



ACRE Curriculum Review Form for Emphasis in Customized Employment

Review Information:

Date:
Training Organization Name:
Training Title:
Basic or Professional Level:
Lead Reviewer Name:
2nd Reviewer Name:

Key:

BL: Basic Level Certificate of Achievement
PL: Professional Level Certificate of Achievement
K: Knowledge-based Competency
S: Skill-based Competency
AL: Asynchronous Learning (students have access to training materials on-demand/at any time they choose)
SL: Synchronous Learning (students are required to participate at a specific time, covers in-person or online)
Location within content: Slide number, handout title, video title, etc.
Submission Notes: Any notes for reviewers
M: Competency meets the requirements, column completed by reviewers
DM: Competency does not meet the requirements, column completed by reviewers

Domain I. Application of Core Values and Principles to Practice

BL	PL	Competency	AL or SL/Location within content/Submission Notes	M/DM Reviewers complete
K	K	1. Understand the differences between traditional segregated employment and contemporary community models of employment, with emphasis on equal access in the general workforce, zero exclusion, and full inclusion. Understand the differences between overall concepts of Supported Employment and Customized Employment.		
Reviewer Notes:				
K	K	2. Understanding the underlying values, ethical guidelines, definitions, and philosophy of community employment including: <ul style="list-style-type: none"> a) "Normalization" (social role valorization) and its guiding principles. b) Assumption of competence on the part of the job seeker c) Determining an individual's strengths, needs, and interests in a positive, qualitative, and timely fashion. d) Ways that support strategies can enhance or detract from the image of a worker with a disability. e) The benefits of workplace inclusion and minimum/prevaling wages for people with disabilities. f) The dual customer approach (business and job seeker), with the job seeker being the primary customer g) Strategies for incorporating disability etiquette instruction in employment settings specific to individuals. h) The use of person-first language in all interactions, including those with employers. i) Multicultural impacts and considerations in services delivered. Confidentiality and respect for disclosure choices made by the job seeker		
Reviewer Notes:				
K	K	j) 3. Understand what it means to incorporate informed choice, self-determination, and active participation of the job seeker		

		and, where appropriate, family members throughout the employment process.		
Reviewer Notes:				
K	K	4. Be knowledgeable about best practices in community employment services, from intake to follow-along: <ul style="list-style-type: none"> a) Motivational interviewing techniques b) Use of natural supports c) Supported employment d) Evidence-based practices School-to-work and post-secondary education transition practices		
Reviewer Notes:				
K	K	5a. Be knowledgeable about the definition of Customized Employment (CE) in the Workforce Innovation and Opportunity Act (WIOA): Customized employment (CE) refers to competitive integrated employment, for an individual with a significant disability, that is based on an individualized determination of the strengths, needs, and interests of the individual with a significant disability, is designed to meet the specific abilities of the individual with a significant disability and the business needs of the employer, and is carried out through flexible strategies, such as: <ul style="list-style-type: none"> a) Job exploration by the individual and b) Working with an employer to facilitate placement, including <ul style="list-style-type: none"> o Customizing a job description based on current employer needs or on previously unidentified and unmet employer needs. o Developing a set of job duties, a work schedule, specifics of supervision (including performance evaluation and review) and determining a job location. o Representation by a professional chosen by the individual, or self-representation of the individual, in working with an employer to facilitate placement; and e) Providing services and supports at the job location. 		
Reviewer Notes:				
K	K	<ul style="list-style-type: none"> o 5b. Be knowledgeable about the Essential Elements in Customized Employment, including the Discovery process and production of Discovery documents, the 		

		Customized Employment plan, and employment development representation.		
Reviewer Notes:				
K	K	6. Understand the rights and responsibilities of individuals in community employment including the right of all individuals, including those with significant disabilities, to be employed in their community without having to demonstrate pre-employment readiness.		
Reviewer Notes:				
K	K	7. Understand the history and status of community employment services in your state.		
Reviewer Notes:				
K	K	8. Be familiar with state-specific and federal legislation, regulations, and legal decisions related to community employment, including but not limited to the Americans with Disabilities Act (ADA) and amendments, Workforce Investment Act (WIA), the Rehabilitation Act, Ticket to Work And Work Incentives Improvement Act (TWWIIA), Individuals with Disabilities Education Act (IDEA), the Fair Labor Standards Act and other Department of Labor (DOL) regulations, Olmstead as well as the Equal Employment Opportunities Commission (EEOC) and its role, and the Employment First Initiatives.		
Reviewer Notes:				
K	S	9. Understand state/federal funding streams that support employment services (e.g., vocational rehabilitation (VR), mental health, developmental disabilities, Medicaid waivers, Ticket to Work). Skill: Demonstrate how available funding streams can be used to provide employment services including Discovery, job exploration, job modification, job training, and ongoing support.		
Reviewer Notes:				
K	K	10. Be knowledgeable about local and national consumer resources including the discrimination complaint process in your state as it relates to the ADA and amendments, Independent Living Centers, and Protection & Advocacy networks.		
Reviewer Notes:				
S	S	11. Demonstrate professionalism for employment specialists: a) Interact with job seekers, family members, employers, potential employers, and other providers in a respectful, non-judgmental, and professional manner. b) Dress in a manner that fits the environment and occasion.		

		c) Write reports, case notes, emails, etc. that are purposeful and concise while also neat, objective and easily understood.	
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Reviewer Notes:

Domain I: (4 hours required for BL and 2 required hours for PL) Total Hours: _____

Domain II. Discovery/Individualized Assessment and Employment/Career Planning

BL	PL	Competency	AL or SL/Location within content/Submission Notes	M/DM Reviewers Complete
K	K	12. Understand how to design and implement a Discovery process for job seekers who are seeking customized employment.		

Reviewer Notes:

K	S	<p>13. Understand how to gather information about each job seeker’s unique interests, strengths, needs, and conditions of employment; encouraging the job-seeker’s active participation and decision-making. Activities may include:</p> <ul style="list-style-type: none"> a) Conducting home visits to learn about the individual and his/her interests, abilities, and activities, chores, places of community engagement, clubs, associations, etc. b) Interviewing family members, friends, and/or others who know the jobseeker well and can provide positive insight about the job seeker’s attributes, skills, and interests c) Exploring the individual’s cultural and social background, including native and spoken language, as well as his/her valued role in the family, and community to determine its impact on employment, if any. d) Reviewing the individual’s past records to collect any pertinent information that may impact successful employment. e) Observing the individual in his/her current daily routines and environments to collect information about the individual’s: <ul style="list-style-type: none"> o Current tasks, skills, and personal interests o Preferred style of learning o Environmental tolerances/preferences o Preferred modes of communication f) Exploring non-work needs that may impact the achievement and maintenance of employment, as well as work-life balance 		
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		(e.g., money management/banking, social/recreational needs once employed, transportation, childcare, scheduling appointments so they don't conflict with the work schedule). Skill: Demonstrate development of an information gathering plan for a specific individual who needs Customized Employment		
Reviewer Notes:				
S	S	14. Identify opportunities for new activities that will inform the initial career planning process, whether or not the individual is receiving Customized Employment services including Discovery. Activities may include: a) Task-based discovery activities in both familiar and novel locations, individually developed for each person based on his/her personal interests, in multiple community settings. b) Community mapping with the job seeker c) Informational interviews, job shadows, tours of businesses		
Reviewer Notes:				
S	S	15. Develop opportunities for job seekers to try tasks and skills in community businesses aligned with their individual interests and desires; these may be labeled work trials or community-based assessments. These opportunities must align with Department of Labor guidelines about unpaid work and address potential business concerns about liability risks. Capture what is learned in descriptive notes that detail: a) The job-seeker's opinions about the tasks, skills, and business setting being sampled b) Needed environmental or job-task modifications for the person to succeed in his/her choices of employment settings c) The availability of community supports and transportation. d) Any necessary assistive technology or other accommodations		
Reviewer Notes:				
S	S	16. Integrate relevant information into a comprehensive, narrative, non-evaluative document that provides sufficient information to assist the job seeker in planning a career development strategy. This plan should identify essential and ideal features of employment and be reviewed and approved by the job seeker.		
Reviewer Notes:				
K	S	17. Understand how to develop and facilitate a customized employment planning meeting or other individual customized employment team		

		strategy that results in the identification of targeted job tasks and a listing of specific potential employers. Skill: Demonstrate the development and facilitation of a customized employment planning meeting or other individual customized employment team strategy.		
Reviewer Notes:				
K	S	18. Understand the difference between Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI), and the impact of wages on SSI, SSDI, Medicaid, and Medicare. Identify local and national resources for benefits planning information. Skill: Identify strategies to increase financial literacy and personal income while maintaining eligibility for or replacing critical benefits, including healthcare, through the use of social security work incentives such as Plans for Achieving Self-Support (PASS Plans), Impairment Related Work Expenses (IRWEs), Medicaid Buy-in, Continued Medicaid Eligibility (1619B), Student Earned Income Exclusion (SEIE), etc.		
Reviewer Notes:				
K	S	19. Understand the basics of self-employment/entrepreneurial business development for people with disabilities, including: a) Examples of self-employment b) Local and national resources c) VR's role in self-employment Skill: Demonstrate how a customized employment plan might involve development of a micro-business or other self-employment approaches. Develop a feasibility testing strategy for a micro-business or other self-employment approaches		
Reviewer Notes:				
K	K	20. Understand how to make referrals to appropriate local agencies, organizations, and networks based on individual career plans.		
Reviewer Notes:				
Domain II: (10 hours required for BL and 6 required hours for PL) Total Hours: _____				

Domain III. Community Research & Job Development

BL	PL	Competency	AL or SL/Location within content/Submission Notes	M/DM
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K	S	<p>21. Understand how to develop marketing plans, and how to develop a system for organizing information on businesses and business contacts, including new area businesses and types of jobs available in the local area.</p> <p>Skill: Explore local and national labor market information for employment trends via the internet, market surveys, outreach to business groups, etc.; analyze labor market information to inform the job development process.</p>		
Reviewer Notes:				
K	S	<p>22. Understand the development and use of effective marketing tools for community employment, including customized employment</p> <ul style="list-style-type: none"> a) Develop and use marketing tools, including websites, employment brochures, fact sheets, cover letters to businesses, and business cards. b) Plan and deliver presentations to groups of individuals and parents, advocacy groups, local civic organizations, service providers, and employers. c) Participate in community business organizations (career centers, Chambers of Commerce, etc.). <p>Skill: Demonstrate an effective presentation designed for a specific audience.</p>		
Reviewer Notes:				
S	S	<p>23. Demonstrate the use of effective messages for community employment</p> <ul style="list-style-type: none"> a) Promote the agency as a resource to help businesses meet their hiring needs b) Explain the various ways employment agencies can support businesses to hire and train employees with disabilities, including creating customized positions. c) Understand and articulate the features and benefits offered by both supported employment and customized employment d) Target messages to the audience, rather than offering only one generic presentation or brochure. e) Use language and images that highlight skills, abilities, and interests of job seekers, and respect the job seeker's disclosure choices. f) Use business appropriate terminology/language g) Share information about incentives to businesses when hiring job seekers with disabilities (e.g., tax credits, on-the-job training, diversity goals). 		
Reviewer Notes:				

S	S	<p>24. Demonstrate how to develop relationships with businesses</p> <ul style="list-style-type: none"> a) Target and identify businesses to contact based on job seeker's profile (skills, interests, and needs) and personal networks. b) Use informational interviews, tours, and observations to understand the business culture and unmet needs and identify possible opportunities/job tasks for the job seeker. c) Provide information about disabilities, inclusive hiring, accommodations, etc. to potential employers. d) Respond to businesses' concerns about job seekers' abilities and challenges in the workplace. e) Maintain the business perspective, focusing on employer benefits and using business terminology f) Conclude business contact with clear next steps (interview, proposal, job offer, situational assessment, etc.) <p>PL: Utilize business management principles and/or process improvement methods (such as Lean or Six Sigma) to identify staffing, operational or workflow issues and other business needs.</p>		
Reviewer Notes:				
S	S	<p>25. Demonstrate different ways to assist job seekers in developing portfolios, resumes (including video and visual resumes), cover letters, letters of introduction, references, and other job application documents in various media, including electronic and print.</p>		
Reviewer Notes:				
S	S	<p>26. Demonstrate different ways to assist job seekers in their job search process</p> <ul style="list-style-type: none"> a) Identify potential employers through discovery or other processes, schedule tours or informational interviews b) Where appropriate, use job seeker discovery information to identify marketable features Use the personal and professional networks of both job seekers and employment staff, including targeted use of social media. c) Assist in completing job applications or proposal presentations; arrange job interviews, working interviews, job try-outs, etc. d) Support job seekers' disclosure decisions and advise about the best disclosure practices. e) Use social media/electronic media, as well as traditional job search resources. 		
Reviewer Notes:				
K	S	<p>27. Understand and be able to summarize job matching considerations</p> <ul style="list-style-type: none"> a) Identify/clarify existing job descriptions. 		

		b) Identify/clarify unmet employer needs. c) Analyze and understand workplace cultures and climates. d) Consider transportation options e) Evaluate the fit between the targeted business' needs and the job seeker's profile.		
Reviewer Notes:				
S	S	28. Demonstrate how to develop employment proposals based on business and job seeker preferences and negotiate accommodations and job details, including hours, wages, tasks, work area, breaks, orientation, training, and supports. Include examples of customized employment proposals (i.e. potential task list, cost savings analysis, tailored resume/portfolio).		
Reviewer Notes:				
Domain III: (10 hours required for BL and 6 required hours for PL) Total Hours: _____				

Domain IV. Workplace and Related Supports

BL	PL	Competency	AL or SL/Location within content/Submission Notes	M/DM Reviewers Complete
S	S	29. Negotiate a comprehensive support plan with the employer that offers the new employee access to all of the naturally existing features of the workplace and utilizes the employer/coworkers as primary trainers to the maximum extent possible, offering the assistance of employment specialists/job coaches to provide additional support as needed.		
Reviewers Notes:				
K	K	30. Understand how to ensure the employee enters the job in the most inclusive manner possible: <ul style="list-style-type: none"> a) Maximize the employee's hours on the job, including natural social times (breaks and lunch). b) Support worksite personnel in introducing the new employee to coworkers. c) Maintain adherence to typical new employee orientation and training procedures. 		
Reviewer Notes:				
K	K	31. Understand resources for identifying and arranging transportation to and from work		

		<ul style="list-style-type: none"> a) Facilitate transportation to and from work (natural supports, public transportation, paid transportation agreements, etc.). b) Provide travel training as needed; or connect employee with other resources for travel training. c) Explore creative transportation solutions such as Uber. 		
Reviewers Notes:				
S	S	<p>32. Complete a comprehensive job analysis</p> <ul style="list-style-type: none"> a) Identify strategies for creating/designing jobs that make use of integrated and natural supports. b) List in sequence the duties and requirements of the job as well as the approximate time required to perform each task. c) Describe job skills needed for an employee to perform the job functions. d) Develop task analyses as required and appropriate e) Identify reinforcers that are natural to the work site (e.g., praise from a coworker or boss, taking a break). f) Create a specific task list based on the new employee's skills and support needs. 		
Reviewer Notes:				
K	S	<p>33. Identify accommodations and universal design strategies that match the needs of the worker and employer:</p> <ul style="list-style-type: none"> a) Identify commonly available and non-stigmatizing accommodations and modifications. b) Develop individualized adaptations, including assistive technology, low-tech and no-tech solutions. c) Teach the employee (and natural supports where appropriate) to use the accommodation strategy selected. d) Evaluate the need for/appropriateness of accommodations on an ongoing basis. <p>Skill: Demonstrate the development of individualized accommodations to support a specific individual in a specific Customized Employment</p>		
Reviewer Notes:				
S	S	<p>34. Implement the job training and fading plans based on completed job analysis. Collect data on effectiveness and modify job training plan as needed. Approaches may include:</p> <ul style="list-style-type: none"> a) Providing consultation on systematic instruction to the natural/typical trainer in a business. b) Increasing support to or temporarily stepping in for the natural trainer c) Temporarily increasing the reinforcement schedule and then strategically fading when data indicates task mastery 		

		<ul style="list-style-type: none"> d) Identifying, accessing, and using additional technological supports as needed e) f) Adjusting or modifying the tasks or duties only when the employment specialist has provided best practice systematic instruction and data indicates mastery is not occurring. 		
Reviewer Notes:				
S	S	<p>35. Demonstrate approaches to help individuals meet social/behavioral expectations of the workplace culture:</p> <ul style="list-style-type: none"> a) Identify cultural norms of the workplace. b) Where needed, develop a behavior change approach that includes describing behaviors in measurable and observable terms, identifying antecedents and consequences, and assessing the communicative functions of behaviors. c) Evaluate options before implementing behavioral interventions. d) Design strategies to support individuals in demonstrating socially acceptable behaviors. 		
Reviewer Notes:				
S	S	<p>36. Demonstrate strategies for developing workplace supports:</p> <ul style="list-style-type: none"> a) Explore workplace/culture for opportunities for natural supports and how to implement them. b) Facilitate training of the employee by his/her coworkers wherever possible. c) Model and facilitate supports that promote inclusion and good social interactions rather than those which may be stigmatizing or stereotyping. d) Facilitate mentor relationships between the employee and his/her coworkers. e) Incorporate fading strategies in all workplace training plans f) Systematically fade supports as task mastery occurs and natural workplace supports are established. 		
Reviewer Notes:				
S	S	<p>37. Maximize worker job performance and social inclusion to achieve job stability:</p> <ul style="list-style-type: none"> a) Develop strategies to increase worker productivity/efficiency. b) Assist the worker in using self-management strategies. c) Identify strategies to increase the employee's tolerance to workplace changes such as new or multiple supervisors, added job duties, scheduling adjustments, and coworker assignments. d) Identify strategies to mitigate job stress and anxiety. 		

		e) Build collaborative relationships with family members and other service providers involved in supporting the worker.		
Reviewer Notes:				
K	K	38. Understand methods for providing long-term support for individuals, families, employers, and coworkers, including possible funding resources for all employment outcomes including wage employment, resource ownership, and self-employment.		
Reviewer Notes:				
K	K	39. Understand strategies to provide support to the employee and employer in the event of a job separation or termination.		
Reviewer Notes:				
K	S	40. Structure ongoing review of both the employer and the employee's performance and their satisfaction with the job, to determine additional or different support needs and explore opportunities for career advancement: a) Identify/develop tools, resources, and strategies to determine employer's satisfaction with employee performance. b) Identify/develop tools, resources, and strategies to determine employee's satisfaction with their employment.		
Reviewer Notes:				
Domain IV: (10 hours required for BL and 6 required hours for PL) Total Hours: _____				

V. Other Elective Training

BL	Competency	AL or SL/Location within content/Submission Notes	M/DM Reviewer Completes
Reviewer Notes:			
Domain V: (10 hours optional for BL) Total Hours: _____			

Curriculum Content Hours (40 hours minimum for BL and 20 hours minimum for PL): TOTAL HOURS _____

Reviewer Additional Notes:

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Reviewer Recommendations and/or Requirements:

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Curriculum Recommended for Approval:

_____ Approved (all competencies meet the requirements and at least 40 hours)
_____ Conditionally Approved (minor improvements are required prior to being approved)
_____ Denied (competencies have not been met)

Signatures:

Lead Reviewer signature:
2nd Reviewer signature:
Date signed:

