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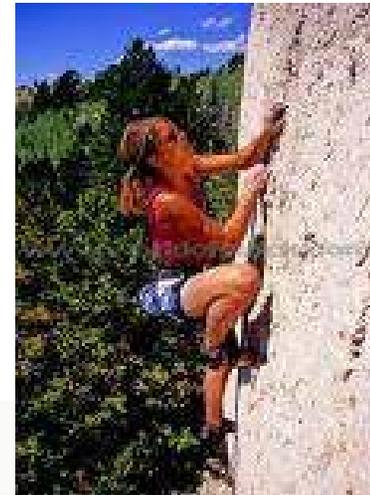
Best Practices in Supporting and Maintaining a Competent and Committed Workforce

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Iowa ID Redesign Workgroup
October 4, 2011

Overview

- Current and future workforce challenges
- National trends and best practices
- Workforce challenges in Iowa
- ID workgroup discussion points

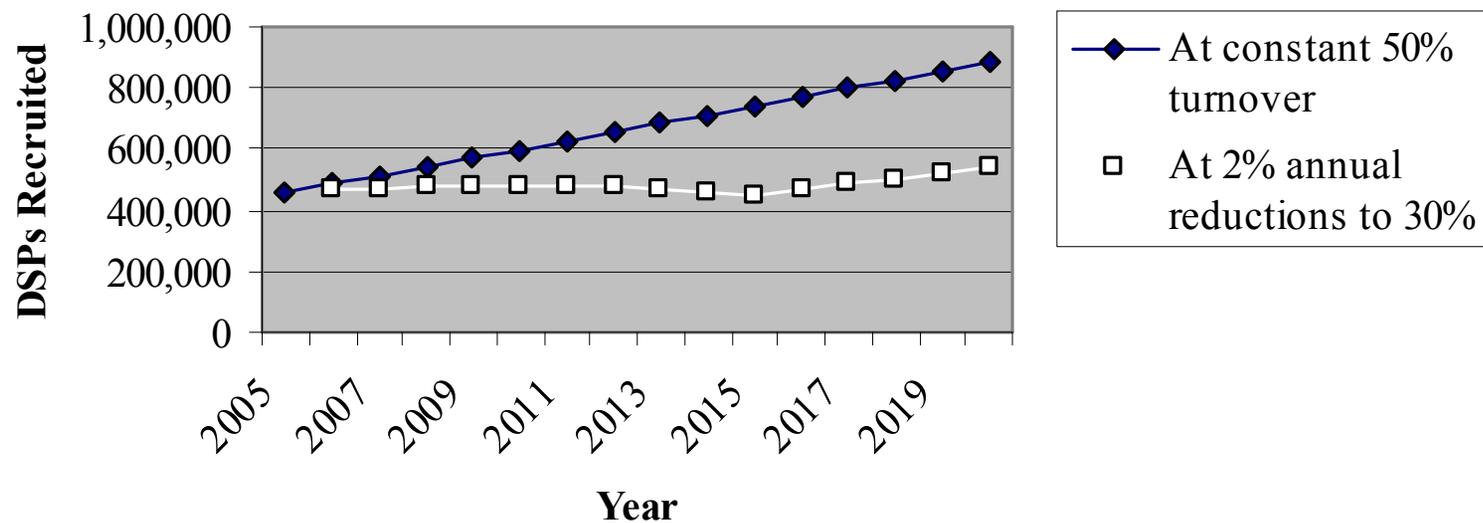


Today and in the Future

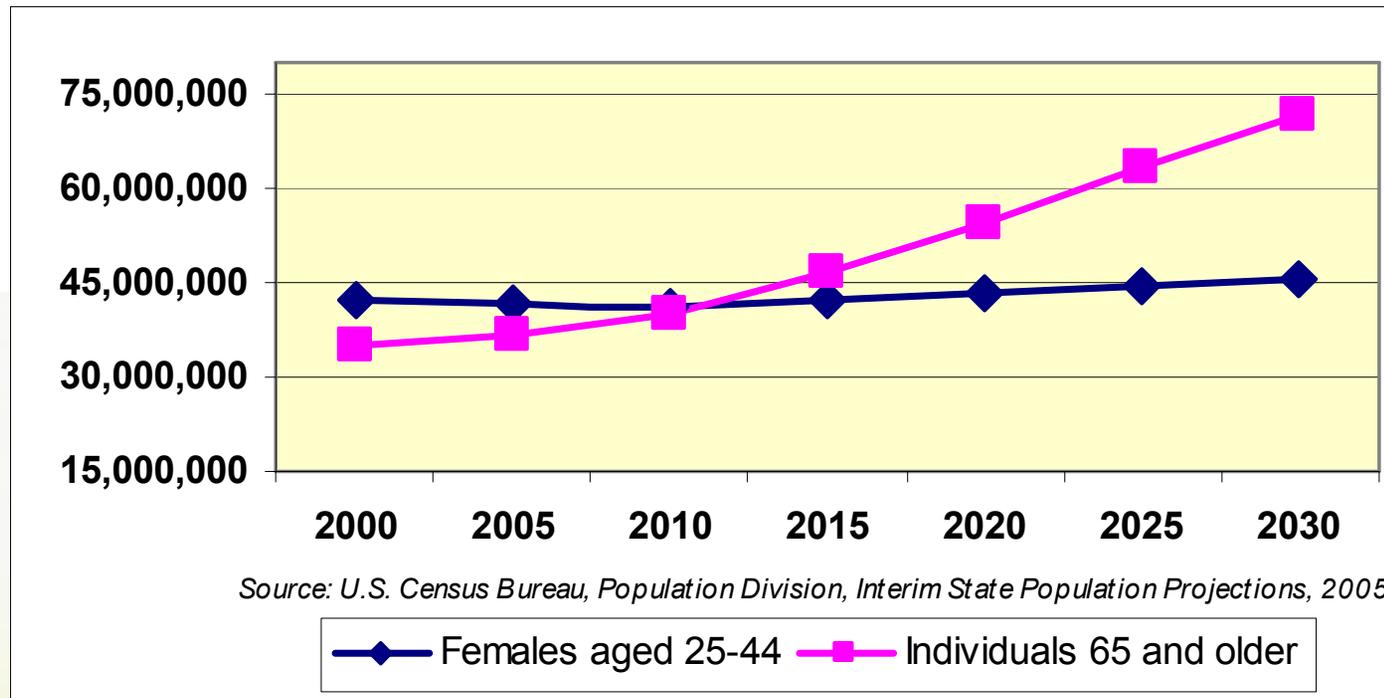
Workforce Challenges

There Are Not Enough Direct Support Professionals

Figure 5. Demand for DSP Recruits to Meet Projected Demand for LTSS, 2005-2020 at Current 50% Turnover and with Annual Reductions by 2% (50% in 2005, 48% in 2006, 46% in 2007, etc.) to 30%



Demographic Shift and the US Care Gap

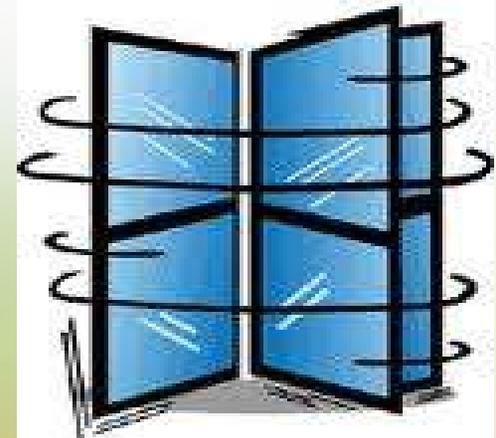


Changes in Expectations for DSPs

- Roles of DSPs are changing
- More people living in smaller community settings with individualized supports
- Increased isolation of DSPs from chain of command
- Increased reliance on their own knowledge and skills to problem solve various situations
- Increased expectations to provide skilled support (e.g., crisis management)
- More direct contact with families

What We Know About Turnover

- Average is around 50%
- Wage/benefits, supervision and conflict with co-workers
- Significant range across and within organizations
- Higher in residential and in home than day services
- Do not have good data
 - Inconsistent methodologies
 - FTE vs crude separation
 - Who is counted



Turnover is Expensive

- US statewide average turnover rate is 50%
- New hire average cost is about \$2,800 - \$3,500
- The # of estimated DSPs in US is about 850,000
- For DD residential alone, the total cost in US based on these and other related factors is roughly \$1,200,000



The Hidden Costs of Turnover

- Supervisors spend an average of 18% of their time with new or exiting employees when turnover is 50% (Larson, 2007)
 - 12% training new staff (first 90 days)
 - 4% recruiting/hiring
 - 2% separations and terminations



Wages and Benefits

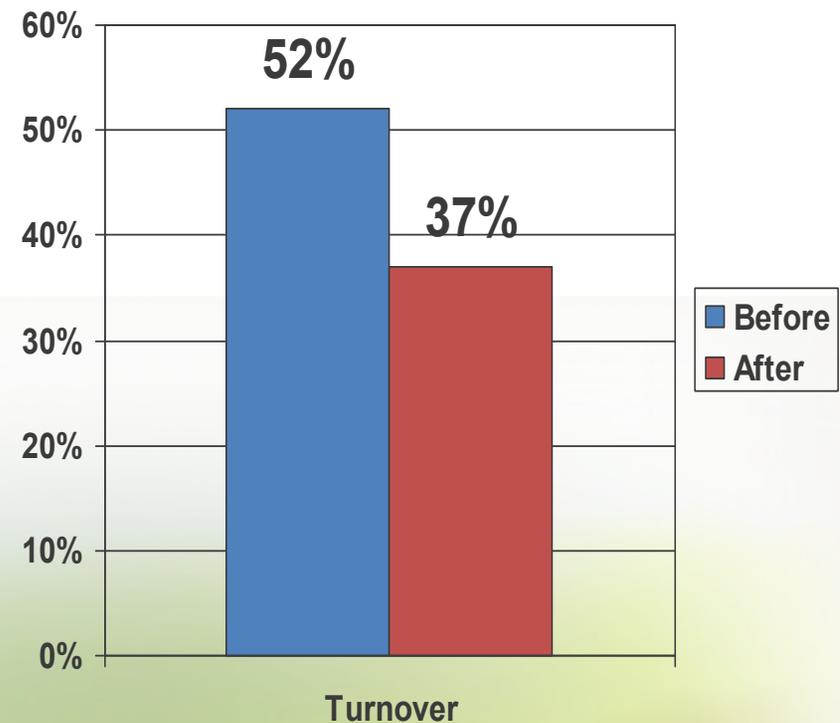
- Low wage - \$8.50
- Family of four lives below poverty line
- Most positions don't come with benefits
 - When benefits are offered they are not utilized because of affordability
 - \$10 hour - \$400 week and average out of pocket insurance premium is \$300 for family coverage



Hours and Earnings		Year
Hours	This Period	
	384.00	
	276.90	
	384.00	

Hewitt, 2007

Wages Matter... Wyoming 2002 Wage Initiative



What We Know

Staff are more likely to stay if:

- They hear about the job from someone inside the organization
- They receive a realistic preview of the job and the people who they will be supporting
- They feel they were valued and treated fairly by supervisor
- They are involved in care plan meetings

Staff are more likely to leave if:

- They have problems with co-workers
- They receive inadequate pay or benefits
- They have problems with supervisors



What are evidence based practices in workforce development?

Trends in Best Practice

Voluntary Credentials

- Illinois, Kansas and Ohio have developed voluntary credentialing programs for DSPs
- The National Association of Director Support Professionals has instituted a voluntary credential



Kansans Mobilizing for Change

A Statewide Workforce Development Plan to Resolve the Direct Support Workforce Crisis

A Report Prepared By:
Kansans Mobilizing for Workforce
Change Stakeholder Advisory Group

February 10, 2004



- Strategies
 - Workforce plan
 - Trained 522 supervisors
 - Interventions
 - RJP video shown to 491 DSPs
 - KSDSP org started
 - College of Direct Support for 371 DSPs
 - Piloted apprenticeship model
 - Targeting Marketing
- Results
 - DSP turnover reduced from 58% to 49%
 - FLS turnover reduced from 23% to 16%
 - Early turnover reduced from 48% to 41%

National DSP Credential Program

- **July 1, 2006 a national credentialing program for DSPs was launched by the NADSP.**
 - Is industry driven and VOLUNTARY
 - Establishes national patterns for work-based learning and related instruction
 - Is based on nationally validated competencies (knowledge, skills, and attitudes) called the Community Support Skill Standards, the NADSP Code of Ethics and DSP Professionalism
 - Is affordable, flexible, portable, and nationally recognized
 - Verification process to confirm DSP certification status





COLLEGE OF
DIRECT SUPPORT
AN INTERNET BASED CURRICULUM FOR DIRECT SUPPORT PROFESSIONALS

Building Careers,
Supporting Lives

- Online training for direct support workers and supervisors:
<http://info.collegeofdirectsupport.com/>
- Coursework includes: civil rights & advocacy; community inclusion; cultural competence; direct support professionalism (ethics); employment supports; functional assessment; medication support, person centered planning; safety; healthy lives; etc.

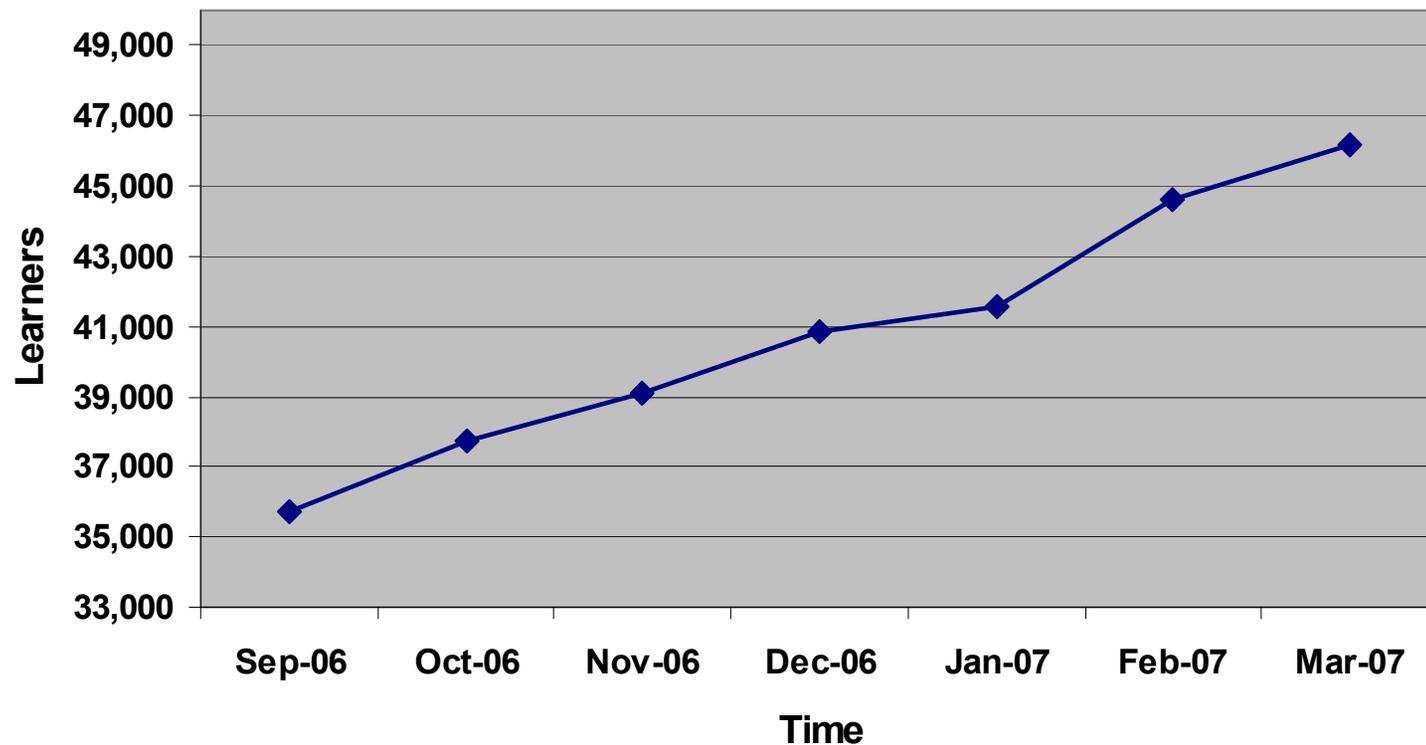
Location:

<http://www.collegeofdirectsupport.com>

> go

CDS Usage Trend Over Time

Growth of Enrolled CDS Learners over Time





Important Initiatives at the State Level

- Supporting pre-service training
- Developing of regulations/rules based on competencies vs. prescriptive statute and policy
- Allowing flexibility in training delivery (e.g., portfolios)
- Establishment of credentialing and apprenticeship programs
- Post-secondary education and career paths
- Curriculum options

What Has Worked at the State Level

- Collaboration
 - Education
 - Secondary and post secondary
 - Labor
 - Health
- Stakeholder groups
 - DSPs
 - Individuals/families
 - Advocates
 - Providers
 - Policy makers

Supporting People in Their Own Homes

- Individually tailored training dictated by family, individual and ISP
- Families and Individuals need training regarding management of staff
- Role of fiscal intermediary in training/supporting families

find choose & keep great DSPs

A toolkit for families

looking for quality, caring and committed
direct support professionals

UIC Department of Disability
and Human Development
UNIVERSITY OF ILLINOIS
AT CHICAGO
COLLEGE OF APPLIED HEALTH SCIENCES

UNIVERSITY OF MINNESOTA



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What Should the Focus Be?

Workforce Challenges and Trends in Iowa



Iowa's Current Workforce Challenges

- Insufficient capacity regarding crisis prevention and management which sometimes hampers the ability of the system to successfully transition individuals to the community
- Variation in approaches to case management across the state including monitoring protocols, level of training and knowledge of the system, and case loads
- Difficulty in funding necessary training – no consistent state funding support
- No general agreement on the competencies that should be expected from support staff



Need for Training Related to Evidence Based Practices

- Person Centered Planning
- Positive Behavior Supports
- Self Direction
- Family Support
- Supported Employment
- Support brokerage



Standardization of Case Management Roles and Competencies

- Knowledgeable about service system, state and local resources, benefits
- Advocate for person
- Facilitates service planning meeting and monitors delivery of services
- Ensures individual's health and well being is maintained
- Available and helpful
- Person has choice of case manager and case management agency
- Reasonable caseload

CMS free online training for case managers and supervisors working with individuals with ID/DD and elders:

<http://www.hcbsassurances.org/index.html>



Self-Direction in Iowa

Individuals can hire employees of their choice to provide personal assistance and other independent living supports rather than being restricted to Medicaid providers. Examples of service options:

- Self-directed Personal Care - cleaning, meal preparation, showering assistance, respite
- Self-directed Community and Employment Supports - social skills development, career placement, cooking skills development
- Individual Directed Goods and Services – Home and vehicle modifications, snow removal, lawn care services, assistive devices



Recent Training Initiatives in Iowa

- Availability of training through the College of Direct Support made possible by funding from MFP, Real Choices Systems Change grant and legislative support.
- Role of UCEDD



Workgroup Discussion

Key Discussion Points

Points to Discuss

- What should be the role of the state in determining training and competency requirements?
- What are the priorities for training statewide?
- What funding should be available to ensure that staff are trained?
- Is there merit in developing a voluntary certification?
- What types of collaborative efforts can to be mounted to enhance the status, training and competence of staff (e.g., work with community colleges)?
- How can Iowa take advantage of existing resources?