

DIRECT SUPPORT EDUCATIONAL PIPELINE

Prepared for
Kansas

The Direct Support Educational Pipeline will provide a clear and accessible path for Direct Support Professionals, who provide assistance for people with developmental disabilities to lead self-directed lives and contribute to their communities supporting behaviors that enhance inclusion in their communities. These workers support consumers in their own homes, in small residential settings and in integrated day programs.

Key work duties of Direct Support Professionals are drawn from a nationally validated occupational analysis and include the following:

- **Participant Empowerment**—Empowers participants, 9their families or guardians where appropriate) by providing the support and information necessary to make informed choices and decisions and helps build the self-esteem and assertiveness necessary to lead a self-determining life.
- **Communication**—Uses a range of communication skills and strategies to establish a collaborative relationship with the participant, co-workers, and people who are important to the participant.
- **Assessment**—Uses formal and informal methods to learn about the needs desires and interests of the participant;
- **Community and Service Networking**—Assists the participant to identify and use the formal and informal supports available in his or her community, family and social network and works with the participant to develop and sustain relationships with friends, family and community members.
- **Facilitation of Services**—Collaborates with the participant and others to plan and implement individualized supports in an ethical, holistic and professional manner that builds upon individual strengths, choices and capabilities.
- **Community Living Skills and Supports**—Assists the participant to manage every day aspects of life by teaching and providing supports in a manner that builds on individual strengths and capabilities and maximizes choices.
- **Education, Training and Self-Development**—Pursues opportunities for professional growth and shares knowledge and resources with others.
- **Advocacy**—Knows the challenges participants' face in leading self-directed lives (e.g. exercising human and civil rights, obtaining access and accommodations as desired, meeting inancila obligations and obtaining entitlements and supports) and assists the participant to overcome challenges through effective advocacy and the facilitation of self-advocacy.
- **Vocational, Educational and Career Support**—Mobilizes resources and provides the support necessary to engage in satisfying work, education or daily activity.

- **Crisis Prevention and Intervention**—Uses appropriate and safe strategies for crisis prevention, intervention and follow-up.
- **Organizational (employer) Participation**—Actively contributes to advancing the mission, goals, and organization life of his or her work organization and/or the goals of the individual supported.
- **Documentation**—Completes necessary documentation in an efficient and timely manner.

Direct Support Stackable Certificates

What we have here is a system of stackable certificates that meets the academic and technical skills needs of adults wishing to enter the Direct Support profession and incumbent Direct Support workers using the following core values:

1. **Jump-starting the skilled workforce pipeline**—Direct Support Stackable Certificates will produce faster results for employers, because students will not spend time in basic academics-only classes before they can begin technical and degree-track courses.
2. **Collaborative effort among employers and education providers**—Direct Support Stackable Certificates curriculum will be developed incorporating academic departments incorporating credit coursework, articulating College of Direct Support non-credit courses to credit, and work-based (cooperative education) learning.
3. **Bridge gaps in the education pipeline**—Direct Support Stackable Certificates will help adult learners in need of basic and developmental education overcome barriers and advance through the education pipeline.
4. **All Training Counts**—Direct Support Stackable Certificates will provide a series of technical certificates that “stack” on top of one another, building toward an Associate of Applied Science two-year degree.
5. **Build career pathways**—Direct Support Stackable Certificates will provide adults with an education “roadmap” to higher-paid, skilled occupations.
6. **Contextualized, integrated academics**—Direct Support Stackable Certificates will integrate math and English instruction into for-credit curriculum to academically prepare adults to succeed in higher education while learning workplace skills.
7. **Competency-based**—Direct Support Stackable Certificates will require a mastery of core technical and academic competencies.
8. **Industry-recognized**—Direct Support Stackable Certificates will ensure that adults obtain core competencies needed by NADSP credentialing program as designed by employers for these in-demand, skilled jobs.
9. **Supportive services**—Direct Support Stackable Certificates will incorporate student success services for adults who need support in navigating college and overcoming personal barriers.
10. **Work readiness by doing**—Direct Support Stackable Certificates will stress attendance, attire, and workplace conduct as part of education and training, so that adults learn “soft skills” for job readiness as part of education coursework.

Potential Providers and Partners

Employers, community colleges, the College of Direct Support, INTERhab members, and NADSP membership, Respite Outreach care for Kansas Organization, Inc., and the Kansas Lifespan Respite Coalition (Gina Ervay) from across Kansas have fingerprints on the curriculum and design for the Direct Support Educational Pipeline. Primary providers will be The College of Direct Support via INTERhab (Matt Fletcher), Butler Community College (Jim Edwards), Allen County Community College, Neosho County Community College, Cloud County Community College, Garden City Community College, and Johnson County Community College.

Providers	
Pete Peterson Johnson County Community College Box #36 12345 College Boulevard Overland Park, KS 66215 913.469.8500.x2461 ppetersn@jccc.edu	Eve M. Blobaum Associate Professor & Chair, Sociology Johnson County Community College 12345 College Boulevard Overland Park, KS 66215 913.469.8500.x4965 Eblobaum@jccc.edu
April Henry Director of Allied Health Allen Community College 100 Bloomquist Burlingame, KS 66413 785.654.2416.x215 henry@allenc.edu	Karen Bertels Assistant Dean for Outreach and Workforce Dev. Neosho County Community College--Ottawa 900 E. Logan Street Ottawa, KS 66067 785-242-2067 kbertels@neosho.edu
Lenora Cook Dean of Health Services Garden City Community College 801 Campus Dr. Garden City, KS 67846 620-276-9521 lenora.cook@gcccks.edu	Kim Krull Cloud County Community College

Partners	
Maury L. Thompson Executive Director Johnson County Developmental Supports 10501 Lackman Road Lenexa, KS 66219-1223 913.826.2631 Maury.Thompson@jocogov.org	Daniel Hermreck Human Resources Training Coordinator TARC, Inc. 2701 SW Randolph Ave Topeka, KS 66611 785.506.8650 dhermreck@tarcinc.org
Gina Ervay	Matt Fletcher

Executive Director, ROCKO, Inc	
Chair, Kansas Lifespan Respite Coalition	
316.204.1174	785.235.5103
gervay@rockoinc.org	mfletcher@interhab.org
Kathy Walter	Mark Barber
Flint Hills Services	Flint Hills Services
505 S. Walnut Valley Drive	505 S. Walnut Valley Drive
El Dorado, KS 67042	El Dorado, KS 67042
316.734.8474	316.734.8474
kathywalter@flinthillsservices.org	
Deanna Lamer	Roseanne Thiry
OCCK Salina	Hartspring Overland Park
1710 W. Schilling Road	
P.O. Box 1160	
Salina, Kansas 67402-1160	
(785) 827-9383	

The Pipeline

The following credentials make up the Direct Support Educational Pipeline:

- **Prep Program**—High School Diploma or GED required. For those who need these credentials, they may be acquired through an Adult Education program available at 28 locations across Kansas. For locations see www.kansasregents.org/adult_education_centers.
- **Kansas WORKReady! Certificate**—The Kansas WORKReady! is an initiative that uses WorkKeys® assessments to award Career Readiness Certificates to individuals to document their skills in: **Applied Mathematics**: measures skills used to apply mathematical reasoning and problem-solving techniques to work-related problems. **Locating Information**: measures skills used to work with workplace graphics such as charts, graphs, tables, forms, maps, diagrams, and instrument gauges. **Reading for Information**: measures skills used to read and use written text to do a job such as memos, letters, directions, signs, policies, and regulations.

WorkKeys® is a reliable and nationally-validated assessment used to evaluate and analyze workplace skills. Thousands of jobs are "profiled" to identify skill levels necessary to perform each job. Skills measured by WorkKeys® are transferable; skills necessary for most jobs. Tasks are based on workplace situations and do not require job-specific knowledge.

Kansas **WORKReady!** offers many advantages for Kansas workers and employers.

For Workers:

- Build confidence that personal skills meet the needs of local employers
- Rank above other job applicants who do not have a skills certificate
- Develop a better understanding of employers' requirements for job performance
- Determine skill improvements and training opportunities
- Prepare for career advancement opportunities and promotions
- Demonstrate on a resumé an understanding of the skills employers need

For Employers:

- Improve hiring procedures
- Reduce turnover
- Reduce training costs by certifying candidates with foundational skills
- Increase productivity and profitability
- Provide higher morale, career advancement, and self-esteem for employees
- Enable you the ability to compare candidates to a specific job skill set

Obtaining a **WORKReady!** Certificate is free and easy. Once an individual has made the decision to pursue a **WORKReady!** Certificate, there are three simple steps to complete the process:

1. Visit **KANSASWORKS.com** and identify a convenient location to complete the free assessment. Assessments are offered through the state's 26 workforce centers across Kansas.
2. Contact your local workforce center to schedule your assessment. There are three components to the **WORKReady!** Certificate and each assessment takes approximately 50 minutes for a total time of about three hours plus registration.
3. Present the **WORKReady!** Certificate to potential employers to demonstrate you are "**WORKReady!**"

The Kansas **WORKReady!** initiative uses assessment results to award certificates in four categories. *The certificate level is based on the lowest level earned in any of the areas, although individual scores in one or more areas may be higher.*

- **Platinum Level:** Signifies an individual has scored at least a level 6 in each of the WorkKeys® assessments and has the necessary foundational skills for approximately 99 percent of the WorkKeys® job profiles.
- **Gold Level:** Signifies an individual has scored at least a level 5 in each of the WorkKeys® assessments and has the necessary foundational skills for approximately 90 percent of the WorkKeys® job profiles.
- **Silver Level:** Signifies an individual has scored at least a level 4 in each of the WorkKeys® assessments and has the necessary foundational skills for approximately 65 percent of the WorkKeys® job profiles.
- **Bronze Level:** Signifies that an individual has scored at least a level 3 in each of WorkKeys® assessments and has the necessary foundational skills for approximately 35 percent of the WorkKeys® job profiles.

For individuals who want to improve their scores and earn a higher-level certificate, free online self-directed training is available through the workforce centers.

- **NADSP Registered DSP**—The DSP-R is intended to recognize people who have entered the profession and desire to have careers in the field of community human services.
 - Documentation showing a cleared criminal background check within the past twelve months in the state the DSP is employed (there is some variation by state);
 - Letter from employer indicating that the DSP:
 - has completed all required training and orientation as prescribed by the state and an employer in community human services or a person who self-directs her or his own services and supports;
 - has six months continuous and current employment with an employer in community human services or a person who self-directs his or her own services and supports;
 - is an employee in good standing and legally able to work in the United States
 - Letter of intended professional commitment from the DSP which describes the DSP’s values, commitment to and purpose for entering the profession; and
 - Signed and dated commitment to adhere to NADSP’s Code of Ethics.

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NADSP Certified Initial Level—DSP I—The second level of credentialing recognizes Direct Support Professionals who have demonstrated competence that is measured and approved by the NADSP. This credential sets this group of DSPs apart from other DSPs in that they have demonstrated skills that typical entry level DSPs would not have acquired. As the primary competence credential for direct support practice, the DSP-Certified credential is the core of our credentialing program. Regardless of specialization, every DSP approved as a DSP-Certified has demonstrated skills and knowledge that enable him or her to practice high quality direct support.
Required elements:

1. Must be a DSP-Registered;
2. Proof of completion of 100 related instruction hours, including classroom/online learning and such strategies as: skills mentoring or discussion seminars or applying the learning through on-the-job training or portfolio development sessions, from an NADSP accredited education or training program;

#	Course	Description	CR HR
		Must be NADSP Registered DSP	
EG 101	English Composition I	Prerequisite: A score oot a predetermined level on a diagnostic instrument selected by the English Department or EG 060 with a C or better. This course will enable the student to communicate effectively through a variety of writing and reading activities to develop knowledge, skills, and critical thinking. The student will recognize the importance of the grammatical and rhetorical structure of language as applied to greater effectiveness and clarity in writing. The student will	3

		recognize the process and importance of creating clear and accurate documents.	
MA 125	Intermediate Algebra	Prerequisite: Placement score or MA 060 or its equivalent with a C or better. This course will enable the student to interpret mathematical symbols and notation, simplify expressions, factor polynomials, solve equations (including absolute value, quadratic and rational equations), perform operations on radical expressions, write equations of lines and evaluate functions. The student will begin to conceptualize abstract ideas.	3
New Course Number	Introduction to Direct Support Work for People with Disabilities	This course will enable the student to complete Communication, Community Living Skills and Supports Documentation, and Participant Empowerment NADSP skill standards and complete the NADSP documentation necessary for NADSP Certified Initial Level—DSP I certification and documenting 100 hours of classroom instruction.	6
BA 104	Information Processing Systems	This course will enable the student to learn to use popular applications software including work processing, spreadsheet analysis, database management, and the Windows operating system. This is a practical applications course in the study of information processing systems.	3
HL 130	First Aid	This course will enable the student to recognize the need and to perform basic cardiac life support to intervene appropriately in an emergency before medical help arrives. The student will be able to make appropriate decisions regarding standard first aid care and apply the techniques required for American Red cross certification in the procedures for adult, child and infant Cardiopulmonary Resuscitation (CPR). This renewable CPR certificate is valid for one year and the Standard First aid certificate is valid for three years.	2
BS 193	Internship I	Integrate education with on-the-job experience. Students will gain first-hand supervised work experience with persons with developmental disabilities. They will gain needed skills and knowledge needed for entry level Direct Support Workers. Students will document a minimum of 100 hours of internship within 1 year of continuous and current DSP employment after hire and prior to Application for the NADSP Certified Initial Level—DSP I certificate.	3
Total Credit Hours for KBOR Cert A			18

3. Proof of one year continuous and current work with a community human services employer (an individual/family who self-directs their supports or a provider organization);
4. Professional resume;
5. Updated letter of professional commitment;
6. Letter of support/recommendation from a person to whom the DSP provides service or, in some situations, their family member or legal representative;
7. Portfolio of work samples that demonstrate competence in 4 of the 14 NADSP competency areas;
8. Signed and dated re-commitment to adhere to the NADSP Code of Ethics.

NADSP Certified Advanced Level—DSP II—The third level of credentialing recognizes Direct Support Professionals who have demonstrated competence that is measured and approved by the NADSP. This credential sets this group of DSPs apart from other DSPs in that they have demonstrated skills that typical entry level DSPs would not have acquired. As the primary competence credential for direct support practice, the DSP-Certified credential is the core of our credentialing program. Regardless of specialization, every DSP approved as a DSP-Certified has demonstrated skills and knowledge that enable him or her to practice high quality direct support.

Required elements:

1. Must be a Initial Level DSP-I-Certified;
2. Proof of completion of 50 related instruction hours, including classroom/online learning and such strategies as: skills mentoring or discussion seminars or applying the learning through on-the-job training or portfolio development sessions, from an NADSP accredited education or training program;

#	Course	Description	CR HR
NADSP Certified Initial Level—DSP I			18
160	General Psychology		3
New Course Number for second course	Direct Support Concepts Work for People with Disabilities	This course will enable the student to complete Assessment, Community and Service Networking, Facilitation of Services, Education, Training and Self Development NADSP skill standards and complete the NADSP documentation necessary for NADSP Certified Advanced Level—DSP II certification and documenting 100 hours of classroom instruction.	6
260	Developmental Psychology		3
BS 194	Internship I	Integrate education with on-the-job experience. Students will gain first-hand supervised work experience with persons with developmental disabilities. They will gain needed skills and knowledge needed for entry level Direct Support Workers. Students will document a minimum of 100 additional hours of internship within 1 year of continuous and current DSP employment after hire and prior to Application for the NADSP Certified Advanced Level—DSP II certificate.	3
Total Credit Hours for KBOR Cert B			33

3. Proof of one additional year continuous and current work with a community human services employer (an individual/family who self-directs their supports or a provider organization);
4. Professional resume;
5. Updated letter of professional commitment;
6. Letter of support/recommendation from a person to whom the DSP provides service or, in some situations, their family member or legal representative;
7. Portfolio of work samples that demonstrate competence in 4 of the remaining 10 NADSP competency areas;
8. Signed and dated re-commitment to adhere to the NADSP Code of Ethics.

- **AAS Degree—**

#	Course	Description	CR HR
NADSP Certified Advanced Level—DSP II (see above)			33
EG 101	English Composition		3
New Course Number for second course	Advanced Direct Support Work for People with Disabilities	This course will enable the student to complete Assessment, Community and Service Networking, Facilitation of Services, Education, Training and Self Development NADSP skill standards and complete the NADSP documentation necessary for NADSP Certified Advanced Level—DSP II certification and documenting 100 hours of classroom instruction.	6
MA 125	Intermediate Algebra	This course will enable the student to interpret mathematical symbols and notation, simplify expressions, factor polynomials, solve equations (including systems, quadratic and rational equations), perform operations on radical expressions, write equations of lines and evaluate functions. The student will begin to conceptualize abstract ideas.	3
SP 100	Public Speaking	This course will enable the student to communicate effectively in a variety of public speaking venues, utilizing nonverbal as well as verbal skills. The student will be able to critically assess information both on a verbal and research level. This course will enable the student to recognize the importance of self concept in oral communication, to interview effectively and to work in groups confidently.	3
HL 100	Personal and Public Health	This course will enable the student to make responsible health-related decisions by analyzing behavior and attitudes to bring the changes necessary to improve health and maintain well-being for both personal healthful living and community responsibilities.	3
SW 102	Introduction to Social Work	This course will enable the student to explore social work as a helping profession. The student will be able to examine the development of social work as a profession as well as the knowledge and skills used by social workers.	3
NR110	Therapeutic Nutrition	This course will enable the student to apply fundamentals of nutrition to the promotion and maintenance of health and dietary support in the treatment of clients with common health disorders. The student will learn about the six classes of nutrients, digestion, metabolism, weight management, nutrition throughout the lifecycle, and the interaction between diet, health, and disease.	3
BA 210	Principles of Management	This course will enable students to develop short and long-range plans to effectively accomplish	3

		organizational goals. Through the use of terminology, exercises and case studies, student will be able to give critical appraisal of real life situations involving organizing , staffing and motivating others. The student will also learn tools to aid in problem solving, valuing diversity, and coping with change.	
BA 126	Accounting I	This course will enable the student to perform basic bookkeeping functions upon completion. The student will complete and understand the entire accounting cycle through learning the theory and practice of modern accounting including journal entries, ledgers, and financial statements. The student will also learn about notes receivable, notes payable, inventory systems, and depreciation methods.	3
BA 104	Information Processing Systems	This course will enable the student to use the Windows operating system, work processing, spreadsheet, database, and presentation graphics programs.	3
Total Credit Hours for KBOR AAS			66

Career Pathways

Entry Points	Direct Support Professional	Additional Credit Hours	Occupation/Salary
	Master of Science—Graduate Degree	~30	
	Bachelor of Science—Two Year Degree Completion	~60	
	AAS Degree—Corporate Studies/Direct Support Professional	33	DSP mean \$TBD
	NADSP Certified Advanced Level—DSP II	15	DSP \$TBD
	NADSP Certified Initial Level—DSP I	18	DSP \$TBD
➤	NADSP Registered DSP	0	DSP entry \$TBD
➤	Kansas <i>WORKReady!</i> Certificate	0	Prepare for DSP
➤	Prep Program	0	Prepare for DSP

Entry Points	DSP to Nursing	Additional Credit Hours	Occupation/Salary
	Master of Science—Nursing	~30	
	Bachelor of Science—Nursing	~60	
	AAS Degree—Nursing	64	RN Entry \$
	NADSP Certified Advanced Level—DSP II	15	DSP \$TBD
	NADSP Certified Initial Level—DSP I	18	DSP \$TBD
➤	NADSP Registered DSP	0	DSP entry \$TBD
➤	Kansas <i>WORKReady!</i> Certificate	0	Prepare for DSP

➤	Prep Program	0	Prepare for DSP
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Entry Points	DSP to Social Work	Additional Credit Hours	Occupation/Salary
	Master of Science—Graduate Degree	~30	
	Bachelor of Science—Two Year Degree Completion	~60	
	AS Degree—Social Work	50	DSP mean \$TBD
	NADSP Certified Advanced Level—DSP II	15	DSP \$TBD
	NADSP Certified Initial Level—DSP I	18	DSP \$TBD
➤	NADSP Registered DSP	0	DSP <i>entry</i> \$TBD
➤	Kansas WORKReady! Certificate	0	Prepare for DSP
➤	Prep Program	0	Prepare for DSP