

Rhode Island Statewide Workforce Initiative

Comprehensive Plan- Working Draft

Working Draft Review 10/7/22 (reflects input from Coordinating Council – redlined and highlighted)

Sage Squirrel Consulting
10-7-2022

Table of Contents

Executive Summary	3
A. Introduction	5
B. Coordinating Council	6
Overview	6
Activity Overview	6
Observations	6
Tactical Recommendations	7
C. Recruiting and Retention	7
Overview	7
Activity Overview	8
Observations	8
Tactical Recommendations	9
D. Institutions of Higher Education	9
Overview	9
Activity Overview	10
Observations	10
Tactical Recommendations	10
E. Training and Professional Development	11
Overview	11
Activity Overview	11
Observations	11
Tactical Recommendations	12
F. Standards and Credentialing	12
Overview	12
Observations	12
Activity Overview	13
Tactical Recommendations	13
Overview of Remaining Sections	13
Deliverables Table	14
Coordinating Council Deliverables	14
Recruiting and Retention Deliverables	15
Institutions of Higher Education Plan Deliverables	17

Training and Professional Development Deliverables	18
Credentialing & Standards Deliverables	20
Detailed Workplan Activities	1
Attachments	1
Attachment A: Rhode Island DSP Workforce Communication and Engagement Plan – DRAFT.....	1
Objectives.....	1
Approach by Target Audience.....	1
Key Messages	3
Adult Learning Approach	4
Attachment B: The All Teach – All Learn Model	5
Tools and Resources	5
Evaluation	6
Attachment C. Stakeholders Engaged in DSP Workforce Efforts.....	8
Attachment D. Charter for the Rhode Island Workforce Recruiting and Development for the Adult I/DD System Services	13
Attachment E. Rhode Island Workforce Recruiting and Development for the Adult I/DD System Frequently Asked Questions	17
Attachment F: Logic Model (2 Versions: Long Version and Plain Language Version).....	21
Attachment G: Statewide Workforce Initiative Training and Professional Development (T&PD) Workgroup Charter (Draft 9/1/2022)	22
Attachment H: Data Snapshots – In Development	24
Attachment I: Crosswalk of Rhode Island Workforce Initiatives as of September 2022	28
Attachment J: Overview of DLT DSP Recruiting Activities	29

Executive Summary

This document is a Comprehensive Plan (hereafter, “Plan”) to build a scalable and sustainable Direct Support Professional (DSP) workforce to support individuals with intellectual and developmental disabilities live fully in their communities. This Plan is designed to achieve the following:

- Fully staffed network with knowledgeable trained, and engaged DSPs
- A defined accessible pipeline of vetted DSPs
- An expanded network of community organizations, Institutions of Higher Education (IHEs), and other diverse community partners knowledgeable and meaningfully engaged in the recruitment and retention of DSPs
- Those hiring DSPs know how to interview and hire based on core capabilities for success
- Job candidates have a full understanding of the role before starting
- Support for people who self-direct and families
- A DSP community

The Plan is designed to achieve both near-term and long-term building blocks to support systemic change. Tactical activities are designed to:

- Recognize the changing nature of the workforce in order to develop successful recruiting strategies
- Reduce current fragmentation and more effectively coordinate and leverage existing efforts and resources
- Identify and assess current administrative and policy barriers to effective DSP recruitment and retention in both provider agencies and in self-direction
- Identify, assess, and clarify training and responsibilities
- Create a centralized website for sharing of information and DSP recruitment that complements, not replaces, individual efforts being taken by providers
- Increase system support for self-direction

The Plan recognizes the need to have outcome milestones, balance the role of the state as regulator and funder with the responsibility of providers to successfully operate their business, and the need to move forward with purpose and speed without sacrificing meaningful sustainable systemic change.

The Plan requires both information and insight from multiple stakeholders. Many of the workstreams undertaken by the SWI Coordinating Council and SWI workgroups require collaboration across workgroups and this collaboration is noted throughout the Plan. To support critical stakeholder awareness, input, and buy-in, a plain language version of the Comprehensive Plan will be created and shared as part of the overall SWI communication plan and will be posted for on the upcoming public facing SWI collaboration and communication site. Monthly SWI status updates and supporting materials will also be posted on this public facing SWI collaboration and communication site (e.g., time, date, and location of DLT career fairs for DSP recruitment; “how to” information for posting provider internship opportunities with institutions of higher education).

True sustainable system change will be uncomfortable at times for some components of the system and stakeholders will not always agree on goals, tactical approaches nor outcome measures. The Plan

provides a structure and process to gather input, allow for discussion and continue forward progress. In summary, the Plan provides:

- Clear deliverables with outcomes, accountability, and timelines
- Creates a framework to pull together work that is currently happening in many silos
- Highlights how the SWI work will build on recognizably proven practices
- Highlights how current statewide resources will be leveraged for both public education and information sharing

The Plan itself is a living document, with anticipated quarterly updates. The SWI Workgroups as well as the newly created SWI Coordinating Council will continue to work together to ensure that all SWI activities actively acknowledge and incorporate related activities done by other entities in Rhode Island, including activities undertaken by DLT, CPNRI and The Sherlock Center and their partners, such as the University of Minnesota and Skills for Rhode Island's Future. The SWI Workgroups and the SWI Coordinating Council will also continue to identify and pursue opportunities for coordination between and among related state agencies.

The SWI Workgroups and the Coordinating Council will continue to note system supports and enhancements identified during the course of their SWI work that may require new or expanded funding or other resources. These potential funding and other resource needs will be noted as SWI activities and recommendations move forward.

It should be recognized that the members of the SWI Workgroups and the Coordinating Council include a large number and variety of Rhode Island stakeholders volunteering their time and energy to this important initiative. Creating near and long-term improvements in the workforce supporting Rhode Islanders with intellectual and developmental disabilities would not be possible without the engagement, passion, and hard work of the SWI participants.

A. Introduction

In 2014, Rhode Island (RI) entered into a Consent Decree Agreement with the Department of Justice that addresses findings that the State violated the Americans with Disabilities Act (ADA) by failing to serve individuals with intellectual and developmental disabilities in integrated settings. Under the Consent Decree Agreement, the State is required to achieve certain goals each year. The goal is to provide integrated employment and day services for Rhode Islanders living with developmental disabilities.¹

A significant challenge to meeting the objectives of the consent decree is the current DSP workforce crisis. High staff turnover rates have a negative impact on access to services, continuity of supports, and the workforce knowledge, skills, and experience to support adults with I/DD with complex needs to achieve their goals. This DSP workforce crisis is not limited to RI. It has existed for years² and has been exacerbated by the COVID-related public health emergency. Addressing this workforce crisis is a key aspect of stabilizing the service delivery system. To stabilize the workforce, the 2021 Action Plan called for the establishment of a Statewide Workforce Initiative (SWI) focused on recruitment, retention, and professionalization of the DSP career.

The traditional menu of workforce strategies that is often suggested and applied in bits and pieces across the country is not efficient or sustainable and leads to greater fragmentation over time. Sage Squirrel Consulting (“Sage Squirrel”) proposed an approach that places RI’s goals and initiatives within a person-centered collective impact framework. The core of collective impact is to bring people together to solve a problem and scale solutions. Transforming the workforce requires all to engage and to do so in a new way.

Sage Squirrel has engaged in extensive discovery to understand the DSP challenges and opportunities within Rhode Island as well as to learn directly from myriad stakeholders their perspective on those challenges and opportunities (see **Attachment C**). The tactical recommendations made in this plan are based on this discovery process. Observations from this discovery process are shared below. The prime observation from this process is that a multitude of RI individuals and organizations have invested an enormous amount of effort in the last year to address the DSP workforce challenges. Nothing in this report should be construed as denigration of those efforts.

The consent decree and the court ordered workforce efforts are a unique opportunity for RI. No other state has had court ordered workforce development efforts as part of achieving compliance with policy requirements. However, responding to these court orders poses unique challenges, many rooted in working to respond to a sense of urgency in a system that is organized in a multitude of silos. Fragmentation is a significant challenge that the state will need to overcome to coalesce all the existing and planned efforts into a cohesive whole. Doing so will require facilitating collaboration, increasing awareness, and building bridges between the silos.

This plan attempts to accomplish five major objectives:

- Describe the desired outcomes associated with the RI DSP Statewide Workforce Initiative;
- Recount observations from the discovery process that have implications for this initiative;

¹ For more information, see <https://bhddh.ri.gov/developmental-disabilities/consent-decree>.

² President’s Committee for People with Intellectual Disabilities (2017) *Report to the President, America’s Direct Care Workforce Crisis* [white paper]. https://acl.gov/sites/default/files/programs/2018-02/2017%20PCPID%20Full%20Report_0.PDF

- Outline previous, current, and planned tactics and strategies that support the achievement of these outcomes;
- Identify key milestones and timelines;
- Describe how the SWI workgroups will become key pillars of a collective effort with the newly formed Coordinating Council serving as the “backbone” of that collective effort.

B. Coordinating Council

Overview

At the behest of the court monitor, four workgroups were established in 2021: Recruitment and Retention, Institutions of Higher Education, Training and Professional Development, and Standards and Credentialing.

If the focus of these workgroups is the stabilization of the DSP workforce in RI and the goals described above, the central tenet of this work, the “tentpole” so to speak, is recruitment and retention. While efforts to improve training and professional development, to enhance and standardize credentialing, and to increase pathways to DSP work through educational partnerships will all improve the quality and effectiveness of the DSP workforce in the state; the result of this work will also increase the recruitment and retention of the workforce, by enhancing the overall value proposition of the work, and by creating improved pathways into DSP work.

A newly established Coordinating Council, consisting of representatives of each of the above workgroups, as well representatives of provider organizations, people who receive services, and the state, will serve as a backbone to these workgroups, leading to an organizational structure that is more “hub and spoke” than top-down. The purpose of the Coordinating Council is to create a framework that will facilitate more active inter-workgroup collaboration and promote a coordinated approach to other related work. The Coordinating Council may also provide feedback to the state on policy and programmatic implications to the Statewide Workforce Initiative. On an ongoing basis, the Coordinating Council, as well as each SWI Workgroup, will review and communicate the value proposition of SWI activities across all stakeholders involved in improving the quality and effectiveness of the DSP workforce and improving sustained pathways into DSP work.

Activity Overview

The first meeting of this group will take place 10/3/2022; meetings will occur monthly thereafter. The Coordinating Council will produce a monthly report that details ongoing priorities and progress of the Statewide Workforce Initiative as well as progress made toward recruiting and hiring milestones.

Observations

- There is a high degree of fragmentation of effort among all parties involved in the DSP Statewide Workforce Initiative, including the SWI workgroups. This fragmentation impedes collaboration and contributes to stakeholder frustration with the perceived myriad unconnected efforts associated with the SWI and may be having a negative impact on provider engagement.
- Data needed to manage the system is not readily available. There is an actual and/or perceived lack of a good data collection and reporting system, leading to a perception of a multitude of provider data reporting requests and confusion about where data can or should be stored and how that data is to be accessed.

- There are programmatic impacts on the workforce development efforts that fall outside of the SWI. For example, there has been feedback that inconsistency among the fiscal intermediaries who support self-direction contributes to administrative delays or barriers to hiring and confusion about requirements and the role of the FI.
- Smaller providers are having more trouble recovering from impact of COVID and being able to address recruitment/retention challenges that were exacerbated by COVID.
- A diverse range of community partners have not been effectively incorporated into the SWI work to date, despite their role as a potential doorway to DSP candidates.

Tactical Recommendations

- “Brand” the SWI and apply branding guidelines to all communications with stakeholders.
- Establish a centralized online “hub” of efforts to facilitate consistent dissemination of information, and to promote stakeholder engagement through interactive functionality.
 - In the short and mid-term, through implementation of collaboration software.
 - Longer term, through development of a centralized workforce website, with meaningful connection to the multitude of related workforce development efforts occurring in RI.
- There is a meaningful need to respond to and address stakeholder concerns around the ancillary program and policy issues that impact the SWI.
 - Address FI inconsistencies by reviewing current FI standards and operations and address issues identified through that review.
- Enhance access to quality workforce and program data through a centralized technology workforce platform.
- Consider extending resources developed for people who self-direct to smaller providers.
- Ensure that community organizations are represented in the SWI workgroups, particularly Recruitment and Retention.
- Ensure that recruiting and marketing plans meaningfully recognize the opportunity to significantly broaden and sustain a greater number of DSP awareness channels and entry doorways.

C. Recruiting and Retention

Overview

The central objective of the statewide workforce initiative is that RI has sufficient numbers of qualified and well-trained direct support professionals to support Rhode Islanders with intellectual and developmental disabilities to live, work and play as active members of their community. Achieving this objective is not just a recruitment issue, nor is it just a retention issue, but recruitment and retention conceptually is the “tentpole” that the statewide workforce initiative is built around. RI’s efforts to increase DSP wages are an important first step in meeting basic needs to recruit and retain a workforce but wages are only one element in a complex formula.

Sustained and effective recruitment must be multi-modal, and community based. Job boards alone are not sufficient. Recruitment starts by creating widespread awareness of the role and its associated value proposition, then by meeting people where they are through the appropriate modality, whether that is social media, in-person, or through education or community partnerships. Retention is also multi-pronged, as a function of effective job matching and selection processes, training, and worker

engagement strategies rooted in skill building, engagement, and empowerment of the front-line workforce. As discussed in the training section below, being able to offer DSPs insight about career paths (ladders, lattice, capability acquisition) is a critical aspect of retention.

Changing demographics and workforce patterns means that recruiting and retention strategies must adapt. It is growing less and less likely that workers in the job market are looking for the job that they will spend the majority of their working lives doing. Potential DSPs must be able to see what value they will get out of doing this work, as well as the value that they add to people's lives by becoming DSPs.

Activity Overview

The Recruitment and Retention workgroup met 3 times in 2022 but paused their work during the procurement process that led to Sage Squirrel's hiring. A meeting was held on July 27 to discuss the court ordered recruitment and hiring milestones, but the formal re-start of this meeting will take place September 29. An updated draft charter will be presented to this group for consideration and attached to this plan upon adoption (see **Attachment D**).

Initial activities of Sage Squirrel have been focused on an environmental scan to learn more about the needs and perspectives of people in the provider and self-directed communities. Additionally, Sage Squirrel established a subcontract with ARC of RI to initiate a DSP recruitment campaign primarily to support the recruitment of DSPs for people who self-direct. Communication has gone out to individuals and families who self-direct to contact the ARC to connect with these recruits. Additionally, the RI Department of Labor & Training (DLT) has stepped up recently to support provider recruitment efforts. **Attachment E** is a FAQ document developed to support stakeholder communication.

Observations

- In response to changing job market and career expectations, the DSP value proposition is evolving; recruiting, and retention strategies need to also evolve. While people may be less likely to be interested in a long-term career as a DSP, motivated and curious DSPs can develop skills and be exposed to direct and ancillary opportunities for career development. This is an opportunity to expand the recruiting base.
- The recruitment and retention needs of provider organizations vary.
 - While some providers have recruitment challenges, many providers are attracting high numbers of applicants but are experiencing retention challenges, particularly among early tenure DSPs.
 - Many provider organizations report extreme difficulty navigating recruits from the application process, through onboarding and initial training to starting work.
- There is provider consensus on the need for a statewide marketing and outreach campaign to increase awareness of the DSPs role and attract candidates. Providers have expressed desire for an increased "pipeline" of candidates, but there is not widespread consensus on how centralized the development of that pipeline should be.
- People who self-direct struggle to effectively recruit and hire independently. Without a centralized entity, it is more difficult to effectively carry out some core recruiting and retention activities (e.g., recruiting outreach and applicant identification in general, recruiting through IHEs, training). There is a need for self-directed individuals and families to have centralized recruiting, retention, and training support.

- DLT offers a diverse set of programs and funding opportunities to promote workforce development and has established a partnership with CPNRI. Providers may not be fully leveraging these programs to support recruiting or training their workforce.

Tactical Recommendations

- Increase focus on the needs of people who self-direct and continue progress in development of centralized infrastructure and recruiting support.
- Increase focus on early retention, including:
 - Alignment between the DSP recruit expectations and DSP role – Realistic Job Preview
 - Exit interview follow-up with DSPs who leave to learn why they left.
 - Promote consistent high quality onboarding processes through development of onboarding toolkit.
- Develop and implement a statewide marketing and outreach campaign focused on the DSP workforce but coordinated with the EOHHS direct care worker marketing and outreach campaign.
- Expand recruiting strategies beyond job boards. (i.e., conduct more direct community outreach; expand recruitment modalities, e.g., social media vs job boards, search engine optimization and digital ads)
- Expand recruiting pathways (e.g., create more community partnerships, enhance relationships with IHEs, secondary schools)
- Create a centralized recruiting technology infrastructure that includes but is not limited to a DSP registry.
- Develop and disseminate training and tools to support managers to effectively interview and hire. (i.e., realistic job preview, pre-screening instrument, behaviorally anchored interview tools as well as training in the use of these tools).

D. Institutions of Higher Education

Overview

Institutions of Higher Education (IHEs) are an important doorway to increase awareness of career opportunities in the health and human services field, and, more specifically, opportunities supporting people with disabilities, including:

- Direct job opportunities for current students, gap year students and alumni as either a full-time or part-time DSP
- Internships to meet academic requirements
- Internships to meet state licensure requirements
- Internships that provide increased awareness and understanding of health and human services careers (both direct service experience and business operations experience, such as IT or marketing).

Efforts to recruit students in this manner should not be limited to IHEs but the same or similar strategies can be employed with students in high school to foster increased awareness of the human services field as a potential career opportunity that does not require advanced education but that can still facilitate entry into meaningful and well-paid work and also as a potential field to pursue in college.

Activity Overview

The SWI IHE subgroup has held two meetings during 2022. Activities completed by the state's vendor to date have focused conducting an environmental scan to understand existing IHE – DSP recruiting and internships programs and infrastructure as well as to identify immediate internship needs of IHEs and providers. This environmental scan was undertaken through direct discussions with providers as well as IHEs.

Observations

- Most providers have not engaged IHEs as partners for DSP recruitment.
- Many of the providers with internship opportunities are working in partnership with a DLT-funded program contracted through Skills for Rhode Island's Future.
- Variation exists in provider interest and/or current ability to support internships. There is a provider investment associated with providing strong internship opportunities, including planning for internships (e.g., aligning with IHE academic requirements, defining role), providing supervision during internship, feedback to interns and IHE). Paid internships are an additional investment. Some providers perceive limited internship return on investment when evaluating where to currently invest limited resources related to DSP recruitment and retention.
- Funding for paid internships varies and is a limiting factor to paid internships among small providers.
- Internship role descriptions arise from academic requirements, licensure requirements and provider requirements; therefore, there is no single internship description.
- Need to increase IHE awareness of DSP opportunities, both direct job and internship opportunities and, similarly, to build provider awareness and relationships with IHE partners.
- Need to identify or create pathways for people who self-direct to recruit DSPs from IHEs
- Handshake, the common technology application for IHE internship and job posting is not conducive to shared job postings and is cumbersome to use for people who self-direct.
- Opportunities exist to expand secondary school and post-secondary school DSP recruiting and internship programs but foundational structure, processes and relationship building needs to be meaningfully expanded.

Tactical Recommendations

- Need to build awareness and partnerships from ground up.
- Need to build relationships – both near and long-term partnerships (e.g., customized recruiting and / or internship partnerships between IHEs/secondary schools and providers).
- Explore broad-based internships that are ancillary but necessary to the DSP workforce (e.g., business functional areas such as accounting, IT, marketing).
- Consider “DSP assistant” internships
- Create a 3-5 year plan with sustained activities to build sustainable programs.
- Explore centralized training and onboarding systems.
- Increase awareness of DSP opportunities among students.
- Increase provider awareness of how to recruit secondary school and post-secondary school DSPs.
- Build relationships – both near- and long-term partnerships (e.g., customized recruiting and / or internship partnerships between IHEs/secondary schools and providers).

- Develop process, tools, and relationships to support self-directed community participation in IHE recruitment and pipeline building, e.g., Handshake – short term: create a video that families can access and Handshake – long term: Identify a centralized entity (e.g., the entity that will oversee conflict free case management).
- Consider establishment of BHDDH internship program.
- Discuss preliminary IHE and provider feedback, e.g., training and payment.
- Develop centralized internship communication and opportunity link.

E. Training and Professional Development

Overview

Many direct support professionals enter the workforce with a high school diploma or equivalent although some do have some form of college coursework or a degree³. Training is typically provided on the job and focused largely on supporting activities of daily living. The training and career landscape is hindered by low wages and benefits resulting in a para-professional workforce often underfunded and overlooked. As workers are hired and onboarded, training and career growth becomes a critical retention tool.

Training and professional development not only impacts direct support workers. People receiving supports, while dependent on this workforce for day to day living, benefit from a workforce that is trained to go beyond supporting activities of daily living to promoting people to live, work, and play fully in their communities.

Although direct support professionals spend the greatest amount of time with people in need of supports, they receive the least amount of training and education. When training is provided, it is often not competency-based and often a mandated minimum amount of time that is not individually focused on staff development.

Activity Overview

The Training and Professional Development SWI met in February and March of 2022 completing a review of current training requirements and identifying gaps and barriers. The group re-launched in August of 2022 to refine the workgroup's purpose and approach as delineated in the approved workgroup charter (**Attachment G**). Tool kits are being developed as part of multiple SWI workgroup activities (e.g., Recruiting and Retention, IHEs); the Training and Professional Development SWI workgroup will coordinate and help identify the best support for implementation of these tool kits and associated materials.

Observations

- Some providers have expressed interest in a coordinated approach to basic training. There used to be some collaborative efforts to share training among some providers; however not all providers will want to utilize coordinated training. Small providers are likely to have more interest in having access to coordinated training.

³ [31-1121.00 - Home Health Aides \(onetonline.org\)](#) and [31-1122.00 - Personal Care Aides \(onetonline.org\)](#)

- People who self-direct and the people that work for them do not have access to consistent, high-quality training.

Tactical Recommendations

- Consider establishment of “base” central training repository of existing and new training modules, tools, and resources to enable flexible access to standards and curricula for adaptation to the objectives of the provider or person self-directing supports.
 - Offered through state
 - Consider access to all
 - Training offered but not mandated
- Establish a RI learning collaborative to develop a repository of existing and new training modules, tools, and resources.
- Identify best practices in other states to build on demonstrated success.

F. Standards and Credentialing

Overview

The Bureau of Labor Standards does not draw a distinction between many types of direct care workers, including home health aides, personal care aides, certified nurse aides, and direct service professionals. All are lumped into the category of Direct Care Worker. This makes it challenging to focus meaningfully on macro-level workforce data for DSPs.

Most direct care worker positions require proof of certification or licensure achieved through completion of specified training or educational requirements and designed to facilitate ongoing education. There are no required licensure or certification requirements for DSPs, creating both an opportunity and a challenge. The opportunity is rooted in the flexibility accorded to recruit and hire DSPs. The challenge is rooted in the perception that DSP work is low-skill and low value work with no pathway to professional development.

There have been national efforts to identify evidence-based competencies for DSPs and for the people who supervise them on a day-to-day basis. The National Association of DSPs has been a lead entity in these efforts backed by the research of Amy Hewitt.

Observations

- Some providers have implemented, or are in the process of implementing, “tiered” DSP classifications, with suggested or required training milestones to achieve promotion.
- Some providers “specialize” in people with defined needs, such as people who may be medically complex, or people with complex behavioral health needs. DSPs who work with these populations may achieve specialized training or credentials.
- There is existing consensus in Rhode Island to develop standards and credentialing for all DSPs based on the NADSP DSP competency framework but no consensus on whether that effort should be mandatory or voluntary.
- Some DSPs are certified to provide employment-related supports. Some providers have expressed concern about the costs associated with this certification when certified workers move to another provider agency.

- There is a direct linkage between the existence of a defined standards and credentialling strategy for DSPs and the opportunity to build a robust internship system.

Activity Overview

The Standards and Credentialling Workgroup has held three meetings in 2022 but has not met since February. An early decision was made to adopt the NADSP Competencies.

Tactical Recommendations

- Incorporate NADSP competencies into training and development efforts.
- Explore how other states have considered application of NADSP DSP competencies and if or how these have been incorporated into rate structures as part of a mandatory competency framework.
- Consider how DSP supervisory competencies can be incorporated into professional development efforts and to help enhance the experience and engagement of DSPs in the workforce.
- Explore “badging” DSPs who complete competency-based training or other certification requirements and utilize that badging in the centralized DSP registry.
- Define DSP credential requirements to support development of internships that are connected in a meaningful way to programs of academic study with IHEs.

Overview of Remaining Sections

The remaining sections provide:

- **SWI Coordinating Council and Workgroup Deliverables Table.** This table focuses on the next quarter, assumes monthly status reports as well as rolling quarterly updates to the Comprehensive Plan and required deliverables.
- **Detailed Table of Workplan Activities.** Many of the workstreams being undertaken by the SWI Coordinating Council and SWI workgroups require collaboration *across* workgroups. Therefore, the detailed workplan activities indicate responsibility for facilitation, for collateral development, the “responsible” workgroup for the workplan activity, workgroups that should be “consulted”, and those workgroups that for a given activity need to be “informed” to minimize fragmentation and enhance transparency. The new SWI Coordinating Council as well as the ongoing SWI workgroups (Retention and Recruiting; Institutes of Higher Education; Training and Professional Development; Standards and Credentialing) each have representation from multiple stakeholder perspectives.
- **“Attachments” Section.** This section includes work products developed to support the ongoing SWI workplan activities. These work products include working drafts and are cross-referenced within the main document itself for clarity.

Deliverables Table

Coordinating Council Deliverables

Deliverable Name	Due Date
1. Monthly Cross-Workgroup Status Reports	<ul style="list-style-type: none"> Monthly
2. Coordinating Council Charter and Plain Language Version of Comprehensive Plan	<ul style="list-style-type: none"> October 2022
3. Communication Plan (See Attachment A for working draft) including development of an online collaboration site and a modified FAQ to address the value of the DSP Workforce effort on audience types such as people receiving supports and their families, policymakers, providers, DSPs, advocates. Each workgroup has deliverable responsibility for updates and content for public facing updates and information (see individual workgroup deliverables.)	<ul style="list-style-type: none"> October 2022 and public facing content updates at least monthly Quarterly updates of overall Communication plan as necessary
4. Engagement Plan (See Attachment B for working draft)	<ul style="list-style-type: none"> November 2022 Quarterly updates as necessary
5. Learning and Diffusion Plan and Associated Learning and Diffusion Monitoring Framework	<ul style="list-style-type: none"> November 2022 Quarterly updates as necessary
6. Create a cross-system map of Rhode Island initiatives against national strategies	<ul style="list-style-type: none"> October 2022 (draft for discussion) November 2022 (final) Quarterly updates as necessary
7. Create a cross-system map of workforce initiatives against DSP topical areas	<ul style="list-style-type: none"> October 2022 (draft for discussion) November 2022 (final) Quarterly updates as necessary
8. Logic Model (See Attachment F for working draft)	<ul style="list-style-type: none"> October 2022
9. Draft and Final Outcome Monitoring Plan (includes dashboard(s) & data collection framework to align with logic model – See Attachment H for working draft)	<ul style="list-style-type: none"> October 2022 (draft for discussion) November 2022 (final)
10. Quarterly Comprehensive Plan Review and Update	<ul style="list-style-type: none"> Quarterly updates as necessary
11. Support all Coordinating Council members to engage fully by providing materials in plain language and offering pre and post calls to ensure clarity	<ul style="list-style-type: none"> Ongoing

Recruiting and Retention Deliverables

Deliverable Name	Due Date
1. Monthly Status Report to Coordinating Council	<ul style="list-style-type: none"> Monthly
2. Workgroup Charter (see Attachment D for working draft)	<ul style="list-style-type: none"> October 2022
3. Overview of Key Recruiting Workstreams and How Providers and Families Can Access/Learn More	<ul style="list-style-type: none"> October 2022 (<i>SWI Workgroup Activities</i>) November 2022 (<i>SWI Workgroup Activities + Related Activities by Other Stakeholders, e.g., Transformation Grant Partners, The Sherlock Center, DLT and DLT Contractors</i>)
4. Inventory of Current and Planned DSP-Related Marketing Activities (e.g., EOHHS Caring Careers, transition grant activities, DLT) See Attachment J for overview of ongoing DLT DSP recruiting activities that also increase DSP career awareness)	<ul style="list-style-type: none"> October 2022 (<i>SWI Workgroup Activities</i>) November 2022 (<i>SWI Workgroup Activities + Related Activities by Other Stakeholders, e.g., Transformation Grant Partners, The Sherlock Center, DLT and DLT Contractors</i>) Quarterly updates as necessary
5. Expanded Marketing Plan Based on Inventory of Ongoing and Planned Marketing Activities, including expanded community partnerships	<ul style="list-style-type: none"> November 2022 Quarterly updates
6. Collaboration across workgroups and other state initiatives to (a) create a centralized communication home (e.g., collaboration site) for posting information about SWI and (b) create public facing SWI updates and other SWI – related materials at least monthly* (Note: Ties to Coordinating Council Deliverable #3)	<ul style="list-style-type: none"> Ongoing; public facing content development at least monthly
7. Create a centralized recruiting technology infrastructure that includes but is not limited to a DSP registry (note: Need to explore coordination with other initiatives, e.g., ongoing EOHHS Caring	<ul style="list-style-type: none"> October 2022 (<i>Overview of Options for Input from R&R Workgroup and Coordinating Council</i>) November 2022

Career activities and other state activities) *

- | | |
|--|--|
| 8. Recruiting and Retention Tool Kit for Providers (e.g., training and tools to support managers to effectively interview and hire: (i.e., realistic job preview, pre-screening instrument, behaviorally anchored interview tools; overview of multiple DLT programs, training options) *; See Attachment J for an overview of ongoing DLT DSP recruiting activities. | <ul style="list-style-type: none">• November 2022• Quarterly updates as necessary |
| 9. Recruiting and Retention Tool Kit for people who self-direct (e.g., the role of supports brokers and fiscal intermediaries, realistic job preview, pre-screening instrument, behaviorally anchored interview tools; overview of multiple DLT programs, training options* | <ul style="list-style-type: none">• November 2022• Quarterly updates as necessary |
| 10. Quarterly Assessment and Updated Recruiting and Retention Plan | <ul style="list-style-type: none">• Quarterly updates as necessary |
| 11. Support all workgroup members to engage fully by providing materials in plain language and offering pre and post calls to ensure clarity | <ul style="list-style-type: none">• Ongoing |

*Coordinate with SWI Training and Professional Development Workgroup

Institutions of Higher Education Plan Deliverables

Deliverable Name	Due Date
1. Monthly Status Report to Coordinating Council	<ul style="list-style-type: none"> Monthly
2. Workgroup Governance Plan	<ul style="list-style-type: none"> October 2022
3. Collaboration across workgroups and other state initiatives to (a) create a centralized communication home (e.g., collaboration site) for posting information about SWI and (b) create public facing SWI updates and other SWI – related materials at least monthly* (Note: Ties to Coordinating Council Deliverable #3)	<ul style="list-style-type: none"> Ongoing, public facing content development at least monthly
4. DSP Awareness and Value-Proposition Communication Materials for IHEs	<ul style="list-style-type: none"> October 2022 (Draft for review) November 2022 (Final)
5. Overview of Stakeholder Value-Proposition from DSP and DSP-Related Internships	<ul style="list-style-type: none"> October 2022 (Draft for review) November 2022 (Final)
6. Overview of Rhode Island and National Internship Funding Sources	<ul style="list-style-type: none"> October 2022 (Draft for review) November 2022 (Final)
7. Provider Toolkit: Recruiting DSPs from IHEs	<ul style="list-style-type: none"> October 2022 (Draft for review) November 2022 (Final)
8. Provider Toolkit: Implementing a Value-Add Internship Program	<ul style="list-style-type: none"> October 2022 (Draft for review) November 2022 (Final)
9. Self-direction Toolkit: Recruiting DSPs from IHEs	<ul style="list-style-type: none"> October 2022 (Draft for review) November 2022 (Final)
10. Internship Data Reporting Process	<ul style="list-style-type: none"> November 2022
11. Quarterly Assessment and Updated IHE Plan Activities	<ul style="list-style-type: none"> Quarterly updates as necessary
12. Support all workgroup members to engage fully by providing materials in plain language and offering pre and post calls to ensure clarity	<ul style="list-style-type: none"> Ongoing

Training and Professional Development Deliverables

Deliverable Name	Due Date
1. Monthly Status Reports to Coordinating Council	<ul style="list-style-type: none"> Monthly
2. Collaboration across workgroups and other state initiatives to (a) create a centralized communication home (e.g., collaboration site) for posting information about SWI and (b) create public facing SWI updates and other SWI – related materials at least monthly* (Note: Ties to Coordinating Council Deliverable #3)	<ul style="list-style-type: none"> Ongoing, public facing content development at least monthly
3. Survey of Training Activities	<ul style="list-style-type: none"> November/December 2022
4. Inventory of Current and Planned Training and Data Collection	<ul style="list-style-type: none"> October 2022 (Draft for review) November 2022 (Final)
5. Charter and plan for a community of practice (CoP) for providers	<ul style="list-style-type: none"> Launch October 2022 – December 2022
6. Charter and plan for community of practice (CoP) for people who self-direct	<ul style="list-style-type: none"> Launch October -December 2022
7. Implement CoP	<ul style="list-style-type: none"> November - December 2022
8. Evaluation of engagement, sharing of practices and change	<ul style="list-style-type: none"> February 2023 Quarterly updates during 2023 and 2024
9. Training Plans and Outlines	<ul style="list-style-type: none"> November 2022
10. Training content to include pre and post tests and other adult learning features	<ul style="list-style-type: none"> December 2022 and January 2023
11. Implementation plan to include testing of draft content and evaluation methodology	<ul style="list-style-type: none"> December 2022 and January 2023
12. Implementation of training with a cohort, evaluate, and modify content	<ul style="list-style-type: none"> February 2023 – June 2023
13. Implementation of training with remaining cohorts	<ul style="list-style-type: none"> July 2023 – December 2023 Rolling thereafter

14. Training playbooks and job aids for provider and self-direction delivery options	<ul style="list-style-type: none"> December 2022 and January 2023
15. Online collaboration tool to share tools and resources relevant to DSP topics	<ul style="list-style-type: none"> TBD; November 2022 goal
16. Quarterly Assessment and Updated T & PD Plan Activities	<ul style="list-style-type: none"> Quarterly updates as necessary
17. Support all workgroup members to engage fully by providing materials in plain language and offering pre and post calls to ensure clarity	<ul style="list-style-type: none"> Ongoing

Credentialing & Standards Deliverables

Deliverable Name	Due Date
1. Monthly Status Reports to Coordinating Council	• Monthly
2. Collaboration across workgroups and other state initiatives to (a) create a centralized communication home (e.g., collaboration site) for posting information about SWI and (b) create public facing SWI updates and other SWI – related materials at least monthly* (Note: Ties to Coordinating Council Deliverable #3)	• Ongoing, public facing content development at least monthly
3. Modify proposed Standards and Credential Language Based on Stakeholder Input	• November 2022
4. Implementation of Voluntary Standards and Credentialing	• First quarter 2023
5. Develop Standards and Credentialing for High School DSP and DSP-related Internships	• January 2023 – June 2023
6. Quarterly Assessment and Updated IHE Plan Activities	• Quarterly updates as necessary
7. Support all workgroup members to engage fully by providing materials in plain language and offering pre and post calls to ensure clarity	• Ongoing

Detailed Workplan Activities

Workstream Name and Tasks		Workgroup Facilitation Lead	Collateral Development	Coordinating Council	R & R Workgroup	IHE Workgroup	T&PD Workgroup	S&C Workgroup
1. Overarching SWI Workgroup Coordination		Sage Squirrel	Sage Squirrel					
1.1	Monthly Cross-Workgroup Status Reports	Sage Squirrel	Sage Squirrel	Responsible	Consulted	Consulted	Consulted	Consulted
1.2	Develop Coordinating Council Governance Plan	Sage Squirrel	Sage Squirrel	Responsible	Informed	Informed	Informed	Informed
1.3	Communication Plan (Reviewed and updated quarterly)	Sage Squirrel	Sage Squirrel	Responsible	Consulted	Consulted	Consulted	Consulted
1.4	Engagement Plan (Reviewed and updated quarterly)	Sage Squirrel	Sage Squirrel	Responsible	Consulted	Consulted	Consulted	Consulted
1.5	Learning and Diffusion Plan and Associated Learning and Diffusion Monitoring Framework	Sage Squirrel	Sage Squirrel	Responsible	Consulted	Consulted	Consulted	Consulted
1.6	Create a cross-system map of Rhode Island initiatives against national strategies	Sage Squirrel	Sage Squirrel	Responsible	Consulted	Consulted	Consulted	Consulted
1.7	Create a cross-system map of workforce initiatives against DSP topical areas	Sage Squirrel	Sage Squirrel	Responsible	Consulted	Consulted	Consulted	Consulted
1.8	Logic Model	Sage Squirrel	Sage Squirrel	Responsible	Consulted	Consulted	Consulted	Consulted
1.9	Draft and Final Outcome Monitoring Plan (to include dashboard(s) and data collection framework to align with logic model)	Sage Squirrel	Sage Squirrel	Responsible	Consulted	Consulted	Consulted	Consulted
1.10	Identify and communicate to BHDDH suggested input on policy or operational changes needed to advance workforce capacity and quality	(BHDDH Facilitated)	Sage Squirrel	Responsible	Informed	Informed	Informed	Informed
1.11	Quarterly Comprehensive Plan Assessment and Updates	Sage Squirrel	Sage Squirrel	Responsible	Consulted	Consulted	Consulted	Consulted
1.12	Updated Comprehensive Plans	Sage Squirrel	Sage Squirrel	Responsible	Consulted	Consulted	Consulted	Consulted

Workstream Name and Tasks		Workgroup Facilitation Lead	Collateral Development	Coordinating Council	R & R Workgroup	IHE Workgroup	T&PD Workgroup	S&C Workgroup
2. Expand DSP Recruiting Strategies		Sherlock Center	Varies					
2.1	Develop DSP role value-proposition messaging	Sherlock Center	Sage Squirrel	Consulted	Responsible	Consulted	Consulted	Consulted
2.2	Inventory recruiting vendors and partners – current and future	Sherlock Center	Sage Squirrel	Consulted	Responsible	Consulted	Informed	Informed
2.3	Identify DLT funding programs that can support recruitment of DSPs	Sherlock Center	DLT/Sage Squirrel	Consulted	Responsible	Consulted	Informed	Informed
2.4	Develop IHE (secondary school and post-secondary school) recruiting relationships and processes	Sherlock Center	IHE Workgroup Members/ Sage Squirrel	Consulted	Consulted	Responsible	Informed	Informed
2.5	Review inventory of transformation grants and ongoing recruiting efforts	Sherlock Center	Sage Squirrel	Consulted	Responsible	Consulted	Informed	Informed
2.6	Recruit people using support services to be DSPs (create outreach and recruiting pathways for providers and people who self-direct)	Sherlock Center	Sage Squirrel	Informed	Responsible	Informed	Consulted	Informed
2.7	Inventory Current and Planned Marketing Activities (e.g., EOHHS Caring Careers, transformation grant awardees, DLT)	Sherlock Center	Sage Squirrel	Consulted	Responsible	Consulted	Informed	Informed
2.8	Develop Expanded DSP Marketing Plan	Sherlock Center	Sage Squirrel	Consulted	Responsible	Consulted	Informed	Informed
2.9	Develop expanded recruiting strategy toolkit	Sherlock Center	Sage Squirrel	Informed	Responsible	Consulted	Consulted	Informed
2.10	Launch rollout of toolkit (e.g., post on centralized website or learning platform)	Sherlock Center	Sage Squirrel	Informed	Responsible	Consulted	Informed	Informed
2.11	Coordinate with FIs regarding reporting of self-directed new DSP hires	Sherlock Center	BHDDH	Informed	Responsible	Informed	Informed	Informed
2.12	Quarterly Assessment of R&R Workplan Activities	Sherlock Center	Sage Squirrel	Informed	Responsible	Informed	Informed	Informed
2.13	Updated Comprehensive Plan Activity Recommendations	Sherlock Center	Sage Squirrel	Informed	Responsible	Informed	Informed	Informed

Workstream Name and Tasks	Workgroup Facilitation Lead	Collateral Development	Coordinating Council	R & R Workgroup	IHE Workgroup	T&PD Workgroup	S&C Workgroup
3. Expand DSP Retention Strategies	Sherlock Center	Sage Squirrel					
3.1 Develop role description and FAQ documents for DSP candidates (English and Spanish; targeted to multiple recruiting candidate pools, e.g., secondary schools, post-secondary schools, young career professionals, part-time workers)	Sherlock Center	Sage Squirrel	Informed	Responsible	Consulted	Informed	Informed
3.2 Develop onboarding materials and training for people who self-direct (and potentially for small providers)	Sherlock Center	Sage Squirrel	Consulted	Responsible	Consulted	Consulted	Informed
3.3 Develop continuing education training and career opportunities	Sherlock Center	Sage Squirrel	Consulted	Consulted	Consulted	Responsible	Consulted
3.4 Inventory current and planned training programs (e.g., funded and/or provided by DLT, transformation grants, Sherlock Center, CPNRI)	Sherlock Center	Sage Squirrel	Consulted	Consulted	Informed	Responsible	Informed
3.5 Assess current and planned training portfolio and identify opportunities areas to increase DSP retention	Sherlock Center	Sage Squirrel	Consulted	Responsible	Consulted	Consulted	Consulted
3.6 Develop retention strategy toolkit	Sherlock Center	Sage Squirrel	Consulted	Responsible	Consulted	Consulted	Consulted
3.7 Launch rollout of retention strategy toolkit	Sherlock Center	Sage Squirrel	Informed	Responsible	Informed	Informed	Informed
3.8 Develop training and training delivery system for high quality supervisor skills training based on validated supervisory competencies.	Sherlock Center	Sage Squirrel	Informed	Consulted	Informed	Responsible	Informed
3.9 Quarterly Assessment of DSP Recruiting Workplan Activities	Sherlock Center	Sage Squirrel	Informed	Responsible	Informed	Informed	Informed
3.10 Update Comprehensive Plan Recruiting Activity Recommendations	Sherlock Center	Sage Squirrel	Informed	Responsible	Informed	Informed	Informed

Workstream Name and Tasks	Workgroup Facilitation Lead	Collateral Development	Coordinating Council	R & R Workgroup	IHE Workgroup	T&PD Workgroup	S&C Workgroup
4. Increase IHE DSP Career Awareness	Onward We Learn	Varies					
4.1 Continue to increase provider awareness of opportunity to post DSP job opportunities via Handshake – ongoing.	Onward We Learn	Sage Squirrel	Consulted	Informed	Responsible	Informed	Informed
4.2 Increase awareness of DSP and related roles at IHEs (e.g., within relevant academic programs, with individual faculty)	Onward We Learn	IHE Workgroup Members	Informed	Consulted	Responsible	Informed	Informed
4.3 Identify recruiting contacts and build relationships at IHEs for DSP recruitment (e.g., career offices, faculty relationships, classroom presentations)	Onward We Learn	DLT	Informed	Responsible	Consulted	Informed	Informed
4.4 Develop “toolkit” for providers recruiting DSPs from IHEs	Onward We Learn	Sage Squirrel	Informed	Informed	Responsible	Informed	Informed
4.5 Develop and implement data collection and reporting process and responsibilities	Onward We Learn	BHDDH	Consulted	Consulted	Responsible	Consulted	Consulted
4.6 Develop “toolkit” for people who self-direct to support recruiting DSPs from IHEs	Onward We Learn	Sage Squirrel	Informed	Consulted	Responsible	Informed	Informed
4.7 Quarterly Assessment of DSP Retention Workplan Activities	Onward We Learn	Sage Squirrel	Informed	Informed	Responsible	Informed	Informed
4.8 Update Comprehensive Plan Retention Activity Recommendations	Onward We Learn	Sage Squirrel	Informed	Informed	Responsible	Informed	Informed

Workstream Name and Tasks		Workgroup Facilitation Lead	Collateral Development	Coordinating Council	R & R Workgroup	IHE Workgroup	T&PD Workgroup	S&C Workgroup
5. Increase IHE DSP and DSP-Related Internships		Onward We Learn	Varies					
5.1	Continue to increase provider awareness of Handshake to post internship opportunities	Onward We Learn	Sage Squirrel	Informed	Informed	Responsible	Informed	Informed
5.2	Increase awareness of DSP and related internships opportunities at IHEs (e.g., within relevant academic programs, with individual faculty)	Onward We Learn	IHE Workgroup Members	Informed	Informed	Responsible	Informed	Informed
5.3	Identify recruiting contacts and build relationships at IHEs for DSP and related internships (e.g., career offices, faculty relationships, classroom presentations)	Onward We Learn	DLT	Informed	Consulted	Responsible	Informed	Informed
5.4	Develop “toolkit” for to support providers in the development and operation of internship programs	Onward We Learn	Sage Squirrel	Informed	Consulted	Responsible	Informed	Informed
5.5	Develop and implement data collection and reporting process and responsibilities	Onward We Learn	BHDDH	Consulted	Consulted	Responsible	Informed	Informed
5.6	Develop “toolkit” for people who self-direct to support recruiting DSPs from IHEs	Onward We Learn	Sage Squirrel	Consulted	Consulted	Responsible	Informed	Informed
5.7	Quarterly Assessment of IHE DSP Recruiting Workplan Activities	Onward We Learn	Sage Squirrel	Informed	Consulted	Responsible	Informed	Informed
5.8	Update Comprehensive Plan IHE DSP Recruiting Activity Recommendations	Onward We Learn	Sage Squirrel	Informed	Consulted	Responsible	Informed	Informed

Workstream Name and Tasks	Workgroup Facilitation Lead	Collateral Development	Coordinating Council	R & R Workgroup	IHE Workgroup	T&PD Workgroup	S&C Workgroup
6. Inventory Current and Planned Training & Data Collection	Sherlock Center	Sage Squirrel					
6.1 Engage key stakeholders from the Sherlock Center, the State, and other providers in information collection on historic activities, status, and next steps;	Sherlock Center	Sage Squirrel	Consulted	Consulted	Consulted	Responsible	Informed
6.2 Survey providers on current training content available, gaps, and ongoing needs to include: a. Provider messaging to help providers know how the survey data will be used for both agencies and those that self-direct. b. Whether the survey should be aligned with the core competencies c. Fielding survey d. Sharing the draft survey with key stakeholders and State for comment e. Updating and receiving approval f. Answering questions from providers re: survey questions g. Closing and answering data h. Sharing results with the State, SWI workgroup, and to providers (as appropriate)	Sherlock Center	Sage Squirrel	Informed	Consulted	Consulted	Responsible	Informed
6.3 Quarterly Assessment of IHE DSP Internship Workplan Activities	Sherlock Center	Sage Squirrel	Informed	Consulted	Responsible	Informed	Informed
6.4 Update Comprehensive Plan IHE DSP Internship Activity Recommendations	Sherlock Center	Sage Squirrel	Informed	Consulted	Responsible	Informed	Informed

Workstream Name and Tasks		Workgroup Facilitation Lead	Collateral Development	Coordinating Council	R & R Workgroup	IHE Workgroup	T&PD Workgroup	S&C Workgroup
7. Establish Community of Practice (CoP)		Sherlock Center	Sage Squirrel					
7.1	Develop a charter and plan for a community of practice for providers	Sherlock Center	Sage Squirrel	Consulted	Informed	Informed	Responsible	Informed
7.2	Develop a charter and plan for a community of practice for people who self-direct	Sherlock Center	Sage Squirrel	Consulted	Informed	Informed	Responsible	Informed
7.3	Implement CoP and evaluate engagement, sharing of practices and change	Sherlock Center	Sage Squirrel	Consulted	Informed	Informed	Responsible	Informed
8. Develop Pre-Service Training		Sherlock Center	Varies					
8.1	Continue to explore current training landscape and establish training priorities for both agency and self-direction delivery options	Sherlock Center	T&PD Workgroup	Informed	Informed	Informed	Responsible	Informed
8.2	Develop training plan	Sherlock Center	Sage Squirrel	Consulted	Consulted	Informed	Responsible	Consulted
8.3	Develop training outlines	Sherlock Center	Sage Squirrel	Consulted	Consulted	Informed	Responsible	Consulted
8.4	Develop training content to include pre and post tests and other adult learning features	Sherlock Center	Sage Squirrel	Consulted	Consulted	Informed	Responsible	Consulted
8.5	Develop implementation plan to include testing of draft content and evaluation methodology	Sherlock Center	Sage Squirrel	Informed	Consulted	Informed	Responsible	Consulted
8.6	Implement training with a cohort, evaluate, and modify content	Sherlock Center	Sage Squirrel	Informed	Informed	Informed	Responsible	Consulted
8.7	Implement training with remaining cohorts	Sherlock Center	Sage Squirrel	Informed	Informed	Informed	Responsible	Consulted
8.8	Quarterly Assessment of Pre-Service Training Activities	Sherlock Center	Sage Squirrel	Informed	Consulted	Informed	Responsible	Consulted
8.9	Update Comprehensive Plan Pre-Service Training Activity Recommendations	Sherlock Center	Sage Squirrel	Informed	Consulted	Informed	Responsible	Consulted

Workstream Name and Tasks		Workgroup Facilitation Lead	Collateral Development	Coordinating Council	R & R Workgroup	IHE Workgroup	T&PD Workgroup	S&C Workgroup
9. Develop Training Tools and Resources:		Sherlock Center	Sage Squirrel					
9.1	Develop training playbooks and job aids for provider and self-direction delivery options	Sherlock Center	Sage Squirrel	Informed	Consulted	Consulted	Responsible	Informed
9.2	Use online collaboration tool to share tools and resources relevant to DSP topics	Sherlock Center	Sage Squirrel	Informed	Consulted	Consulted	Responsible	Informed
9.3	Quarterly Assessment of Training Tools and Resources	Sherlock Center	Sage Squirrel	Informed	Consulted	Consulted	Responsible	Informed
9.4	Update Comprehensive Plan Training Tools and Resources Activity Recommendations	Sherlock Center	Sage Squirrel	Informed	Consulted	Consulted	Responsible	Informed
10. Develop Credentialing and Standards		DLT	S&C Workgroup					
10.1	Modify proposed Standards and Credential Language Based on Stakeholder Input	DLT	S&C Workgroup	Consulted	Informed	Informed	Consulted	Responsible
10.2	Implementation of Voluntary Standards and Credentialing	DLT	S&C Workgroup	Consulted	Informed	Informed	Consulted	Responsible
10.3	Develop Standards and Credentialing for High School DSP and DSP-related Internships	DLT	S&C Workgroup	Consulted	Consulted	Consulted	Consulted	Responsible
10.4	Quarterly Assessment of Credentialing and Standards Activities	DLT	S&C Workgroup	Informed	Informed	Informed	Consulted	Responsible
10.5	Update Comprehensive Plan Credentialing and Standards Activities	DLT	S&C Workgroup	Informed	Informed	Informed	Consulted	Responsible

Attachments

Attachment A: Rhode Island DSP Workforce Communication and Engagement Plan – DRAFT

Objectives

1. Ensure transparency in what is happening across DSP workforce initiatives, why these initiatives matter, and how interested persons can learn more.
2. Actively engage stakeholders and stockholders in DSP workforce initiative activities.
3. Encourage cross-initiative sharing of best practices.

Approach by Target Audience

Attachment A reflects the preliminary stakeholders included within the communication and engagement strategy. In July and August, calls were held with many of these stakeholders to gather feedback on the current state of the DSP workforce and align forward actions that build upon current and past accomplishments. The role stakeholders and stockholders play falls across categories such as:

- EOHHS/BHDDH: supporter and funder of the DSP initiative
- People receiving or self-directing services: the stakeholder that needs the help of the DSP workforce
- Collaborators: those that support workforce policy and implementation
- Contributors: those that provide content to the workforce initiative
- Channels: those who provide access points for the DSP to enter and to match with the person and for the person to find and choose a DSP
- Champions: those who believe in and will actively promote the workforce initiative
- Competitors: those who offer similar or alternative services

Additional groups such as the Coordinating Council, and advisory groups of DSPs, people receiving supports and people self-directing supports will be initiated to coincide with existing stakeholder and stockholder processes to ensure that all roles are efficiently and effectively covered across the initiative. See **Attachment B** for a draft DSP Advisory Group Charter that will be amended to address the formation of the other two groups.

The communication and engagement approach employs several different tactics to achieve its objectives. These tactics include push, pull and interactive methods.

Push	Pull	Interactive
Used to send information TO people such as through: <ul style="list-style-type: none">• e-mail• memo• letter	Provides access to information when and where people need it such as through: <ul style="list-style-type: none">• webpage• online collaboration tool	Promotes face to face in-person or virtual interaction between people such as through: <ul style="list-style-type: none">• meetings• workshops• training

Targets spreading information to a large group of people quickly.	<ul style="list-style-type: none"> flyer posted on a bulletin board Provides flexible, non-urgent access to information.	Results in multi-directional and real time engagement.
---	---	--

These tactics are provisionally applied to target audiences as delineated in the table below.

Audience	Preliminary Goal/Message	Method	Sample Tracking/ Evaluation Metrics	Timeline
Agency Providers	<ul style="list-style-type: none"> - Training opportunities - Process for program implementation and changes to requirements - Credentialing requirements and opportunities to engage - Recruitment and retention best practices - Workforce professionalism including training, career growth and celebration of successes - State operational plan for recruitment and retention 	Webinars, trainings, print/email resources, workgroups	<ul style="list-style-type: none"> - # of training attendees - # of letters and emails sent - # of hits on DSP materials - \$ of DSPs hired - # of DSPs retained - # of DSPs trained - # of DSP growth opportunities 	Ongoing
People who Self-Direct	<ul style="list-style-type: none"> - Training opportunities and events - Program and policy changes - Open positions or internship opportunities - Current contact information and service provision - Service options - State operational plan for recruitment and retention - Recruitment and retention best practices - Workforce professionalism including training, career growth and celebration of successes 	Print/email resources, mail, email, call/text, social media, townhall, leadership messages	<ul style="list-style-type: none"> - # of letters/emails sent - # of questions received - # of social media engagements - \$ of DSPs hired - # of DSPs retained - # of DSPs trained - # of DSP growth opportunities - # of people engaged in advisory activities 	Ongoing
People receiving Supports (and their guardians, parents)	<ul style="list-style-type: none"> - Program and policy changes - Role of workforce; capacity and access - Service options - Self-advocacy 	Mail, email, call/text, social media, townhall	<ul style="list-style-type: none"> - # of questions received - # of social media engagements - # of hits on DSP materials - # people engaged in advisory activities 	Ongoing

Direct Support Professionals (in coordination with agency providers and people who self-direct)	<ul style="list-style-type: none"> - Training opportunities - Career events - Open positions or internship opportunities - Changes to wages and responsibilities - State operational plan for recruitment 	Webinars, trainings, print/email resources (including job aides as applicable), workgroups	<ul style="list-style-type: none"> - # of training attendees - # of letters and emails sent - # of hits on DSP materials - # of DSPs engaged in career growth opportunities - # of DSPs engaged in advisory activities 	Ongoing
State Employees	<ul style="list-style-type: none"> - Briefing on operational plan for training, recruitment, and retention - Briefing on communication plan and structure - Updates on future standards and credentialing requirements - Updates on workgroup activities 	Advisory group, as applicable, print/email resources, internal workgroups, internal employee communications, leadership updates	<ul style="list-style-type: none"> - # of attendees to internal workgroups - # of internal communications sent - # of leadership updates sent - # of advisory group members and meetings 	Ongoing, bi-monthly leadership updates
Advocacy and other Partner Organizations	<ul style="list-style-type: none"> - Messaging on operational plans for training, recruitment, and retention - Information on future service offerings - Information on updated training across providers - Information on policies impacting workforce 	Advisory group, as applicable, print/email resources, mail, email, call/text, social media, townhall, leadership messages	<ul style="list-style-type: none"> - # of letters/emails sent - # of questions received - # of social media engagements - # of advisory group members and meetings, as applicable 	Bi-monthly
Institutes of Higher Education	<ul style="list-style-type: none"> - Messaging on operational plans for training, recruitment, and retention - Information on updated trainings across providers - Career growth initiatives - Internships 	Advisory group, as applicable, print/email resources, mail, email, call/text, social media, townhall, leadership messages	<ul style="list-style-type: none"> - # of letters/emails sent - # of questions received - # of social media engagements - # of advisory group members and meetings, as applicable - # of interns - # of DSPs participating in IHE; receiving credits 	Bi-monthly

Key Messages

Key messages are used to communicate at several levels; person, provider, and system. **Attachment B** reflects core messaging organized in a Frequently Asked Questions (FAQ) format. The team will use this

core messaging to construct materials unique to various audiences to communicate strategy, highlight priorities and initiatives, brand products, measure performance, and advance workforce transformation. Materials built from the core FAQ will follow typical messaging features such as ensuring that any messaging is:

- Strategic: Aligns with visions and objectives.
- Relevant: Limits to what the person or group needs to know.
- Meaningful: Ensures clarity and prompt action.
- Simple: Plain language.
- Memorable: Easy to understand and apply.

Using the key messages contained in the core, a fact sheet and slides will be created as a next step to include:

- I. State DSP Workforce Goals
- II. Why the State Approach Matters
- III. What You Can Do to Help
- IV. Where to Go for More Information

Adult Learning Approach

An adult learning approach will be employed throughout all communications and engagement efforts. The default setting is for engagement to be didactic with a focus on sharing information. Adults learn best when information is shared in short snippets using multiple modes of delivery with interactive engagement. As a result, action and learning will be used to promote engagement of all stakeholders and stockholders through open, generative, and positive methods from microlearning to the use of community of practice and learning action models. This approach will be employed throughout all activities from SWI workgroup calls to information sharing through the website or collaboration tool. The following specific models will be used to bring together stakeholders and stockholders in a series of DSP workforce events and activities.

Microlearning: Receiving information in small chunks and with little time commitment. Examples include memes, micro-webinars, brief interactive podcasts, or videos.

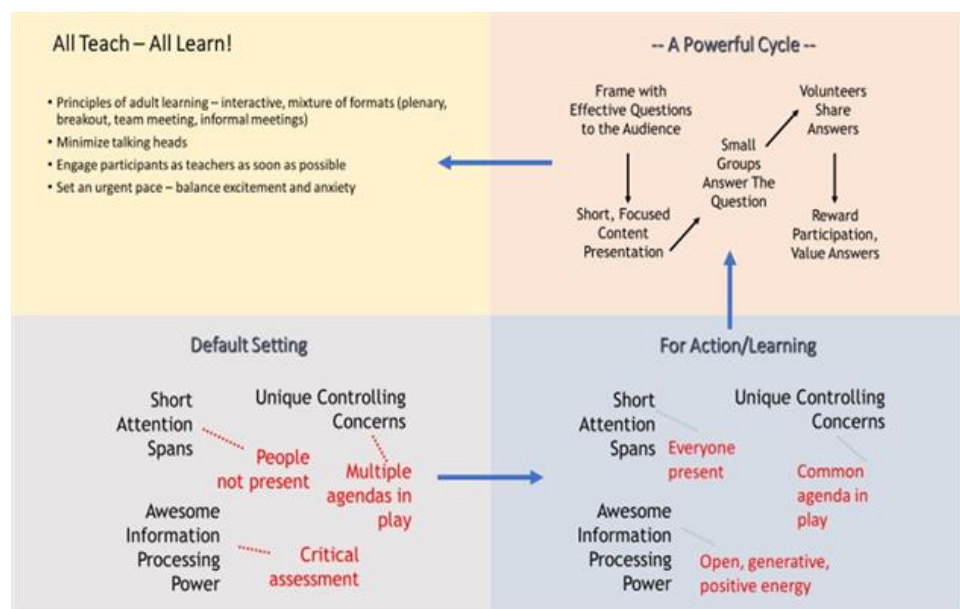
Community of Practice: Convening a group of people (providers) with a common interest and purpose in a topic to address specific individualized and group goals through the sharing of best practices and knowledge transfer across the DSP workforce space.

Learning Action Network: Working together to make improvement through rapid, widescale actions.

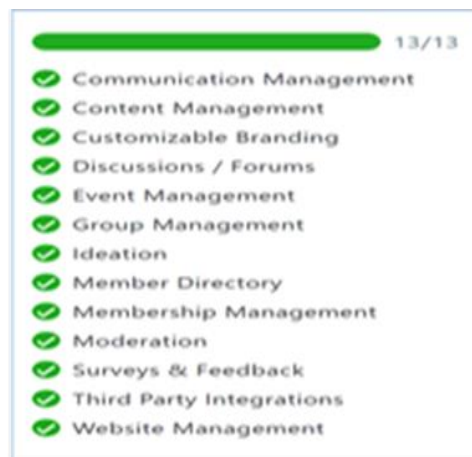
Peer Action Learning: Create an interactive space for peer-to-peer exchange on specific topics of interest and need.

Office Hours: Create an interactive and fluid space to problem-solve issues brought forward by the group.

Attachment B: The All Teach – All Learn Model



Tools and Resources



A collaboration platform will be used to push, pull, and engage stakeholders in interactive communication and engagement. In July and August, several platforms were analyzed across thirteen capability areas with the top five (5) potential platforms explored through platform or self-driven demonstrations. Of the five (5), forumbee and Mobilize are finalists. The next step is to work with BHDDH to pick the final option, purchase, and develop the tool for release.

Community Platform Options	Estimate based on webpage	Demo scheduled:
Honeycomb	\$1068 per year	August 17, 9:30am

Glue Up	\$1500 per year	August 17, 3pm
Forumbee	\$3000 per year	August 19, 3pm
Mobilize	\$800 per year	August 24, 2pm
Brilliant Directories	\$1,740 per year	Walk-through via website

Conversation with the EOHHS Healthcare Workforce Transformation initiative occurred three times with partial focus on aligning efforts, where possible, with the pending website release. A high-level outline of collaboration tool contents includes:

- I. Home Page with description of RI DSP Workforce Initiative
- II. Link from Home Page to Dashboard Page – where the logic model and metrics are
- III. Link from Home Page to pages for each SWI and a page to the Transformation Funds
- IV. Link from Home Page to where people can have discussions with one another
- V. Link from Home Page to a page where items can be shared for public comment
- VI. Link from Home Page to calendar of events
- VII. Link to DSP Library organized by DSP topics where national and state materials can be posted
- VIII. Link from Home Page to a Provider Space (limited to providers – not public) – where applications can possibly be uploaded

Evaluation

To ensure transparent communications and actively engage stakeholders, measurement is critical. Metrics are included in a draft DSP Logic Model and will be contained in an outcomes monitoring plan (in development). The purpose of evaluation is to understand trends, identify strengths and opportunities for change, and drive transparency and clarity across workforce efforts. Evaluation will occur through a continuous listening strategy, ongoing and consistent collection of data, and analysis of communication and engagement drivers.

Events and Activities Planner

Activities	Draft Target Date
Finalize Communication and Engagement Plan	10/3/2022
Develop Fact Sheet, Slide Deck, Flyer	10/21/2022
Purchase and Build Collaboration Tool	11/4/2022
Finish Draft Outcomes Monitoring Plan	11/14/2022

Develop a Schedule of DSP Workforce Events and Activities	11/4/2022
Begin Roll-out of Events and Activities	12/5/2022

Working Draft

Attachment C. Stakeholders Engaged in DSP Workforce Efforts

*Denotes stakeholders engaged in early conversations on the current state of the DSP workforce

Advocate/Advocacy Organization	Contact Person
*Advocates in Action	Deb Kney, Exec Dir
*Advocates in Action	Michelle White, Asst Director
*Advocates in Action	Deanne Gagne
Disability Rights RI	Morna Murray, Exec Dir
Down Syndrome Society of RI	
*The ARC	Joanna Socchi
The ARC	Ken Renaud
*RI DD Council, Ri Cross Disability Coalition	Sue Babin
RI Developmental Disabilities Council	Kevin Nerney
Disabilities Rights RI	Lisa Bordeleau
Parent	Claire Rosenbaum
RI Developmental Disabilities Council, Cross-Disability Coalition	Tanja Blicher-Ucran
Advocates in Action	Andrew Whelan
*RI Parent Information Network (RIPIN)	Sam Saganaki
*RI Parent Information Network (RIPIN)	Sue Donovan
Advocates in Action	Kelly Donovan
People Who Self-Direct	Contact Person
*Advocates in Action	Deanne Gagne
*RI Self Direct Coalition	Sheila Coyne
*RI Self Direct Coalition	Claudia Lowe
State Departments/Programs/Title	Contact Person
Director, Developmental Disabilities Division	Kevin Savage
Associate Director, Developmental Disabilities Division	Anne LeClerc
Administrator, Office of Rehabilitation Services	Karen Davis
*Department of Labor and Training	Rob Kalaskowski
*Healthcare Workforce Transformation	Rick Brooks
*Healthcare Workforce Transformation	Aryana Huskey

Associate Director for Administrative Services, Division of Developmental Disabilities	Brenda DuHamel
*Assistant Director, Division of Developmental Disabilities	Heather Mincey
Associate Director, Office of Rehabilitation Services	Joseph Murphy
Programming Services Officer, Division of Developmental Disabilities	Jacqueline Reilly
EOHHS/BHDDH Legal	Tom Corrigan
State of RI: Governor's Commission on Disabilities	Bob Cooper
State of RI: Governor's Commission on Disabilities	Alyssa Gleason
Director, Interdepartmental Services, BHDDH	Christine Emond, BHDDH
Programming Services Officer, BHDDH - QI	Frederick Holloway
Administrator for the Mental Health Treatment Services Unit, BHDDH	Melissa Holcomb
Programming Services Officer, BHDDH - QI	Steven Seay
Programming Services Officer, BHDDH - QI	Sergio Lopez-Ruiz
Administrator III, Division of Developmental Disabilities	Tracy Levesque
Service Recipients	Contact Person
Parent Advocate	Pat Shurtleff
Parent Advocate	Pam Goes
Parent Advocate	Wil Beaudoin
Parent Advocate	Mary Beth Cournoyer
Parent Advocate	Howard Cohen
Parent Advocate	Ed Mack
Parent Advocate	Jane Sroka
Other	Contact Person
*Court Monitor/Professor	Anthony Antosh
Attorney	Jeffrey Kasle, Esq.
Attorney	Amanda Tarzwell
*Community Provider Network of RI (CPNRI)	Tina Spears, Exec Dir
*Provider Council of RI	Peter Quattromani
Neuro Restorative RI	

*Paul V. Sherlock Center on Disabilities	Amy Grattan, Exec Dir
Plan RI	John Susa
Plan RI	Connie Susa
RI Developmental Disabilities Council (RIDDC)	Kevin Nerney
*RIPIN	Crystal Cerrullo
The Keystone Group RI	Tom Kane
LAZO	Iraida Williams
*Sherlock Center	Andrew McQuaide
	Audrey Pate
	Jean Ann Guliano
	Karen Keohan
The Keystone Group RI	Lisa Rafferty
Providers	Contact Person
* Accesspoint RI	Tracey Cunningham President & CEO
* ACTION BASED ENTERPRISES, INC.	Michael Purcell Executive Director
* AGAPE HOMES OF RHODE ISLAND, LLC*	Modupe Oluyemi Williams, Owner
* Avatar	Raymond Memery Executive Director
* BECKET ACADEMY	Melinda Quinn State Director
* Community Provider Network of RI (CPNRI)	Tina Spears, Ed
* COMMUNITY LIVING OF RHODE ISLAND, INC.	Mary A. Onyejose President/CEO
Community Residences, Inc.	Pam Paisey President/CEO
CORLISS INSTITUTE, INC.	Timothy Corbitt Executive Director
EASTERSEALS RHODE ISLAND INC.	Mary Moran, Ph.D. Executive Director
* Frank Olean Center, Inc.	Ruth Tureckova Executive Director
Gateways To Change, Inc	Catherine McGillivray Executive Director
* Goodwill Of Southern New England	Christine Yankee VP Of Program Services
J Arthur Trudeau Memorial Center	Judith A. Sullivan President & CEO
James L Maher Center	Lynne Maher Executive Director

*JUSTICE RESOURCE INSTITUTE	Paige Dibiasio Program Director
*KALEIDOSCOPE FAMILY SOLUTIONS RHODE ISLAND, INC.	Tara Colleen Macatee Executive Director
*Living In Fulfilling Environments (Life), Inc.	Liz Wiedenhofer Executive Director
*Living Innovations Support Services, Llc	Joanne Malise Executive Director
*Looking Upwards	Carrie Miranda Executive Director
*Opportunities Unlimited	Linda Ward Executive Director
*Perspectives Corporation	Judy Niedbala Executive Director
REFOCUS, INC.	Christine Kavanagh, RSM, Executive Director
*RICLAS	Erin Perron, Associate Director
*Seven Hills Rhode Island	Marissa Ruff Interim Executive Director
Spurwink/Ri	Regina Hayes Executive Director
The Arc Of Blackstone Valley	Dale Kennedy Chief Program Officer
*The Arc Of Bristol County, Inc DbA Proability	Michael Andrade Executive Director
THE C.O.V.E. CENTER, INC. (Grodin Center)	Michael Pearis Director Of Administration
*The Fogarty Center	David Reiss Executive Director
The Whitmarsh Corporation	Rob Larocco Chief Executive Officer
Town Of Coventry-Project Friends**	Robert Robillard Director
*United Cerebral Palsy Of Rhode Island, Inc	Peter Quattromani Executive Director
*West Bay Residential Services	Casey Gartland Executive Director
*WORK INC.	Lasbat Waheed Director Of Employment Service
*Work Opportunities Unlimited Contracts, Inc	Trish Wagner Director
Institutions of Higher Education	Contact Person(s)
*Rhode Island College	Jenifer Giroux Melissa M. Carvalho Demetria Moran
*College Unbound	Liz Colon Michael Reaves Jose Rodriguez
*Rhode Island School of Design	Sara Cunningham

*Johnson & Wales University	Cindy Parker Andrea Frost
*CCRI	Elizabeth Giordano Jane King Nichole Sheldon
*Providence College	Bryan Marinelli Eileen Wisnewski Liz Lombard Laura Pellecchia
*Onward We Learn	Keri D'entremont Jonathan Steele

Attachment D. Charter for the Rhode Island Workforce Recruiting and Development for the Adult I/DD System Services

DRAFT

Rhode Island Direct Support Professional Advisory Group	
Sponsor: Anne LeClerc	Facilitator: Advocates in Action (Deb Kney) Support: Erika Robbins/Christy Avery

Mission of the Advisory Group

To support the mission and vision of BHDDH and the SWI.

The SWI vision is that Rhode Island will have a sustainable, comprehensive, diverse DSP workforce who have the knowledge and skills to provide high quality services and supports to individuals with developmental disabilities.

To support the vision of BHDDH. BHDDH will be the leader in the development of policy and research-based, industry-leading services in collaboration with our consumers, families, and community partners in order to exceed care delivery expectations while being a consummate advocate for the populations we support.

Purpose of the Advisory Group

- Providing feedback, knowledge, and support in the development of and establishment of statewide mechanisms for ongoing recruitment, onboarding, training, and retention of Direct Support Professionals for the system serving adults with intellectual and developmental disabilities as part of the Statewide Workforce Initiative (SWI).
- Providing feedback in the development of tools and support materials
- Providing feedback, knowledge, and support in the development of and establishment of statewide mechanisms for ongoing recruitment, onboarding, training, and retention of Direct Support Professionals
- Assisting in program evaluation and improvement
- Facilitating cooperation and communication between the program and the DSP community

Boundaries

- Advisory members shall make recommendations but shall have no power to make decisions about the project. They cannot outline rules for how the project will operate, give consultants instructions or directives.
- Advisory members shall not speak on behalf of the project (unless asked to). This includes speaking to the press or discussing confidential project matters with employees, clients, vendors, media, or the public.

Ground Rules

- Show up
- Be respectful of other committee members
- Promote thoughts, ideas, and feedback that align with the mission and vision of BHDDH and this project
- Be positive and solution-focused
- Create an inclusive environment

Group Membership

Members serve voluntarily and will constitute a cross-section of the DSP community including representation from urban and rural areas, self-direction and traditional delivery models, various recruitment pathways, and with varied tenure in their positions.

The advisory committee shall consist of least six members. Members will be recommended by people receiving supports through BHDDH programs or by providers.

Compensation

Advisory group members will receive a stipend (paid by gift card) for their work as an Advisory Committee member:

- Meeting attendance: \$50 per meeting
- Reviewing material and providing formal feedback: \$50 per document
- Participating in a speaking engagement as a subject matter expert: Will vary based on engagement. An amount will be proposed to the member for agreement before agreement.

Frequency of Meetings

The group will meet quarterly beginning on October 1st, 2022.

Written notices of upcoming meetings will be emailed to members at least seven to ten days before a meeting.

Minutes of each meeting will be sent via e-mail to members.

Member Information:

Name	Organization (if applicable)	E-mail address	Date Member Joined Group

--	--	--	--

Schedule of Meetings

Meetings will take place on a quarterly basis, beginning in October 2022. They will occur on the 15th of each month from 1:00-2:00pm. Meeting dates as follows:

October 15, 2022

January 15, 2023

April 15, 2023

July 15, 2023

Draft E-mail Invitation

Date:

To: _____

RE: Invitation to participate in the Advisory Committee to support BHDDH in the work being done to improve the direct care workforce systems.

WE NEED YOU -

WHO (we are asking): Members of the community of people who receive supports from BHDDH and the DSPs that support them.

WHAT (we are asking): Your participation on an Advisory Committee to support the Direct Support Professional SWI with technical assistance and feedback based on your experience.

WHY (we are asking): To solve the issue we need the knowledge and feedback of the people who use and who provide these supports and services.

WHERE (will this occur): In person and virtual meetings

WHEN (will this occur): Quarterly beginning in October 2022

HOW (will you be helping): By contributing your experience and expertise to the development of strategies and solutions to enhance the recruitment and retention of DSPs in RI.

COMPENSATION: Advisory Committee members will be paid by task (\$X for meeting attendance, \$Y for reviewing materials and providing formal feedback, \$Z for speaking at an event as a subject matter expert)

As you consider this invitation, I am available to discuss any questions you may have. You can reach me by phone at (phone number) or via email at (email address).

Thank you for taking the time to read this email and consider being a part of this significant and exciting project.

Sincerely,

(Your signature)

Working Draft

Attachment E. Rhode Island Workforce Recruiting and Development for the Adult I/DD System Frequently Asked Questions

Why is there a workforce shortage?

There are many factors that lead to the shortage of direct support professionals including limited training, lack of career growth, and a high rate of stress and burnout associated with supporting people in multiple setting types at all hours of the day. The growth in the aging population, longer life expectancies and growing rates of chronic conditions results in direct support demand that is projected to grow 36.4% by 2028 according to the [Bureau of Labor Statistics](#). Couple that with low wages and benefits and fewer people enter the job market. According to the [PHI Workforce Data Center](#), the median hourly wage nationally for all direct support workers in 2020 was \$13.56 and in Rhode Island, \$15.38. Of those Rhode Islanders providing direct support, 58% have health insurance through their employer with 36% using Medicaid, Medicare, or other public coverage. Many direct support workers (40%) in Rhode Island have income less than 200% of the federal poverty level.

What is the impact of a workforce shortage?

The direct support professional (DSP) workforce crisis has existed long before COVID began in March 2020, though COVID has exacerbated existing challenges. According to a [2017 ANCOR report](#), turnover rates for Direct Support Professionals in the United States was approximately 45%. This report found that 35% of DSPs leave their position within six months; 56% leave within one year. Relative to Rhode Island, a survey completed by [NESCSO](#) in 2019 with 18 RI adult service providers determined the average turnover rates across all reporting providers was 36%, and the average reported vacancy rate was 18.6%. As of 2021, a [national ANCOR survey](#) found that 77% of providers are turning away new referrals; 58% are discontinuing programs and services; 81% struggle to achieve quality standards; and 92% report challenges with recruitment and retention.

What is the purpose of the Statewide Workforce Initiatives?

The State convened four statewide workforce initiatives (SWI) to tackle the system level change needed to address the workforce shortage.

- **Recruitment and Retention** is facilitated by a representative of the Sherlock Center to develop a comprehensive strategy focused on recruitment and retention to develop a talented, diverse, capable workforce.
- **Standards and Credentialing** is cofacilitated by a State Department of Labor and Training (DLT) representative and a Sherlock Center representative. The subgroup has endorsed the National Association of Direct Support Professionals (NADSP) Core Competencies but has recommended that the competencies be treated as voluntary guidelines rather than mandatory requirements. The group has recommended that competencies and credentialing to be tied to a career ladder, with proportionate compensation.

- **In-service Training/Professional Development** is facilitated by a Sherlock Center representative. This group is tasked with supporting efforts in providing DSPs quality Inservice Training and Professional Development opportunities to build competencies and with mapping current gaps and opportunities for Inservice Training/PD in the state.
- **Institutes of Higher Education (IHE)** is facilitated by a representative from The College Crusade of RI. The group began developing a plan to achieve two main targets: 1.) Recruit students into internships/work-based learning opportunities/jobs to fill immediate DSP openings and 2.) Develop and implement career pathways for current DSPs.

What are Statewide Workforce Initiative goals?

The Rhode Island Statewide Workforce Initiatives articulated a vision that Rhode Island will have a sustainable, comprehensive, diverse DSP workforce who have the knowledge and skills to provide high quality services and supports to individuals with developmental disabilities.

This comprehensive workforce should be defined by:

- A common definition of DSP, inclusive of DSPs working in various contexts (self-directed/providers, etc.)
- Redefining of the position to reflect community-based responsibilities
- Core competencies, which are foundational with a build to specific roles
- Career pathways, ladders, and lattices
- Coordinated recruitment and retention plans/strategies
- Training and professional development aligned to competencies, and
- Compensation that is commensurate with job responsibilities

What impact do Transformation Fund initiatives have on the workforce?

Transformation funds are intended to support providers as they explore business model changes to improve access to, and enhance the quality of, services and supports strengthening infrastructure and practices to reach efficient, sustainable, and person-entered outcomes. The State released \$4M in Transformation Funds in Phase 1. Awards were made to 29 providers who received funds in February 2022. Transformation Fund Applications for the first phase focused on building and/or expanding a community-based workforce that facilitates individual outcomes of employment and increased integrated community activity. These transformation fund initiatives will provide valuable lessons learned, result in strategies that can be scaled, and promote rich dialogue on the kind of workforce system Rhode Island wants to have.

How do BHDDH goals align with the Consent Decree?

In 2014, Rhode Island entered into a Consent Decree Agreement with the Department of Justice that addresses findings that the State violated the Americans with Disabilities Act (ADA) by failing to serve individuals with intellectual and developmental disabilities in integrated settings, and by placing youth with intellectual and developmental disabilities at serious risk of segregation. Under the terms of this agreement, the State is committed to transform its service system over a 10-year period. Per the Consent Decree Court Monitor's October 2021 Action Plan, The United States of America, and the State ("Parties"), and the Monitor recognized that there is need for increasing the

workforce, both to increase capacity of the system but also to ensure that the system is community-based and has a well-trained workforce, including Direct Support Professionals (DSPs), Supervisors, Job Coaches, and other Employment and Community Activity Staff. The goal is to provide integrated employment and day services for Rhode Islanders living with developmental disabilities. For more information, see <https://bhddh.ri.gov/developmental-disabilities/consent-decree>.

Who has responsibility to meet Consent Decree goals?

Everyone. We all play a role in meeting Consent Decree goals. We cannot change the workforce through one activity or solution. Our collective impact is multi-pronged. We all want....

.....people to have access to the supports they need when they need it. And, from people that share their values and are trained to support them to live, work, play and contribute to their communities.

.....to elevate direct support professionals; in community standing, through enhanced career pathways and training, with better wages and benefits, and in alignment with their own culture and values.

.....to support our providers to grow capacity in the way each unique organization needs and retain the workforce through clarity in job definitions, expanded pipelines, hiring and retention practices, compensation commensurate with job responsibilities, and to advance DSP professionalism through onboarding and training and career ladders.

.....to support institutes of higher education and career technical schools to grow pipelines into critical health and social care fields while also providing on the job training and awareness of direct support as a career.

Who will assist the State in making these changes?

The Department of Administration, Division of Purchases, held a competitive procurement process for this important work. Sage Squirrel Consulting was awarded the contract to assist the State in implementing system-wide changes. The consultants will assist with the following activities.

- Supporting system-wide changes includes coordination with other initiatives to meet system needs and Consent Decree milestones.
- Sage Squirrel Consulting was not hired to solely recruit workers, but to support system change overall to include supporting providers to recruit, hire, onboard, and retain new DSPs.
- The Sage Squirrel team will support providers where they are and will not take providers “back to the beginning”. When the team speaks of collective impact at a community level, they are referring to changing the way things work one community at a time. This means unique plans of action, not a cookie cutter plan of action.
- Core strategies and activities are part of any plan of action. The Sage Squirrel team will support development of that core and will work with stakeholders to add and adapt those strategies and activities to the unique needs of different communities.

What can I do to help?

Get engaged by joining a SWI workgroup, sharing your insights on what works or doesn't work, and help to expand the awareness of the DSP role in supporting people with I/DD and the value to the people in need of their support and their local communities.

Where can I go for more information?

Reach out to RI.Workforce@SageSquirrel.com if you would like more information.

Working Draft

Attachment F: Logic Model (2 Versions: Long Version and Plain Language Version)

Draft

Logic Models

Rhode Island Direct Support Professional Workforce Logic Model

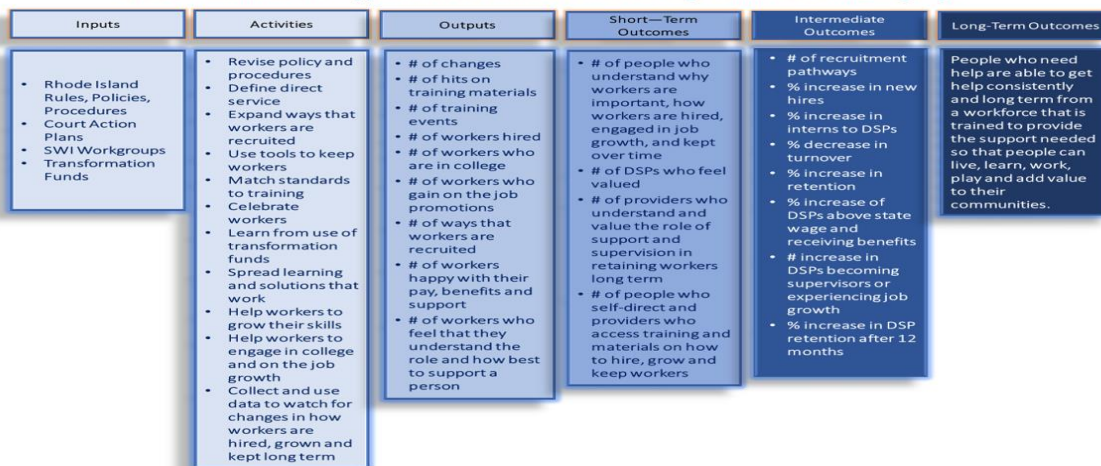
Inputs	Activities	Outputs	Short-Term Outcomes (Changes in knowledge, skill, attitudes, and values)	Medium-Term Outcomes (Changes in behavior, practice, or process)	Long-Term Outcomes (Changes in condition, status, and experience)
<ul style="list-style-type: none"> Rhode Island Comprehensive 1115 Demonstration Waiver 11-W-00242/1 BHDDH Rules and Regulations BHDDH Forms and Policies Consent Decree Agreement with the Department of Justice including Consent Decree Court Monitor Action Plan and Reports SWI Workgroups: <ul style="list-style-type: none"> R&R IHE S&C T&D Transformation Fund Initiatives EOHHS Workforce Transformation Initiative 	<ul style="list-style-type: none"> Revise policy and operations to strengthen and sustain the DSP workforce Define and clarify the DSP role Implement a statewide marketing campaign Expand recruitment pathways Implement retention strategies to include expanded access to training and career ladder and lattice opportunities Establish standards and credentials to professionalize the DSP workforce Test potential solutions through transformation fund initiatives Diffuse best practices and learning Establish baseline DSP workforce metrics and monitor for change 	<ul style="list-style-type: none"> # of changes to policies # of operational changes Updated job descriptions # of marketing events # of marketing materials released # of expanded pathways created # of interns # of DSPs engaged in higher education (ladder) opportunities # of DSPs engaged in lattice opportunities (e.g. DSP supervisor) % DSP satisfaction with wages, benefits, training, support from supervisor # of DSPs credentialed # of DSPs trained # of hits by DSPs to training materials # of providers engaged in learning and diffusion events # of people who self-direct engaged in learning and diffusion events Baseline workforce data from staff stability survey with annual metric updates (e.g. capacity, turnover, training) Baseline workforce data supporting people who self-direct 	<ul style="list-style-type: none"> # increase of people who understand the workforce crisis and the role they can play to strengthen and sustain the DSP workforce # increase of people with DSP job clarity # increase of people and providers who understand recruitment strategies # increase of people and providers who understand retention strategies # increase of people and providers who understand the value of support and supervision # increase of DSPs with increased competency # increase of DSPs recruited after understanding the role of the DSP # increase of providers understanding the value of data as a tool for workforce recruitment and retention 	<ul style="list-style-type: none"> # of changes resulting in an efficient recruitment process # of increased recruitment pathways created # of transformation fund initiatives that result in changed policy or operations at the person, provider and system level # increase in training opportunities available # increase in IHEs offering credit to DSPs for on the job experience # increase in interns that become DSPs # increase of DSPs engaged in career ladder opportunities remaining in the DD system # increase of DSPs becoming DSP supervisors or equivalent career lattice position # increase of providers offering above state required wages and benefits to DSPs # increase of providers offering bonuses and other incentives to DSPs # increase of DSPs participating in the coordination of supports % increase in retention % decrease in turnover % increase remaining after 1 month, 3 months, 6 months, 12 months 	<p>Rhode Island will have a sustainable, comprehensive, diverse DSP workforce who have the knowledge and skills to provide high quality services and supports to individuals with developmental disabilities by:</p> <ul style="list-style-type: none"> Developing a common definition of DSP, inclusive of DSPs working in various contexts (self-directed/providers, etc.) Redefining the DSP position to reflect community-based responsibilities Implementing core competencies, which are foundational with a build to specific roles Developing Career pathways, ladders, and lattices Coordinated recruitment and retention plans/strategies Offering training and professional development aligned to competencies Ensuring that compensation is commensurate with job responsibilities

For Discussion Purposes Only

Working Document

Logic Models

Rhode Island Direct Support Professional Workforce Logic Model – Plain Language

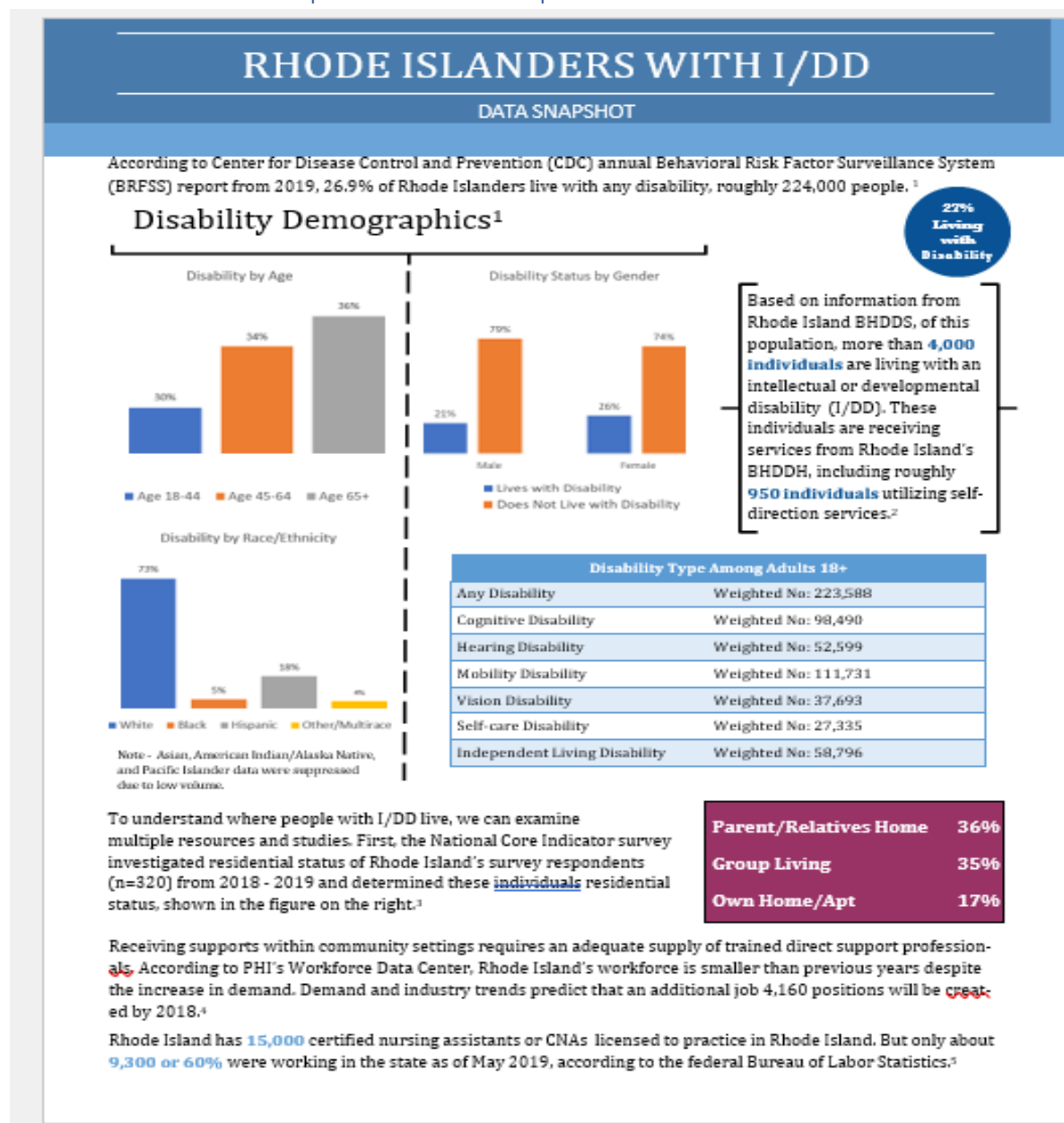


Attachment G: Statewide Workforce Initiative Training and Professional Development (T&PD) Workgroup Charter (Draft 9/1/2022)

Sponsor: Rhode Island Department of Behavioral Healthcare, Developmental Disabilities & Hospitals (BHBDH)	Facilitator(s): <ul style="list-style-type: none"> • Mary Madden, Sherlock Center • Erika Robbins, Sage Squirrel • Krissy Azeem, the Sage Squirrel Team
Workgroup Membership This workgroup includes individuals and organizations interested in informing the future of the IDD workforce in terms of training and professional development. Membership includes provider organizations, individuals providing services, individuals receiving services, the Community Provider Network of Rhode Island (CPNRI), and state representatives.	
T&PD Workgroup Purpose: The purpose of this workgroup is to: <ul style="list-style-type: none"> ✓ Build a consensus on the definition of direct service professionals (DSPs) ✓ Build consensus of DSP core competencies (e.g., NADSP and CMS DSW) ✓ Identify core elements of a supportive and engaging pre-service and in-service for DSPs (both agency-based and self-directing), which integrates the agreed-upon core competencies as foundational elements ✓ Design recommendations for IDD DSP pre-service and in-service training to streamline the collective efforts across agencies while ensuring workers are highly trained in core areas (e.g., state-required training, safety training, etc.). 	
Objectives or Actions (What the group is going to do): The actions the workgroup will take include, but are not limited to: <ul style="list-style-type: none"> ✓ identify the immediate training needs of the state's IDD workforce ✓ establish a state IDD workforce training plan ✓ develop the state's IDD workforce training content, leveraging existing content across the state's providers as possible and appropriate ✓ implement the state's IDD workforce training ✓ track and monitor needs for changes ✓ create a structure to interconnect other SWI groups ✓ map what is going on now for training in organizations and self-directed community for front-line staff. 	
Roles and Responsibilities of SWI Members: <ul style="list-style-type: none"> • Actively engage in workgroup meetings • Do work outside of the meetings to move the process along, as needed and as appropriate • Provide comments on draft plans and materials • Participate in sub-workgroups, as needed, to advance the thinking and productivity of this workgroup and the state's IDD workforce 	
Ground Rules	

- The workgroup will meet monthly
- Form sub-workgroups to work on specific topic areas to inform the state's training plan and inform training, as needed
- Strive to make decisions by unanimous agreement
 - o Note all people in this workgroup have a voice and will be listened to
 - o If consensus cannot be reached, a vote (by majority) will be conducted
- If a workgroup member misses a meeting, decisions will be made in their absence. All decisions will be discussed in advance of the decision and members will be able to provide input, as appropriate.

Working Draft



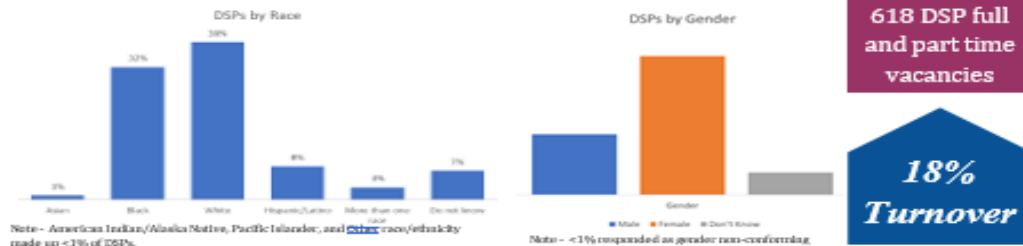
RHODE ISLAND PROVIDER AGENCY WORKFORCE

DATA SNAPSHOT

92% satisfaction

Rhode Islanders receiving care services in their own home were surveyed to gain perspective on their satisfaction with their care and living situation. Of the 314 respondents, 289 individuals are satisfied with their home or where they live according to the IDD-NCI survey.³ Additionally, 87% of respondents felt that staff that were providing services had the right training to meet their needs and 93% felt that staff treated them with respect.³

Much of the services provided to the I/DD community within Rhode Island are performed by direct support professionals (DSPs) According to the December 2021, Staff Stability Survey, there were a total of 2,720 DSPs on payroll in December.⁶ This represented an increase of 131 staff from July, 2021. The DSP turnover rate in 2021 was 18%, with 28% of those voluntarily leaving, retiring, or quitting. As of December, there were 618 full time and part time vacancies in the state.



To frame these data, it is important to look at the reality of DSP employment in the state of Rhode Island. The average hourly wage for DSPs was \$16.60 as of December 2022, and only slightly more than half (58%, n=18) of agencies responding provided wage bonuses of at least \$101 to DSPs. Over two thirds (69%, n=1868) of DSPs received at least one hour of overtime in the studied period. All agencies provided staff with paid time off (100%, n=31), with specific conditions for eligibility of paid time off. Almost all offered health insurance (97%, n=30) but held varying requirements for health insurance eligibility. Furthermore, only 44% (n=1,199) of all DSPs were enrolled in the offered health insurance benefit.

Agencies Offering Additional Benefits	
Vision Coverage	58% (n=18)
Dental Coverage	94% (n=29)
Employer-sponsored Retirement Plan	84% (n=26)

Rhode Island Employment Trends, 2018—2028 ⁴				
Year	2018	2019	2020	Projected Job Growth, 2028
Home Health and PCAs	7,020	7,310	6,970	170 positions created
Residential Care Homes	—	—	—	570 positions created
Nursing Assistants	10,200	9,300	9,110	1,340 positions created
All Direct Care Workers	17,229	16,610	16,080	2,080 positions created

Increasing Rhode Island's workforce, training and recruitment efforts will need to be enhanced. Rhode Island employs trained nursing assistants for of direct care work. While there are no training requirements to be a caregiver, there are strict expectations for nursing assistant certification. These training requirements support Rhode Island's high level of satisfaction among their I/DD population.

SELF-DIRECTED SERVICES

DEMOGRAPHICS

Rhode Island's BDHHS reports that roughly 950 individuals with I/DD are self-directing their services. Of these individuals, [place holder for gender, age, disability type, and race/ethnicity data].



To serve those individuals, Rhode Island agencies employ [place holder for data on number of DSPs employed]. DSPs for self-direction. These include [place holder for DSP relationship to individual receiving services]. Of DSPs [place holder for gender, age, disability type, and race/ethnicity data].



Individuals that are received self-direct services are using [place holder for utilization of hours of services from worker]. Of those hours, [place holder for amount of hours delivered by caregivers of various types and through various pathways].

As evident through Rhode Island's staff stability survey, there is a need to focus efforts on recruitment and retention of DSPs to be able to continue to provide services to individuals with I/DD. Most agencies (94%, n=29) offer a pay incentive or referral bonus to current DSPs to bring in new recruits. That ~~incentive~~ amount ranges from \$51-\$100 to over \$200 depending on the agency. This can support ~~recruitment~~ but retention efforts are focused on multiple areas.

Retention efforts included providing realistic job previews (81%), training on code of ethics (100%), the DSP ladder (45%), employee engagement surveys (68%), employee recognition programs (75%), and involve DSPs in agency governance (26%).

When prompted, 84% of agencies responded that they provide DSP training to staff and 68% noted they provide ~~certification~~ with 48% of agencies offering bonuses, stipends or raises for completing the credentialing process. However, standards and requirements for credentials to provide services have not been adequately defined within the state.

hours

DSP Training Requirements⁷

Licensure and training standards are in development by the state of Rhode Island. Currently, there are minimal requirements in place for employment but the state's Rules and Regulations state that Developmental Disability Organizations (DDOs) shall all have written policies and procedures for ongoing health care training as outlined in the DDO Health Care Manual for all support staff. Delegation of tasks to DSPs depend on competency training and documentation of satisfactory completion of training, including knowledge demonstration of the delegated task.

Support staff shall receive annual training and competency evaluation in health care/health and life education areas from ~~from~~ the following Core Curriculum:

Universal Precautions	Signs & Symptoms of Illness & Injury
Communicable Diseases	Emergency Care
Infection Control	Communication
Exposure Control Plan	Medication Administration
Wellness & Prevention of Illness	Basic First Aid
Nutrition/Food Handling	CPR
Personal Hygiene	Agency Specific Policy & Protocols
Sexual & Reproductive Health	Individualized Procedures
Health Lifestyle	

REFERENCES

Objectives Included:

1. Centers for Disease Control and Prevention (CDC). "Behavioral Risk Factor Surveillance System (BRFSS), Rhode Island, Category: Disability estimates. Available at [Disability and Health Data System](#).
2. ~~Source?~~
3. National Core Indicators. "In Person Survey (IPS) State Report, 2018-19: Rhode Island Report." Available at https://www.nationalcoreindicators.org/upload/core-indicators/RI_IPS_state_509.pdf.
4. PHI. "Workforce Data Center." Last modified September 2, 2021. <https://phinational.org/policy-research/workforce-data-center/>.
5. <https://thepublicradio.org/news/not-just-numbers-cutting-through-the->
6. Staff Stability Survey Summary July December 2021. Included in the Court Monitor Report.
7. Rhode Island Department of State. Rules and Regulations for Developmental Disability Organizations. 212-RICR-10-05-1. Available at <https://rules.sos.ri.gov/regulations/part/212-10-05-1>

Attachment I: Crosswalk of Rhode Island Workforce Initiatives as of September 2022

Crosswalk of Rhode Island Workforce Initiatives as of September 2022 Draft for Discussion Purposes

State Policy Strategies for Strengthening the Direct Care Workforce	BHDDS								DLT			EOHHS		UCEDD	Provider
	Rate & Payment Methodology Project	Transformation Funds phase 1	Transformation Funds phase 2	Conflict Free Case Management	SWI R&R	SWI S&C	SWI T/PO	SWI IHE	RI Works	Work development funding	Skills for RI Future	Refugee Resettlement	Healthcare Workforce Transformation	Sherlock Center	Perspectives (Amy Hewitt) - Institute Workforce Development Efforts
Solution 1. Reform Long Term Care Financing															
1. Protect and strengthen Medicaid	•														
2. Increase reimbursement rates for LTSS	•														
3. Create a stronger LTSS financing approach	•														
Solution 2. Increase Compensation for Direct Care Workers															
4. Implement wage reforms	•												•		
5. Offer supplementary or hazard pay															
6. Improve employment benefits									•						
Solution 3. Strengthen Training Standards and Delivery Systems for Direct Service Workers															
7. Ensure sufficient funding for training							•		•				•		
8. Establish portable, stackable credentials						•		•							
9. Promote model training curricula		•				•	•		•				•	•	•
Solution 4. Fund, Implement, and Evaluate Direct Care Workforce Interventions															
10. Build the workforce pipeline into direct care		•			•			•	•		•		•	•	
11. Create matching service registry					•										
12. Establish a direct care workforce innovation fund		•						•							
Solution 5. Improve Direct Care Workforce Data Collection and Monitoring															
13. Create or enhance workforce data collection systems														•	
14. Fund new research on the direct care workforce								•							
15. Analyze, report and utilize workforce data					•										
Solution 6. Center Direct Care Workers in Leadership Roles and Public Policy															
16. Establish a statewide direct care taskforce															
17. Create a paid care advocate															
18. Integrate direct care workers into the care team															
Solution 7. Rectify Structural Gender, Racial, and Other Inequities for Direct Care Workers															
19. Develop equity-focused direct care workforce initiatives				•		•			•				•		
20. Protect and support immigrants						•						•	•		
21. Establish and strengthen protections for LGBTQ+ people													•		
Solution 8. Shift the Public Narrative on Direct Care Workers															
22. Fund a public education campaign					•										
23. Elevate workers' own voices and stories					•										
24. Publicly recognize direct care workers					•										



TO: Katie Hilton

FROM: Robert Kalaskowski, Assistant Director – Department of Labor and Training

DATE: September 14, 2022

SUBJECT: Use of Participant Supplement Document among WIOA Youth Providers

Katie,

As part of a larger statewide, multi-agency initiative to improve recruitment, placement, and retention of Direct Support Professionals (DSPs), the Department of Labor and Training is coordinating a comprehensive ‘all hands on deck’ effort to meet the immediate and long-term need for DSP talent among service providers throughout the state. This effort will include an initial ramp up of activities and outreach, to be followed by more sustainable relationship building to aide the network’s recruitment needs over time.

The Department of Labor and Training effort leverages both our ‘internal’ workforce development resources as well as our ‘external’ network of community and industry workforce partnerships.

Under the federal workforce development law, (the Workforce Innovation and Opportunity Act, WIOA) our Workforce Development Services office is providing a full spectrum of outreach, recruitment, and referral tools to the provider network including social media outreach and advertising, virtual recruitments, in-person job fairs, direct referrals, and sharing positions with and through the state job coaches/counselors. In addition, providers will be offered access to the state job board, EmployRI.com. By accessing the state job board, providers will have the ability to post employment opportunities, review resumes of available job seekers with sorting and filtering based on specific criteria (note that all recipients of Unemployment Insurance must post resumes to EmployRI), and host virtual job fairs. This office-wide endeavor is being coordinated out of my office with all relevant information (i.e. scheduling of events, notification of job placement) reported directly to me and, by extension, the SWI team and the Sage Squirrel team. A summary of recently completed and planned hiring and recruitment activities is provided on page two (2).

DATE	ACTIVITY	PROVIDER(S) / EMPLOYER(S)	LOCATION	APPLICANTS / ATTENDEES	PLACEMENTS / HIRES
08/31/2022	Job Fair	Goodwill	at Providence Career Center	8	TBD
09/08/2022	Job Fair	Corliss Institute	at Providence Career Center	4	TBD
09/14/2022	Job Fair	Looking Upwards	at West Warwick Career Center	TBD	TBD
09/20/2022	Job Fair	Groden Center	at Providence Career Center	TBD	TBD
09/20/2022	Job Fair	Action Base	at Woonsocket Career Center	TBD	TBD
09/22/2022	Job Fair	Maher Center	on-site at Maher Center	TBD	TBD
09/26/2022	Job Fair	Refocus Inc.	at Providence Career Center	TBD	TBD
10/04/2022	Job Fair	Perspectives Corporation	at West Warwick Career Center	TBD	TBD
TBD	Job Fair	Seven Hills Rhode Island	on-site at Seven Hills Rhode Island	TBD	TBD
10/06/2022	Multi-Employer Job Fair	Multiple	at Quonset Corporate Park	TBD	TBD
11/15/2022	Multi-Employer Job Fair (Multi-state)	Multiple	Regional	TBD	TBD

Ongoing	Job Board Access	Avatar	Ability to post openings on the state job board	TBD	TBD
Ongoing	Job Board Access	Frank Olean Center	Ability to post openings on the state job board	TBD	TBD
Ongoing	Job Board Access	West Bay Residential Services	Ability to post openings on the state job board	TBD	TBD
Ongoing	Job Board Access	Community Living of Rhode Island	Ability to post openings on the state job board	TBD	TBD

This internal effort by the WDS office will (conditional upon funding) be augmented by specialized training, recruitment, and placement activities provided by the Department's community and industry workforce partnerships (through the state Real Jobs RI program). Real Jobs RI is a network of over 50 intermediary organizations that collaborate with the Department on meeting the workforce needs of Rhode Island employers and job seekers with barriers to employment. The Department reached out to specific partners with experience in the entry level healthcare and social services space and invited them to submit proposals for training and/or placement activities for DSPs. The Department received multiple proposals outlining a range of training and hiring programs. Our partners at Newport Community School, Genesis Center, and Crossroads Rhode Island have proposed conducting targeted outreach and recruitment activities among unemployed but job ready clients, including previous completers of entry-level training programs (ex. Certified Nursing Assistant, Teacher Assistant, Home Health Aide, Medical Interpreter) to be followed by a comprehensive DSP Career Workshop that would provide an introduction to the occupation; followed by direct job referrals for all interested candidates. In addition, the Community College of Rhode Island has proposed tweaking their current case management training program with additional training elements designed by DSP employers, followed by a virtual career fair with all interested employers.

The above pending proposals are in addition to the activities of two other community workforce partnerships who already had DSP training and recruitment activities planned and underway. These efforts were themselves formed and informed by the work of the State Workforce Initiative. Any placements that result from these efforts will be tracked and reported accordingly.

There are other partnerships who have not proposed any specific activity; but have agreed to work with the Department and share any job postings or information about job/recruitment fairs with participants and job seekers (for example, Rhode Island College is willing to share such information with current and recent Community Health Worker completers). The Department has also helped build other strategic referral relationships such as facilitating a series of meetings between the provider network and the Career and Technical Education team at the Rhode Island Department of Education.

This initial ramp of both internal and external activities is unprecedented in scale and coordination. Given the Department of Labor and Trainings statewide focus on all industries, employers, and job seekers; not all of these activities are sustainable in the long run; however, we are deliberately identifying relationships and initiatives that can be replicated or maintained beyond this initial period to build sustainable long-term talent pipelines.