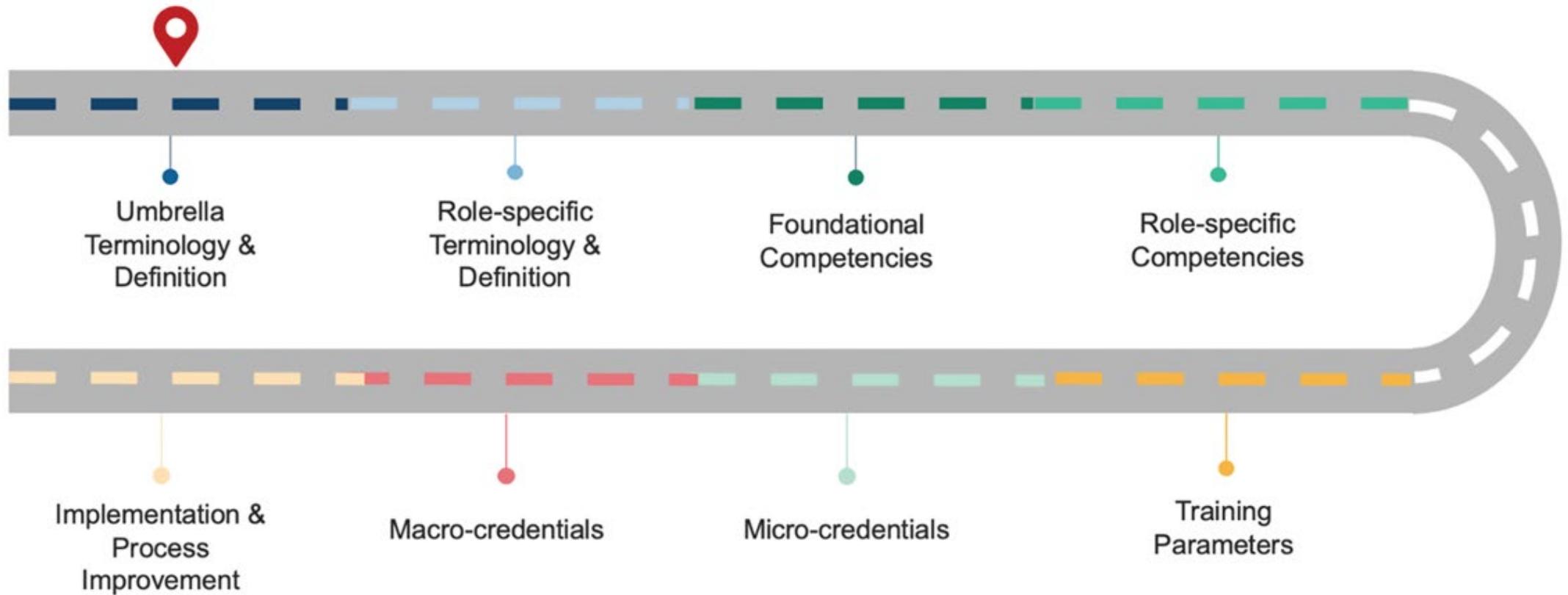# Training Action Area

Working Group – September 15, 2023

Welcome & Agenda

- Overview
- Action Item: Indiana Core Competency Set – Definition and Content Review
  - Review Working Group's Initial Core Competency Recommendations
  - Discussion for each recommended competency:
    - Definition
    - Content Areas

Training and Pathways: Road Map

Important Caveat

FSSA DDRS is legislatively required to pursue an RFP to operate the training program

(a) Before January 1, 2024, the division shall issue a request for proposals in compliance with IC 5-22-9 seeking bids to operate the training program with the established standards determined under section 3 of this chapter. (b) The division shall make every effort to contract with a vendor from the request for proposals issued under subsection *a* not later than January 1, 2025. (c) A vendor selected under subsection *b* must begin operating the training program before July 1, 2025.

Excerpt from HEA 1342-2023

Review Previous Action Group Meeting Discussion

Review of 8/11/23 Working Group Meeting

- CMS competencies were recommended to working group
- Group agree to 12 CMS competencies being adopted for Indiana's foundational curriculum

CMS Competencies Recommended

1) Communication
2) Community inclusion and Networking
3) Community Living Skills and Supports
4) Crisis Prevention and Intervention
5) Cultural Competency
6) Education, Training, and Self-Development

7) Empowerment and Advocacy
8) Evaluation and Observation
9) Health and Wellness
10) Person-Centered Practices
11) Professionalism and Ethics
12) Safety

Competency Definitions (1 of 2)

Competency	Definition
Communication	Builds trust and productive relationships with individuals supported, co-workers, and others through respectful and clear verbal and written communication.
Community Inclusion and Networking	Supports individuals to be a part of the community through valued roles and relationships and assists individuals with major transitions that occur in community life.
Community Living Skills and Supports	Supports individuals to engage in and manage the personal, financial, social, and household tasks that are necessary on a day-to-day basis to pursue an independent, quality lifestyle.
Crisis Prevention and Intervention	Employs trauma-informed care and identifies risk and behaviors that can lead to crisis and uses effective strategies to prevent or intervene in the crisis in collaboration with others.
Cultural Competency	Respects cultural differences and provides services and support that fit with an individual's preferences.
Education, Training and Self-Development	Obtains and maintains necessary certifications and seeks opportunities to improve their skills and work practices through further education and training.

Competency	Definition
Empowerment and Advocacy	Provides advocacy and empowers and assists individuals to advocate for what they need.
Evaluation and Observation	Closely observes an individual's physical and emotional health, gathers information about the individual, and communicates observations to guide services.
Health and Wellness	Plays a vital role in helping individuals to achieve and maintain good physical and emotional health essential to their well-being.
Person-Centered Practices	Uses person-centered practices, supports individuals to make choices and plan goals, and provides services to help individuals achieve their goals.
Professionalism and Ethics	Works in a professional and ethical manner, maintaining confidentiality and respecting individual and family rights.
Safety	Attentive to signs of abuse, neglect, or exploitation and follows procedures to protect an individual from such harm. Supports people to understand and mitigate risk and uses appropriate procedures to assure safety during emergency situations.

For Today

For each Competency:

-Is any content missing within this competency?

- If yes, what?
  - We know that many of these competency areas are inter-related. Is that skill/topic captured under a different competency area?
  - If yes, no action is needed.
  - If no, where does it belong?
- If no, no action is needed

-Are any changes to the language necessary?

For the parking lot:

-Is there any content there that should be included in the curriculum?

- If yes, what?
  - Under which competency should it be included?
- If no, no action is needed

Next Steps

- Competency definitions and objectives will be utilized in RFP development process to provide additional context to guide curricular build out from potential vendors

- Stakeholder Engagement Meeting – October 6th