

APSE Universal Competencies and staff retention

# Agenda

Staff retention

What are the Universal Competencies

Why should you be using

How to incorporate them into everyday use

#### Staff retention

- Average turnover rate is 35.44%
  - Final report from Workforce recruitment and retention report
- Why are staff leaving?
  - Excessive OT, burnout, other



## Other factors for retention:

Worker satisfaction

Culture

Management practices

# Worker satisfaction

Are you satisfied in your job

How is this measured?

# Culture

Is employment valued in your agency as a whole

Does discussion occur regarding professional growth and a roadmap for the growth

Appreciation opportunities

Management practices





# What are the Universal Competencies?

A universal set of competencies for employment professionals across the U.S that reflect the evolving knowledge and skill sets needed to support job seekers with disabilities to find, secure, and succeed in the competitive job marker.

They provide a foundation of the knowledge and skills required to make employment first a reality around the nation.

#### 5 Domains

- Domain 1: Application of core values and principles to practice
- Domain 2: Discovery/Individualized Assessment and Employment/Career Planning
- Domain 3: Community Research and Job Development
- Domain 4: Workplace and Related Supports
- Domain 5: Long-term Supports and Services

Why should you use APSE Universal Competencies everyday?

## Top 5 reasons

- Incredible source of information
- Increase your knowledge of all aspects of your job duties
- Improve your skill set
- Prepare yourself for the CESP exam
- Why not??



Wait, whats the CESP exam?

 The CESP is accredited through the National Commission for Certifying Agencies (NCCA). The program is the first in the nation to create national guidelines to validate and support the training currently provided in the field of Employment Support Professionals



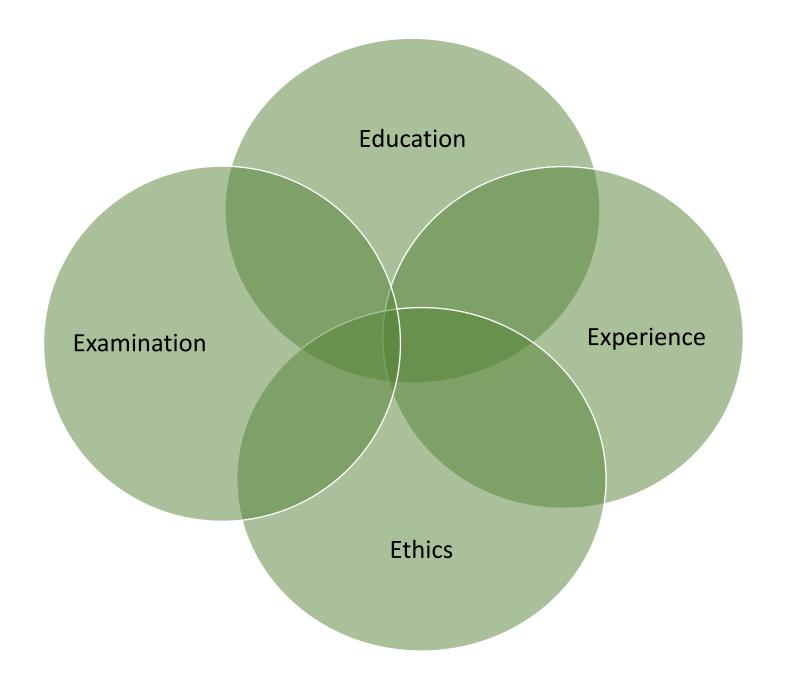
- The credential recognizes professionals who have demonstrated a sufficient level of knowledge and skill to provide integrated employment services to a variety of populations
- The CESP credential is designed for job coaches, job developers, transition employment specialists, job placement personnel, and employment specialists/ consultants who serve a wide variety of target audiences including individuals with intellectual/ developmental disabilities, mental health diagnoses, sensory impairments, physical disabilities, traumatic brain injury, and autism spectrum disorders.
- The CESP™ credential is intended to help employers, employees and potential employees by increasing the visibility of – and access to – competent individuals in the profession.

Visit https://apse.org/cesp-central/



# CESP

- Talk to your agencies about the CESP
- Financial incentive if staff obtain and maintain credential.





# Staff Development



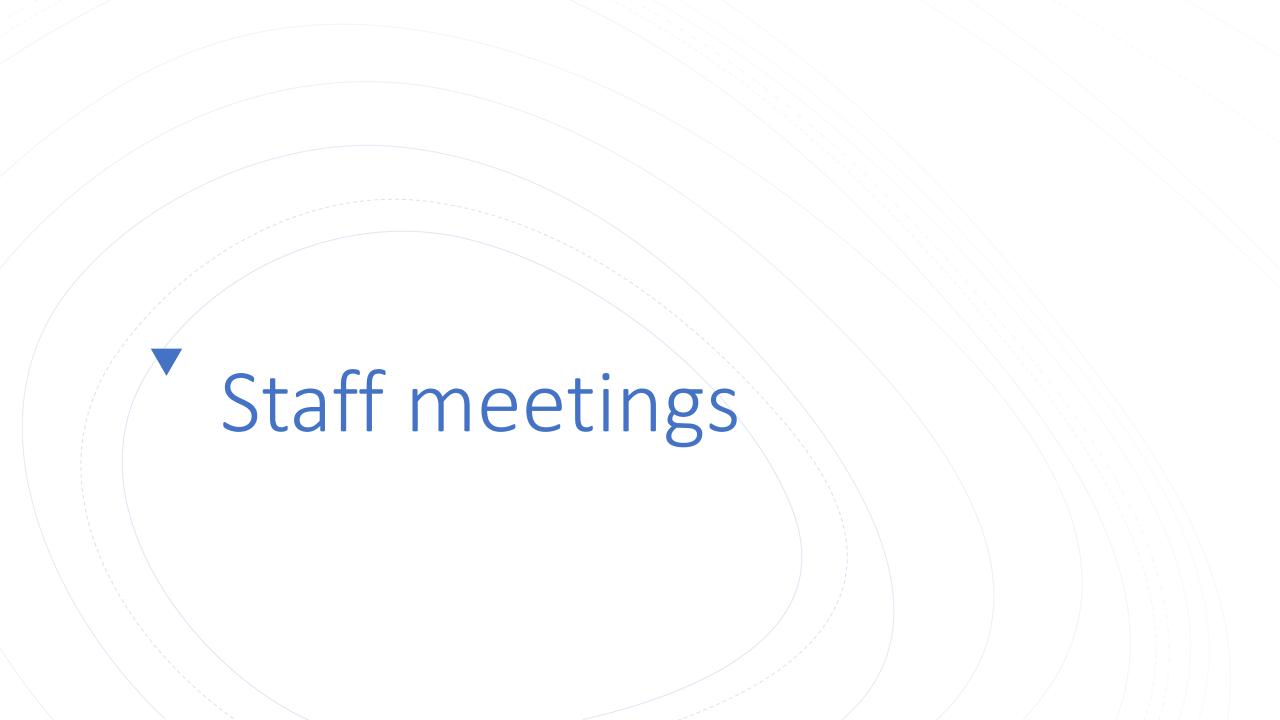
# Training Opportunities

APSE members
 have access to the website with articles

Professional development trainings

Self learning

Access to colleagues across the nation to share knowledge and ideas to elevate the field and provide better services



Use the competencies as topics for monthly staff meetings

Encourage each team member to cover a subtopic to promote collaborative learning

# Roadmap for learning

 The competencies create an outline of topics to both train staff and promote self learning

# **Evaluation Tool**

## Key factors

Agencies in NYS may still be required to complete other mandatory evaluations

Currently, this is a voluntary evaluation tool

You can provide relevant, productive feedback to staff

	Introducton to Supported Employment	Meets Standard	Making Progress	Does not meet	N/A			
	Competitive, integrated employment (CIE) can be achieved through a variety of employment approaches	including, but not						
.	limited to, supported employment, customized employment, and self employment. The pursuit of CIE expe	ects employment						
	support professionals to prioritze place and train models of support, as opposed to train and place or work r	readiness models						
	Underlying values and definitions of competitive, integrated employment:							
	a. define "normalization" and is guiding principles;							
	b. identify support strategies that enhance the image of a worker with a disability;							
	c. communicate the benefits of workplace inclusion for the people with disabilities;							
•	d. differentiate between individual and group approaches to employment							
	e. placement supports prioritizing the job seekers preference and priorities;							
	f. practice zero exclusion- everyone can work with the right supports							
	g. strengths-based approach to placement based on the skills, interests, and preferences of the job seeker	r						
3	Informed choice, self-determination, and active participation throughout the employment process.							
ļ	Rights and responsibilities of individuals in employment							
	Roles and responsibilities of employment support professionals' specialist (i.e. job developers, employmen	nt consultants,						
5	placement support specialist, etc)							
,	Engagement of support teams and social networks of individuals with disabilities, including friends and fam	nily.						
	Familiarity with legislation and regulations related to employment policies and services including but not line employment first policy, American with Disabilities Act, Workforce Innovation and Opportunity Act, Rehabilistics Act, Olmstead, HCBS Setting and Achieving a Better Life Experince Best Practice in employment support services from intake to follow-along including but not limited to:							
	a. use of natural supports  a. use of natural supports							
	b. Supported employment							
	c. evidence based practices							
3	d. motivational interviewing techniques							
,	e. The importance of non traditional vocational evaluations							
	<ul> <li>f. Best practices in school-to-work and community living transition</li> <li>g. Funding options for employment services, including vocational rehabilitation, state departments of healt</li> </ul>	th and human services,						
	state departments of education, Ticket to Work, Medicaid, and Veterans benefits.							
	h. Current context of CIE supports services and labor marker metrics in your state							
,	Understand the impact of meaningful school provided work-based learning activities on future employmen	nt outcomes						
	Summar		0	0	0			
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	Domain 4: Workplace and Related Supports (Cont'd)									
		Meets tandard	Making Progress	Does not meet	N/A					
	Workplace Supports									
٦	Understand strategies for developing workplace supports									
ı	a. Identify effective methods to establish natural supports within work environments									
ı	b. Analyze work cultures to better understand sources of support and social relationships									
ı	c. Support co-workers/supervisors by supplementing their existing employee training practices									
	d. Eliminate artificial support strategies that can stigmatize or stereotype employees									
ı	e. Facilitate mentor relationships between supported employees and coworkers									
1	Recognize the elements of systemic training, including task analysis, natural cues and reinforcers, error									
I	correction procedures, and self-instruction techniques									
	a. Utilize effective verbal, visual, auditory, and/or tactile prompts									
ı	b. Identify and promote use of naturally occurring reinforcers and natural cues									
I	c. Describe how to enhance natural cues and reduce dependence on prompts									
ı	d. Recognize and differentiate individualized reinforcement strategies, including reinforcement									
ı	preferences and hierarchies, satiation effects, effect of quantity and quality, and natural versus artifical									
ı	approaches									
ı	e. Define and employ the various reinforcement schedules: continuous, fixed ratio, variable ratio, fixed									
	interval, variable interval, and how to fade reinforcers to naturally occuring levels									
	f. Formulate strategies to systematically fade prompts and other forms of assistance to the lowest level									
	possible.									
1	Conduct a task analysis for job duties that require instruction									
ı	a. Utilize task analysis to conduct a baseline assessment									
ı	b. analyze baseline data									
5	c. Establish an instructional plan that includes schedule for training, instructional procedures, natural									
	prompts, natural reinforcers, reinforcement procedures, and data collection/evaluation procedures									
	d. Apply data collection procedures using frequency, duration, interval, and performance									
	e. Analyze data-set to determine the progress of a worker over time									
1	Summary	0	0	0	0					
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			Summary											
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Making Progress	0													
Does not meet														
standard	0													
N/A	0													
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Overall:														
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Personal Da	ata Domain	1 Domain	2 Domain 3	Domain 4	Domain 4	cont.	Domain 4 cont.2	Doma	in 5	Domain	5 cont.	Narra	tive	Summary

		Em	ployee Name						Employee Title								
		Fri	in Employee				Er.	mnlovn	nent Services Coordinator								
ency Na	ame: Employ																
								_Full I	imePart TimeOthe								
ork Loc	ation: Comn	nunity				Date of	Hire: 10/1/2020										
ting Per	riod: 90 day	evaluation				Date Ar	ppointed to Current I	Positio	n: 10/1/2020								
						Jaces 4	pointed to current.	03.1.10	20, 2, 2020								
me and	d Title of pers	on complet	ing form: Sally	Supervisor		Date: 2	2/15/2021										
	Persona	l Data	Domain	1 Dom	ain 2	Domai	n 3 Domain	4	Domain 4 cont.	Domain 4 cont.2	Don	nain 5	Domair	n 5 cont.	Narrat	ive	Summar

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	Domain 1: Application of Core Values and Principles to Practice								
	Introducton to Supported Employment	Meets Standard	Making Progress	Does not meet	N/A				
1	Competitive, integrated employment (CIE) can be achieved through a variety of employment approaches including, but not limited to, supported employment, customized employment, and self employment. The pursuit of CIE expects employment support professionals to prioritze place and train models of support, as opposed to train and place or work readiness models	х							
	Underlying values and definitions of competitive, integrated employment:		Х						
	a. define "normalization" and is guiding principles;		Х						
	<ul> <li>b. identify support strategies that enhance the image of a worker with a disability;</li> </ul>		Х						
	c. communicate the benefits of workplace inclusion for the people with disabilities;		Х						
	d. differentiate between individual and group approaches to employment		Х						
	e. placement supports prioritizing the job seekers preference and priorities;		Х						
	f. practice zero exclusion- everyone can work with the right supports		Х						 -
	g. strengths-based approach to placement based on the skills, interests, and preferences of the job seeker		Х						 -
3	Informed choice, self-determination, and active participation throughout the employment process.	Х							
1	Rights and responsibilities of individuals in employment	X							 -
	Roles and responsibilities of employment support professionals' specialist (i.e. job developers, employment consultants,		,						 -
	placement support specialist, etc) Engagement of support teams and social networks of individuals with disabilities, including friends and family.		X						 -
5	angagement of support teams and social networks of individuals with disabilities, including mends and family.		^						
7	Familiarity with legislation and regulations related to employment policies and services including but not limited to: state employment first policy, American with Disabilities Act, Workforce Innovation and Opportunity Act, Rehabilitation Act, Fair Labor Standards Act, Olmstead, HCBS Setting and Achieving a Better Life Experince			х					
	Best Practice in employment support services from intake to follow-along including but not limited to:		Ų,						
	a. use of natural supports		X						 
	b. Supported employment c. evidence based practices		Х	x					
	d. motivational interviewing techniques			×					
В	e. The importance of non traditional vocational evaluations			x					
	f. Best practices in school-to-work and community living transition			X					
	g. Funding options for employment services, including vocational rehabilitation, state departments of health and human services,		х						
	state departments of education, Ticket to Work, Medicaid, and Veterans benefits.								
	h. Current context of CIE supports services and labor marker metrics in your state		Х						
9	Understand the impact of meaningful school provided work-based learning activities on future employment outcomes		x						 -
,	Summary:	3	15	5	0				
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Domain 2: Discovery/Individualized Assessment and Employment/Career Plannin											
Assessment and Career Planning	Meets Standard	Making Progress	Does not meet	N/A							
Understand how to develop a vocational profile, containing information about each job seeker's unique interests, strengths, needs, and											
conditons of employment. Profile may be based on:		Х		_							
a.) Home visits to learn about the individual and his/her: current tasks, skills, personal interests, preferred style of learning, environmental		l x									
tolerances/preferences, preferred modes of communication  b.) interviewing family members, friends, and/or others who know the job-seeker well and can provide insight about the job seeker's		-		_							
attributes, skills and interests		x									
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		x									
in the second of		-									
d.) Reviewing the individual's past records to collect any pertinent information that may impact successful employment	х										
Exploring non-work needs that may impact the achievement and maintenance of employment, as well as work life balance (ex.		v									
Transportation, counseling, food, assistance, housing, financial etc)		Х									
Identify opportunities for new activities that will inform the initial career learning process, whether or not the individual is receiving adult or											
youth transition services:		Х									
a.) Organize 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, conduct community mapping, and arrange information interviews, job shadows, tours of											
businesses		Х		_							
Develop opportunities for job seekers to try tasks and skills in community businesses aligned with their individual interests and desires;											
these may be labeled as work trials or community-based assessments. These opportunities must align with the Department of Labor											
guidelines about unpaid work and address potential business concerns about liability risks.			l x								
a.) ask the job-seekers opinions about the tasks, skills and business setting being sampled, assess environmental or job task modifications		_	-	_							
for the person to succeed in her/her choice of employment setting, explore available of community and transportation supports, and test											
necessary assistive technology or other accommodations.		x									
Synthesize relevant information into a comprehensive, 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.			Х								
Understand the difference between Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI), and the impact of											
wages on SSI, SSDI, state and local benefits (ex. SNAP, TANF, Housing), Medicaid and Medicare. Identify local and national resources for											
benefits planning information			Х								
Understands the basics of self employment/entrepreneurial business development for people with disabilities, including: examples of self-			l								
employment, local and national resources, and VR's role in Self Employment			Х								
The desired by the control of the base of		l ,									
7 Understand how to make referrals to appropriate local agencies, organizations, and networks based on individual career plans.		Х	<del>-</del>				-		-		
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	g	eneral presentation or bro	chure, illustrate th	ne ways empl	ovment ag	encies can supp	ort businesses to	hire.													
	1	rain, and retain employees																			
21		nterests of job seekers, and					,, -				х										
		xplain work incentive prov					disabilities, inclu	ding:													
	- 1	Vork Opportunity Tax Cred				-															
	- 1	rchitecture/Transportatio					,				х										
	-	reate effective marketing t	-								х										
		Inderstand publication str				•	ployment broch	ures.													
	- 1	mployment fact sheets, co	-				,,,	,			x										
22		evelop and deliver presen					ouns. local civic						1								
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	_	erve as a consultant to bus								X		<del>                                     </del>	1								
_	_	evelop methods to assist j			rocess					X		<del>                                     </del>	+								
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23	_	.) Assist in completing job	annlications arrar	nging ioh inte	erviews in	h samnling etc				X			1								
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	14	.) Demonstrate personaliz	ed ich develonmen	nt and relatio	nchin mari	ketina utilizina	nersonal netwo	rking		x											
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24		ransportation options, and						or's													
	- 1	rofile.	evaluate the lit be	etween the t	ai geteu bu.	siliessess lieeus	and the job seek	-			x										
21		offerentiate between job c	anying and job rest	ructing						х		<del>                                     </del>	+								
	_	dentify and recommend jo		ructing						x		<del>                                     </del>	+								-
21	_	emonstrate how to develo		onosals base	d on busing	er and ich rock	or proforoncor an			^		<del>                                     </del>	+								-
	- 1	egotiate accommodations		oposais base	u on busine	ess and job seek	er preierences an	u			x										-
	-	.) Negotiate typical job de:		ure warne t	acke work	area breaks ori	iontation trainir	a and				_	+								
27	<i>'</i>		igns, including no	urs, wages, to	dSKS, WUIK	area, breaks, or	rentation, trainin	ig allu			x										
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	Domain 4: Workplace and Related Supports												
	Marketing and Job Development	Meets Standard	Making Progress	Does not meet	N/A	1							
	Job Acquistion	Standard	riogiess	meet		1							_
Т	Facilitate communication with relevant team members as designated by the job seeker (ex. Job seeker,	Т	Τ	Τ		1							
	parents, rehab counselors) to ensure all members are fully informed	x											
-	Understand the relationship between earned income, healthcare, and Social Security Benefits	<del>                                     </del>	х			1							
7	Prepare necessary supports and resources for a successful employee onboarding process (ex.	1	<u> </u>			1							
0	Transportation, orientation, paperwork, special equipment, uniforms, coordinating with Circle)	x											
_	Samuel Control of the					1							
Т	Conduct a comprehensive job analysis, including:	T	Х	Τ		1							
	a. obtain clear performance expectations from employer		Х			1							
	b. organize the tasks of the job in sequentially, then by the approximate time required to perform each					1							
- 1	task		х										
ا ۔	c. identify supports and reinforcers natural to the work site		Х			1							
1						1							
-	d. evaluate the integration potential offered by a position, including physical, social, and cultural factors		х										
	e. identify opportunities for creating/adapting jobs that make use of integrated & natural supports		Х			1							
- 1	f. identify potential job modification and accommodation opportunities		Х			1							
- 1	g. discover opportunities to explain and promote Universal Design		Х			1							
	Worker Orientation	<u>'</u>				1							
П	Arrange travel/transportation supports and training based on current job specific needs and potential	T				1							
2	changes	x											
╗	Implement strategies for establishing positive, new employee on-boarding including:	х				1							
- 1	a. advocate for maximimum hours on the job, including natural social times (breaks and lunch)		Х			1							
_	b. ensure the new employee is introduced to coworkers and direct supports by worksite personell, as					1							
3	typical to the workplace		х										
- 1	c. Supplement typical new employee orientation and training procedures; and,		х			1							
- 1	d. Recommend necessary modifications and accommodations are in place			Х		1							
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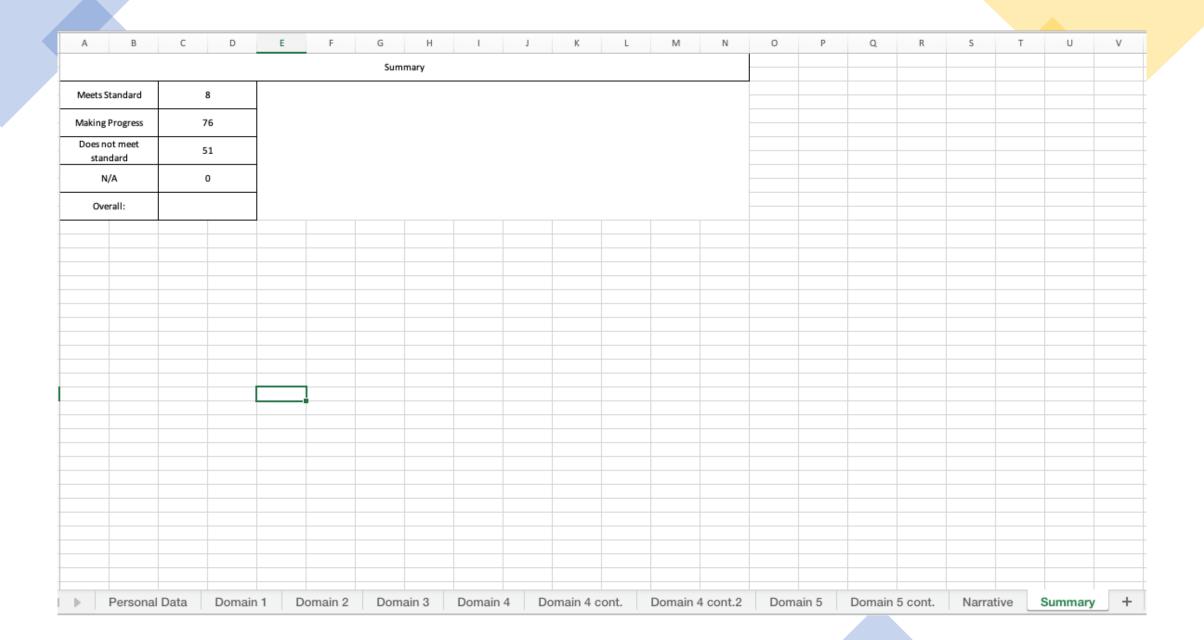
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34								d social relationsh employee training			X			+								
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36	c. Estab	olish an in	struction	al nlan t	hat includes	s schedule fe	or training	instructional pro	cedures natural													
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		Domain 4: Workplace and Related Supports (Cont'd)													
		Marketing and Job Development	Meets Standard	Making Progress	Does not meet	N/A									
		Adapting the Job Site	Stalidard	riogiess	Heet										
_	Т	7.654.116		Π											
	[	Develop adaptations and accommodations that meet the needs of both the employee and employer		x											
	a	. compare identified supports needs with pre-existing natural supports		Х											
7	7 E	research potential, non stigmatizing, accommodations and modifications		Х											
	c	. identify opportunities to introduce and integrate the use of assistive technology		Х											
	c	l. assess the ongoing need for, and effectiveness of, implemented adaptations and accommodations.													
	5	ubstitute artifical supports for natural ones, when appropriate		Х											
		Professionalism on the Job													
	1	assisting employees to meet the professional interpersonal expectations of the existing workplace culture			х										
	a	. identify cultural norms of the workplace			Х										
	t	o. describe observable actions in measurable and observable terms.		Х											
	c	recognize consequences that may inadvertenly be reinforcing interferring actions and attitudes			Х										
	c	l. obtain input from relevant parties before implementing proposed performance improvement													
8	8 s	trategies			Х										
	€	. Identify the relationship between the existing environment and employee actions			Х										
	f	forecast events and situations that may indicate tensions between employee and employer			Х										
	8	prioritize naturally occurring methods of reinforcement, including natural cues and universal design			х										
		. develop appropriate, non-stigmatizing, strategies for supporting individuals in developing positive													
	- 1	professional relationships			x										
	- 1	Retention		<u> </u>											
	1	Maximizing worker job performance and social integration			Х										
	a	. monitor employees on the job performance		Х											
9	9 b	o. research strategies to increase employee productivity, if necessary		Х											
	c	collaborate with employee, employer, co-workers and support team to develop and implement a													
		ystematic plan for fading supports		х	<u> </u>										
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			Ongoing supports es for long term, ongoing support te scope and limitations of on-going support based on current WIOA guide esources for supporting individuals, families, and employers/coworkers of lity provided supported employment services through outcome measurer and process indicators regular inquiries with relevant parties to; ta on supervisors satisfaction with assistance provided by employment co- poyers satisfaction with performance of employee; prioritizing the employe thods and metrics suboyees satisfaction with their current (ex. Wages, hours, responsibility, et additional or emergeing support needs and present accommodation rece tional information regarding employee's prgress from family members, co tractive working relationships with other human service professioanls with the job seeker and family in self-advocacy tommunity resources that will assist supported employee in maintaining a ty of life, including benefits advisement and financial self sufficiency: including and career advancement																	F	
				Ong	oing support	s			Meets Standar		Does not meet	N/A	1								r
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				Ongoing supports Incial incentives and barriers to employment Vising professionals through Work Incentives and Benefits Assistation and Support teams the impact of work on their benefits inancial literacy and personal income while maintaining self sufficulting healthcare For the self-support (PASS) with the job seeker and/or support team with the process for benefits For students (Ex. High school, college, vocational training, etc.) and med income exclusion through SSA																		
Α	В	С	D	E	F	G	Н	1	J	K	L	М	N	0	Р	Q	R	S	T	U	V	
			Domain 5	: Long-Tern	n Supports	and Servic	es															
				Ongo	ing support					Meets Standard	Making Progress	Does not meet	N/A	1								
48	Demonstra	te knowled	ge of financ				ment				Х			1								
								Benefits Assis	tance					1								
49	(WIPA) pro	grams										х										
50		Discuss w	vith individ	uals and supp	ort teams ti	he impact o	fwork on th	eir beneifts			Х			1								
51	Identify str	ategies to i	ncrease fina	ncial literacy	and person	al income w	hile mainta	ining self suf	ficiency for					1								
21	or replacing	g critical be	enefits, incl	uding health	care						х											
	Identify sta	te and/or f	ederal work	incentives to	o assist in an	individual a	chieving en	nployment (e	ex. TTW,					]								
	PASS, IRWE										х											
	Develop a p	olan to achi	eve suppor	t self-support	t (PASS) with	the job see	ker and/or s	upport team	when					]								
	applicable											х										
54	Recognize p	possible im	pairment re	elated work e	xpense (IRW	E)						Х										
												Х										
	Describe th	ie job seeke	rs who are s	students (Ex.	High school	, college, vo	cational trai	ining, etc) an	nd their													
56	families abo	out the stu	dent eaerne	d income exc	clusion thro	ugh SSA						Х	<u> </u>									
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	Erin Employee																			
					Lilli	improyee														-
Strongther Eric a new ampleyee who comes with a bright smile and engagness to learn. Her positivity chines in the department												-								
Strengths: Eris a new employee who comes with a bright smile and eagerness to learn. Her positivity shines in the department.																				
-																				_
Areas for Improveme	Areas for Improvement: Erin is new to the deparment and still has lots to encounter in her learning journey. She is eager to do so.																			
races for improvement																				
Areas not yet addres	sed: Erin will	register for h	er required	trainings and	continuet	o learn all 1	the complexit	ties of her	r iob dutie	is.			1							
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Plan for Employee D	evelopment:	Erin will set a	side time to	access the A	PSE website	to navigat	te the resourc	es availat	ble. Erin w	ill familiarize	herself with	the Universal								
	Plan for Employee Development: Erin will set aside time to access the APSE website to navigate the resources available. Erin will familiarize herself with the Universal Competencies, given to her with this evaluation, as well as the APSE Code of Ethics.																			
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Employee Comment	:s:																			
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Employee Signature	Employee Signatures: Date:																			
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#### Evaluation tool summary

Used for new employees to set their training path

Used for seasoned employees to keep a clear training path for all pieces of being a successful (Certified) Employment Support Professional

#### Resources

Find your local chapters at apse.org

Universal Competencies
<a href="#">CESP</a>

