

Training and Retaining – Working Models!

**ANCOR Leadership Summit
September 19, 2016**

Barbara Kleist, M.Ed. J.D.



Questions to Run On

How do we move from our current practice of training direct support professionals?

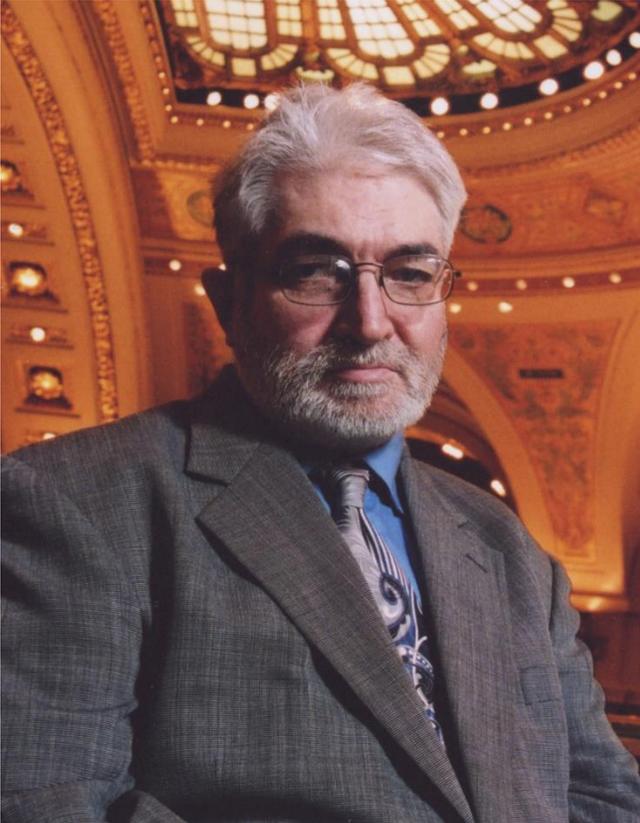
- What needs to change?
- What needs to stay the same?

What can you do in your role to retain direct support professionals in your organization?

How can you increase the status and image of direct support professionals in your organization?

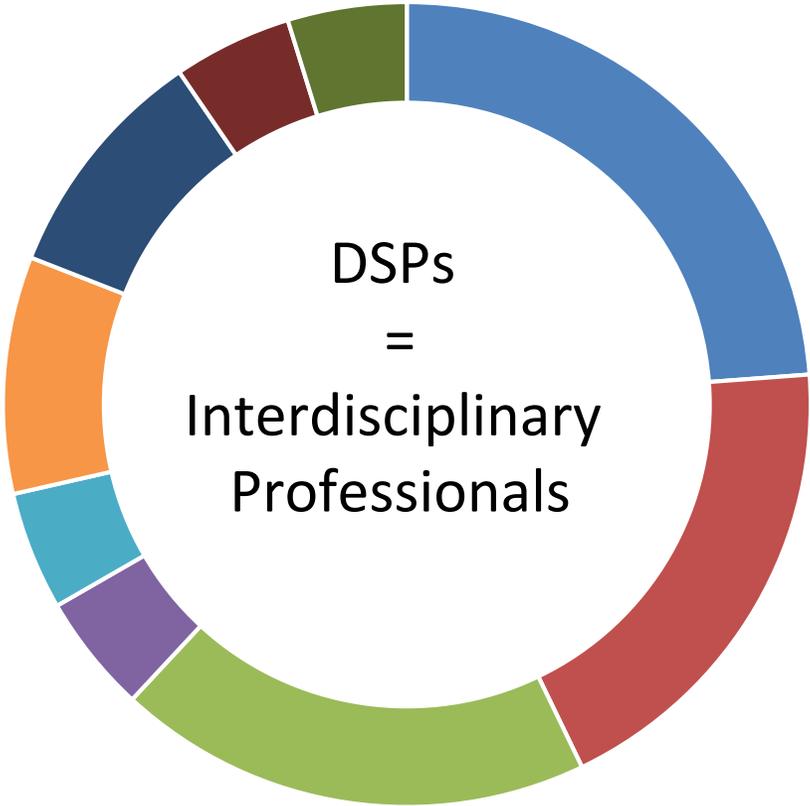


DSP Training and Retaining: A Self-Advocacy Perspective



- We want staff who show up on time and help us get the stuff done we need to get done
- We want people who are paid enough to stay so they like what they are doing
- We want people who respect us and are respected for what they do and the pay they earn

Scope of Practice

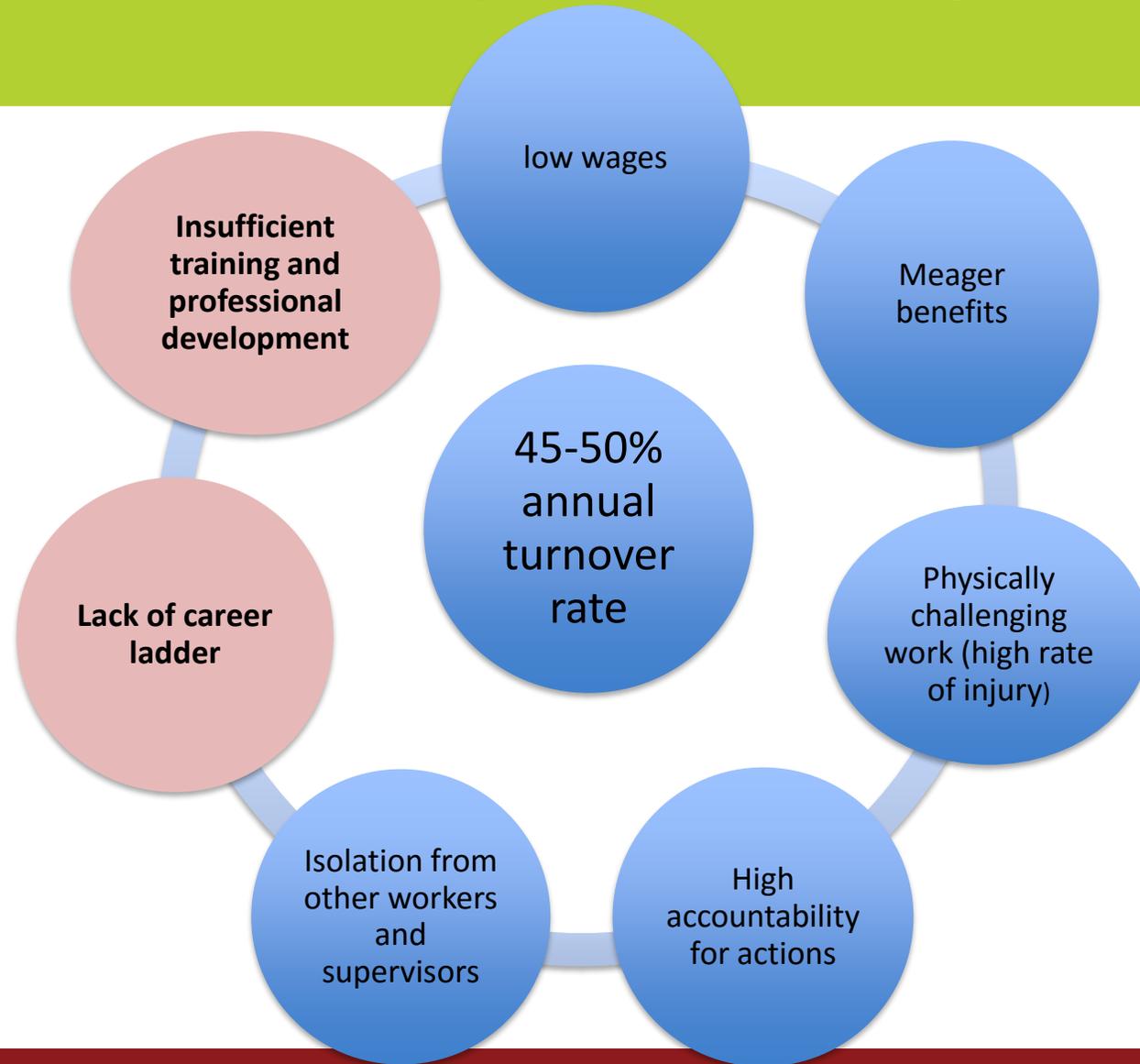


Note: all licensed

- teacher
- nurse
- psychologist
- OT
- PT
- counselor
- dietician
- chauffer
- personal trainer



Workforce Conditions: Deter People from Entering and Staying in DSP Jobs



A clear public health issue...

- The skill and sufficiency of this workforce is a ***primary public health concern*** due to:
 - the **size of the workforce** and the significant projected increases in demand for DSWs to support the aging population and growing number of people with disabilities
 - the **nature of the support** that DSWs provide that is essential to the health, safety and overall well-being of seniors, people with disabilities or chronic health conditions requiring daily support
 - the **persistent and well-documented substandard work conditions** that undermine the ability to recruit and retain all classifications of DSWs therefore threatening the future supply of LTSS DSWs

(Hewitt, A., Larson, S., Edelstein, S., Seavey, D., Hoge, M. A., & Morris, J., 2008).



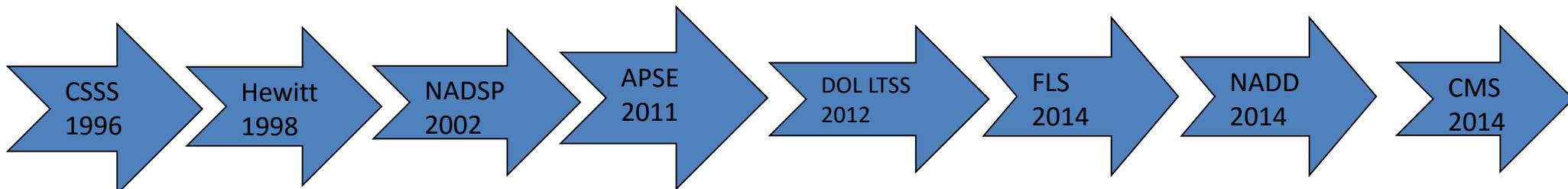
Importance of DATA

- Legislative advocacy
- Accuracy in separating information DSP who with certain populations or types of services
- Make informed policy and practice decisions
- Create wage scales within organizations



DSP Competencies – Models that Work

- Community Support Skill Standards
- IDD Residential Core
- NADSP Competencies
- APSE
- DOL LTSS Core Competencies
- FLS
- NADD
- CMS Core Competencies



DSP training + education + careers

- Competency Based Training
- Credentialing and Career Paths



Building training costs into Medicaid reimbursement rates



**Coverage of Direct Service Workforce Continuing Education and Training within Medicaid Policy and Rate Setting:
A Toolkit for State Medicaid Agencies**

Submitted by: National Direct Service Workforce Resource Center

<http://www.dswresourcecenter.org/tiki-index.php?page=reports>





Direct Course
ONLINE CURRICULA FOR LIFE IN COMMUNITY

- **College of Direct Support** - University of MN, Research & Training Center on Community Living
 - Number of States **34**
 - Number of Active Learners **750,000+**
 - Completed Lessons (one hour) **6 million +**
- **College of Employment Services** - University of MA/Boston, Institute for Community Inclusion
- **College of Personal Assistance & Caregiving** - University of California San Francisco, Center Community Living Policy
- **College of Recovery & Community Inclusion** - Temple University Collaborative on Community Inclusion of Individuals with Psychiatric Disabilities

ELSEVIER



DirectCourse is a collaboration between Elsevier and the University of Mississippi's Research and Training Center on Community Living

For more information, please visit directcourseonline.com/cql

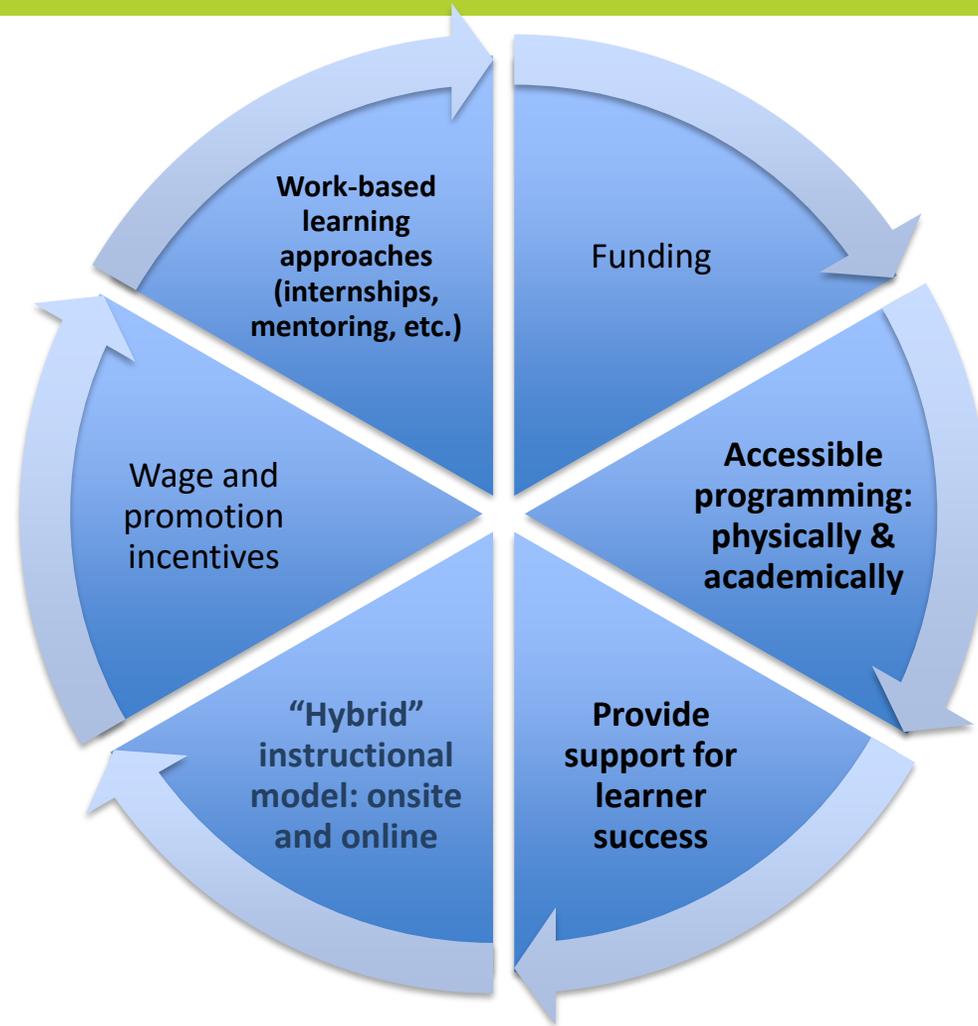
Credentialing programs

- Number of certificates awarded in the United States jumped from 300,000 in 1994 to 1,000,000 in 2010
- Year-long certificate programs provide a wage premium to completers that matches the premium attached to an Associate's Degree.

(Carnevale, Rose, Hanson, 2012)

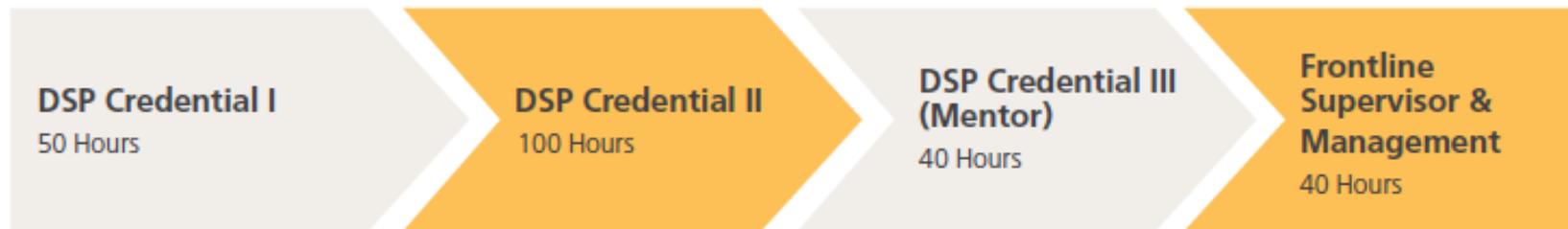


NYOPWDD Results: Components that need to be present in the credential structure



Career GEAR Up

Growth, Education, Advancement, and Respect



Key Design Elements of the New York Direct Support Professional (DSP) Credentialing Model

- 1. Multi-tiered credential with a hybrid model of learning methods.** The Credentials must be achieved in sequence, beginning with DSP Credential I. Proposed training opportunities include on-line training, interactive classroom learning and work-based learning opportunities —
 - a. DSP Credential I includes 50 hours of training:** 20 hours on-line, 10 hours classroom training, and 20 hours of work-based learning
 - b. DSP Credential II includes 100 hours of training:** 40 hours on-line, 20 hours classroom training, and 40 hours of work-based learning
 - Includes a specialization emphasis in one of four areas: Supporting Older Adults, Behavioral Support, Autism Spectrum Disorders, or Complex Medical Needs
- 2. Valid, recognized competency-based skills and knowledge requirements.** These are the identified outcomes that will be assessed across the credential program. The competencies used as the basis of the credentialing program are —
 - a. New York State DSP Core Competency Goals**
 - Putting people first
 - Building & maintaining positive relationships
 - Demonstrating professionalism
 - Supporting good health
 - Supporting safety
 - Having a home
 - Being active and productive in society
 - b. National Frontline Supervisor (FLSs)**

What will ANCOR members find in the online toolkit?

*Ready-made
Public Service
Announcements*

*Nationally Validated
DSP & FLS
Competency Sets*

*Customizable
Targeted Marketing
Flyers & Job
Announcements*



*Turnover Calculator,
Retention, Wage & Benefit
Electronic Survey*

*Realistic Job Preview
for DSPs (coming
soon!)*

*Structural Behavior
Interview Guide for
Hiring DSPs*



Resources

- ANCOR DSW Toolkit <http://www.ancor.org/toolkit>
- Research and Training Center on Community Living <http://rtc.umn.edu>
- Quality Mall (esp. Staffing Store) <http://www.qualitymall.org>
- College of Direct Support <http://www.collegeofdirectsupport.com>
- National Alliance on Direct Support Professionals <http://www.nadsp.org>



Contact Information

Barbara Kleist
kleis041@umn.edu
612-624-1297

Research and Training Center on Community Living
Institute on Community Integration (UCEDD)
University of Minnesota, Twin Cities
111B Pattee Hall, 150 Pillsbury Drive SE
Minneapolis, MN 55455

This research was supported by grant from the National Institute on Disabilities and Rehabilitation Research, U.S. Department of Education #H133G080029 and #H133B080005. Grantees undertaking projects under government sponsorship are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore necessarily represent official NIDRR policy.

