaluable/main

Questions?

To receive the slides from today's webinar or to further discuss this strategy:

- Contact your UMN workforce consultant

- Go to: tenncare.ici.umn.edu

- Email us at: dsp-tn@umn.edu

Next Workforce Toolkit Webinars

The DPS Workforce Initiative Online Toolkit

May 18, 10-11 a.m. Central Time

Peer Mentoring Program

May 21, 2–3 p.m. Central Time

Employee Development

June 25, 2–3 p.m. Central Time