

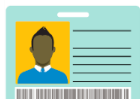
## ISAC Recommendation #7: Develop and Support Qualified Staff



People with disabilities receiving services benefit when staff who support them are well trained. Values, ethics, and person-centered decision-making can be learned and used in daily practice through mentorship and training. Providing professional training that strengthens relationships and partnerships between individuals, families, and direct support professionals will improve the quality of support.

Current Strategy	Accomplishments that support this Strategy	Recommendation for this Strategy (retain, revise, replace)
<p>1. Adopt and promote through policy bulletins and training, the Direct Work Force core competencies developed by the Center for Medicare and Medicaid Services (CMS). Competencies areas are:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Person-Centered Practices</li> <li>• Evaluation and Observation</li> <li>• Crisis Prevention and Intervention</li> <li>• Safety</li> <li>• Professionalism and Ethics</li> <li>• Empowerment and Advocacy</li> <li>• Health and Wellness</li> <li>• Community Living Skills and Supports</li> <li>• Community Inclusion and Networking</li> <li>• Cultural Competency</li> <li>• Education, Training and Self-Determination</li> </ul>	<p>ODP has adopted the CMS DSP Core Competencies as a framework and guiding standard for providers to utilize in the development of their annual training plans for their direct service workforce. ODP has stated that individuals and families, providers, SCOs, AEs, and all DSPs are encouraged to use the College of Direct Supports (CDS) courses as a resource to facilitate increased competence in the provision of Long Term Services and Supports (LTSS).</p> <p><b>Accomplishment:</b> September 30, 2017 to September 30, 2018, the <i>number of learners increased from 59,575 to 63,519.</i></p>	<p><b>Retain</b></p> <p>ODP needs to retain this strategy and boost it. We have made CMS Core Competencies available through CDS, but have not adopted it as an expectation and ODP must have a discussion centered on how to complete this task, as well as decide how to promote them. To help augment this ODP should review and identify any existing coursework on MYODP to see if there are any that utilizes the Core Competencies.</p> <p>Identify if there are any providers who have adjusted pay scales to promote/incentivize completion of Core Competencies. Discussion should also be had regarding any other possible credentialing and competencies, apart from these, as there is not enough movement on this strategy through CDS.</p> <p>ODP should review the payment models of other states and report on outcomes to see how the Core Competencies are incentivized. As a part of the review of outcomes consideration must be paid to the 35% turnover rate and 20% vacancy rate to ensure</p>

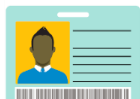
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		that competency requirements are put in place without jeopardizing the workforce. Utilize the Residential Learning Collaborative meetings to provide some information on creative incentive methods. Additionally, significant DSP participation at RSLC should be brought back to ISAC, with regional meetings to follow the statewide meetings
2. Engage families regarding the application of core competencies by staff who support their family member.		<b>Retain</b> ODP needs to engage with individuals and families to help to explain what they are. ODP needs to convey the expectations it has in regards to the implementation of the core competencies.
3. ODP will establish and implement credentialed training programs based on standard curriculum and testing.	<b>ACRE Training</b> ACRE is competency-based training with an emphasis on competitive employment. In April 2018, OVR and ODP began offering a two-part online Association of Community Rehabilitation Educators (ACRE) course through the College of Employment Services (CES) and the University of Massachusetts Boston. Successful completion of Parts 1 and 2 result in the attainment of the ACRE Basic Certificate of Achievement, one of the	<b>Retain</b> Retain and continue to develop curriculum that requires a demonstration of proficiency in topical areas. Continue to promote training for DSPs in an attempt to maintain and develop qualified staff, decreasing the rate of overturn, and promoting staff retention and provider capacity.

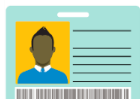
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	<p>options that providers can obtain for provider qualification.</p> <p><b>Provider Applicant Orientation (PAO)</b> This training has been developed by the Office of Developmental Programs (ODP) to ensure that all applicants intending to provide waiver services for individuals with an intellectual disability have a basic understanding of how the Intellectual Disability (ID) system operates prior to starting services. This Orientation is required for any new applicant seeking approval to provide services under the ODP Consolidated, Person Family Directed Support (P/FDS), and/or Community Living Waivers.</p> <p>The Provider Applicant Orientation is offered free of charge and approved by ODP. The Orientation consists of a one-day class and must be attended in its entirety in order to receive credit for completion.</p> <p><b>Community Participation Supports Training</b> ODP implemented Community Participation Support standardized curriculum.</p>	<p>Virginia Commonwealth University (VCU) Benefits Counselor training also has competency credentialing and will be implemented this coming year.</p>

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	<p>• <b>As of August 27, 2018:</b></p> <ul style="list-style-type: none"> <li>▪ <b>17,757</b> users have received a certificate for Required Training</li> <li>▪ <b>1,784</b> users have received a certificate for Professional Development</li> <li>▪ <b>236</b> users have received certificates for the Train the Trainer course</li> <li>▪ <b>10%</b> users have self-identified as taken the CPS course through the hybrid model.</li> </ul> <p><b>Functional Behavior Assessment (FBA)</b> training is a 13-hour face-to-face training that is conducted in 2, 3 or 4 sessions, by a BAS-approved trainer. The FBA training focuses on assessment and replacement of challenging behaviors using a Functional Behavioral Assessment (FBA), as well as the development of a treatment or behavior support plan that can be used across settings. This training is a requirement for:</p> <ul style="list-style-type: none"> <li>• Adult Autism Waiver (AAW) Behavioral Specialist Service providers</li> <li>• Behavioral Health Rehabilitation Services (BHRS) Behavior Specialists working with children and adolescents with autism</li> </ul>	

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	<ul style="list-style-type: none"> <li>This training also counts toward 13 of the 16 hours for the Autism Insurance Act (ACT 62) Behavior Specialist Licensure training requirements within the Assessment category.</li> </ul>	
<p>4. Build incentives into the reimbursement system to promote staff credentials, encourage professional growth and development, and adopt incentive-based training and credentialing.</p>	<p>ODP has worked to accomplish much in this area with the establishment of Enhanced Service Levels. It is built into our fee schedules. When the plan of care shows evidence of need of a more skilled or specifically trained worker the provider may bill more for staff that have maintained proper credentials.</p>	<p><b>Retain</b> Retain and continue to fine tune, by reviewing other states' models, where success had been achieved, as well as learn from those who have attempted and have identified hurdles to progress.</p>
<p>5. Promote the use of the College of Direct Support and MYODP.org.</p>	<p>MyODP.org permits access to and makes available the CDS curriculum. While enrollment has been successful, the site navigation should be improved to continue to allow for growth and usability.</p>	<p><b>Retain</b> Improve site navigation to allow for greater access and ease of use.  Use the upgraded capability of the Learning Management System software to provide further outreach to users.</p>

New Strategies and/or Strategies that have been implemented but were not included in the original 2016 list

1.