



Career GEAR Up

Growth, Education, Advancement, and Respect



Key Design Elements of the New York Direct Support Professional (DSP) Credentialing Model

1. Multi-tiered credential with a hybrid model of learning methods. The Credentials must be achieved in sequence, beginning with DSP Credential I. Proposed training opportunities include on-line training, interactive classroom learning and work-based learning opportunities —

- a. DSP Credential I includes 50 hours of training:** 20 hours on-line, 10 hours classroom training, and 20 hours of work-based learning
- b. DSP Credential II includes 100 hours of training:** 40 hours on-line, 20 hours classroom training, and 40 hours of work-based learning
 - Includes a specialization emphasis in one of four areas: Supporting Older Adults, Behavioral Support, Autism Spectrum Disorders, or Complex Medical Needs.
- c. DSP Credential III (Mentor) includes 40 hours of training:** 12 hours on-line, 8 hours classroom training, and 20 hours of work-based learning.
 - Includes an emphasis on person-centered planning, as well as preparing mentors to support other learners through credentialing.
- d. Frontline Supervision and Management Credential includes 40 hours of training:** 20 hours on-line, 5 hours classroom, and 15 hours work-based learning. It may be completed after achieving the DSP Credential III.

2. Valid, recognized competency-based skills and knowledge requirements. These are the identified outcomes that will be assessed across the credential program. The competencies used as the basis of the credentialing program are —

- a. New York State DSP Core Competency Goals**
 - Putting people first
 - Building & maintaining positive relationships
 - Demonstrating professionalism
 - Supporting good health
 - Supporting safety
 - Having a home
 - Being active and productive in society
- b. National Frontline Supervisor (FLSs) Competencies.** These also used in NADSP's Credentialing for Frontline Supervisors
 - Direct support
 - Health, wellness, and safety
 - Participant support plan development, monitoring, and assessment
 - Facilitating community inclusion across the lifespan
 - Promoting professional relations and teamwork
 - Staff recruitment, selection, and hiring
 - Staff supervision, training, and development
 - Service management and quality assurance

- Advocacy and public relations
- Leadership, professionalism, and self-development
- Cultural awareness and responsiveness

3. Voluntary enrollment at employers' discretion.

DSPs will not be mandated to complete credentials in order to serve as a DSP. DSPs must satisfactorily complete their employer's required probationary period before beginning credential training. Additionally, DSPs must complete the following years of service to qualify for credential assessments —

- DSP Credential I Assessments may be completed **only after** the DSP has clocked at least 1 year of full-time employment as a DSP.
- DSP Credential II Assessments may be completed **only after** the DSP has clocked at least 2 years of full-time employment as a DSP.

4. Incremental annual enrollment growth targets over five years —

Annual targeted growth —

- 1st Cohort = Yrs. 1 & 2 = 3% of DSPs statewide
- 2nd Cohort = Yrs. 2 & 3 = add 2% of DSPs statewide
- 3rd Cohort = Yrs. 3 & 4 = add 5% of DSPs statewide
- 4th Cohort = Yrs. 4 & 5 = add 5% of DSPs statewide
- 5th Cohort = Yrs. 5 & 6 = add 5% of DSPs statewide

5. Employers will receive rate incentives to cover educational costs and increased DSP wages.

Employers will be awarded these incentives if they meet per-determined enrollment thresholds (e.g. 3%, 5%, 10%). Wage incentives will be awarded to DSPs with successful completion of assessments at each credential level.

6. Individuals with disabilities will be involved in on-line, classroom, and work-based educational components.

7. Program governance will be overseen by an independent, third-party credentialing program body. This will be a newly established governing body who will provide recommendations for curriculum and assessment at each level of the credential —

- Assessment will include on-the-job skill demonstration by the supervisor or skill mentor (initial, proficient and advanced levels), response to scenario testing (initial and proficient levels) and written test (advanced and specialized levels).
- The governing body will also provide guidance on curriculum by identifying required instructional criteria for approved instructional programs.
- A Request for Proposal could be released by the Office for People with Developmental Disabilities (OPWDD) to determine credentialing organization.

8. A Board of Directors will guide and inform the governing body. The Board of Directors will include DSPs, FLSs, provider organizations, individuals with intellectual and developmental disabilities, family members, content experts and individuals with expertise in credentialing/certification and instructional design.

9. A Grandperson Clause will allow experienced DSPs and FLSs chosen by their employers to be assessed for the credential without coursework. Such experienced DSPs and FLSs must complete the probationary period at least two years prior to the implementation of the credential program.

10. Completion of continuing education requirement of 36 hours every three years in order to keep the credential active. Certified DSPs and FLSs submit qualifying activities to the governing body. Acceptable continuing education units are those whose topics are directly aligned with the content of the New York DSP Core Competencies published by OPWDD. This requirement applies to newly certified DSPs after they renew their registration for the first time.

11. Overall evaluation of credentialing program on service quality. Program effectiveness will be monitored on a statewide and organizational level using longitudinal indicators, such as retention rates, injury rates, and reduction of avoidable hospitalizations.