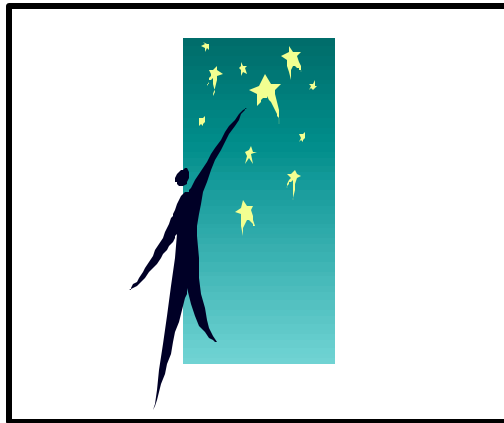


**PATTERN
APPRENTICESHIP
AND
EDUCATIONAL STANDARDS**



for
**Organizations and Individuals Employing Direct Support
Professionals and Providing Direct Support in Human
Services**

Ad Astra Direct Support Apprenticeship Program

Employer's Name: _____

Address: _____

City, Zip - _____

Developed In Cooperation With The Bureau Of Apprenticeship And Training
Employment And Training Administration
U.S. Department Of Labor

Ad Astra Direct Support Apprenticeship Program

REGISTERED WITH THE KANSAS APPRENTICESHIP COUNCIL

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Ad Astra Direct Support Apprenticeship Program

Definitions

The following definitions apply to terms and acronyms commonly used throughout this document.

Ad Astra Regional Council – A body representative of service participants, direct support practitioners, employers, educators, skills mentors, and policy makers who guides the implementation of the Ad Astra Program at the local and regional level in collaboration with the statewide Ad Astra Council

Ad Astra State Council – A body representative of service participants, direct support practitioners, employers, educators, skills mentors, and policy makers who guides the implementation of the Ad Astra Program at the statewide level in collaboration with the Regional Ad Astra Councils. The Ad Astra State Council provides guidance and direction to agencies or employers that are participants in this program.

Apprenticeship Information Management System (AIMS) — The Federal system that provides for the automated collection, retention, updating, retrieval and summarization of information related to Apprentices and Apprenticeship Programs.

Affirmative Action Plan (AAP) — The AAP (Appendix III) is a plan to aid members of ethnic and minority groups and women to share in the opportunities of this Apprenticeship Program.

Applicant — An individual who makes application for an Apprenticeship position with the Ad Astra Direct Support Apprenticeship Program.

Apprentice — An individual that meets the qualifications described in the Standards of Apprenticeship who has signed an Apprenticeship Agreement with the Agency and Ad Astra State Council under these Standards.

Apprenticeship Agreement — The written

agreement between the Apprentice and his or her employer setting forth the obligations of all parties with respect to the Apprentice's employment and training under the Standards.

ATELS/BAT — Bureau of Apprenticeship, Training, Employment and Labor Services/ Training Administration, U.S. Department of Labor

Cancellation — The termination of the Apprenticeship Agreement.

Code of Federal Regulations — CFR

Consultants — Persons who provide advice/assistance upon request of the Ad Astra State Council such as representatives of BAT or KAC, and serve only in an advisory capacity. Consultants shall have ~~no vote~~.

Developmental Disability — Developmental Disabilities are physical or mental impairments that begin before age 22, and alter or substantially inhibit a person's capacity to do at least three of the following:

1. Take care of themselves (dress, bathe, eat, and other daily tasks)
2. Speak and be understood clearly
3. Learn
4. Walk/ Move around
5. Make decisions
6. Live on their own
7. Earn and manage an income

Disability— A physical or mental impairment that substantially limits one or more major life activities, a record of such impairment, or a perception of such impairment. Examples of impairments: asthma, tuberculosis, AIDS, cancer, angina, diabetes, hypertension, stutter, anxiety disorders, bipolar disorder, dyslexia, blindness or vision impairment, deafness or hearing impairment, and paralysis.

Direct Support Professional (also referred to as Direct Support Practitioner or Direct Support Specialist) — A Direct Support Professional supports people with disabilities or others who require human services support in their communities to lead self-directed lives and contribute to the community. The Direct Support Professional encourages attitudes and behaviors

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that enhance inclusion of people s/he supports in community life and works in a manner consistent with professional norms validated for direct support including ethical and skill standards.

The Direct Support Professional is a highly skilled individual who has achieved the standards of the Ad Astra Program. S/he will be recognized by BAT, KAC and/or the industry as being fully qualified to perform the work of the occupation.

EEO — Equal Employment Opportunity.

Gender Clause — Any reference to either the male or female gender in these Standards is intended to include both genders and is not to be considered as a limitation on either sex. The term “Direct Support Professional” within these Standards shall be considered a performance level and not a gender term.

Human Services – Human services are organized activities that provide instrumental support to people in the areas of healthcare; behavioral health, developmental disabilities, physical disabilities, social welfare, child care, family, youth, criminal justice, housing, employment and recreation services.

Inclusion — A belief in every person’s inherent right to participate fully in society. Inclusion implies acceptance of differences. It means welcoming a person who otherwise would be excluded. Translating this philosophy into reality is a process that requires collaboration, teamwork, flexibility, a willingness to take risks, and support from a whole array of individuals, services and community systems. The goal of inclusion is for all people, including infants through senior citizens, to lead productive lives as full, participating members of their communities.

Indenture — The signing and registration of the Apprenticeship Agreement with KAC.

KAC — Kansas Apprenticeship Council

OSHA — Occupational Safety and Health Administration.

Parties to the Apprenticeship Agreement — The Apprentice and his or her employer shall sign

the Apprenticeship Agreement.

Probationary Period — The defined period of time during which either party to the Apprenticeship Agreement may terminate the Apprenticeship Agreement.

Registration Agency — The Kansas Apprenticeship Council

Related Instruction — The organized and systematic form of instruction designed to provide the Apprentices with knowledge of the theoretical subjects and factual information related to this occupation. This instruction will include the necessary training to reinforce work experience learning outcomes.

Sponsor — The Ad Astra Direct Support Apprenticeship Program and participating agencies in whose name these Standards of Apprenticeship are registered in and that will be responsible for administering and operating this Apprenticeship Program.

Standards of Apprenticeship or Standards — This entire document, including these definitions and Appendices.

Term — A level of apprentice development expressed in a competency based manner. It identifies a level of mastery associated with learning outcomes specific to that level.

Training Coordinator — The person designated to administer the duties outlined in these Standards for this Apprenticeship Program.

Work Experience Learning Outcomes — Work experience on the job that is in this document.

Work Processes — The tasks that the Apprentices must demonstrate proficiency in before a completion certificate is granted.

Section I - Foreword

Ad Astra Direct Support Apprenticeship Program

- A. The Human Services Industry that provides support for individuals with various types of disabilities and others who require short or longer term human services support to participate fully in community life, recognizes the need for a structured educational program to maintain the high level of skill and competence required in the human services field. The Ad Astra Direct Support Apprenticeship Program provides a practical and sound training system that will meet training requirements to develop individuals into skilled professionals, and to ensure human services industry with skilled workers.
- B. Each agency that is signatory to the Ad Astra Direct Support Apprenticeship Program will undertake to carry out this Apprenticeship Program. These Standards of Apprenticeship are the written plan that outlines the terms and conditions for the recruitment, selection, employment, training, and supervision of Apprentices as subscribed for each agency and must meet all the requirements of the Registration Agency.
- C. The purpose of the **Direct Support Professional** is to assist people who need support to lead self-directed lives, and to participate fully in the social and civic life of our communities and nation. This focus on empowerment and participation is critical because people with disabilities, mental health or chronic health conditions, and others who rely on human service support are frequently isolated and excluded. Therefore, the commitment of the Direct Support Professional is to walk in partnership with people with disabilities or others who require human services support to lead a life of opportunity, well-being, freedom and contribution to the community. The Direct Support Professional recognizes that he/she must follow the individual path that is suggested by the unique gifts, preferences and needs of each person. The purpose of this Apprenticeship Program is to provide career paths for individuals coming into the Direct Support Professional occupation and to ensure Apprentices are properly trained to support individuals with various disabilities or other human service needs.

- D. The mission and the guidelines of the Ad Astra Apprenticeship program are: Ad Astra is a voluntary employee-trainee apprentice development program with the mission of improving quality of life for people with support needs and for direct support professionals by creating career paths linked to mastery of knowledge, skill, and ethical practice. As Astra guiding principles are found in Appendix V.
- E. These Standards will assure that opportunities for training under this Apprenticeship Program are made available to all persons who meet the minimum eligibility requirements, as required by the Federal Regulations. This Apprenticeship Program was developed and will be conducted, operated, and administered in conformity with the provisions of Title 29 CFR 29 and Title 29 CFR 30, as amended by Federal Regulations, Equal Opportunity in Apprenticeship and Training.

Section II - Equal Opportunity Pledge 29 CFR 29.5(b) (20)

Explanation: *A statement of commitment that the program will be conducted in conformity with all applicable Federal and State EEO/Affirmative Action laws, regulations, rules and adopted plans. The purpose is to ensure that all Applicants and Apprentices are treated fairly and equitably.*

- A. **Pledge:** The recruitment, selection, employment, and training of Apprentices shall be without discrimination because of age, race, color, religion, national origin, or sex. The Sponsor (The Ad Astra Direct Support Apprenticeship Program) will take affirmative action to provide equal opportunity in Apprenticeship and will operate this Apprenticeship Program as required under Title 29, Code of Federal Regulations, Part 30, as amended

Section III - Composition of Ad Astra State Council

- A. To assure the best results, the administration of these Standards shall be directed by the

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Ad Astra State Council with the assistance of Ad Astra Regional Councils. The statewide and regional councils shall be composed of the following:

- Human Services Employers
- Educators and Trainers
- Direct Support Professionals
- Skills Mentors
- Service Participants
- Policy makers
- Families
- Advocates
- Others as needed

Council membership shall assure that candidate's are evaluated in a fair and impartial manner by assuring sufficient representation by members independent of employer entities.

- B. The Ad Astra State Council shall determine the length of the term of office for individuals who serve on the Ad Astra State Council. All members have a right of voice and to vote on all matters pertaining to the Apprenticeship Program. The Ad Astra State Council members will be selected from stakeholders involved with the Ad Astra program and concerned with direct support workforce development.
- C. The Ad Astra State Council may invite qualified consultants and guests to attend meetings. Such individuals shall have ~~no vote~~.

Section IV - Program Administration

Explanation: *This section outlines the responsibilities of the Ad Astra State and Regional Councils regarding the administration and operation of this Apprenticeship Program.*

- A. Establish and register Standards of Apprenticeship with the Registration Agency, and ensure adherence to them.
- B. Establish and maintain rules and requirements governing the policies, administration,

supervision, and training of Apprentices. The rules and requirements shall be in conformity with these Apprenticeship Standards. A copy of such rules and requirements, and any changes to them, shall be provided to the Registration Agency and the Apprentice.

- C. In collaboration with the Ad Astra Statewide and Regional Councils, registered employers shall determine when Apprenticeship openings will be available, and the selection of Apprentices in accordance with the Selection Procedures the employer has established.
- D. The employer will initiate and sign all Apprenticeship Agreements for Apprentices and forward them to the Registration Agency (the KAC) for approval and registration. The employer will provide copies of Apprenticeship Agreements to the Ad Astra Regional Council. In addition, the employer will notify the Regional Council and other appropriate parties of the cancellation, suspension, extension, reinstatement, or completion of Apprentices.
- E. The Ad Astra Regional Council will review, and approve documentation of all Apprentice actions, including hours, content, and progress of training on the job and in related instruction; step progressions; disciplinary actions; poor evaluations; corrective action plans; successful completions; cancellations; and any other performance or attendance-related issues. The Council will monitor and evaluate an Apprentice's progress, including the review of his/her records to ensure such Apprentice is fulfilling his/her responsibilities.
- F. In collaboration with the Ad Astra State Council, the Ad Astra Regional Council and employers will arrange for Apprentices to get the required work experience and related instruction that will provide them with the diversity of training delineated in the attached Work Experience and Related Instruction Outlines (Appendix I).
- G. The regional council will certify that the Apprentice has completed required work experience and related instruction, and submit such certification to the Registration Agency and to the Ad Astra State Council with a

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request for issuance of the Certificate of Completion by the Kansas Apprenticeship Council

- H. The Ad Astra Statewide Council will annually review, update and revise as needed the Patterns of Apprenticeship.
- I. The Ad Astra Statewide Council will annually review, update and revise as needed the Affirmative Action Plan, good faith efforts, and Selection Procedures. Such review will include an analysis of the Ad Astra's Direct Support Apprenticeship Program's success in meeting its Affirmative Action goals, the good faith efforts made, and the impact each element of the Affirmative Action Plan and Selection Procedure had on meeting its goal.
- J. Maintain all records relating to the recruitment, selection, employment and training of Apprentices for a minimum of five (5) years from the last date of action.

Section V - Qualifications for Apprenticeship 29 CFR 29.5(b)(10)

Explanation: *The Ad Astra Direct Support Apprenticeship Program will establish minimum qualifications for entry into this Apprenticeship Program. This section lists minimum qualifications for reasonable expectation of success in the occupation. Qualifications must be clearly stated and directly related to job performance and may include qualifications related to minimum age, education, physical ability to perform essential functions of the occupation, etc.*

- A. Apprenticeship Applicants shall be selected on the basis of qualifications alone, without regard to occupationally irrelevant physical requirements and in accordance with objective standards, which permit review after full and fair opportunity for application.
- B. Applicants shall meet the following minimum qualifications:

Candidate is in a Direct Support role as an employee, training intern or an independent contractor in good standing with his or her employer(s) and:

- 1. Has an acceptable criminal background check
- 2. Has an acceptable Abuse Registry Check
- 3. Possesses a high school diploma or its equivalent. Currently employed DSPs with 5 years of experience in direct support may enter the registration level without a high school diploma or its equivalent.
- 4. Meets all state and regulatory requirements applicable to employment or training internship
- 5. Signs a commitment pledge to the National Alliance for Direct Support Professionals (NADSP) Code of Ethics¹
- 6. Meets experiential requirement: successful completion of employer's specified orientation period including at least 320 hours of employment/internship as a DSP when an orientation period is not specified.
- 7. Completes 40 hours of "Related Instruction" (see definition of related instruction)
- 8. Submits application and resource file with evidence of meeting requirements – no fee required

Section VI - Term of Apprenticeship 29 CFR 29.5(b)(2)

Explanation: *This section identifies the term of Apprenticeship for the occupation(s) covered by these Standards of Apprenticeship. The term will be expressed in terms the apprentice development through increasing levels of mastery*

- A. The Ad Astra State Council shall ensure that each Direct Support Professional Apprentice will complete 3000 to 4400 hours or equivalent competency-based training in aspects of the occupation as stated in Appendix I, Work Experience Outline.
- B. The Ad Astra Direct Support State Council shall ensure that each apprentice completes 216 hours or more of related instruction as stated in

¹ The NADSP Code of Ethics is a nationally validated code of ethical practices relevant to direct support work. (obtain at NADSP.org)

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Appendix I.

- C. The term of Apprenticeship shall be a period of reasonably continuous employment, including the probationary period, as stated in Section X.
- D. An Apprentice, who, by exceptional aptitude or as a result of past education and/or practical experience, achieves the desired level of competency in a phase of the Apprenticeship Program in less than the time designated, may be advanced to the appropriate competency level.

Section VII - Selection of Apprentices

29 CFR 30.5(a)(b)

Explanation: *Obligations of the Ad Astra Direct Support State Council and each signatory Agency are to ensure that minorities and women have equal opportunity for selection as Apprentices.*

- A. The Ad Astra State Council will establish selection and admission procedures for their Apprenticeship Program to make certain that the sole standard in the selection of Apprentices is the qualification of the Applicant (Appendix II).
- B. When an agency has fewer than five (5) Apprentices registered, such agency will not be required to adopt the Selection Procedures..

Section VIII - Apprenticeship Agreement

29 CFR 29.5(b)(11)

Explanation: *This section provides that each Apprentice must sign an Apprenticeship Agreement with the employer. The purpose of the Apprenticeship Agreement is to outline the terms and conditions of the Apprenticeship Program and the responsibilities of all parties to the Agreement.*

- A. The Ad Astra Direct Support Apprenticeship Program must register all Apprenticeship Agreements with the Registration Agency. Specifically or by reference, an Apprenticeship Agreement must incorporate the Standards of Apprenticeship. Subsequent modifications or

changes to the Standards shall not affect executed Apprenticeship Agreements without the written consent of all parties to the Agreement.

- B. A written Apprenticeship Agreement shall cover each Apprentice. The Apprenticeship Agreement shall be registered with the Registration Agency.
- C. The following will receive copies of the Apprenticeship Agreement: the Apprentice (or parent or guardian, if applicable), the program sponsor, the appropriate Registration Agency.
- D. The Registration Agency shall receive notice of the persons who have successfully completed the program, and it shall be notified of cancellations, suspensions and terminations of Apprenticeship Agreements and causes therefor.
- E. Each Apprenticeship Agreement shall contain a statement incorporating the Apprenticeship Agreement as part of the Apprenticeship Standards. A sample Apprenticeship Agreement is attached as Appendix IV.

Section IX - Credit for Prior Experience

29 CFR 29.5(b)(12)

Explanation: *This section provides for the Ad Astra Direct Support Apprenticeship Program to recognize the previous related occupational experience, education, training and skills that Applicants may possess, and to grant such Applicants credit toward completion.*

- A. The Ad Astra Direct Support Apprenticeship Program will establish a timeframe and procedure for accepting and evaluating previous experience, education, training and skills. The procedure should provide for the assessment of skill and competence as demonstrated during the probationary period as stated in Appendix I.
- B. The amount of credit will be determined for each work process in which the Apprentice has demonstrated skill and be based on the

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approximate number of training hours designated for those work processes.

- C. The granting of advanced standing must be uniformly applied to all Apprentices. Those granted advanced standing must be paid the wage rate for the period to which the credit advances them.
- D. Advance credit is subject to review during the Probationary Period. During this period, the Apprentice's skills are evaluated to determine if any readjustment is warranted concerning Work Experience or related instruction status.

- C. Apprentices covered by these Standards receive a percentage of a skilled Direct Support Professional's wages. Wages are dependent upon each Apprentice's status in the Apprenticeship Program as listed below in Table 1. The skilled Direct Support Wage and the wage rate progression will be established by the employer.

Term	Level of Masterv Completed	Emplover's Wage progression
1	Orientation	(x) % of skilled wage
2	Initial Proficiency Certificate	(y) % of skilled wage
3	Advanced Proficiency Certificate	(z) % of skilled wage

Section X - Apprentice Wage Progression 29 CFR 29.5(b)(5)

TabTable 1. Apprentice Wage Progression

Explanation: *This section outlines the method for the progressive schedule of wages that will be paid to the Apprentice as s/he acquires increasing levels of mastery within the Ad Astra Apprenticeship program as demonstrated by satisfactory completion of the work experience and related instruction requirements.*

- A. Apprentices shall be paid a progressively increasing schedule of wages during their Apprenticeship based on the mastery of increased skill and competence on the job and in related instruction. Apprentices receiving credit for previous experience shall be paid the employer defined wage rate of the term to which such credit advances them.
- B. Before an Apprentice is advanced to the next term of training or to skilled professional status, the Ad Astra Direct Support Apprenticeship Program shall evaluate all progress to determine whether advancement has been earned by satisfactory on the job work experience and in related instruction classes. In determining whether satisfactory progress has been made, the sponsor shall be guided by the work experience and related instruction records and reports contained in the Apprentices Resource File. The wage progression for this program is based on successive levels of mastery achieved by the apprentice.

EXAMPLE

Residential Homes, Inc. establishes their *skilled professional wage* at \$10.00 per hr. They set the wage progression at 65% of the skilled wage for the completion of the 1st Term, 75% for the completion of the second term, and 100% for the completion of the third term.

Example Progression		
Term	Level of Masterv Completed	Emplover's Wage progression
1	Orientation	65 % of skilled wage= \$6.50
2	Initial Proficiency Certificate	75 % of skilled wage= 7.50
3	Advanced Proficiency Certificate	100 % of skilled wage = \$10.00

Section XI - Advancement of Apprentices

The Ad Astra Direct Regional Council shall evaluate each Apprentice's overall performance and accomplishments at the end of each period. Action must be taken on each Apprentice to approve advancement or to cancel the Apprenticeship Agreement, with due notice to each Apprentice and reasonable opportunity for corrective action. Proper documentation shall be

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maintained of all action taken by the Ad Astra Regional Council.

Section XII - Probationary Period **29 CFR 29.5(b)(8), (b) (19)**

Explanation: *The Probationary Period is intended to provide an opportunity for the Apprentice to ensure the type of work is to his or her liking, and for the Ad Astra Direct Support Apprenticeship Program to determine whether the Apprentice has the aptitude for the work.*

- A. The Probationary Period for Apprentices shall be 90 days to allow an Apprentice time to ensure that the type of work is to his/her liking, and the employer to determine whether the Apprentice is suited to the work. Full credit toward the Apprenticeship term will be given to those who successfully complete the Probationary Period.
- B. During this Probationary Period, either the Apprentice, the employer or the Ad Astra Regional Council may terminate the Apprenticeship Agreement, without cause. Documentation of termination decisions will indicate why a probationary Apprentice is terminated and will be provided to the candidate, the registering agency and the State Council.
- C. After completion of the Probationary Period, the Apprenticeship Agreement may be cancelled at the request of the Apprentice or may be suspended, canceled or terminated by the employer or the Regional Council with reasonable opportunity for corrective action. Apprentices who fail to meet satisfactory performance standards after serving the Probationary Period may be terminated from the Ad Astra Direct Support Apprenticeship Program.

Section XIII – Oversight of Apprentice Progress

- A. The Ad Astra Direct Support Regional Council with State Council shall have the authority to limit the apprentices advancement to the next term or cancel or suspend the Apprenticeship

Agreement and removing the Apprentice from the Apprenticeship Program for just cause.

- B. ~~Related instruction Deficiencies:~~ Failure to attend related instruction is considered unsatisfactory and will result in suspension or termination from the Apprenticeship Program.
- C. ~~On-the-Job Deficiencies:~~ Failure to perform on the job can result in suspension or termination from the Apprenticeship Program.

Section XIV - Apprentice to Skilled Professional Ratio, 29 CFR 29.5(b)(7)

Explanation: *The purpose of establishing a ratio is to ensure that adequate skilled professionals are available to assist in the training of Apprentices, adequate supervision is provided on the job, adequate opportunities for Apprentices to learn all aspects of the occupation are available, workplace safety, and to provide for continuity of employment.*

- A. The Ad Astra State Council agrees that only such number of Apprentices shall be employed as can be given thorough knowledge and skill, including safety training, as well as a reasonable opportunity for continuity of employment in this occupation after completion of the Apprenticeship Program.
- B. The ratio of one (1) skilled DSP to two (2) Apprentices is allowed. This ratio is necessary because of the decentralized nature of agency services to ensure community inclusion of service participants.

Section XV – Work Experience **29 CFR 29.5(b)(3)**

Explanation: *The employer is required to include a detailed outline of the work experience competencies each Apprentice will receive, with the approximate number of hours of training for each process in the outline that is consistent with these standards.*

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- A. During the Apprenticeship the Apprentice shall receive work experience and related instruction in all phases of the occupation necessary to develop the skill and proficiency of a skilled Direct Support Professional. This training shall be under the direction and guidance of a qualified skilled professional.
- B. The employer must ensure Apprentices are rotated through various work processes to ensure well-rounded preparation by the end of the Apprenticeship term, and identify what methodology will be used to track progression of experience on-the-job.

Section XVI - Related Instruction **29 CFR 29.5(b)(7)**

Explanation: *The purpose of related instruction is to teach Apprentices applied academics in subject areas that cannot be effectively taught on the job but that are essential for job performance.*

- A. During each segment of training, each Apprentice is required to complete courses and participate in learning sessions in subjects related to the job that are consistent with the topics and learner outcomes outlined in Appendix I. For each occupation, the term of Apprenticeship will be a minimum of 144 hours of related instruction for each year of the Apprenticeship.
- B. The Ad Astra Regional Council shall review the curriculum of related instruction proposed by the employer and assure that it is consistent with the outline of related instruction in Appendix 1. Outcomes of this review shall be provided to the Ad Astra State Council prior to registration of an employer.
- C. Technology based courses and other forms of self-study may be substituted for classroom instruction as approved by the Ad Astra State and Regional Councils and the Registration Agency.
- D. Each Apprentice's attendance and progress in related instruction must be tracked and appropriate records maintained.

- E. Any Apprentice who is absent from related instruction classes, unless officially excused, shall satisfactorily complete all class work missed before being advanced to the next period of training. In cases of failure of an Apprentice to fulfill the obligations regarding classroom (or on-the-job) training without due cause, the employer or the Ad Astra Regional Council shall take appropriate action and may terminate the Apprenticeship Agreement after due notice to the Apprentice and opportunity for corrective action.
- F. To the extent possible, related instruction shall be closely correlated with the practical experience and training received on the job.

Section XVII - Safety and Health Training **29 CFR 29.5(b)(9)**

Explanation: *This section outlines the Ad Astra Direct Support Apprenticeship Program's assurances that Apprentices will be instructed both on-the-job and in the related instruction in safe and healthful work practices, and will receive training to ensure the well-being of people they support..*

- A. All Apprentices shall receive initial and continuous instruction in safe and healthful work practices both on-the-job and during Related instruction.
- B. Training must include safety and health practices required by individual plan, agency procedure, or state regulation or statute specific to the apprentice's work environment to ensure the safety of the Apprentice and of the people s/he supports.

Section XVIII - Affirmative Action **29 CFR 30.3(4)(5)**

Explanation: *The purpose of this section is to ensure that whenever an employer has more than five or more Apprentices, that employer will undertake good faith efforts to ensure that all Applicants are given fair and equitable opportunity to apply for entry into this Apprenticeship Program.*

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- A. When a signatory employer employs five (5) or more Apprentices, that the employer will adopt Selection Procedures and an Affirmative Action Plan required under 29 CFR 30 (attached as Appendixes II and III respectively).

Section XIX - Records and Examinations **29 CFR 29.5(b)(6)**

Explanation: *This section outlines how the Employer and the Regional and State Councils will periodically review and evaluate Apprentices, particularly prior to wage progressions.*

- A. Each Apprentice shall be responsible for maintaining a record of his/her work experience on the job and of his/her related instruction. This record will be verified by his/her skills mentor at the end of each month for inclusion in the Apprentice's resource file maintained by the Apprentice.
- B. Before each period of advancement, or at any other time when conditions warrant, the Ad Astra Regional Council shall evaluate the Apprentice's record to determine whether he/she has made satisfactory progress. If progress is satisfactory, the Regional Council will recommend to the Ad Astra State Council that the apprentice is advanced. The Ad Astra State Council will notify both the regional council and the employer of the approval of the advancement and will record the apprentice's advancement in a central registry.
- C. advancement to the State Council. If an Apprentice's related instruction or on-the-job progress is found to be unsatisfactory, the Ad Astra Direct Support Apprenticeship Program may determine whether the Apprentice will continue in a probationary status, or require the Apprentice to repeat a competency-based block before advancing to the next wage classification. In such cases, the employer will initiate a performance improvement plan with the Apprentice.

- D. Should it be found that the Apprentice does not have the ability or desire to continue the training to become a Direct Support Professional, the employer will, after the Apprentice has been given adequate assistance and opportunity for corrective action, terminate the apprenticeship Agreement and inform the Ad Astra Regional Council of this action in a timely manner. The Ad Astra Regional Council will notify the Ad Astra State Council of the termination of an Apprenticeship Agreement.
- E. Written records of progress evaluations and corrective and final actions shall be maintained. The Registration Agency and the Ad Astra State Council will be notified of all cancellations.

Section XX - Maintenance of Records **29 CFR 29.5(b)(22)**

Explanation: *This section outlines the record keeping and record retention requirements for the Ad Astra Direct Support Apprenticeship Program.*

- A. The Employers participating in the Ad Astra Direct Support Apprenticeship Program shall maintain for a period of five (5) years from the date of last action, all records relating to Apprentice applications (whether selected or not), the employment and training of Apprentices, and any other information relevant to the operation of the Apprenticeship Program.
- B. Types of records that should be maintained, include but not limited to job assignment, promotion, demotion, layoff, or termination, rates of pay, or other forms of compensation or conditions of work, hours including hours of work and, separately, hours of training provided, and any other records pertinent to a determination of compliance with the regulations.
- C. The records shall be made available upon request to the Bureau of Apprenticeship and Training, U. S. Department of Labor, or the Kansas Apprenticeship Council.

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Section XXI - Amendments or Modifications, 29 CFR 29.5(b)(17)

Explanation: *The Ad Astra State Council will continually monitor the Apprenticeship Program for quality, efficiency, compliance with the Standards of Apprenticeship, and the Program's effectiveness in meeting human service industry needs.*

- A. These Standards of Apprenticeship may be amended at any time by the Ad Astra State Council provided that no amendment or modification adopted shall alter any Apprenticeship Agreement in force at the time without the consent of all parties to the Agreement, and provided further that such amendment shall be submitted to the Registration Agency.
- B. All modifications and amendments must be approved by the Registration Agency prior to implementation. A copy of each amendment adopted will be furnished to each Apprentice to whom the amendment applies.

Section XXII - Adjustment of Differences and Complaint Procedure, 29 CFR 29.5(b)(21)

Explanation: *The Ad Astra Direct Support Apprenticeship Program must establish a procedure for addressing complaints concerning the operation and administration of the program. The procedure notifies Apprentices and Applicants of their rights to pursue closure of an issue through an appropriate party.*

- A. The Ad Astra State Council shall have full authority and responsibility to review and shall seek to resolve all issues and/or disputes pertaining to the Apprenticeship Standards.
- B. Any Apprentice or Applicant for Apprenticeship who believes that he or she has been discriminated against on the basis of age, race, color, religion, national origin, or gender with regard to Apprenticeship, or that the equal opportunity standards with respect to his or her selection have not been followed in the operation of an Apprenticeship

Program, may file a complaint with the Employer. If the complaint cannot be resolved by the employer, the apprentice may file his or her complaint with the Ad Astra Regional Council. If the complaint cannot be resolved by the Ad Astra Regional Council, the apprentice may file a complaint with the Ad Astra State Council. If the complaint cannot be resolved with the Ad Astra State Council, a complaint can be filed with the Kansas Apprenticeship Council. It should be filed within a 180 days of the date that alleged issue occurred.

- C. The Employer shall provide each Applicant and Apprentice with this complaint procedure and the name and address of the contacts for receiving complaints.

Section XXIII - Completion Certificate 29 CFR 29.5(b)(15)

Explanation: *The purpose of this section is to recognize the accomplishments of the Apprentice for successful completion of the registered*

- A. Upon satisfactory completion of the requirements of the Apprenticeship Program as established in these Standards, the Ad Astra Regional Council shall notify the State Council in writing and the Registration Agency and request that a Certificate of Completion is awarded for completion of the Apprenticeship.
- B. Such requests shall be accompanied by the appropriate documentation that certifies on-the-job work experience and the related instruction of the Apprentice.

Section XXIV - Notice to Registration Agency 29 CFR 29.5(b)(18)

Explanation: *This section outlines the responsibility of the Ad Astra Direct Support Apprenticeship Program to keep the Registration Agency informed of all actions affecting the status of the Apprentice, including registrations, completions, cancellations, suspensions, extensions, or reinstatements.*

Ad Astra Direct Support Apprenticeship Program

- A. The Registration Agency shall be notified promptly of all new Apprentices to be registered, credit granted, suspensions for any reason, reinstatements, extensions, completions, and cancellations.

of same. This notification will conform to the requirements of Title 29, CFR Part 29.7.

Section XXV - Program Deregistration **29 CFR 29.5(b)(17)**

Explanation: *This section outlines the Direct Support Apprenticeship Program's intent to register the Standards of Apprenticeship and its commitment to notify the Registration Agency of any intent to cancel the Standards. It also outlines the Registration Agency's right to deregister the Ad Astra Direct Support Apprenticeship Program for cause after due process.*

- A. These Apprenticeship Standards will, upon adoption by the Direct Support Apprenticeship Program, be submitted to the Registration Agency for approval. Such approval will be required before implementation of the Direct Support Apprenticeship Program.
- B. The sponsor reserves the right to discontinue at any time the Ad Astra Direct Support Apprenticeship Program set forth herein. The Registration Agency shall be notified promptly of any decision to cancel the Direct Support Apprenticeship Program.
- C. Deregistration of these Standards of Apprenticeship may be initiated by the Registration Agency for failure of the Ad Astra Direct Support Apprenticeship Program to abide by the provisions herein.
- D. Such deregistration will be in accordance with the Registration Agency's regulations and procedures.
- E. Within fifteen (15) days of cancellation of the Apprenticeship Program (whether voluntary or involuntary), the Ad Astra Direct Support Apprenticeship Program will notify each Apprentice of the cancellation and the effect

Ad Astra Direct Support Apprenticeship Program

Section XXVI - Official Approval of Apprenticeship Program

ADOPTED AND APPROVED:

Ad Astra Direct Support Standards of Apprenticeship

Program Chairman

Date

Agency Representative

Date

Agency Representative

Date

Direct Support Professional

Date

Ad Astra Direct Support Apprenticeship Program

Appendix I — Work Experience and Related instruction Outlines

Direct Support Professional (also referred to as Direct Support Specialist)

Ad Astra Direct Support Apprenticeship Program

Appendix I — Work Experience Learning Outcomes and Related Instruction Outlines

Title: Direct Support Professional
DOT Code: 195.367-900
AIMS Code: 0140

Occupation Description: The Direct Support Professional supports people with disabilities or others who require human services support and others who need assistance to lead self-directed lives and contribute to their communities; and supports behaviors that enhance inclusion in their communities. Key work duties are drawn from a nationally validated occupational skill standards which are the Community Support Skill Standards and the nationally validated Direct Support Code of Ethic. Duties include the following: **Participant Empowerment** — Empowers participants, (their families or guardians where appropriate) by providing the support and information necessary to make informed choices and decisions and helps build the self-esteem and assertiveness necessary to lead a self-determining life; **Communication** — Uses a range of communication skills and strategies to establish a collaborative relationship with the participant, co-workers, and people who are important to the participant; **Assessment** — Uses formal and informal methods to learn about the needs, desires and interests of the participant; **Community and Service Networking** — Assists the participant to identify and use the formal and informal supports available in his or her community, family and social network and works with the participant to develop and sustain relationships with friends, family and community members; **Facilitation of Services** — Collaborates with the participant and others to plan and implement individualized supports in an ethical, holistic and professional manner that builds upon individual strengths, choices and capabilities; **Community Living Skills and Supports** — Assists the participant to manage every day aspects of life by teaching and providing supports in a manner that builds on individual strengths and capabilities and maximizes choices; **Education, Training and Self-Development** — Pursues opportunities for professional growth and shares knowledge and resources with others. **Advocacy** — Knows the challenges participants’ face in leading self-directed lives (e.g. exercising human and civil rights, obtaining access and accommodations as desired, meeting financial obligations and obtaining entitlements and supports) and assists the participant to overcome challenges through effective advocacy and the facilitation of self-advocacy; **Vocational, Educational and Career Support** — Mobilizes resources and provides the support necessary to engage in satisfying work, education or daily activity; **Crisis Prevention and Intervention** — Uses appropriate and safe strategies for crisis prevention, intervention and follow-up; **Organizational (employer) Participation** — Actively contributes to advancing the mission, goals and organizational life of his or her work organization and/or or the goals of the individual s/he supports; and **Documentation** — Completes necessary documentation in an efficient and timely manner.

Apprentices will receive training in the various work experiences listed below. The order in which the apprentice learns will be determined by the flow of work in the job, and will not necessarily be in the order listed. Times allotted to these various processes are estimated for the average Apprentice to learn each phase of the occupation and demonstrate competency. In situations where a Direct Support Professional is self-employed or employed directly by a consumer, his or her “skills mentor” will be responsible for supervision of work-based learning activities. To accommodate both of these possibilities, the term employer is used to refer to either an organization or to an individual who has contracted for the services as a Direct Support Professional. Given the broad diversity in support settings and populations served, work-based learning requirements may be appropriately modified and customized to meet the unique requirements of support environments.

Work Experience Competencies	Approximate Hours (Min/Max)
I. Introduction to the Direct Support Role and Orientation to the Work Environment	400-600
a. Orientation to the role of the Direct Support Professional	
(1.) Job description and requirements;	
(2.) Expectations and needs of individual(s) receiving support;	
(3.) Overview & fulfillment of employer’s philosophy of support service;	

Ad Astra Direct Support Apprenticeship Program

- (4.) Employer history;

Appendix I — Work Experience Learning Outcomes and related instruction Outlines

Work Experience Competencies

Approximate
Hours
(Min/Max)

- (5.) Employer Policy and Procedures;
- (6.) Co-worker, mentor and supervisory relationships / working with employer's networks (for DSPs directly employed by service participant);
- (7.) Access to mentors, supervisors, employee assistance programs and other support structures; and
- (8.) Overview of upcoming regular and specialized social and other employer events.

b. Overview of specialized and technical knowledge unique to the work environment

- (1.) Characteristics of the individual(s) served consideration of diagnostic issues, eg, overview of developmental disabilities, behavioral health, child development /welfare, fragile elders, substance abuse, traumatic brain injury, at-risk youth, rehabilitative health);
- (2.) Terminology necessary for the work environment;
- (3.) Operation and maintenance of any specialized equipment (adaptive technology, communication devices, breathing or nutritional support equipment, etc.);
- (4.) Health and medical concerns unique to the work environment including the support of medication administration, awareness and management of health concerns of people receiving support; and
- (5.) Introduction to roles of Professionals/ consultants supporting service participant(s) in the work environment.

c. Employee and service participant safety in the support environment

- (1.) Blood borne pathogens/ universal precautions/ infection control;
- (2.) Safety in lifting, transferring and positioning customized to service participant(s);
- (3.) Crisis prevention and intervention customized to service participant(s);
- (4.) Recognizing and correcting hazards in the workplace;
- (5.) Individualized risk assessment of service participant(s);
- (6.) Responding to emergencies; and
- (7.) Reasonable risk and common sense.

d. Ethical and professional practice

- (1.) Putting DSP ethics into practice;
- (2.) Career and educational paths associated with the work environment;
- (3.) Becoming a culturally competent practitioner;
- (4.) Identifying and mastering team work and collaboration skills;
- (5.) Self assessment, performance appraisal and use of supervision;
- (6.) Communicating effectively with others;
- (7.) Confidentiality;
- (8.) Creative problem solving; and
- (9.) Understanding and fulfilling the employer's mission.

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Appendix I — Work Experience Learning Outcomes and Related Instruction Outlines

Work Experience Competencies	Approximate Hours (Min/Max)
II. Contemporary Best Practices in Community Support (customized for unique support environment/special population)	200 - 400
<ul style="list-style-type: none">a. Individualized planning strategies;b. Community centered supports;c. Focus on participant-defined life outcomes;d. Integrating formal and informal supports;e. Eliciting, respecting and actively supporting participant choices and preferences;f. Welcoming individuals chosen by the participant into the circle of support;g. Facilitating inclusion and engagement in community and neighborhood life;h. Promoting appropriate social roles sought by the service participant such as student, church member, friend, home owner, career professional, income enhancement, quality health care, etc.; andi. Promoting typical life patterns and conditions that enhance quality of life including income enhancement, a comfortable home, quality health care, relaxation and recreation, career and educational advancement and connection to social and family (where appropriate) networks.	
III. Advocacy, Supporting Empowerment and Recognition, Prevention and Reporting of Abuse, Neglect and Exploitation	200 - 400
<ul style="list-style-type: none">a. Promotion of empowerment and self-confidence of service participants to speak out for themselves and others;b. Defining common forms of abuse, neglect and exploitation;c. Mastery of abuse prevention strategies;d. Review of state and employer requirements and protocols regarding mandated or other reporting of abuse, neglect and exploitation;e. Recognizing signs of abuse, neglect and exploitation;f. Common challenges facing victims of abuse, neglect or exploitation;g. Common challenges to human, civil and legal rights for this (special population);h. Education of service participants regarding abuse, neglect and exploitation and strategies for prevention; andi. Theory and application of direct support ethical code to every day experience.	
IV. Wellness Issues (Customized to Work Setting or Special Population)	400-600
<ul style="list-style-type: none">a. CPR;b. First Aid;c. Medication Administration and supporting self-administration where appropriate;d. Nutrition, food handling and meal preparation;e. Preventive health and dentistry;f. Characteristics of a healthy lifestyle; and	

Appendix I — Work Experience Learning Outcomes and Related Instruction Outlines

Ad Astra Direct Support Apprenticeship Program

Work Experience Competencies

Approximate
Hours
(Min/Max)

- g. Responding to common health concerns.
- h. Responding to individual health needs (issues pertinent to special population, people receiving support etc.);
- i. Childhood disease, etc);
- j. Monitoring for medication side-effects specific to medications people in the support environment are using ;
- k. Lifting, transferring, and body positioning (or other specialized support based on workplace or special population);
- l. use of adaptive equipment;
- m. Safety (environmental, personal, and driving); and
- n. Identifying health resources, judging quality and coordinating/communicating with health care practitioners; and
- o. Supporting service participants in understanding and participating in routine and special health care screening and treatment.

V. Communication

400-600

- a. Effective and appropriate communication skills;
- b. Basic counseling skills;
- c. Basic team communication skills and facilitation structures;
- d. Effective, efficient and timely documentation;
- e. Using alternative communication devices; and
- f. Obtaining interpreters when needed.

VI. Teaching and Supporting Others

800-1,000

- a. Methods of learning preferences, choices, and goals of people receiving support;
- b. Teaching strategies, principles of reinforcement, relationships, task analysis and prompting, positive feedback and natural times to teach;
- c. Teaching skills customized to the individuals in the support environment (e.g., teaching daily living skills, self care, teaching work skills, working with children and youth, leisure and recreation skills, etc.); and
- d. Recognition of the unacceptability of the use of punishment procedures in teaching.

VII. Crisis Management

600-800

- a. Awareness of the individual needs of service participants;
- b. Familiarity with crises typical or common to the support environment and the service participants and prevention and intervention strategies specific to individuals and circumstances;
- c. Familiarity with procedures for prevention and intervention in atypical crises including securing the safety of all involved, and the means of obtaining emergency assistance;

Appendix I — Work Experience Learning Outcomes and Related Instruction Outlines

Ad Astra Direct Support Apprenticeship Program

Work Experience Competencies

Approximate
Hours
(Min/Max)

- d. Standard operating procedures following a crisis including communication with parties involved to better understand the situation; documentation in accordance with standard operating procedures and review and refinement of prevention procedures where necessary;
- e. Familiarity with statutes and regulations regarding the use of potentially aversive management practices including physical restraints and time out;
- f. Fulfillment of all statutory or regulatory skill certifications in crisis prevention and management. (e.g., Mandt, CPI or other program that may be agency or state specific;
- g. Familiarity with principles of positive behavior support; and
- h. Conflict Resolution.

****Estimated hours to complete competencies***

3,000 to 4,400

**The employer and skill mentor (where appropriate) shall review all of the above work processes and adapt the appropriate competencies, which are appropriate for the Agency's specific needs/requirements and to ensure the Apprentice is properly trained in all aspects of the occupation. Many of the above work processes have been developed through the use of the Community Support Skill Standards. The Community Support Skill Standards should be used as one method to measure Apprentice Competency.*

Appendix I — Work Experience Learning Outcomes and Related Instruction Outlines

Related Instruction Outline

Related instruction outcomes as well as work experience learning outcomes must be based on validated-occupational analyses and skill/educational standards such as the Community Support Skill Standards, the Minnesota Frontline Supervisor Competencies or other validated standards relevant to the Direct Support role developed and validated using recognized occupational analysis methods. The following related training outline identifies subject matter that must be mastered by the Apprentice (although not necessarily in the order listed or in the course organization listed) in order to successfully complete the program. Following the outline of subjects is a Table of Requirements and a Table of Learner Outcomes for progressive levels of the Ad Astra Apprenticeship Programs. Employers or educators who design apprenticeship preparation programs must be sure to provide a curriculum that is aligned with these requirements and outcomes. These requirements and outcomes will be used to determine the curriculum adequacy for preparing candidates.

Related instruction Outline	Approximate Hours
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Course 1: Introduction to (Name of the Special Population is inserted, eg., Developmental Disabilities, Psycho-Social Rehabilitation, At-Risk Youth; Gerontology, etc).

30

- a. Historical perspectives on human services (special population);
- b. Introduction to human and community needs;
- c. Concepts of a helping profession;
- d. Contemporary principles of service delivery;
- e. Basic terminology and acronyms of human services and (special population);
- f. Defining the (special population); and
- g. Common causes and issues associated with (special population).

Course 2: Supporting people's well-being at home, work and in recreational activities (may be customized for specific population) **30**

- a. Risk, choice and common sense;
- b. Safety at home (fire safety, accessibility, home hazards);
- c. First aid;
- d. Universal precautions and infection control;
- e. Responding to emergencies;
- f. Crisis prevention, intervention and follow-up;
- g. Safety in community settings; and
- h. Recognizing, preventing and reporting abuse, neglect and exploitation.

Course 3: Supporting healthy lifestyles

30

- a. Supporting healthy lives: nutrition, exercise, and recreation;
- b. Preventive health and dental care;
- c. Signs and symptoms of illnesses;
- d. Medical abbreviations and terms;
- e. Medication support, administration and self-administration;

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- f. Recognizing side effects of medication;

Appendix I — Work Experience Learning Outcomes and related instruction Outlines

Related instruction Outline	Approximate Hours
<ul style="list-style-type: none"> g. Finding and communicating with quality health care providers; h. Quality health care expectations; i. Caring for common health conditions; j. Use of psychotropic medications; and k. Sexuality and responsibility. 	
Course 4: <i>Planning and Facilitating Supports</i>	30
<ul style="list-style-type: none"> a. The role of the DSP in planning and delivering support; b. Learning what people need and want; c. Concepts of strengths based/ person-centered planning; d. Community and service networking; e. Documentation; f. Teamwork and Communication; g. Confidentiality; h. Partnering with service participant, families (where appropriate) and others important to the service recipient; 	
Course 5: <i>Empowerment, and Citizenship</i>	36
<ul style="list-style-type: none"> a. Human, legal and civil rights and their protections; b. Privacy, and confidentiality; c. Empowerment and control in helping relationships; d. Participant choice, control and decision making; e. Advocacy and supporting self-advocacy; f. Common barriers people with (special population) face; 	
Course 6: <i>Ethical and Professional Practice</i>	30
<ul style="list-style-type: none"> a. Ethics of support relationships; b. Translating ethics into practice; c. Becoming a culturally competent DSP; d. Communication and teamwork; e. Self assessment, self-direction and supervision in professional development; f. Co-worker relationships; and g. Sharing information and knowledge. 	

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Appendix I — Work Experience Learning Outcomes and related instruction Outlines

Related instruction Outline	Approximate Hours
<p>Course 7: Special Topics (The content of this course should be customized to meet the needs of a particular apprenticeship program.)</p> <p>a. <i>For example, programs preparing people to work in home settings may choose to address topics relevant to home life including:</i></p> <ul style="list-style-type: none"> (1.) Budgeting and income management (2.) Accessing entitlements (3.) Finding accessible and low cost housing including (4.) First time home buyers (5.) Managing home maintenance (6.) Identifying community resources <p>b. <i>Programs preparing people to support others in finding and maintaining employment may choose to address:</i></p> <ul style="list-style-type: none"> (1.) Assessing vocational interests (2.) Examining job content and opportunities (3.) Identifying candidate job skills (4.) Teaching basic work readiness skills (5.) Developing supports on the job <p>c. <i>Programs preparing people to work with troubled youth may offer:</i></p> <ul style="list-style-type: none"> (1.) Youth development and adolescent psychology (2.) Counseling skills (3.) Strategies for outreach (4.) Organizing youth recreation (5.) Working with gang members <p>d. <i>Programs preparing Head Start personnel may offer:</i></p> <ul style="list-style-type: none"> (1.) Managing the Early childhood Classroom (2.) Child development (3.) Supporting and communicating with families (4.) The purpose of play (5.) Promoting health social skills 	<p>30</p>
Total Hours	216

Ad Astra Direct Support Apprenticeship Program

Table of Ad Astra Award Levels and Associated Candidate Requirements

Registration Level	Initial Proficiency Certificate in Direct Support Level	Advanced Proficiency Certificate in Direct Support Level
<p>Candidate is in a Direct Support role as an employee, training intern or an independent contractor in good standing with his or her employer(s) and:</p> <ul style="list-style-type: none"> 9. Has an acceptable criminal background check 10. Has an acceptable Abuse Registry Check 11. Possesses a high school diploma or its equivalent. Currently employed DSPs with 5 years of experience in direct support may enter the registration level without a high school diploma or its equivalent. 12. Meets all state and regulatory requirements applicable to employment or training internship 13. Signs a commitment pledge to the National Alliance for Direct Support Professionals (NADSP) Code of Ethics² 	<p>Candidate has completed registration level:</p> <ul style="list-style-type: none"> 1. Employed as a DSP, training intern or an independent contractor in good standing with his or her employer(s) 2. Maintains acceptable criminal background check (<i>no new check necessary</i>) 3. Meets all state and regulatory requirements applicable to employment or training internship 4. Meets experiential requirement of 1000 (in addition to 320 hours earned at the registration level – cumulative 1320) hours employed as a direct support professional and/or direct support training intern under the guidance of a Skills Mentor (<i>see requirements for a Skills Mentor</i>). 5. Renews commitment pledge to the NADSP Code of Ethics 	<p>Candidate meets holds the Initial Proficiency Certificate in Direct Support and</p> <ul style="list-style-type: none"> 1. Employed as a DSP or is an independent contractor in good standing with his or her employer(s) 2. Receives another acceptable criminal background check (within 3 months of application date) 3. Meets all state and regulatory requirements applicable to employment. 4. Meets experiential requirement of 1680 hours (may include experience gotten at registration and IPC levels) employed as a direct support professional guided by a skills mentor (<i>see requirements for skills mentor</i>). 5. Renews commitment pledge to the

² The NADSP Code of Ethics is a nationally validated code of ethical practices relevant to direct support work. (obtain at NADSP.org)

Ad Astra Direct Support Apprenticeship Program

Registration Level	Initial Proficiency Certificate in Direct Support Level	Advanced Proficiency Certificate in Direct Support Level
<p>14. Meets experiential requirement: successful completion of employer's specified orientation period including at least 320 hours of employment/internship as a DSP when an orientation period is not specified.</p> <p>15. Completes 40 hours of "Related Instruction" (see <i>definition of related instruction</i>)</p> <p>16. Submits application and resource file with evidence of meeting requirements – no fee required</p>	<p>6. Submits testimony (see <i>testimony requirements</i>) from a consumer or consumer representative (when consumer input is not available) indicating that the DSP has provided quality support</p> <p>7. Submits evidence of effective performance at the initial proficiency level (see <i>performance review requirements</i>) based on a joint review by candidate's supervisor and skills mentor (in some cases this will be the same person).</p> <p>8. Fulfills 60 "Related Instruction" hours (see <i>definition of Related Instruction</i>) – in addition to the 40 hours of related instruction required at the registration level. This accumulates to a total of 100 related instruction hours across the registration and initial proficiency levels.</p>	<p>NADSP Code of Ethics</p> <p>6. Submits testimony (see <i>testimony requirements</i>) from a consumer or consumer representative (when consumer input is not available) indicating s/he has provided quality support</p> <p>7. Submits evidence of effective performance at the advanced proficiency level (see <i>performance review requirements</i>) based on a joint review by his or her supervisor and skill mentor (in some cases this will be the same person).</p> <p>8. Fulfills Completes 116 hours of "Related Instruction" (Cumulative hours of Related Instruction across three levels is 216)</p> <p>9. Candidates are required to maintain skills developed at the</p>

³. The Community Support Skill Standards are nationally validated practice guidelines normed at a proficient level of mastery in direct support (obtain at HSRI org)

Ad Astra Direct Support Apprenticeship Program

Registration Level	Initial Proficiency Certificate in Direct Support Level	Advanced Proficiency Certificate in Direct Support Level
	<p>9. Satisfactory performance on required learner outcomes at the initial proficiency level (see <i>Table of Learner Outcomes</i>). Outcomes are specified in four dimensions of direct support practice including:</p> <p>A. Technical skill outcomes: For the initial proficiency level these include skills described in four complete areas of the Community Support Skill Standards³ (CSSS) and portions of other CSSS Competency areas: The four complete areas are: CSSS #2) Communication, 6) Community Living Skills and Supports, 10) Crisis Intervention and 12) Documentation. Partial areas include: 1) Participant Empowerment (Standard 1a) 5) Facilitation of Services (Standard 5b), & relevant local performance criteria.</p> <p>B. Ethical Practice skills (based on NADSP Code of Ethics)</p> <p>C. Interpersonal and core Work Skills (e.g., teamwork, problem solving, thinking skills etc.)</p> <p>D. Knowledge of the context and practice of direct support in human services***</p>	<p>IPC level and to achieve satisfactory performance on required learner outcomes at the advanced proficiency level. Outcomes are specified in four dimension of direct support practice (see <i>Table of Learner Outcomes</i>) including:</p> <p>A. Technical skills: For the advanced proficiency level these include the eight remaining areas of the CSSS, & relevant local technical criteria. The eight remaining CSSS Areas include listed by CSSS area: 1) Participant Empowerment; 3) Assessment; 4) Community and Service Networking; 5) Facilitation of Services; 7) Education, Training and Self Development; 8) Advocacy 9) Vocational, Educational and Career Supports 11) Organizational Participation.</p> <p>B. Ethical Practice skills (based on NADSP code of ethics)</p> <p>C. Interpersonal and core Work Skills (e.g., teamwork, problem solving, thinking skills etc.)</p> <p>D. Knowledge of the context and practice of direct support in human</p>

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Registration Level	Initial Proficiency Certificate in Direct Support Level	Advanced Proficiency Certificate in Direct Support Level
	<p>10. Performance demonstrated by satisfactory completion at the initial proficiency level of valid and reliable assessments including an Initial Proficiency Portfolio</p> <p>11. Applicants for the IPC must complete an application, submit a complete resource file of evidence of requirements and pay a fee of \$25</p> <p>12. People holding the IPC must renew their certification by submitting evidence of 16 hours of relevant CEUs (Social Work, InterHab certificate of attendance at conference, other relevant development activity) every 2 years and pay fee of \$25</p>	<p>services</p> <p>10. Performance demonstrated by satisfactory completion at the advanced proficiency level of valid and reliable assessments including an Advanced Proficiency Portfolio</p> <p>11. Applicants for the certificate must submit an application form and a complete resource file along with a fee of \$25</p> <p>12. People holding the APC must renew their certification by submitting evidence of 16 hours of relevant CEUs (Social Work, InterHab certificate of attendance, other relevant development activity) every 2 years and pay fee of \$25</p>

TABLE of Ad ASTRA LEARNER OUTCOMES

Ad Astra Direct Support Apprenticeship Program

Col. 1 Outcome Type	Column 2 Required Learning Outcomes at the IPC Level	Column 3 Possible assessments	Column 4 Required Learning Outcomes at the APC level	Column 5 Possible assessments
Technical Skill (TS)			Participant Empowerment CA	
TS	Participant Empowerment CA (1) 1A Assists and supports the Participant to develop strategies, make informed choices, follow through on responsibilities, and take risks	Consumer report	Participant Empowerment CA (1) 1A Assists and supports the Participant to develop strategies, make informed choices, follow through on responsibilities, and take risks.	* APC Portfolio Consumer Report
TS			Participant Empowerment CA (1) 1B. Promotes Participant empowerment by facilitating the Participant's leadership in the design of his/her support services.	* APC Portfolio Consumer Report
TS			Participant Empowerment CA (1) 1C. Provides opportunities for the Participant to be self-directed by increasing awareness of self-advocacy methods and techniques, encouraging and assisting the Participant to speak on his or her own behalf, and providing information on peer support and self-advocacy groups.	* APC Portfolio Consumer Report
TS			Participant Empowerment CA (1) 1D Provides information about human, legal, civil rights and other resources, facilitates access to such information and assists the Participant to use information for self-direction and decision making about living, work, and social relationships.	* APC AD ASTRA Portfolio Consumer Report
	Communication CA (2)			
TS	Communication CA (2): 2A Uses effective, sensitive communication skills to build rapport and channels of	* IPC Portfolio		

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Col. 1 Outcome Type	Column 2 Required Learning Outcomes at the IPC Level	Column 3 Possible assessments	Column 4 Required Learning Outcomes at the APC level	Column 5 Possible assessments
	communication by recognizing and adapting to the range of Participant communication styles.			
TS	Communication CA (2) CSSS: 2B Has knowledge of and uses modes of communication that are appropriate to the communication needs of Participants	*IPC Portfolio		* APC Portfolio Supervisor/ Skills Mentor Report
TS	Communication CA (2)CSSS 2C Learns and uses terminology appropriately (ADL, LD, ADD, IPC), explaining as necessary to ensure Participant understanding	*IPC Portfolio Written Test		
TS			Assessment CA (3) 3A Initiates or assists in the assessment process by gathering information (e.g., Participant's self-assessment and history, prior records, test results, evaluation results, additional evaluation) and informing the Participant about what to expect throughout the assessment process	* APC Portfolio
TS			Assessment CA (3) 3B. Conducts or arranges for assessments to determine the needs, preferences, and capabilities of the Participants using appropriate assessment tools and strategies, reviewing the process for inconsistencies, and making corrections as necessary.	* APC Portfolio
TS			Assessment CA (3) 3C. Discusses findings and	* APC Portfolio

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Col. 1 Outcome Type	Column 2 Required Learning Outcomes at the IPC Level	Column 3 Possible assessments	Column 4 Required Learning Outcomes at the APC level	Column 5 Possible assessments
			recommendations with the Participant in a clear and understandable manner, following up on results and reevaluating the findings as necessary	
			Community and Service Networking CA (4)	
TS			Community & Service Networking CA (4) 4A Helps to identify the needs of the Participant for community supports, working with the Participant's informal support system, and assisting with, or initiating identified community connections.	* APC Portfolio Consumer Report Supervisor/ Skills Mentor Report
TS			Community & Service Networking CA (4) 4B. Researches, develops, and maintains information on community and other resources relevant to the needs of Participants	* APC Portfolio
TS			Community & Service Networking CA (4) 4C. Ensures Participant access to needed community resources coordinating supports across agencies	* APC Portfolio Consumer Report Supervisor/ Skills Mentor Report

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Col. 1 Outcome Type	Column 2 Required Learning Outcomes at the IPC Level	Column 3 Possible assessments	Column 4 Required Learning Outcomes at the APC level	Column 5 Possible assessments
TS			Community & Service Networking – CA (4) 4D. Participates in outreach to potential Participants	*Scenario essay Supervisor/ Skills Me* APC Portfolio Consumer Report Supervisor/ Skills Mentor Report
			Facilitation of Services –(5) CSSS	
TS			Facilitation of Services –(5) CSSS 5A. Maintains collaborative professional relationships with the Participant and all support team members (including family/friends), follows ethical standards of practice (e.g., confidentiality, informed consent, etc.), and recognizes his or her own personal limitations.	* APC Portfolio Consumer Report Supervisor/ Skills Mentor Report
TS			Facilitation of Services –(5) CSSS 5B. Assists and/or facilitates the development of an individualized plan based on Participant preferences, needs and interests.	* APC Portfolio Consumer Report Supervisor/ Skills Mentor Report
TS	Facilitation of Services –CA (5) 5C. Assists and/or facilitates the implementation of an individualized plan to achieve specific outcomes derived from Participant's preferences, needs and interests	Skills mentor/ supervisor report Consumer report	Facilitation of Services –(5) CSSS 5C. Assists and/or facilitates the implementation of an individualized plan to achieve specific outcomes derived from Participant's preferences, needs and interests	* APC Portfolio Consumer Report Supervisor/ Skills Mentor Report
TS	Facilitation of Services (5) CSSS	Skills mentor/ supervisor report	Facilitation of Services (5) CSSS	* APC Portfolio Consumer Report

Ad Astra Direct Support Apprenticeship Program

Col. 1 Outcome Type	Column 2 Required Learning Outcomes at the IPC Level	Column 3 Possible assessments	Column 4 Required Learning Outcomes at the APC level	Column 5 Possible assessments
	5D. Assists and/or facilitates the review of the achievement of individual Participant outcomes.	Consumer report	5D. Assists and/or facilitates the review of the achievement of individual Participant outcomes.	Supervisor/ Skills Mentor Report
	Community Living Skills and Supports CA (6)			
TS	Community Living Skills and Supports CA (6) 6A Assists the Participant to meet his or her physical (e.g., health, grooming, toileting, eating) and personal management needs (e.g., human development, human sexuality), by teaching skills, providing supports, and building on individual strengths and Capabilities.	*IPC Portfolio Skills Mentor/ Supervisor report Consumer Report		
TS	Community Living Skills and Supports CA (6) 6.B Assists the Participant with household management (e.g., meal prep, laundry, cleaning, decorating, budget/ money management) and with transportation needs to maximize his or her skills, abilities and	*IPC AD ASTRA Portfolio Skills Mentor/ Supervisor report Consumer Report		
TS			Community Living Skills and Supports competency area (6) 6C. Assists with identifying, securing and applying needed equipment (e.g., adaptive equipment) and therapeutic techniques (e.g., physical, occupational and communication).	* APC AD ASTRA Portfolio Consumer Report Supervisor/ Skills Mentor Report

Ad Astra Direct Support Apprenticeship Program

Col. 1 Outcome Type	Column 2 Required Learning Outcomes at the IPC Level	Column 3 Possible assessments	Column 4 Required Learning Outcomes at the APC level	Column 5 Possible assessments
	<p>Community Living Skills and Supports competency area (6) 6D. Supports the Participant in the development of friendships and other relationships Identifies resources and uses strategies that enhance inclusion, build friendships and increase civic participation of people s/he supports.</p>	<p>*IPC Portfolio</p> <p>Skills Mentor/ Supervisor report</p> <p>Consumer Report</p>	<p>Community Living Skills</p> <p>Uses tools of person centered planning and team work to identify and overcome specific barriers to inclusion and the development of relationships and social networks for one or more people s/he supports.</p>	<p>*APC Portfolio</p>
TS	<p>Community Living Skills and Supports CA (6) 6E. Assists the Participant to recruit and train service providers as needed.</p>	<p>Not assessed at this level</p>	<p>Community Living Skills and Supports competency area (6) 6E. Assists the Participant to recruit and train service providers as needed</p>	<p>*APC Portfolio</p>
			<p>Education, Training & Self Development CA 7</p>	
TS			<p>Education, Training & Self Development CA 7 7A. Completes required training education/certification, continues professional development, and keeps abreast of relevant resources and information.</p>	<p>*APC Portfolio</p>
TS			<p>Education, Training & Self Development CA 7 7B. Educates Participants, co-practitioners and community members about issues by providing information and support and facilitating training.</p>	<p>*APC Portfolio</p>

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Col. 1 Outcome Type	Column 2 Required Learning Outcomes at the IPC Level	Column 3 Possible assessments	Column 4 Required Learning Outcomes at the APC level	Column 5 Possible assessments
	Advocacy CA 8		Advocacy CA 8	
TS	Advocacy CA 8 8A. Identifies advocacy issues by gathering information, reviewing and analyzing all aspects of the problem.	*IPC Portfolio Skills Mentor Supervisor report Consumer Report		
TS			Advocacy CA 8 8B. Has current knowledge of laws, services, and community resources to assist and educate Participants to secure needed supports	*APC Portfolio Written test
TS			Advocacy CA 8 assists, and/or represents the Participant when there are barriers to his or her service needs and enlists the support of decision makers when appropriate to overcome barriers to services	*APC Portfolio Consumer Report
TS			Advocacy CA 8 with and educates community members and organizations (e.g., employer, landlord, civic organization) when relevant to Participant's needs or services.	*APC Portfolio
			Vocational, Educational & Career Support – CA 9	
TS			Vocational, Educational & Career Support – CA 9 with the Participant his/her vocational interests and aptitudes, assists in preparing for job or school entry, and reviews opportunities for continued	*APC Portfolio Skills Mentor/ supervisor report

Ad Astra Direct Support Apprenticeship Program

Col. 1 Outcome Type	Column 2 Required Learning Outcomes at the IPC Level	Column 3 Possible assessments	Column 4 Required Learning Outcomes at the APC level	Column 5 Possible assessments
			career growth.	
TS			Vocational, Educational & Career Support – CA 9 e Participant in identifying job/training opportunities and marketing his/her capabilities and services	*APC Portfolio Consumer Report Supervisor/ Skills Mentor Report
TS			Vocational, Educational & Career Support – CA 9 9C. Works in collaboration with the Participant, employers and school personnel to support the Participant, adapting the environment, and providing job retention supports	*APC Portfolio Consumer Report Supervisor/Skills Mentor Report
	Crisis Intervention – CA (10)			
TS	Crisis Intervention – CA 10 10A. Identifies the crisis (actual and possible), defuses the situation, evaluates and determines an intervention strategy (how to respond to those e.g. person is hitting others, fire, person has severe allergic reactions, person threatening suicide) and contacts necessary supports	Supervisor/ Skills Mentor Report Multiple choice Scenario/essay		
TS	Crisis Intervention – CA 10 10B. Continues to monitor crisis situations, discussing the incident with authorized staff and Participant(s), adjusting supports and the environment, and complying with regulations for reporting.	Supervisor/ Skills Mentor Report Multiple choice Scenario/essay		
			Organizational Participation CA (11)	
TS			Organizational Participation (11) 11A. Contributes to program evaluations.	*APC Portfolio

Ad Astra Direct Support Apprenticeship Program

Col. 1 Outcome Type	Column 2 Required Learning Outcomes at the IPC Level	Column 3 Possible assessments	Column 4 Required Learning Outcomes at the APC level	Column 5 Possible assessments
			and helps to set organizational priorities to ensure quality.	Supervisor/ Skills Mentor Report
TS	Organizational Participation CA (11) 11B. Incorporates sensitivity to cultural, religious, racial, disability, and gender issues into daily practices and interactions	* IPC Portfolio Skills Mentor/ Supervisor report	.	
TS			Organizational Participation (11) and accepts co-worker support, participates in supportive supervision, and contributes to the screening of potential employees.	*APC Portfolio Supervisor/ Skills Mentor Report
TS			Organizational Participation (11) 11D. Provides input into budget priorities, identifying ways to provide services in a cost-beneficial manner.	*APC Portfolio Supervisor/ Skills Mentor Report
	Documentation CA (12)			
TS	Documentation CA (12) 12A. Maintains accurate records, collecting, compiling and evaluating data, and submitting records	* IPC Portfolio Skills Mentor/ Supervisor report		
TS	Documentation CA (12) standards of confidentiality and ethical practice	* IPC Portfolio Skills Mentor/ Supervisor report Consumer Report		
TS	Documentation CA (12) 12 C. Learns and remains current with appropriate documentation systems, setting priorities and developing a system to manage documentation.	* IPC Portfolio Skills Mentor/ Supervisor report		

Ad Astra Direct Support Apprenticeship Program

Col. 1 Outcome Type	Column 2 Required Learning Outcomes at the IPC Level	Column 3 Possible assessments	Column 4 Required Learning Outcomes at the APC level	Column 5 Possible assessments
Core work skills & Interper- sonal competence				
CORE	Demonstrates basic work readiness skills and habits including punctuality, organization, productivity, cooperation and the ability to get along with others	*Supervisor/ Skills Mentor report	Mentors and supports new workers in learning the requirements of the job and in adapting to the work culture.	*Supervisor/ Skills Mentor report
CORE	Works independently on many day-to-day responsibilities.	*Supervisor/ Skills Mentor report	Consistently works independently and demonstrates sound decision making abilities.	*Supervisor/ Skills Mentor report
CORE	Finds the information necessary to accurately understand work related topics, problems and issues and communicates his or her interpretation of this information to others.	*Supervisor/ Skills Mentor report	His or her interpretation of information is consistently accurate and insightful and contributes to effective support of service Participants and the recognition of system problems or pathways to support.	*Supervisor/ Skills Mentor report
CORE	Communicates ideas and information in a clear and organized manner in writing and when speaking with others	*IPC Portfolio Supervisor/ Skills Mentor report Classroom exercise	Demonstrates advanced communication skills including summarizing viewpoints, recognizing contributions, defining action steps, taking perspectives, resolving conflicts, validating others, and moving parties toward consensus.	*Supervisor/ Skills Mentor report
CORE	Seeks, clarifies and acts on feedback from consumers, supervisors and team members constructively.	*Supervisor/ Skills Mentor report	Provides support, guidance and accurate feedback to other team members constructively and with sensitivity.	*Supervisor/ Skills Mentor report
CORE	Identifies problems and conflicts and offers assistance to other team members in solving problems.	*Supervisor/ Skills Mentor report	Identifies problems, issues and conflicts, offers possible solutions and strategies to prevent future problems.	*Supervisor/ Skills Mentor report

Ad Astra Direct Support Apprenticeship Program

Col. 1 Outcome Type	Column 2 Required Learning Outcomes at the IPC Level	Column 3 Possible assessments	Column 4 Required Learning Outcomes at the APC level	Column 5 Possible assessments
CORE	Effectively assists work teams in achieving desired team goals.	*Supervisor/ Skills Mentor report	Participates effectively in work, planning or project related teams and takes informal or formal leadership roles.	*Supervisor/ Skills Mentor report
CORE	Identifies personal and professional areas of strength and areas in need of improvement.	*IPC Portfolio (Professional development plan)	Engages in learning and experiential activities that address identified areas for improvement and shares expertise with others.	*APC Portfolio Supervisor/ Skills Mentor report
CORE	Clearly communicates information and ideas in writing and in speaking with others.	*IPC Portfolio	The DSP organizes his/her work and manages multiple and/or competing demands.	*Supervisor/ Skills Mentor report
CORE	Demonstrates sensitivity in working with others.	Supervisor/ Skills Mentor Report	Demonstrates peer support skills including advising, modeling, sharing resources and teaching.	*Supervisor/ Skills Mentor report
CORE			Anticipates problems or conflicts that may arise from insensitivity to cultural differences (religious, racial, ability, gender and role) and contributes to solutions.	*Supervisor/ Skills Mentor report
Know— ledge (k)				
K	Explains the purpose of each of the twelve competency areas of the CSSS and why each is important to effective direct support (refer to Competency Area Descriptions).	*Multiple choice IPC Portfolio		
K	Recognizes the meaning of key terms and theories associated with mastery of CSSS competencies required at the IPC levels.	*Multiple choice	Identifies and applies theories associated with mastery of specific CSSS competencies required at the APC levels.	*Multiple Choice Scenario essay
K	Explains why consumers/ families may benefit from choosing their own support staff.	*Multiple choice		
K	Describes ways of supporting people to be empowered, self-directed and to manage their own services	IPC Portfolio	Can identify three key aspects of each of the following best practices: ✓ Self determination	*Multiple Choice Feedback Quiz

Ad Astra Direct Support Apprenticeship Program

Col. 1 Outcome Type	Column 2 Required Learning Outcomes at the IPC Level	Column 3 Possible assessments	Column 4 Required Learning Outcomes at the APC level	Column 5 Possible assessments
			<ul style="list-style-type: none"> ✓ Person-Centered planning ✓ Self Advocacy 	Classroom exercise
K	Names several agencies that provide supportive resources or services to people within their community.	*Multiple choice Scenario problem		
K	Describes several therapies or adaptive equipment items.	*Multiple choice classroom discussion scenario problem		
K	Explains why each of the ethical code areas is important to direct support practice.	*Multiple choice Classroom discussion scenario problem	Recognizes patterns and consequences of segregation, exclusion and social isolation in the experience of many people with developmental disabilities and can provide examples of these among people s/he supports.	*Multiple Choice Classroom exercise
K	Describes the reasons people s/he supports take specific medications, dosage schedules and serious potential side effects.	*Supervisor Skills Mentor Assessment IPC Portfolio	Identifies challenges people with developmental disabilities experience at various stages of individual growth and developmental maturity.	*Multiple Choice Classroom exercise
K	Describes the signs and symptoms of common illnesses and how to respond to health related situations.	*Multiple choice IPC Portfolio		
K	Can describe what benefits (e.g. Social Security, Medicaid, Medicare)- are and why they are important to people with developmental disabilities	*Multiple choice Essay	Identifies the benefits and funding programs (SSI, Social Security, Medicaid, Medicare, SSA, HEAP, food stamps, section 8/HUD, ICF/MR, Home and Community Based Waiver, Supported Employment, CAVS) that are likely to be used by people with developmental disabilities, and can explain how to access such benefits	

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Col. 1 Outcome Type	Column 2 Required Learning Outcomes at the IPC Level	Column 3 Possible assessments	Column 4 Required Learning Outcomes at the APC level	Column 5 Possible assessments
K	Can name several developmental disabilities and describe how they affect a person's life.	*Multiple choice Essay		
Ethical (E)Practice	Promptly fulfills appropriate agency and any other regulatory or legal requirements in reporting situations of abuse and neglect or other violations of rights.	*Scenario essay Supervisory/ Skills Mentor Report Multiple choice	Recognizes support services, related policies, procedures that violate rights or pose challenges to the exercise of rights and offers suggestions to address.	*Classroom Exercise
E	Support that s/he provides is consistent with the code of ethics.	Supervisor report Consumer report	Identifies effective approaches to resolve ethical dilemmas using the Code of Ethics.	*Scenario Essay Classroom Exercise (involving Actual and simulated ethical dilemmas)
E	Recognizes problems that present ethical dilemmas and seeks support and advice when confronted with difficult ethical dilemmas.	Scenario problem set Supervisor report	Consistently models ethical practices and assists others with developing and using ethical practice.	*Supervisor/ Skills Mentor Report Consumer report
E	Knows the difference between personal ethics and professional ethics.	Classroom discussion Essay	Explores options including personal risk when seeking solutions for ethical dilemmas	Scenario Essay Classroom Exercise (involving actual and simulated ethical dilemmas)

Ad Astra Direct Support Apprenticeship Program

Appendix II — Qualifications and Selection Procedures

Ad Astra Direct Support Apprenticeship Program

Appendix II – Qualifications and Selection Procedures

Section I - Minimum Qualifications

29 CFR 29.5(b)(10)

- A. Applicants shall meet the following minimum qualifications:
1. Candidate is in a Direct Support role as an employee, training intern or an independent contractor in good standing with his or her employer(s) and:
 2. Has an acceptable criminal background check
 3. Has an acceptable Abuse Registry Check
 4. Possesses a high school diploma or its equivalent. Currently employed DSPs with 5 years of experience in direct support may enter the registration level without a high school diploma or its equivalent.
 5. Meets all state and regulatory requirements applicable to employment or training internship
 6. Signs a commitment pledge to the National Alliance for Direct Support Professionals (NADSP) Code of Ethics⁴
 7. Meets experiential requirement: successful completion of employer's specified orientation period including at least 320 hours of employment/internship as a DSP when an orientation period is not specified.
 8. Completes 40 hours of "Related Instruction" (see definition of related instruction)
 9. Submits application and resource file with evidence of meeting requirements – no fee required

Section II - Application Procedures

⁴ The NADSP Code of Ethics is a nationally validated code of ethical practices relevant to direct support work. (obtain at NADSP.org)

- A. All persons requesting an application shall be provided one to submit for the Ad Astra Direct Support Apprenticeship Program. Before completing the application, each Applicant will be required to read the Apprenticeship Standards and will be informed of the basic qualifications and documents needed to complete the application.
- B. All applications between agencies, signatory to the Direct Support Apprenticeship Program, shall be identical in form and requirements. The application form shall be numbered in sequence corresponding with the number appearing on the Applicant log so that all applications can be accounted for. Columns will be provided on the Applicant log to show race/ethnic and gender identification and the progress by dates and final disposition of each application.
- C. Receipt of the properly completed application form, along with required supporting documents, if applicable, shall constitute the completed application.
- E. Completed applications will be checked for minimum qualification. Applicants deficient in one or more qualifications or requirements will be notified in writing of their disqualification. Applicants will also be notified of the appeals right available to them. No further processing of the application will be taken.
- F. Applicants meeting the minimum qualifications and submitting the required documents will be notified where and when to appear for the interview.

Section III - Selection Procedures

29 CFR 30.5(4)

- A. The Program Sponsor shall use selection method number four — Alternative Selection. This Apprenticeship Program shall be a "letter-of-intent" type of Apprenticeship Program, which shall allow for interested persons to enter the Apprenticeship Program, provided they have an agency willing to employ them for the term of

Ad Astra Direct Support Apprenticeship Program

Apprenticeship and under the terms of these Standards.

- B. Applications for Apprenticeship will be accepted throughout the year between the hours of 9:00am and 5:00pm on the first and third Wednesdays of each month. Applicants will be provided a list of participating agencies.

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- C. When an Applicant locates an agency that is willing to interview him/her, that agency will schedule the Applicant for an interview and evaluation session. Upon completion of the interview if an offer of employment is extended to the individual, that agency must provide a "letter of intent" (written offer of employment on the agency's letterhead) to the Applicant. The Applicant shall be eligible for Apprenticeship classification under the terms and conditions covering such employment.

- D. The Agency interviews the Applicant on each of the factors on the Applicant Interview Form taking into account the information on the application, required documents, if applicable, and the judgment derived from the interview.

- E. Selected Applicants will be notified of selection by telephone. Applicant must respond to the offer of employment within twenty-four (24) hours of notice. It shall be the responsibility of the Applicant to keep the Agency informed of his/her current mailing address and phone number. If individual cannot be contacted his/her names will be removed from the list.

Section IV - Maintenance of Records

- A. All records, including Announcement of Openings, Apprentice Applicant Logs, Applications and all supporting documents records relating to the selection, employment and training of Apprentices shall be retained for a period of five (5) years and made available upon request to the U. S. Department of labor, Bureau of Apprenticeship and Training or the Kansas Apprenticeship Council.

Ad Astra Direct Support Apprenticeship Program

Appendix III — AFFIRMATIVE ACTION PLAN

Ad Astra Direct Support Apprenticeship Program

Appendix III - Affirmative Action Plan

Section I - Introduction

- A. The Ad Astra Direct Support Apprenticeship Program enters into this Affirmative Action Plan (AAP), as required under 29 CFR 30, with good faith for the purpose of promoting equality of opportunity into its registered Apprenticeship Program.
- B. The Ad Astra Direct Support Apprenticeship Program seeks to recruit qualified women and minorities for possible selection into this Apprenticeship Program. This Apprenticeship Program hereby adopts the following nondiscriminatory pledge and Affirmative Action Plan.

Section II – Equal Opportunity Pledge

- A. In compliance with 29 CFR 30.3 (b), as amended May 12, 1978, the Ad Astra Direct Support Apprenticeship Program commits to the following Equal Opportunity Pledge:
- B. The recruitment, selection, employment, and training of apprentices during their term of training shall be without discrimination because of race, color, religion, national origin, or sex. The Program Sponsor (Direct Support Apprenticeship Program) will take affirmative action to provide equal opportunity in apprenticeship training and will operate the Apprenticeship Program as required under 29 CFR 30.

Section III – Utilization and Analysis, Goals, and Timetables

- A. In order to allow positive recruitment and full utilization of minorities and women in this Apprenticeship Program, the Ad Astra Direct Support Apprenticeship Program pledges to identify the outreach efforts under Section III that are to be undertaken.

- B. The purpose of the analysis is to determine the minority and women's labor force in the Direct Support Apprenticeship Program's labor market area. Once the labor force has been identified, a determination can be made if deficiencies exist in terms of underutilization of minorities and/or women in the occupations registered with the Registration Agency (see Workforce Analysis Sheet in this section).
- C. When an underutilization exists, the Ad Astra Direct Support Apprenticeship Program will attach goals and timetables for the selection of minority and/or female (minority and nonminority) applicants into this Apprenticeship Program.

Section IV – Outreach and Positive Recruitment

- A. The Direct Support Apprenticeship Program's AAP activities may include the following outreach and positive recruitment efforts listed below to meet its obligation under 29 CFR 30.4(c). These efforts are reasonably expected to ensure participation of minorities and females in this Apprenticeship Program.
- B. Once these efforts have been formally identified, the Ad Astra Direct Support Apprenticeship Program shall set forth the specific steps they intend to take under each identified effort.
 - 1. An announcement of Apprenticeship openings shall be disseminated thirty (30) days prior to the earliest date of application at each interval to the following agencies/organizations located in the geographical area covered by the program:

- ✓ Bureau of Apprenticeship and Training
- ✓ Kansas Apprenticeship Council
- ✓ Minority Centers/Organizations
- ✓ Women=s Centers/Organizations
- ✓ Job Corps Center
- ✓ One Stop Centers

Ad Astra Direct Support Apprenticeship Program

2. The announcement shall include the place of application, minimum qualifications, location as where to apply, and the program's equal opportunity policy.
3. The Ad Astra Direct Support Apprenticeship Program will also undertake positive recruitment activities to ensure that recruitment, selection, employment and training of Apprentices during their Apprenticeship shall be without discrimination because of race, color, religion, national origin or sex. Recruitment activities may include:
 - ✓ Participation in job fairs sponsored by school districts, One-Stop Service Centers, employment services agencies, and any other community based organizations, for the purpose of familiarizing personnel with the Apprenticeship Program and career opportunities.
 - ✓ Cooperation with local school boards and vocational education systems to develop programs for preparing students to meet the standards and criteria required to qualify for entry into the Direct Support Apprenticeship Program.
 - ✓ Internally communicating the Direct Support Apprenticeship Program's equal opportunity policy in order to foster understanding, acceptance, and support among supervisors and employees in order to aid the Ad Astra Direct Support Apprenticeship Program in meeting its obligations.
 - ✓ Engaging in outreach with women and minority organizations for the positive recruitment of potential applicants for Apprenticeship.
 - ✓ Utilizing Direct Support Professionals to assist in the implementation of the AAP.
 - ✓ Granting advance standing or credit on the basis of previously acquired experience, training, skills or aptitude for applicants equally.

Section V — Estimated Female Entry

- A. An in-depth analysis of the Kansas population indicates that the percentage of females in the labor force is %.
- B. To support this Affirmative Action Plan for the inclusion of females into Apprenticeship as required under Title 29 of the Federal Register, Part 30, as revised June 12, 1978, the Ad Astra Direct Support Ad Astra State Council will exert good faith effort to place females into Apprenticeship at the rate of % percent of all new Apprentices employed under this AAP. Appropriate adjustments in goal levels will be made as required.

Section VI — Estimated Minority Entry

- A. An in-depth analysis of the (City)area population indicates that the racial mix is % percent minorities and % percent non-minority.
- B. To support this Affirmative Action Plan for the inclusion of minorities into Apprenticeship as required under Title 29 of the Federal Regulations, Part 30, the Ad Astra State Council will exert good faith effort to place minorities into Apprenticeship at the rate of % percent of all new hires employed under this Affirmative Action Plan.

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Section VII – Annual Review of Affirmative Action Plan

- A. The Ad Astra Direct Support Apprenticeship Program shall review its AAP, including goals and timetable, annually.

- B. The review shall analyze (independently and collectively) affirmative steps taken for evaluating positive impact, as well as the adverse impact, in the areas of outreach, recruitment, selection, employment, and training. The Ad Astra Direct Support Apprenticeship Program will continually monitor these processes in order to identify the need for a new action, effort, and/or deletion of ineffective existing activities. All changes to the Affirmative Action Plan must be submitted to the Registration Agency for registration.

Ad Astra Direct Support Apprenticeship Program

AFFIRMATIVE ACTION PLAN — WORKFORCE ANALYSIS

SPONSOR: Ad Astra Direct Support Professional Apprenticeship Program

PROGRAM NUMBER: MO - 002 - _____

ADDRESS:

OCCUPATION: Direct Support Professional

DOT Code: 195.366-900

AIMS#:1040

LABOR MARKET INFORMATION:

AREA LABOR FORCE:

TOTAL WORK FORCE
1,272,229

Women 555,394 (43%) of Work Force
Minority 202,992 (17%) of Work Force

SPONSOR=S WORK FORCE

Total Apprentices: _____

Women: _____ (___%)

Minorities: _____ (___%)

SKILLED PROFESSIONALS

Total Professionals: _____

Women: _____ (___%)

Minorities: _____ (___%)

DETERMINATION OF UTILIZATION

Minority Underutilization Yes _____ No _____
Female Underutilization Yes _____ No _____

SPONSOR'S GOALS:

The Sponsor agrees to take affirmative action with the goal of selecting **17% Minorities** and **21% Women** during the next year or hiring period. The estimated number of new Apprentices to be hired during the next year are:_____.

SPONSOR=S SIGNATURE:

APPROVED BY:

Signature/Date

Signature/Date

Ad Astra Direct Support Apprenticeship Program

Appendix IV — Ad Astra Program Principles

Ad Astra Direct Support Apprenticeship Program

Ad Astra will:

- Promote ongoing learning to assist direct support professionals in renewing and updating their skills over time
- Be financially accessible to qualifying Direct Support Practitioners
- Actively seek private and public funds to support tuition and fees for candidates
- Provide development opportunities for candidates who voluntarily seek to advance their careers in human services;
- Involve candidates, people with support needs, families, employers and others with a stake in the career development of Direct Support Professionals in decisions about the program;
- Operate within a clear set of procedures determined by stakeholders;
- Inform individuals with support needs, their families and others of the program benefits;
- Offer statewide consistency in program outcomes, methods and criteria for success;
- Use a core foundation of validated skill, knowledge and ethical requirements that are relevant to direct support practice across the state;
- Support the integration of agency specific skill, knowledge and ethical requirements as needed;
- Use meaningful, fair and reliable assessment processes aligned with program content;
- Extend its availability to the wide range of Direct Support Professionals in Kansas and seek endorsement and involvement throughout the state;
- Provide multiple, appropriate levels of challenge that encourage DSP participation;
- Link DSP recognition, wage and status to skill advancement;
- Assure that program participants relate their learning to the people they are supporting in their work environments (e.g. on-the-job assessments, portfolio assessments, or mentoring).
- Respect the time demands and life obligations of program candidates.

APPENDIX V – FORMS

Appendix V – Forms

Ad Astra Direct Support Apprenticeship Program



AD ASTRA CANDIDATE REGISTRATION FORM

Name of Candidate: _____
Name of Employer : _____
Phone # of Employer: _____
Employer Address: _____
City & State: _____
Zip Code: _____

Employer authorization: – I certify that this candidate:

- Is an employee in good standing legally able to work in the United States
- Has completed no less than 40 hours of related instruction (training relevant to his or her job as a DSP)
- Has no less than 320 hours of experience as a DSP

Print name of Employer: _____

Employer/CEO Signature: _____ Date: _____

Print name of Skills Mentor: _____

Signature of Skills Mentor: _____ Date: _____

Address of Candidate:

Apt # and Street: _____

City: _____

Zip: _____

Phone: Home _____ Work _____ E-Mail _____

- Copy of recent (within 1 year of application) Bureau of Criminal Investigations Check attached.
- Copy of High School Diploma, G.E.D. Certificate or affidavit of completed requirements for candidates with five years of experience as a Direct Support Professional attached
- Registration fee paid if applicable

Please list all educational degrees or skills certificates candidate holds:

Circle highest year of education attained by candidate (circle one) 1-8; 9, 10, 11, 12, 13,14, 15, 16

Please list years of experience as a direct support professional: _____years _____months

Candidate is approved for registry within the AD ASTRA Program

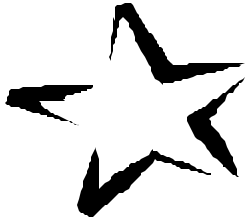
Signature of AD ASTRA Regional Council Chairperson:

Print Name of Ad Astra Regional Council Chairperson: _____

Date: _____

Candidate Resource File Label Form

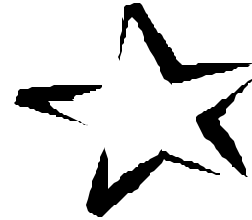
Ad Astra Direct Support Apprenticeship Program



AD ASTRA CANDIDATE
RESOURCE FILE

Name: _____

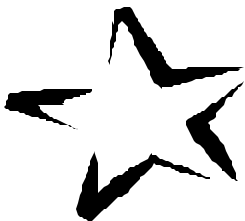
Employer: _____



AD ASTRA CANDIDATE
RESOURCE FILE

Name: _____

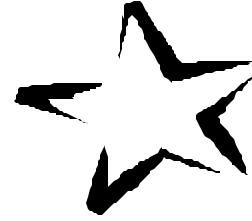
Employer: _____



AD ASTRA CANDIDATE
RESOURCE FILE

Name: _____

Employer: _____

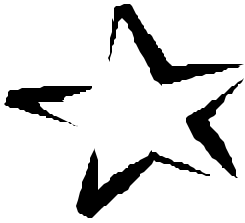


AD ASTRA CANDIDATE
RESOURCE FILE

Name: _____

Employer: _____

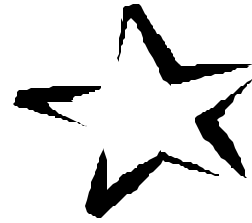
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AD ASTRA CANDIDATE
RESOURCE FILE

Name: _____

Employer: _____

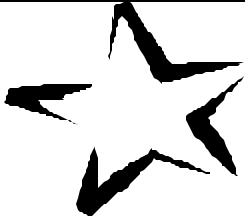


AD ASTRA CANDIDATE
RESOURCE FILE

Name: _____

Employer: _____

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Ad Astra Consumer Recommendation Form

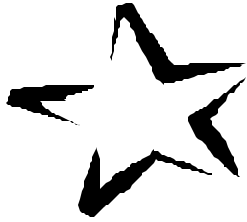
Candidate Name: _____

Consumer Testimony Below

Signature of Consumer or Consumer
Representative

*Please note consumer testimony may be supplied in an audio or video format accompanied by this form that is signed by the consumer or consumer representative.

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Resource File – Outline of Required Materials

I. Candidate Registration Section

The following documents go in this section:

1. Candidate Registration Form – the form asks employer to sign to verify that candidate has:
 - 1.1.1. Completed registration form
 - 1.1.2. A High School Diploma (HS) or GED or has 5 years experience as a Direct Support Professional (DSP) in good standing
 - 1.1.3. 320 hours employed as a DSP in good standing
 - 1.1.4. Completed 40 hours of fundamental training
 - 1.1.5. IRS proof citizenship or acceptable visa status
 - 1.1.6. A designated skills mentor identified by name on the form
2. Copy of Bureau of Criminal Investigations Check
3. Copy of HS diploma, GED certificate or evidence of 5 years as DSP in good standing

II. Work Based Learning Requirements

1. *Skills Mentor Work Based Learning Requirements Validation Form*: Verifies that candidate has completed an additional 1000 hours of work based learning employed as a DSP in good standing (cumulative 1320).
2. *Consumer Recommendation Form*: Testimony from someone who has received a substantial level of support from the candidate. Testimony must indicate that supports are provided in a manner satisfactory to the consumer and consistent with the NADSP Code of Ethics. Audio or videotape may be substituted for written testimony if form contains appropriate signatures.

III. Portfolio for the Initial Proficiency Certificate in Direct Support

1. Title Page listing name, date, pilot site, phone number, e-mail address and sponsoring employer name and address
2. Professional Development Statement
3. Record of required Related Instruction (please attach a course outline or syllabus for each course contributing to the Related Instruction Requirement).
4. Candidate Self-Assessment of Skills

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5. Skills Mentor Assessment of Candidate Skills
6. Work Packet (sample and summary) for the Communication Competency Area
7. Work Packet (sample and summary) for the Community Living Skills and Supports Competency Area
8. Statement of Portfolio Authenticity

IV. Portfolio Section for Skills Mentors Seeking the Advanced Proficiency Certificate in Direct Support

1. Title Page listing name, date, pilot site, phone number, e-mail address and sponsoring employer name and address
2. Professional Development Statement
3. Candidate Self-Assessment of Skills
4. Coaches Assessment of Candidate Skills
5. Work Packet (sample and summary) on Skills Mentoring
6. Coach verification that skills mentor has participated in Coaching Sessions for IPC candidate s/he is mentoring

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AD ASTRA PORTFOLIO TITLE PAGE

PORTFOLIO TITLE PAGE



Type of Portfolio:

Initial Proficiency Certificate

Advanced Proficiency Certificate

Skills Mentor

Candidate Name: _____

Pilot Site: _____

Phone Number: _____

Email Address: _____

Skills Mentor Name: _____

Skills Mentor Phone: _____

PORTFOLIO TITLE PAGE



Type of Portfolio:

Initial Proficiency Certificate

Advanced Proficiency Certificate

Skills Mentor

Candidate Name: _____

Pilot Site: _____

Phone Number: _____

Email Address: _____

Skills Mentor Name: _____

Skills Mentor Phone: _____

PORTFOLIO TITLE PAGE



Type of Portfolio:

Initial Proficiency Certificate

Advanced Proficiency Certificate

Skills Mentor

Candidate Name: _____

Pilot Site: _____

Phone Number: _____

Email Address: _____

Skills Mentor Name: _____

Skills Mentor Phone: _____

PORTFOLIO TITLE PAGE



Type of Portfolio:

Initial Proficiency Certificate

Advanced Proficiency Certificate

Skills Mentor

Candidate Name: _____

Pilot Site: _____

Phone Number: _____

Email Address: _____

Skills Mentor Name: _____

Skills Mentor Phone: _____

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PORTFOLIO TITLE PAGE



Type of Portfolio:

Initial Proficiency Certificate

Advanced Proficiency Certificate

Skills Mentor

Candidate Name: _____

Pilot Site: _____

Phone Number: _____

Email Address: _____

Skills Mentor Name: _____

Skills Mentor Phone: _____

PORTFOLIO TITLE PAGE



Type of Portfolio:

Initial Proficiency Certificate

Advanced Proficiency Certificate

Skills Mentor

Candidate Name: _____

Pilot Site: _____

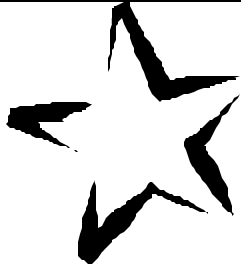
Phone Number: _____

Email Address: _____

Skills Mentor Name: _____

Skills Mentor Phone: _____

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Skills Mentor Work-Based Learning

Requirements Validation Form

_____ verifies that _____
Print Skills Mentor Name *Print Candidate Name*

has completed _____ hours of work-based learning with my guidance.

Signature of Skills Mentor

Date

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