

Supported Employment Assessment Clinic

LSU Health Science Center- Human
Development Center

www.hdc.lsuhscc.edu/employment



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DEVELOPMENT
CENTER**

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LSU Health
NEW ORLEANS

Agenda

- APSE and CESP
- What is a Community Based Assessment
- Assessment Skills
 - Interview Skills
 - Observation Skills
 - Selecting Career Exploration Sites
 - Writing Narrative Report
- LRS Requirements & Quality Indicators
- Other Types of Assessments
 - Situational Assessment
 - Trial Work Assessment
 - Customized Employment Assessment, aka “Discovery”



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APSE => Employment First

- The Association of People Supporting Employment First (APSE) is the only national organization focused exclusively on Employment First to facilitate the full inclusion of people with disabilities in the workplace and community.
- APSE members recognize that everyone has abilities to contribute and their work should be recognized and rewarded with fair pay, creating inclusive workplaces. Employment enriches and adds meaning to every life, and workplaces and communities are enhanced when they embrace differences.



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Association of Persons Supporting Employment First: www.apse.org

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APSE Mission, Vision & Values

[PLAY](#)

Vision

All people with disabilities have competitive employment in an inclusive workforce.

Mission

To advance employment equity for people with disabilities.

Values

We believe that everyone can and should work, and have the dignity of determining their career path.

APSE Universal Employment Competencies

- <https://apse.org/wp-content/uploads/2019/03/Apse-universal-Comps-FINAL3-15-19.pdf>
- DOMAIN 1: Application Of Core Values And Principles To Practice
- DOMAIN 2: Discovery/Individualized **Assessment** And Employment/Career Planning
- DOMAIN 3: Community Research And **Job Development**
- DOMAIN 4: Workplace And Related **Supports**
 - Job Acquisition, Job Analysis , Worker Orientation, Workplace Supports, Adapting the Job Site, Professionalism on the Job, Retention
- DOMAIN 5: Long-term Supports And Services
 - Ongoing Supports, Managing **Benefits**



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The Value of Certification



CESP - Certified Employment Support Professional

- Provides **recognition** and increased **credibility**
- Supports and encourages continued **professional development**
- Demonstrate **commitment** to supported employment
- May create job **advancement** or increased earnings opportunities
- Increased safety (disciplinary process) and industry **standards**
- Helps employers and customers **identify** qualified employment support professionals



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Workforce Innovation and Opportunities Act (WIOA) - 2014

- Competitive integrated employment defined: The Rehabilitation Act previously used “competitive” employment but never defined.
- WIOA defines competitive integrated employment as full-time or part-time work at **minimum wage or higher**, with wages and benefits similar to those w/o disabilities performing the same work, and **fully integrated** with co-workers without disabilities. Considered the **optimal outcome** under WIOA.



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Supported Employment Components

- Assessment
- Job Development and Marketing
- Job Placement
- Job Site Training
- Fading and Stabilization
- Follow-along and Maintenance



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At your agency:

- Who conducts the assessment?
- What is the process?
- How many staff are involved?
- What environments?
- How long does it take to complete the assessment and provide a written assessment to LRS?



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Caveat

- The goal of this class is to provide you with tools to help in your agency's Community Based Assessment process. All tools are not applicable to every client. Use the tools that you feel will help you identify the skills, preferences, interests and support needs of your client. Each client's situation is unique.



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Assessment Definition

- Information that is gathered from a variety of sources across a variety of environments identifying a consumer's skills, preferences, abilities, interests and support needs as related to their employment goals.
- Based on:
 - Interviews
 - Informal observations
 - Information gathering
 - Interpretation of formal standardized evaluations
 - Behavioral assessment of skills and abilities



What is an Assessment?

- Person-Centered Planning Process
- Determine SKILLS, INTERESTS, ABILITIES and SUPPORT NEEDS of the individual
- Develop a career profile and an employment plan



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Positive SPIN

S = Skills

P = Preferences

I = Interests

N = Job Support Needs



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Assessment Conversation

- Who this person is right now
- Skills and talents they exhibit (typical & exceptional)
- Motivational Interests, People, and Activities
- Where the individual spends time & money
 - Favorite activities, past times, people, places
- Any past employment or volunteer activities
- Daily routines & chores that detail skills, talents, interests
 - Describe typical day and what it includes
- Explore family employment & community connections
 - Where people work, specialized skills & interests they have
 - Identify friends & family who may be helpful (e.g., provide info, job leads)
- Communication and Learning Considerations
 - Best means of communication
 - Methods used to teach new skills
 - Environments to avoid
 - Likes & Dislikes
 - Safety & Medical Concerns



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Assessment Example 1



Observations from Examples

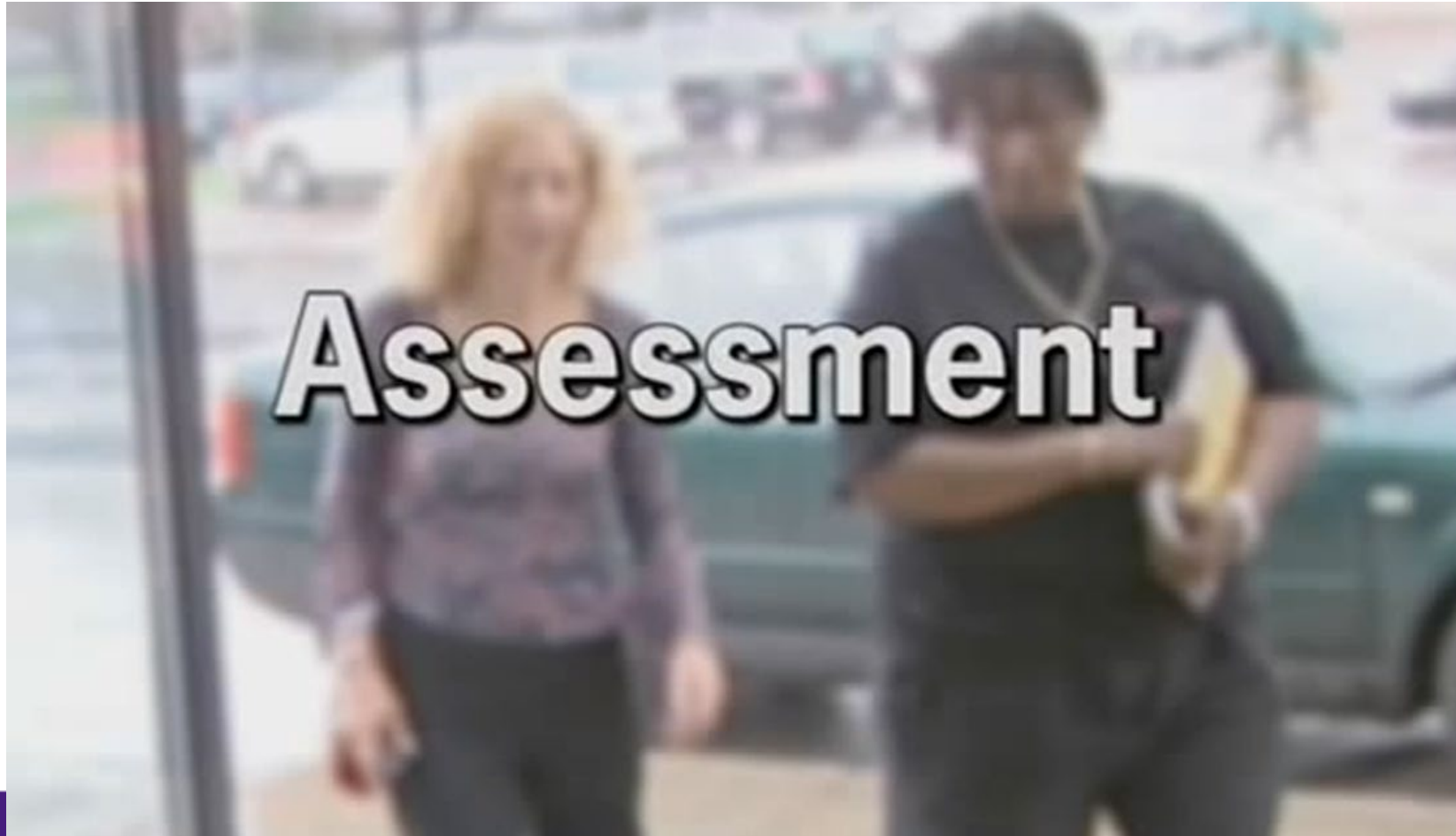
- What did you learn about the client?
- What are the client's career goals?
- What worked about the assessment?
- What did not work?
- Questions? Comments?



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Assessment Example 2



Observations from Examples

- What did you learn about the client?
- What are the client's career goals?
- What worked about the assessment?
- What did not work?
- Questions? Comments?



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Community Based Assessment



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LRS Community Based Assessment

- Payment is \$500
- Supported Employment Vendor **contacts consumer within 1 week** of receiving Authorization for Assessment
- Employment Specialist meets with client on **at least three separate occasions in at least three different settings in the community** to obtain the necessary information.
- Employment Specialist may also:
 - review any available documentation (e.g., intake packet, LRS file, resume, etc.)
 - interview others (e.g., client's family, friends, former teachers and supervisors) for additional information.
- Within 90 days, send to LRS:
 - SE1 - Supported Employment Community Based Assessment Narrative Report
 - SE1A - Supported Employment Community Based Assessment Activities Form
 - Invoice for \$500



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Assessment Quality Indicators

- Conducted in **three different places** in the community and on **more than one day**
 - *(Consumer's home is NOT considered one of these three places)*
- Affirms how client will benefit from Supported Employment services
- Identifies appropriate vocational goals
- Identifies job accommodations and support needs



CBA Best Practices

- Use the Community Based Assessment to:
 - Introduce your agency's services and your Supported Employment Process to the client and their support team
 - Discuss impact of working on the client's benefits (SSI and/or SSDI)
 - Discuss disclosure to employers
 - Have client choose Employment Support Team
 - Identify potential employers in client's network



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Assessment Skills

1. Interview Skills
2. Observation Skills
3. Picking Locations
4. Develop a Career Profile
5. Writing Narrative Report



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Interview Skills

- Develop Rapport
 - Start with personal
- Determine what opens them up and what shuts them down
- Ask questions in a variety of ways
 - Yes/No
 - True/False
 - Multiple Choice
 - Open-Ended
- Repeat questions in different format to verify answers
- Reflect responses to clarify understanding



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Observation Skills Activity

- Sarah meets with her employment specialist at a food court in a mall
- Name the skills, preferences, interests and support needs that can be observed

Appearance Interests
Preferences Transportation
Time Management Motor Skills
Mobility
Safety Money Management
Communication Hygiene



Location, Location, Location

Possible Career Exploration Sites

- Your agency office or office setting/library
 - Good for confidential information
- Community setting near client's home or where they are comfortable
- Work setting in the community that reflects client's interests to learn more
- Work setting in the community
 - Where you have connections
 - Where there might be an opening
- Community setting to complete an activity to learn more about the client
 - Go for walk
 - Buy a snack
 - Visit a shopping mall



Break



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LRS CBA-1 and CBA-1A

- It must be clear from the Narrative Report (Form CBA-1) and the Assessment Activities Log (CBA-1A) that the Community - Based Assessment
 - was performed in the community to assess the Consumer's assets and needs;
 - that assessment information was gathered from activities conducted on more than one occasion,
 - from more than one source of information (i.e. family, friends, former employers, former teachers, etc.)
 - and in a minimum of three (3) locations.
- The Narrative Report must also include the completed Assessment Activities Form (CBA-1A) by the CRP that provides documentation of the assessment activities.



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COMMUNITY – BASED ASSESSMENT AND NARRATIVE REPORT (CBA-1)*

GUIDELINES CHART:	
Interests (Preferences)	<ul style="list-style-type: none"> ➤ Specific interests, such as working in an office, with children, in a bakery, working with animals, etc. ➤ Job interests, likes and dislikes. ➤ Interest in non-work related areas such as hobbies, routine duties at home, etc.
Assets/Abilities (Contributions to Employment)	<ul style="list-style-type: none"> ➤ Skills, or similar skills, talents & personality traits ➤ Learning style and implications for job placement. ➤ Strength and endurance. ➤ Routine daily living activities. ➤ Functional application of academic skills (e.g. reading, money management, telling time, spelling) across all environments. ➤ Expressive & receptive communication skills.
Potential Targeted Job Tasks	<ul style="list-style-type: none"> ➤ Description of what the person can do on a job such as typing, filing, sorting, etc. and not job titles.
Job Conditions (Negotiable or Non-negotiable)	<ul style="list-style-type: none"> ➤ Characteristics such as transportation; distance to work, work hours; accommodations; work environment; safety and type of work supervision. ➤ Available work incentives (SSI/SSDI, Medicaid, etc.). ➤ Relationship of the applicant's skills to the local job market. ➤ Possible use of assistive technology/adaptations to accommodate deficits.
Anticipated Support Needs (Based on Job Conditions/Preferences)	<ul style="list-style-type: none"> ➤ Those necessary to maintain employment during training, job retention and long term follow along such as: ➤ Mobility needs; challenging behavior; effects of medication on Consumer's functioning; ➤ Description of home setting; ➤ Family/care giver and support needs, including support strategies proven beneficial, and other concerns for support voiced by Consumer and/or other. ➤ Need for psychosocial supports to promote integration; ➤ Evaluation of extended follow along, to include identification of the natural supports and other long-term on-going support services.
Potential Employers	<ul style="list-style-type: none"> ➤ Must be identified by name or business within the geographical boundaries and prioritized according to Consumer's needs. ➤ Must be from a variety of sources. ➤ Must identify the top three (3) choices.

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Interests

- Specific interests, such as working in an office, with children, in a bakery, working with animals, etc.
- Job interests, likes and dislikes.
- Interest in non-work related areas such as hobbies, routine duties at home, etc.



Assets/Abilities (Contributions to Employment)

- Skills, or similar skills, talents & personality traits
- Learning style and implications for job placement
- Strength and endurance
- Routine daily living activities
- Functional application of academic skills (e.g. reading, money management, telling time, spelling) across all environments
- Expressive & receptive communication skills



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Potential Targeted Job Tasks

- Description of what the person can do on a job such as:
 - typing
 - filing
 - sorting
 - etc.
- Not job titles



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Job Conditions (Negotiable or Non-negotiable)

- Characteristics such as transportation; distance to work, work hours; accommodations; work environment; safety and type of work supervision
- Available work incentives (SSI/SSDI, Medicaid, etc.)
- Relationship of the applicant's skills to the local job market
- Possible use of assistive technology/adaptations to provide accommodations



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Anticipated Support Needs (Based on Job Conditions/Preferences)

- Those necessary to maintain employment during training, job retention and long term follow along such as:
 - Mobility needs
 - Challenging behavior
 - Effects of medication on functioning
 - Description of home setting
 - Family/care giver and support needs, including support strategies proven beneficial
 - Other concerns for support voiced by Consumer and/or other
- Need for psychosocial supports to promote integration
- Evaluation of extended follow along, to include identification of the natural supports and other long-term on-going support services



Potential Employers

- Must be identified by name or business within the geographical boundaries and prioritized according to Consumer's needs
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Writing Narrative Report

CBA-1 - Summary and Recommendations

1. Confirm that client will benefit from Supported Employment Services
 - How your agency can serve the client's needs
2. Outline Career Profile
 - Jobs and work areas aligned with client's interests
3. Outline Employment Plan
 - Identify any potential employers (including those from client's network)
 - Identify employment support team
 - Identify job accommodations needed
4. Identify Support Needs
 - Community skills (e.g., Banking, Transportation)
 - Social skills
 - Refer to other agencies (e.g., Housing)



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Developing a Career Profile

- Translate information learned in Community Based Assessment into vocational profile for Job Seeker
 - Interests
 - Preferences
 - Geographic Area
 - Industry or Sector
 - Skills
 - Environment
 - Social Interaction
 - Transportation Needs



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Community Based Assessment Activity

- Each group is given an example Community Based Assessment
 - Briefly summarize client profile
 - Skills
 - Preferences
 - Interests
 - Support Needs
 - Identify client's vocation goals
 - Identify at least three potential vocational themes
 - Identify potential employers for each
 - Identify any training, accommodations, and support needs



CBA Activity

- CBA 1
 - https://drive.google.com/file/d/1ab3JJPMpqeDTOf1efQvsPup8E_fuTlo/view?usp=sharing
- CBA 2
 - <https://drive.google.com/file/d/1R9iOt-65JQsorazAFaloOhNLXJVcaygn/view?usp=sharing>
- CBA 3
 - <https://drive.google.com/file/d/1C5ZRAUiqpRdseZxptaAr85vYIkFv2DB5/view?usp=sharing>



Other Types of Assessments

- Situational Assessment
- Trial Work Assessment
- Customized Employment Assessment,
aka “Discovery”



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Situational Assessments

- Augment the community-based assessment information
- Observation of job related activities conducted at work settings using actual employment and community settings
- Also known as job sampling, on-the-job assessment, or environmental assessment



Situational Assessment Examples



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Trial Work Assessment (TWA)

- Required by federal law if LRS denies eligibility for the individual
- LRS authorized when there is reason to believe that the individual may not be able to benefit from LRS services
- The Rehabilitation Act requires that a trial work assessment to be completed to ensure that the individual has been assessed at various work environments



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LRS Trial Work Assessment

Trial Work Experience Assessment

Consumer: Example Counselor: _____

Case Number: _____ Vendor: _____

Date of Assessment: _____ Assessment Site: Office Building

Assessment position: Document Scanning Clerk Number of Hours: 3

***Document observations of consumer's work performance to include the following:**

Is the time of day a factor? Yes _____ or No X

Explain.

Schedule:

Prior: Intake Interview

Tuesday 8/13/2013

9:00-9:30 – Introductions and Explanations

9:30-11:00 – Document Scanning, Systematic Training, Task Analysis and Observation

11:00-12:00 – LSU Tour and Wrap Up

It does not appear that the time of day would affect his working abilities. Client's Trial Work Experience took place from 9AM to 12noon and he was asked to scan documents using a copy/scanning machine so that they can be retained in digital format on a computer. He arrived a few minutes late due to traffic and was driven to and from the work location by CRP personnel. He originally was reluctant to leave CRP that morning but when it was explained to him that this was for getting him a job, he was eager to go. He was alert and focused the entire time and worked through his regular break time from 10:30-10:45 without even noticing. He seems he would do well in a job where he worked mornings. He has been attending CRP for the last X years from 8AM to 3PM and working on a mobile crew for the last Y years. It would be ideal if Client could find a job that coincided with his current schedule as much as possible so as not to disrupt his routine. For safety reasons, it would be better if his job was during daylight hours.

List strengths applicable to this position:

Appearance and Preparation:

Client was very nicely dressed and well groomed. He had packed his own lunch.



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Trial Work Experience Assessment

- Documents observations of work performance
 - Explanation of work performance
 - Strengths applicable to the position
 - Supports needed to perform job duties
 - How long can they work without break
 - Optimal number of work hours
 - Positive factors in work environment
 - Negative factors in work environment
 - Summary of observations



Trial Work Experience Assessment Example

- It does not appear that the time of day would affect his working abilities. Client's Trial Work Experience took place from 9AM to 12noon and he was asked to scan documents using a copy/scanning machine so that they can be retained in digital format on a computer. He arrived a few minutes late due to traffic and was driven to and from the work location by CRP personnel. He originally was reluctant to leave CRP that morning but when it was explained to him that this was for getting him a job, he was eager to go. He was alert and focused the entire time and worked through his regular break time from 10:30-10:45 without even noticing. He seems he would do well in a job where he worked mornings. He has been attending day habilitation for the last X years from 8AM to 3PM and working on a mobile crew for the last Y years. It would be ideal if Client could find a job that coincided with his current schedule as much as possible so as not to disrupt his routine. For safety reasons, it would be better if his job was during daylight hours.



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Customized Employment Continuum



Typical Job

Dictionary of Occupational Titles (DOT)



Job Readiness Training

Training to improve and develop skills to obtain and retain employment including job search, resume writing, interview skills



Direct Placement

Support with Job Development and Interview Process but not much on-the-job training and no follow-along



Supported Employment

Support with Job Development and Interview Process
Provides on-the-job training and follow-along



Customized Employment

Provides longer more intensive assessment, aka "Discovery"

Provides job carving or negotiation, modified job description, reduced hours or job duties

Provides more intensive job accommodations and supports including on-the-job training and follow-along



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Focus of Customized Employment

- Paid, community-based employment regardless of the severity of their disability.
 - Can include focus on entrepreneurial options or self-employment
- Uses Discovery and Customized Employment Plan to determine vocational goal
- “Customized Employment” essentially means “individualizing the employment relationship between employees and employers in ways that meet the needs of both”

(Callahan, 2002)



Employment - Supported or Customized

What's the difference between Supported Employment and Customized Employment?

- In practice -
 - refocused attention to individuals with significant support needs
 - refocused attention on the importance of the “assessment” or “discovery”
 - refocused attention to creativity in developing employment opportunities - e.g. the “customize”



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Customized Employment: “Discovery”

- Active and robust series of activities, observations and clarifications in getting to know a job seeker with disabilities
 - Individualization required
 - Employment development is determined by the individual, not openings or market demand
 - Seven basic phases of Discovery
 - 20-65 hours
 - 4-8 weeks
 - Identify 3 Solid Vocational Themes
- *See Griffin-Hammis Associates Guide: “Discovering Personal Genius”



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Discovery

- Needed information will vary from one individual to the next.
 - **NOT JUST A FORM** - but a way of thinking and identifying supports and strategies to assist an individual begin/continue a career path
 - Doesn't always result in a "DOT" (dictionary of occupational title) code.
 - May result in a defined "environment" - few people, repetitive tasks, no fluorescent lights, etc.



Assessment/Discovery

- So whichever tool/process is used....
 - Sufficient time should be spent with the job seeker in:
 - Known environments and
 - Unknown environments
 - Sufficient time should be spent looking at interests and strengths
 - Sufficient time should be spent in **determining employment supports** that are needed to assist the job seeker to become employed.



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LRS Customized Employment

- Client classified as Significantly Disabled
- More support and for longer time
- Poor work history
- Need negotiated job duties with employer
- Requires Discovery
 - Min 20 hours
- Customized Employment Plan
 - Customized Employment Team meeting
 - Identifies Conditions for Employment
 - Identifies Specific Employers



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LRS Customized Employment

- Milestone 1 - Discovery Profile CE-1 (\$1,025)
- Milestone 2 - CE Plan CE-1 (\$500)
- Job Development - JD Progress Report CE-3 monthly
- Milestone 3 - Job Placement Report CE-4 (\$2000)
 - After seven days
- Milestone 4 - Job **Retention**/Stabilization/Closure CE-5 (\$1000)
 - After one month
- Milestone 5 - Job Retention/**Stabilization**/Closure CE-5 (\$1000)
 - At job stabilization
- Milestone 6 - Job Retention/Stabilization/**Closure** CE-5 (\$2250)
 - After 90 days



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LRS Customized Employment

- High Quality Indicators (\$1000)
 - Remit pay stub and other documentation
 - Min 25 hours/week
 - Min \$10 per hour
 - Health Insurance benefits



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LRS Customized Employment Milestone Summary

		Send to LRS
MILESTONE 1 Discovery	Completed Discovery/Discovery Profile	<ul style="list-style-type: none"> CE-1 Invoice (\$1,025)
MILESTONE 2 Customized Employment Plan	Customized Employment Plan	<ul style="list-style-type: none"> CE-2 Invoice (\$500)
Monthly during Job Development	After IPE is signed, send CE-3 monthly until job match is found.	<ul style="list-style-type: none"> CE-3
MILESTONE 3 Job Development/Placement	Job Development/Placement: After seven days of employment send to LRS	<ul style="list-style-type: none"> CE-4 Invoice (\$2000)
MILESTONE 4 One Month Job Retention	After one (1) month of successful Job Retention and Job Coaching	<ul style="list-style-type: none"> CE-5 Invoice (\$1000)
MILESTONE 5 Job Stabilization	After the consumer has become stable in their employment	<ul style="list-style-type: none"> CE-5 Invoice (\$1000)
MILESTONE 6 Successful Case Closure	After the consumer has worked a minimum of 90 days and has met all of the requirements for successful case closure	<ul style="list-style-type: none"> CE-5 Invoice (\$2250)
High Quality Indicators	If two of the three high quality indicators are met, per official documentation from the employer, an additional payment of \$1,000.00 is made to the vendor at the time of Milestone 4 payment <ul style="list-style-type: none"> Min 25 hours per week Min \$10.00 per hour Health insurance benefits are made available to the consumer through the employer 	<ul style="list-style-type: none"> Consumer's most recent pay check stub or other official documentation provided by the employer Invoice (\$1000)

Quizzes

- Seven Quizzes
 - History
 - Assessment
 - Job Development
 - Job Training
 - SSI
 - SSDI
 - LRS
- 10 questions each
- Multiple choice, True/False
- Passing score of 80% (8/10) to obtain certificate
- Allowed to retake



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Questions & Comments



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