

# Curriculum Review Form for Employment Services Competencies



## Review Information:

<b>Date:</b>
<b>Training Organization Name:</b>
<b>Training Title:</b>
<b>Basic or Professional Level:</b>
<b>Lead Reviewer Name:</b>
<b>2<sup>nd</sup> Reviewer Name:</b>

## Key:

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

**I. Application of Core Values and Principles to Practice (4 hours required for Certificate of Achievement – Basic Level)**

<b>BL</b>	<b>PL</b>	<b>Competency:</b>	<b>AL or SL/Location within content/Submission Notes</b>	<b>M/DM Reviewers complete</b>
K	K	1. Perceives 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.		

**Reviewer Notes**

K	K	2. Appreciates the underlying values, ethical guidelines, definitions, and philosophy of community employment: a) Define “normalization” (social role valorization) and its guiding principles. b) Identify how support strategies can enhance or detract from the image of a worker with a disability. c) Discuss the benefits of integration at the workplace for people with disabilities. d) Differentiate between individual and group approaches to employment. e) Identify strategies for incorporating disability etiquette instruction in employment settings specific to individuals. f) Discuss the use of person-first language in all interactions, including those with employers. g) Discuss multicultural impacts and considerations in services delivered.		
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**Reviewer Notes**

K	K	3. Understands informed choice, self-determination, and active participation throughout the employment process, emphasizing job-seeker strengths, interests, and talents.		
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**Reviewer Notes**

BL	PL	Competency:	AL or SL/Location within content/Submission Notes	M/DM Reviewers complete
K	K	4. Understands the foundational concepts of the following: a) Motivational interviewing techniques b) Customized employment c) Use of natural supports d) Supported employment e) Evidence-based practices f) Transition and school-to-work practices		
<b>Reviewer Notes</b>				
K	K	5. Recognizes rights and responsibilities of individuals in community employment, including the right of individuals with significant disabilities, to be employed in their community without having to demonstrate pre-employment readiness.		
<b>Reviewer Notes</b>				
K	K	6. Is familiar with history and status of community employment services in your state.		
<b>Reviewer Notes</b>				
K	K	7. Is 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, the Workforce Innovation and Opportunity Act (WIOA), the Rehabilitation Act, the Ticket to Work And Work Incentives improvement Act (TWWIIA), the 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	K	8. Is familiar with state/federal funding streams that support employment services (e.g., vocational rehabilitation (VR), mental health, developmental disabilities, Medicaid waivers, Ticket to Work).		
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**Reviewer Notes**

K	K	9. Is knowledgeable about local and national resources including the discrimination complaint process in your state as it relates to the ADA and amendments, Independent Living Centers, and Protection & Advocacy Networks.		
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**Reviewer Notes**

K	S	10. Understands 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**

**II. Individualized Assessment and Employment/Career Planning** (6 hours required for Certificate of Achievement – Basic Level)

<b>BL</b>	<b>PL</b>	<b>Competency:</b>	<b>AL or SL/Location within content/Submission Notes</b>	<b>M/DM Reviewers complete</b>
S	S	11. Understand how to assist job seekers with making a decision about disclosure considering both the risks and benefits of disclosing and providing approaches to disclosing.		
<b>Reviewer Notes</b>				
K	K	12. Understand the effectiveness and limitations of traditional vocational evaluation practices for people with significant disabilities.		
<b>Reviewer Notes</b>				
S	S	13. Understand the personal career profile development process: a) Encourage the active participation and decision-making of the person served in the career planning process. b) Interview the individual and others familiar with their abilities and work history. c) Identify the impact of an individual’s cultural and social background, including socio-economic status, race, gender, ethnicity, native and spoken language, and sexual identity, as well as their role in the family, religious organization, and community. d) Review the individual’s records and collect pertinent information related to employment. e) Observe the individual in their current daily routines and environments. f) Explore non-work needs that may impact the achievement and maintenance of employment, as well as work-life balance (money management/banking, social/recreational needs once employed, getting up and ready for work, and scheduling appointments so they don’t conflict with a person’s work schedule).		

		<p>g) Assess the individual's preferred style of learning, environmental tolerances, and preferred modes of communication, as well as their expressed interests in jobs, careers, or specific tasks.</p> <p>h) Use informational interviewing, job shadowing, and other work-based opportunities to explore careers and identify possible job tasks based on a job seeker's skills, interests, and strategies for support.</p>		
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**Reviewer Notes**

S	S	<p>14. Understand how to identify opportunities for new activities that will inform the initial career planning process such as situational assessments, paid work trials, job tryouts, volunteer work, and job shadowing, including assistive technology and other accommodations:</p> <p>a) Develop career exploration sites aligned with the interests and desires of each individual.</p> <p>b) Explore environments that are both familiar and novel to the individual.</p> <p>c) Assess needed environmental or job-task modifications for the person to succeed in their choices of employment settings. Explore tools and supports that would foster a person's independence (both low and high tech).</p> <p>d) Assess the availability of community supports and transportation.</p> <p>e) 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.</p> <p>f) Understand Department of Labor guidelines regarding unpaid work.</p> <p>g) Identify techniques and resources to address business concerns about liability risks associated with situational assessments/job tryouts.</p> <p>h) Ask the job-seeker's opinions about the tasks, skills, and business setting being sampled.</p>		
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**Reviewer Notes**

<b>BL</b>	<b>PL</b>	<b>Competency:</b>	<b>AL or SL/Location within content/Submission Notes</b>	<b>M/DM Reviewers complete</b>
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S	S	15. Demonstrate how to synthesize relevant information into a comprehensive, non-evaluative document that provides sufficient information to assist a 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.		
<b>Reviewer Notes</b>				
S	S	16. Demonstrate how to develop and facilitate a career planning meeting that includes the job seeker and other individuals who are invested in a positive employment outcome such as , the VR counselor, the employment specialist, family members, and other professionals or service providers; and which results in the articulation of targeted job tasks and a listing of specific potential employers.		
<b>Reviewer Notes</b>				
K	S	17. Understand the basics about Social Security and the impact of earned income. a) Understand the difference between Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI), Medicaid, and Medicare. b) Identify strategies to reduce or eliminate dependence on benefits, specifically Social Security work incentives such as Plans for Achieving Self-Support (PASS plans), Impairment Related Work Expenses (IRWEs), Ticket to Work, Medicaid Buy-in, Continued Medicaid Eligibility (1619B), Student Earned Income Exclusion (SEIE), Trial Work Period (TWP), and Extended Period of Eligibility (EPE). c) Be able to identify local and national resources for benefits planning information and know when to access them.		
<b>Reviewer Notes</b>				
K	K	18. 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		

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**Reviewer Notes**

K	K	19. Understand how to make referrals to appropriate agencies, organizations, and networks based on individual career plans.		
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**Reviewer Notes**



**III. Community Research & Job Development** (10 hours required for Certificate of Achievement – Basic Level)

BL	PL	Competency:	AL or SL/Location within content/Submission Notes	M/DM Reviewers complete
K	S	<p>20. Understand the importance of marketing plans targeted to business, including methods of researching opportunities and organizing information gathered:</p> <p>a) Explore local and national labor market information for employment trends via the Internet, market surveys, interviews with businesses and networking with business groups/organizations.</p> <p>b) Develop and maintain a system (print or electronic) for organizing information on businesses and business contacts, including new area businesses, and types of jobs available in the local area.</p> <p>c) Analyze the gathered information to inform the job development process.</p> <p><b>Skill at Pro level: Analyze local labor market information, identifying employment trends.</b></p>		
<b>Reviewer Notes</b>				
K	S	<p>21. Understand effective marketing tools for community employment, including appropriate content and use of these tools:</p> <p>a) Develop and use tools such as employment brochures, fact sheets, cover letters to businesses, business cards, and testimonials.</p> <p>b) Use personal and professional networks of job seekers and employment staff, including targeted use of social media.</p> <p>c) Plan and deliver presentations to groups of individuals and parents, advocacy groups, local civic organizations, service providers, and business groups/organizations.</p> <p>d) Participate in community business organizations (Chambers of Commerce, Rotary, etc.).</p> <p>e) Consult with businesses on diversity and inclusive workplace topics.</p> <p><b>Skill at Pro level: Develop a marketing tool (brochure, fact sheet, cover letter, business cards, etc.) designed for a specific audience</b></p>		

<b>Reviewer Notes</b>				
S	S	<p>22. Demonstrate the use of effective marketing messages for community employment:</p> <p>a) Promote the agency as a resource to help businesses meet their hiring needs.</p> <p>b) Explain the various ways (including supported employment) employment services agencies can support businesses in hiring, training, and maintaining employees with disabilities</p> <p>c) Target messages to audience needs, rather than offering only one generic presentation or brochure.</p> <p>d) Use language and images that highlight skills, abilities, and interests of job seekers.</p> <p>e) Use appropriate business language and terminology.</p> <p>f) Use language and images that respect the job seeker's disclosure choices.</p> <p>g) Share information about incentives to businesses when hiring job seekers with disabilities (e.g., tax credits, on-the-job training, diversity goals).</p>		
<b>Reviewer Notes</b>				
S	S	<p>23. Demonstrate how to develop relationships with businesses:</p> <p>a) Target and identify businesses to contact based on job seekers' needs, interests, and personal networks.</p> <p>b) Use informational interviews, tours, and observations to better understand the business and build a relationship.</p> <p>c) Provide information about disabilities, inclusive hiring, accommodations, etc. to potential employers.</p> <p>d) Respond to businesses' concerns about job seekers' abilities, interests, and challenges in the workplace.</p> <p>e) Maintain the business perspective, emphasizing to employers the benefits of hiring a diverse staff.</p> <p>f) Conclude employer contact with clear next steps (interview, job offer, situational assessment, etc.).</p>		
<b>Reviewer Notes</b>				
<b>BL</b>	<b>PL</b>	<b>Competency:</b>	<b>AL or SL/Location within content/Submission Notes</b>	<b>M/DM Reviewers complete</b>

S	S	24. Demonstrate a variety of 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.		
<b>Reviewer Notes</b>				
S	S	25. Demonstrate a variety of ways to assist job seekers in their job search process: a) Identify potential employers, schedule tours or informational interviews, complete job applications, and arrange job interviews, including working interviews. b) Support job seekers' disclosure decisions and advise about the best disclosure practices. c) Use social media/electronic media, as well as traditional job search resources.		
<b>Reviewer Notes</b>				
S	S	26. Demonstrate how to implement multiple job matching strategies: a) Identify/clarify existing job descriptions. b) Identify/clarify unmet employer needs. c) Understand workplace cultures and climates. d) Consider transportation options. e) Evaluate the fit between the targeted business' needs and the job seeker's profile		
<b>Reviewer Notes</b>				
K	S	27. Understand employment proposals based on business and job seeker preferences and needs, outlining job details such as hours, wages, tasks, work area, and breaks, as well as the availability of necessary supports.  <b>Skill at Pro level: Write an employment proposal that includes the details listed above.</b>		
<b>Reviewer Notes</b>				

**IV. Workplace and Related Supports (10 hours required for Certificate of Achievement – Basic Level)**

<b>BL</b>	<b>PL</b>	<b>Competency:</b>	<b>AL or SL/Location within content/Submission Notes</b>	<b>M/DM Reviewers complete</b>
S	S	28. When support is required on the job, be able to partner with the job seeker to negotiate a support plan with the employer that offers 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.		

**Reviewer Notes**

K	K	29. Understand resources for identifying and arranging transportation to and from work: a) Facilitate transportation planning to and from work (natural supports, paid transportation agreements, etc.). b) Provide travel training as needed; or connect employee with other resources for travel training c) Explore creative transportation solutions.		
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**Reviewer Notes**

<b>BL</b>	<b>PL</b>	<b>Competency:</b>	<b>AL or SL/Location within content/Submission Notes</b>	<b>M/DM Reviewers complete</b>
K	K	30. Understand how to ensure that the employee enters the job (on-boards) in the most inclusive manner possible: 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. d) Make sure that necessary modifications and accommodations are in place. e) Establish clear employer and employment service expectations.		

**Reviewer Notes**

S	S	<p>31. Know how to complete a comprehensive job analysis:</p> <ul style="list-style-type: none"> <li>a) Create strategies for identifying jobs that make use of integrated and natural supports.</li> <li>b) List in sequence the duties and requirements of the job as well as the approximate time required to perform each task.</li> <li>c) Describe job skills needed for an employee to perform the job functions. Create/design solutions for gaps in skills.</li> <li>d) Understand when task analyses might be required and appropriate</li> <li>e) Identify cues and reinforcers that are natural to the work site (e.g., praise from a coworker or boss; taking a break).</li> <li>f) Create a specific task list based on the new employee's skills and support needs</li> </ul>		
<b>Reviewer Notes</b>				
K	S	<p>32. Demonstrate approaches to support individuals in meeting the social/behavioral expectations of the workplace culture:</p> <ul style="list-style-type: none"> <li>a) Identify cultural norms of the workplace.</li> <li>b) Where needed, develop a performance improvement approach that includes describing behaviors in measurable and observable terms, identifying antecedents and consequences, and assessing the communicative functions of behavior.</li> <li>c) Evaluate options before implementing behavioral interventions.</li> <li>d) Design appropriate, non-stigmatizing strategies to support individuals in developing positive professional relationships</li> </ul>		
<b>Reviewer Notes</b>				
S	S	<p>33. Demonstrate strategies for developing workplace supports and developing a job training and fading plan:</p> <ul style="list-style-type: none"> <li>a) Explore workplace/culture for natural supports and how to implement them.</li> <li>b) Model solution focused interactions with the employee from which other workplace personnel may learn.</li> <li>c) Facilitate training of the employee by his/her coworkers.</li> <li>d) Facilitate supports that promote inclusion and positive social interactions rather than those which may be stigmatizing or stereotyping.</li> <li>e) Facilitate mentor relationships between the employee and his/her coworkers.</li> <li>f) Facilitate training of coworkers/business on diversity and inclusion if needed.</li> </ul>		

		g) Systematically fade supports as task mastery occurs and natural workplace supports are established		
<b>Reviewer Notes</b>				
S	S	34. Be able to develop and provide systematic instruction: a) Understand individual learning styles and needs, including cultural and generational nuances b) Demonstrate effective use of the cues available in the environment and/or task c) Demonstrate how and when to use prompt hierarchy as well as task analyses d) Demonstrate how to collect and evaluate performance data e) Understand how to employ different reinforcement approaches and then strategically fade when data indicates task mastery f) Adjust or modify the tasks or duties only when data indicates mastery is not occurring despite provision of best practice systematic instruction		
<b>Reviewer Notes</b>				
S	S	35. Maximize the employee's job performance and social integration to achieve job stability: a) In partnership with supervisor/coworkers, develop strategies to increase the employee's productivity/efficiency. b) Assist the employee in using self-regulation 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 employee.		
<b>Reviewer Notes</b>				

BL	PL	Competency:	AL or SL/Location within content/Submission Notes	M/DM Reviewers complete
K	K	36. Understand methods for providing long-term support for individuals, families, employers, and coworkers, including how these supports are funded.		
<b>Reviewer Notes</b>				
K	K	37. Understand strategies to provide support to the employee and employer in the event of a job separation or termination.		
<b>Reviewer Notes</b>				
K	S	38. Know how to structure an ongoing process to facilitate self-assessment of job satisfaction and job performance by the employee, assess the supervisor's satisfaction with employee performance, and determine additional or different support needs: a) Conduct on-site observations to evaluate job performance and workplace support. b) Gather input from the employee, employer, coworkers, and others as appropriate (e.g. family/residential, counselors, other professionals) about how the job is going. c) Work with employee and employer to determine any needed assistance and identify next steps, including possible opportunities for career advancement.		
<b>Reviewer Notes</b>				
K	S	39. Identify accommodations and universal design strategies that match the needs of the employee and employer: a) Identify commonly available and non-stigmatizing accommodations and modifications. b) Develop individualized adaptations, including low-tech and no-tech solutions. c) Explore universal design strategies for accommodations and solutions and explain their utility to the employer. d) Identify resources and options for assistive technology. e) Teach the employee to use the accommodation strategy selected. f) Evaluate the need for/appropriateness of accommodations on an ongoing basis.		

**Reviewer Notes**



**V. Other Elective Training** (10 hours required for Certificate of Achievement – Basic Level)

Enter the training competencies that will make up the remaining hours of instruction to reach the required 40 hours. For each competency, enter the level of instruction (K or S) in the Basic or Professional Level column then enter the type of delivery format and location of training material and applicant notes.

<b>BL</b>	<b>PL</b>	<b>Competency:</b>	<b>AL or SL/Location within content/Submission Notes</b>	<b>M/DM Reviewers complete</b>
			<b>Reviewer Notes</b>	

**Reviewer Additional Notes:**

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**Reviewer Recommendations and/or Requirements:**

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**Curriculum Recommended for Approval:**

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

**Signatures:**

<b>Lead Reviewer signature:</b>
<b>2<sup>nd</sup> Reviewer signature:</b>
<b>Date signed:</b>