

# Support Coordination Competency Requirements

**A Guide for  
Support  
Coordination  
Agencies**

NEW JERSEY HUMAN SERVICES



**Division of  
Developmental  
Disabilities**

**Support Coordination Unit  
October 2025**

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## Section 1: Background

The Division of Developmental Disabilities (Division) and The Boggs Center on Disability and Human Development (The Boggs Center) collaborated on a Money Follows the Person (MFP), Home and Community-Based Services (HCBS) Capacity-Building Initiative, which supports planning and capacity-building activities to accelerate Medicaid Managed Long Term Services and Supports (MLTSS) system transformation design and implementation to expand HCBS Capacity. As Support Coordination is an essential service to ensuring the provision of HCBS and supporting the quality of life for people with disabilities, MFP funds were allocated to support the development of Support Coordination competency requirements in order to strengthen Support Coordinator skills and support success.

Support Coordinators and Support Coordination Supervisors play many significant roles in the person's life and the planning process. The Division defines the specific roles and responsibilities of Support Coordination in Sections 6.2 in the policy manuals: "The Support Coordinator manages Support Coordination services for each individual by performing the following four general functions: individual discovery, plan development, coordination of services, and monitoring. These functions are further described in Section 17.18." Each professional enters the role with a varied baseline skillset, which develops and grows with experience and support.

The MFP SC Competency and Capacity Stakeholder Committee was formed in February 2023 to address the variability across Support Coordination Agencies (SCAs) with regard to training, mentoring and supervision. The committee's goal was to establish a competency-based model of training and practice for Support Coordination Agency staff in New Jersey. A standardized approach would create a foundation to not only empower Support Coordinators and Support Coordination Supervisors but also improve the lives of people served by SCAs. The committee's work spanned one year and concluded with the identification of Support Coordination core competencies, the development of a Support Coordination training framework and associated training modules.

### 1.1 Committee Membership

The MFP SC Competency and Capacity Stakeholder Committee began meeting on February 14, 2023, and concluded on April 30, 2024.

Committee membership represented the following groups:

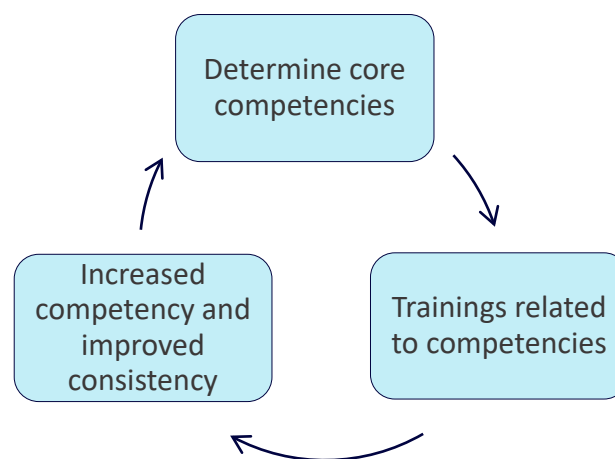
- The Boggs Center
- The Division of Developmental Disabilities
- Support Coordination Agencies
- Provider Agencies
- Advocacy Groups
- Lived Experience Representatives

## 1.2 Committee Charge

The committee was created to establish a competency-based model of training and practice for Medicaid/Division-approved SCAs in New Jersey. The committee's work included:

- Monthly meetings with specific agenda priorities
- Between meeting tasks to collaborate, compile, review and share information
- The review of existing national competencies and best practices
- Discussion of existing competency sets and their correlation with the work of NJ Support Coordinators
- The prioritization of competency areas based on NJ-specific needs, and identified areas and skills required for Support Coordinators

## 1.3 Intended Outcomes



## 1.4 Committee Recommendations

The goal of the Committee was to ensure not only knowledge, but also competency in the areas identified. According to the Merriam-Webster Dictionary, competence is defined as, “the quality or state of having sufficient knowledge, judgement, skill or strength (as for a particular duty or in a particular respect).”

To improve the quality and delivery of Support Coordination services in New Jersey, committee recommendations included the development of a core competencies foundation, from which enhanced trainings are developed. This foundation, identified by the committee, includes the following competency areas:

- Person-centered planning
- Strengths-based approaches
- Trauma-informed practices
- Communication
- Rights, choice and control
- Documentation
- Assessment
- Cultural responsiveness
- Implementation and monitoring
- Cultivating connections and collaboration

The Committee focused on best practice literature, which indicates that competence is developed through education, experience and exposure by:

- Meeting specific criteria at time of hire
- Establishing and implementing robust agency onboarding processes
- Meeting training requirements at required timeline intervals
- Meeting coaching requirements at required timeline intervals
- Successfully achieving adequate scores on competency examinations for online trainings
- Actively engaging with trainings and applying skills, which translate to the provision of quality services

The process of developing and enhancing trainings must consider the ideal skills, judgement and knowledge identified for a competent Support Coordinator, which include:

- Motivational interviewing
- Personal & systemic bias
- Crisis intervention
- Meeting facilitation
- Community mapping
- Interdisciplinary & inter-organizational collaboration
- Supported decision-making
- Dignity of risk
- Professionalism
- Conflict management
- Financial management
- Orientation to adult I/DD services in NJ
- Understanding disabilities
- Human rights & disability rights
- Communication
- Creative problem solving
- History of disability rights

## 1.5 New Jersey Support Coordination Core Competencies

The values, priorities and focus areas outlined above led to the competency goal statements below.

### 1) **Support Coordinators practice strengths-based, culturally-informed, whole-person focused and person-centered planning.**

In doing so they:

- a. Develop trusting relationships with the people they support by building rapport, demonstrating empathy, maintaining confidentiality and possessing the ability to meet people “where they are” to gain an understanding of their life experiences and dreams for the future
- b. Foster high expectations and possibilities for meaningful outcomes across a range of quality-of-life areas
- c. Skillfully use person-centered tools to support information gathering, discovery, visioning and self-determination
- d. Demonstrate self-awareness, practice cultural humility and remain aware of their power, privilege, culture, ableist assumptions and prejudices to avoid imposing their beliefs on the process
- e. Understand how trauma impacts well-being and develop plans that include related supports, while helping the person achieve the life they desire
- f. Use assessments and documentation in meaningful and respectful ways in order to facilitate conversations that identify support needs and preferences
- g. Create comprehensive, strengths-based plans that provide a personal profile of the individual, address support needs and preferences, and describe interests and outcomes that reach beyond the person’s disability or diagnosis

- h. Transcribe plans into accessible formats to ensure that the person can easily access the plan throughout phases of development, implementation and revision
- i. Are familiar with common areas of concern related to the person served and/or respective life stage (e.g. I/DD, physical disability, dual diagnosis, aging, dementia, legal history)
- j. Work with people with various developmental disabilities, including people with various communication methods/styles, different physical/mobility support needs and a range of intellectual abilities
- k. Know how family systems impact the person, including their needs and preferences, and effectively adjust as family situations change
- l. Understand the impact of a person's environment on their needs and effectively adjust as changes occur in residence, work setting and places of enjoyment
- m. Recognize that people grow, change and can realize personally valued and defined outcomes, and plan accordingly

**2) Support Coordinators uphold a person's rights, choice, and control.**

In doing so they:

- a. Presume competence in a person's capacity and ability to make decisions about their life
- b. Uphold a person's right to actively participate in the planning process
- c. Provide support and facilitate conversations in a manner that ensures the person's method of communication is respected and heard
- d. Understand the concept of dignity of risk and the right to fail, develop plans and link to support options that align with individuals' preferences and support the desire to try new things, increase independence and achieve life goals
- e. Facilitate conversations with the person, balancing autonomy with personal and community safety
- f. Develop plans that support access to goods, services, or activities regardless of behavioral or treatment compliance
- g. Are knowledgeable about disability history and disability rights policy, and educate the person about their rights regarding services and their right to be free from discrimination within both the service system and the community at large
- h. Support people to advocate for themselves (and/or advocate for them when appropriate and desired) when their preferences or values are not being honored
- i. Understand an individual's fundamental right of self-determination, have awareness of alternatives to guardianship such as supported decision-making and powers of attorney, and understand that guardianship should be viewed as a solution of last resort
- j. Uphold the Home and Community-Based Settings (HCBS) Final Rule and when there are modifications, assure they are necessary, supported by a specific assessed need, justified in the person-centered plan and that reasonable attempts have been made to mitigate the concern using less intrusive means

**3) Support Coordinators build partnerships and demonstrate teamwork, effective communication and skillful facilitation.**

In doing so they:

- a. Coordinate planning meetings in collaboration with the person and other team members

- b. Solicit and respect the person's input regarding planning team meetings, who attends planning team meetings, their preferences for logistics and facilitation, and priority areas for discussion
- c. Are responsive and accountable to the person and provide consistent and timely communication in ways the person understands, using preferred means of communication (email, text, phone, face-to-face, etc.)
- d. Facilitate one-on-one or team meetings in a respectful, professional manner and work to ensure that the person's preferences, life goals and identified outcomes shape the process and are given primary consideration, empowering the person to engage in the facilitation process as desired
- e. Navigate group power dynamics using active listening, relational skills, problem-solving and planning tools to facilitate positive and productive team meetings
- f. Understand how to help the person and their supporters identify and work through differences
- g. Facilitate agreement, or respectful disagreement, about a course of action using tools and techniques related to conflict management and decision support
- h. Actively involve supporters, as directed by the person, to collaboratively develop and execute the person-centered plan
- i. Use technology as needed and desired to maximize coordination, communication and connections in the person-centered planning process
- j. Set appropriate boundaries, practice self-care and take action to prevent compassion fatigue

**4) Support Coordinators cultivate connections in the community, service systems and beyond.**

In doing so they:

- a. Assist with systems navigation, facilitate linkages to personal strength, relationships, eligibility, community, technology-based supports and ethically connect the person to services they choose
- b. Use a variety of research and information-gathering skills to find potential support options to address a person's support needs and preferences
- c. Support the creation or maintenance of a meaningful life in the community as a fundamental human right rather than a privilege to earn by demonstrating "stability" or acts of compliance with professional recommendations
- d. Promote the person's meaningful connection across all facets of life and encourage experiences and activities beyond those provided in segregated environments, designed only for people with disabilities or specific diagnoses
- e. Plan, research and problem-solve to facilitate access to an array of support and service options available in the areas in which the people they support live
- f. Connect the person to service options that best meet their needs and support the achievement of personally defined outcomes
- g. Know how assistive technology, in its various low-tech and high-tech forms, can be used to support individuals to increase independence and live active, engaged lives, both at home and in their communities
- h. Understand and assist with addressing the person's accessibility and accommodation needs by connecting the person to information, resources and services
- i. Explore the use of non-systems resources (as reasonable and available) and effectively incorporate them with services available through the person's individual budget in order to increase access to an array of supports, furthering stability and sustainability

- j. Collaborate with service providers to ensure that the person's needs, preferences and goals are addressed via the supports provided
- k. Are knowledgeable of Employment First and Workability initiatives, and the services available to support a person in obtaining competitive, integrated employment
- l. Know how to connect people to crisis intervention resources and/or emergency resources
- m. Understand and are able to educate the person about self-directed service options, in collaboration with the person, family, support broker and fiscal intermediary as needed to support the individual to self-direct and maintain self-directed services

**5) Support Coordinators support the documentation, implementation and monitoring of supports and services.**

In doing so they:

- a. Use time management and organizational skills to coordinate meaningful planning meetings while meeting system requirements and deadlines
- b. Support the individual to maintain eligibility for services as applicable through knowledge of system requirements, renewal process and related documentation
- c. Use iRecord while maintaining the integrity of the person-centered planning process grounded in facilitated conversations and the use of discovery tools and strategies
- d. Support the person's use of their individual budget, effectively implementing budgetary procedures to assure that services can be rendered and the individual's support needs are met
- e. Use professional documentation practices to write plans in a manner that is clear, easy to understand and helps supporters gain a complete understanding of what is important to and for the person, including but not limited to, their experiences, needs, preferences, interests, strengths, relationships and desired life outcomes
- f. Monitor and oversee the implementation of the person-centered plan to ensure that services are delivered in accordance with the person's preferences as described in the plan, while supporting the person to make changes as desired
- g. Solicit ongoing feedback from the person and their supporters about progress and concerns, revising the plan in a timely manner, as desired by the person
- h. Know how to recognize abuse, neglect and exploitation, and understand the requirements to address and report such incidents/allegations
- i. Understand and ethically adhere to policies and procedures pertaining to their role as a Support Coordinator
- j. Keep accurate and timely records in accordance with system requirements

## **1.6 Support Coordination Framework**

To implement the Support Coordination competency requirements, the following phases are in place:

**Agency Onboarding:**

- Meet with supervisor to review roles, expectations and goals
- Complete agency-specific training sessions and materials
- Complete Division-required trainings, as outlined in Division's policy manuals
- Begin mentoring and shadowing with seasoned employees

- Engage in supervision, mentoring and support throughout employment

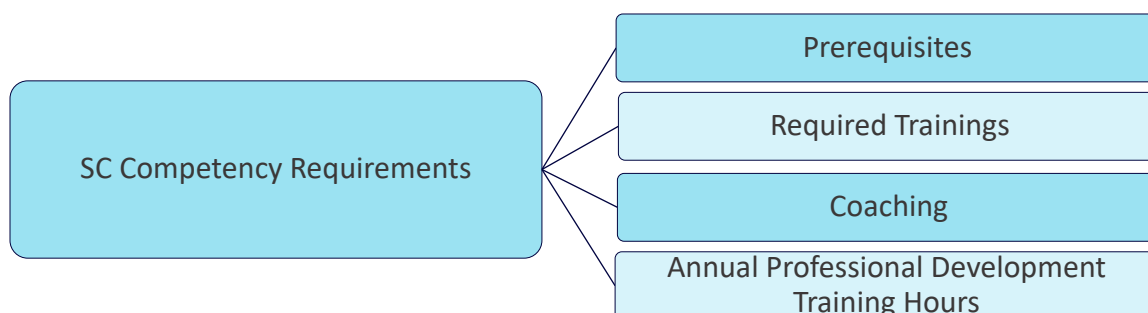
### **Provider-Developed Orientation:**

Providers are required to develop orientations on the topics below. The orientations must reflect the organization's internal policies and procedures, as required by the Division's policy manuals. Provider-Developed Orientation curriculums do not require Division approval but must meet minimum curriculum requirements, which include:

- Overview of the Agency
- Mission, philosophy, goals, services and practices
- Personnel policies
- Safety
- Supporting Healthy Lives
- Individualized Service Plan Process and Documentation
- Individual Support Plans, Progress and Personal Goals
- Cultural Competence
- Individual Rights
- Working with Families
- Documentation & recordkeeping

Provider-developed orientations may utilize lessons from the College of Direct Support (CDS) to meet requirements. Providers must document the specific CDS lessons required and completed, and maintain evidence of all training and orientation elements in personnel files.

The Support Coordination (SC) competency requirements include trainings in specific categories outlined below:



## **Section 2: Support Coordination Requirements**

The updated SC competency requirements result in:

- Increased total training hours for Support Coordinators and Support Coordination Supervisors
- New timelines for training completion
- Inclusion of coaching sessions

- 12 hours of annual professional development for both full **and** part-time staff. Part-time staff must complete 12 hours annually beginning in 2026.

## 2.1 Training Summary

| Current Number of Required Trainings | SC Competency Number of Required Trainings |
|--------------------------------------|--------------------------------------------|
| 35                                   | 46                                         |

It should be noted that many SCA staff will have already completed many of the required trainings.

- All SCA staff should have completed prerequisite requirements prior to receiving iRecord access.
- All NJISP-related curriculum should have been completed due to required compliance beginning in 2023.
- Many of the required trainings have been offered by the Division and The Boggs Center, and staff may have already attended these trainings.

To demonstrate compliance, SCAs must maintain documentation of completed trainings in personnel files and make documentation available for Division review upon request.

## 2.2 Training Hours

The below table provides a summary of the updated requirements and the timeframe by which they must be completed.

| Training Category                                                        | Pre-SC Competency Requirements     | SC Competency Requirements         |
|--------------------------------------------------------------------------|------------------------------------|------------------------------------|
| <b>Prior to Working with Individuals</b><br>(includes prerequisites)     | 58 minutes                         | No requirement                     |
| <b>Prior to Delivering Services</b>                                      | 905 minutes                        | 1,129 minutes                      |
| <b>Within 90 days</b>                                                    | 886 minutes                        | 626 minutes                        |
| <b>Within year</b><br>(includes coaching sessions)                       | No requirement                     | 1,043 minutes                      |
| <b>Totals</b>                                                            | 1,849 min<br>(30 hours 49 minutes) | 2,798 min<br>(46 hours 38 minutes) |
| <b>Annual Professional Development</b><br>(for full and part-time staff) | 12 hours                           | 12 hours                           |

### Total Updated Training Hours = 47 hours

|                                                 |                                   |                                   |                                     |                                     |                                 |
|-------------------------------------------------|-----------------------------------|-----------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| Prior to Delivering Services<br><b>19 hours</b> | Within 90 Days<br><b>10 hours</b> | Within 120 days<br><b>3 hours</b> | Within 180 days<br><b>3.5 hours</b> | Within 240 days<br><b>3.5 hours</b> | Within 1 year<br><b>8 hours</b> |
|-------------------------------------------------|-----------------------------------|-----------------------------------|-------------------------------------|-------------------------------------|---------------------------------|

## Section 3: Support Coordination Competency Training Curriculum

The below table indicates the specific timeframes, trainings to be completed and platforms where trainings are available. In cases where trainings are available both live and via the College of Direct Support, either method meets the requirement as long as training certificates/transcripts are maintained. The schedule below may also be found in Appendix E of the Division's policy manuals. ([Appendix E – Quick Reference Guide to Mandated Staff Training for Support Coordination](#)).

| Timeline                                    | Required Trainings                                                                                                                                                                                                                                                                                                                                                         | Training Method                  |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| Prior to delivering services to individuals | DDD Support Coordination Prerequisites: <ul style="list-style-type: none"> <li>• DDD SC Prerequisite: SC Roles and Responsibilities</li> <li>• DDD SC Prerequisite: Overview of DDD System</li> <li>• DDD SC Prerequisite: Getting Started with iRecord Part 1</li> <li>• DDD SC Prerequisite: Getting Started with iRecord Part 2</li> </ul> <i>(One-time completion)</i> | College of Direct Support        |
|                                             | Support Coordination Orientation: Person-Centered Planning & Connection to Community Supports<br><i>(One-time completion)</i><br><br><i>Prerequisites must be completed prior to this training. Access to iRecord cannot be approved prior to this training.</i>                                                                                                           | Live 2-day Boggs Center Training |
|                                             | DDD Life-Threatening Emergencies (Danielle's Law)<br><i>(One-time completion)</i>                                                                                                                                                                                                                                                                                          | College of Direct Support        |
|                                             | DDD Stephen Komninos' Law Training<br><i>(One-time completion)</i>                                                                                                                                                                                                                                                                                                         | College of Direct Support        |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                              |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
|                        | Provider-Developed Orientation: Incident Reporting<br>(One-time completion)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Support Coordination Agency                                  |
|                        | Incident Reporting Overview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | College of Direct Support or Live Division Training          |
|                        | Support Coordination Monitoring Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | College of Direct Support or Live Division Training          |
|                        | Getting Started with iRecord Part 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | College of Direct Support                                    |
| Within 90 days of hire | Prevention of Abuse, Neglect & Exploitation (CDS Maltreatment Prevention and Response) <ul style="list-style-type: none"> <li>• The Role of the DSP</li> <li>• What is Abuse?</li> <li>• What is Neglect?</li> <li>• What is Exploitation?</li> <li>• The Ethical Role of the DSP</li> </ul> (One-time completion)                                                                                                                                                                                                                                                                                                                                   | College of Direct Support                                    |
|                        | <a href="#">Preventing Abuse, Neglect, and Exploitation (PANE) Competency Assessment</a><br>(Administered by SCA)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Support Coordination Agency                                  |
|                        | Provider-Developed Orientation<br>Includes, but is not limited to: <ul style="list-style-type: none"> <li>• Overview of the Agency</li> <li>• Mission, philosophy, goals, services and practices</li> <li>• Personnel policies</li> <li>• Safety</li> <li>• Supporting Healthy Lives</li> <li>• Individualized Service Plan Process and Documentation</li> <li>• Individual Support Plans, Progress and Personal Goals</li> <li>• Cultural Competence</li> <li>• Individual Rights</li> <li>• Working with Families</li> <li>• Documentation &amp; recordkeeping</li> </ul> (One-time completion, <b>by each SCA for which and SC or SCS works</b> ) | Support Coordination Agency and/or College of Direct Support |
|                        | *Provider-developed trainings may utilize lessons from the College of Direct Support to meet requirements. Providers must document the specific lessons required and completed, and maintain evidence of all training elements in the personnel file.                                                                                                                                                                                                                                                                                                                                                                                                |                                                              |
|                        | Medicaid: Eligibility and Helpdesk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | College of Direct Support                                    |

|                 |                                                                                                                                                                                |                                                                                       |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|                 | Developmental Disabilities and Community Integration: A Brief History                                                                                                          | College of Direct Support or Live Division Training                                   |
|                 | Design Your Own Path: Introduction to Self-Directed Services                                                                                                                   | College of Direct Support or Live Division Training                                   |
|                 | Fiscal Intermediary Choices: Understanding Options                                                                                                                             | College of Direct Support                                                             |
|                 | Crisis and Emergency Resources                                                                                                                                                 | College of Direct Support or Live Division Training                                   |
|                 | Planning Team Partnerships: Using the Addressing Enhanced Needs Form (AENF) in Plan Development                                                                                | College of Direct Support or Live Division Training                                   |
|                 | Planning Teams Partnerships: Using the ISP Worksheets in Plan Development                                                                                                      | College of Direct Support or Live Division Training                                   |
|                 | NJISP Related: New Jersey Comprehensive Assessment Tool (NJCAT) and Person-Centered Planning Tool (PCPT) Overview                                                              | College of Direct Support or Live Division Training                                   |
|                 | NJISP Related: Employment Expectations and Overview                                                                                                                            | College of Direct Support or Live Division Training                                   |
|                 | NJISP Related: Service Entry and iRecord Overview                                                                                                                              | College of Direct Support or Live Division Training                                   |
|                 | NJISP Related: Individualized Service Plan Process and Documentation                                                                                                           | College of Direct Support or Live Division Training                                   |
|                 | Cultural Competence<br>(One-time completion)                                                                                                                                   | College of Direct Support                                                             |
| Within 120 days | Putting Home and Community-Based Services (HCBS) Rules into Practice<br><br>Or<br>Upholding the HCBS Settings Final Rule for Support Coordinators                              | College of Direct Support or Live Division Training<br><br>Live Boggs Center Training |
|                 | Charting the LifeCourse: A Method for Ensuring Person-Centeredness<br><br>Or<br>Building Partnerships in Planning Through Charting the LifeCourse and Person-Centered Thinking | College of Direct Support or Live Division Training<br><br>Live Boggs Center Training |
|                 | Best Practice in Documentation                                                                                                                                                 | College of Direct Support or Live Division Training                                   |
|                 | Electronic Visit Verification (EVV)                                                                                                                                            | College of Direct Support                                                             |
|                 | From Application to Access: Overview of the Community Care Program Waiting List                                                                                                | College of Direct Support or Live Division Training                                   |
|                 |                                                                                                                                                                                |                                                                                       |
|                 |                                                                                                                                                                                |                                                                                       |
| Within 180 days | Navigating Conflict for Support Coordinators                                                                                                                                   | College of Direct Support or Live Boggs Center Training                               |

|                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                 |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
|                                                                                               | Alternative to Guardianship: Empowering Individuals through Supportive Decision-Making (SDM)<br>Or<br>Guardianship, an Overview of BGS and Alternative Options                                                                                                                                                                                                                                                                                 | College of Direct Support                                                                                                       |
|                                                                                               | Overview of Dual Diagnosis                                                                                                                                                                                                                                                                                                                                                                                                                     | College of Direct Support                                                                                                       |
| Within 240 days                                                                               | Introduction to Trauma-Informed Supports<br>Or<br>Trauma Risk and Recovery: A Workshop for Support Coordinators                                                                                                                                                                                                                                                                                                                                | College of Direct Support<br>Or<br>Live Boggs Center Training                                                                   |
|                                                                                               | Supporting the Person: Behavior Supports and Documentation                                                                                                                                                                                                                                                                                                                                                                                     | College of Direct Support or Live Division Training                                                                             |
|                                                                                               | Supporting the Person: Medical Supports and Documentation                                                                                                                                                                                                                                                                                                                                                                                      | College of Direct Support of Live Division Training                                                                             |
| Within 1 year                                                                                 | Coaching Sessions (Select 4 sessions)                                                                                                                                                                                                                                                                                                                                                                                                          | Live Boggs Center Training or Live Division Training                                                                            |
|                                                                                               | DDD Housing Subsidy Program Overview                                                                                                                                                                                                                                                                                                                                                                                                           | College of Direct Support                                                                                                       |
|                                                                                               | Supporting the Person: Adaptive Equipment and Documentation                                                                                                                                                                                                                                                                                                                                                                                    | College of Direct Support or Live Division Training                                                                             |
|                                                                                               | Let's Talk Assistive Technology                                                                                                                                                                                                                                                                                                                                                                                                                | College of Direct Support                                                                                                       |
|                                                                                               | Overview of DDD Service Review Process                                                                                                                                                                                                                                                                                                                                                                                                         | College of Direct Support                                                                                                       |
|                                                                                               | Planning Across the Life Stages                                                                                                                                                                                                                                                                                                                                                                                                                | College of Direct Support                                                                                                       |
| Annually, 12 hours per calendar year<br><br>Prorated for hires that occur throughout the year | Professional Development <ul style="list-style-type: none"> <li>Applies to full-time and part-time staff. Part time staff must complete 12 hours annually beginning in 2026.</li> </ul> Includes, but is not limited to: <ul style="list-style-type: none"> <li>Mandated trainings</li> <li>Orientation</li> <li>Seminars</li> <li>Educational webinars</li> <li>In-service</li> <li>College of Direct Support</li> <li>Conferences</li> </ul> | Various Trainers<br><br>*Name of training, date of training, name of trainer, number of hours and attendee name must be present |

Additional detail related to requirements may be found in the appendices of this guidebook:

- [Appendix A – SC Competency Training Descriptions \(Live and CDS\)](#) includes descriptions for Support Coordination competency required trainings.
- [Appendix B – Provider-Developed Orientation Requirements and Descriptions](#) includes descriptions for Provider-Developed Orientation components.

### 3.1 Coaching Sessions

As noted above, four coaching sessions are required for Support Coordinators and Support Coordination Supervisors. Coaching sessions are offered several times per month by The Boggs Center and the Division. These facilitated, one-hour sessions provide a brief topic overview and gives attendees the opportunity to discuss effective practices, share resources and/or pose situations related to the topic for discussion. Each Support Coordinator and Support Coordination Supervisor is required to complete 4 hours of coaching by choosing from a menu of topics, including but not limited to ethical dilemmas, time management and organization, self-care and resources/networking.

## Section 4: Training Platforms, Methods, Requirements

To complete requirements, SCA staff may use a combination of the College of Direct Support (CDS), live trainings through the Division, and/or live trainings via The Boggs Center. Additionally, providers are required to develop orientation lessons that reflect the provider's policies and procedures as mandated by the Division policy manuals and outlined in [Appendix B](#) of this guidebook. Providers may develop orientation materials using the various available training platforms.

### 4.1 The College of Direct Support (CDS)

The [College of Direct Support \(CDS\)](#) is an independent, online learning management system that delivers and documents completion of multiple training modules for Support Coordinators and Support Coordination Supervisors. Trainings utilize Articulate technology, which has built-in markers allowing the learner to leave, come back and pick up where they left off. At the conclusion of each CDS training, a competency exam is presented. Once a training is successfully completed, the learner's transcript indicates a passed status.

Access to CDS is provided at no cost after an agency is approved as a Division provider. Every Support Coordination Agency has CDS Administrators who assign trainings in CDS and can reassign for retraining as desired. CDS trainings are available to learners 24 hours a day, 7 days a week.

### 4.2 Live Virtual Trainings through The Boggs Center on Disability and Human Development

The Boggs Center offers a wide range of training opportunities designed to strengthen the skills of professionals, families and community members who support people with intellectual and developmental disabilities. Training programs focus on inclusion, person-centered practices, advocacy and quality supports. Trainings related to Support Coordination competency requirements will be noted on The Boggs Center's schedule.

To see training topics and dates, and to register, visit The Boggs Center's [Online Calendar and Registration System](#).

### 4.3 Live DDD Trainings

The Support Coordination Unit has a multitude of trainings and resources to help Support Coordination Agencies (SCAs) ensure they are meeting Division training policy requirements. A certificate is issued for attendance at all live trainings.

All evaluation and training resources are posted on the [Support Coordination Information](#) page and new training calendars are posted monthly. Trainings which are related to Support Coordination competency requirements will be noted on monthly training calendars.

### 4.4 Mandatory Support Coordination Agency Developed Trainings

SCA-developed curriculum is designed to provide Support Coordinators and Support Coordination Supervisors with an overview of the agency mission and organizational policies, as well as other requirements outlined in the Division's policy manuals. Additional training focuses on supporting individuals effectively and in alignment with Division requirements.

Provider-developed trainings may utilize lessons from the College of Direct Support (CDS) to meet requirements. SCAs must indicate the CDS module, assigned lessons, and maintain evidence of completion of all training elements in personnel files.

### 4.5 Training Documentation

Documentation for all completed trainings must be available upon request. Records must be maintained in employees' personnel files or similar electronic means. Acceptable documentation of training verification includes College of Direct Support transcript, Boggs Center certificate or transcript, Division certificate, and for provider-developed trainings: a certificate of completion **or** other documentation clearly noting the lesson name, date, and signatures of the person providing and the person receiving the orientation/training.

## Section 5: Timeline for Compliance

The implementation timeline for the Support Coordination competency requirements depends on the date of hire. The below table indicates the dates by which staff must have met all SC competency requirements.

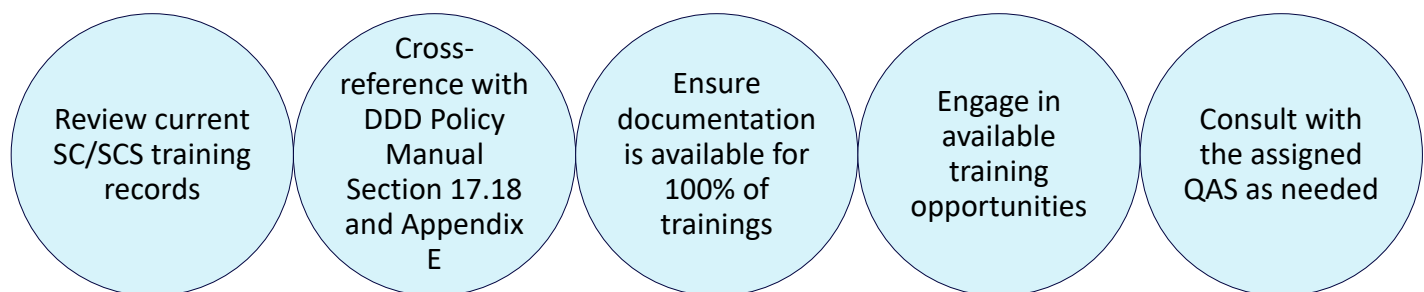
| Date of Hire        | Timeline                                                                                                                                                                                                                                                                                                                                                               |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12/31/25 or earlier | <ul style="list-style-type: none"><li>Trainings with the notation "<i>One-Time Completion</i>" are accepted from any date, within the previously established timeframe requirements, <b>as long as documentation of completion is available</b> in the personnel file.</li><li>Completion dates beginning 1/1/2023 will be accepted for all other trainings.</li></ul> |

|                       |                                                                                                                                                                                                                                                                                                           |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       | <ul style="list-style-type: none"> <li>• All trainings are to be completed by 6/30/2027.</li> <li>• New prerequisites do not need to be completed, if documentation exists for completion of all five former prerequisites.</li> </ul>                                                                    |
| 1/1/2026 to 6/30/2026 | <ul style="list-style-type: none"> <li>• SC Competency Requirements for the time intervals, <i>Prior to Delivering Services</i> and <i>Within 90 Days of Hire</i> must be completed according to the schedule outlined in Appendix E. All remaining trainings are to be completed by 6/30/2027</li> </ul> |
| 7/1/2026 and Beyond   | <ul style="list-style-type: none"> <li>• All trainings must be completed according to the schedule outlined in Appendix E.</li> </ul>                                                                                                                                                                     |

## Section 6: Support Coordination Agency Action Steps

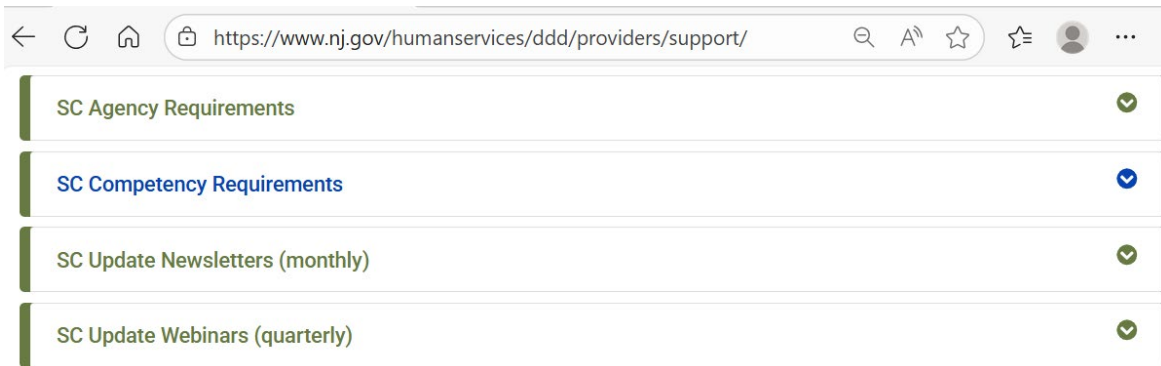
SCAs are advised to take the following steps to ensure compliance is achieved:

- Ensure all current training requirements are met.
- Assign and complete available trainings in the College of Direct Support marked “**DDD SC**,” if live trainings have not/will not be completed.
- Register for coaching sessions with The Boggs Center (available in 2025 and ongoing) and the Division (available 2026 and 2027).
- Utilize the [Staff Qualifications Tool for Support Coordination Agencies](#) to record and track training completion. SCAs are encouraged to cross-reference training records with Appendix E of the Division policy manuals to ensure updated training requirements are met.
- SCAs must maintain documentation to demonstrate that requirements are met, including for new hires who completed requirements while working for a different agency.



## Section 7: Resources

In addition to this *Support Coordination Competency Requirements: A Guide for Support Coordination Agencies*, the **SC Competency Requirements** tab on the [Support Coordination Information](#) page contains other helpful resources:



- [Quick Reference Guide to SCA Staff Requirements](#)
- [Overview of SC Competency Requirements Video Summary](#)
- [SC Competency Fact Sheet](#)
- [Staff Qualifications Tool for Support Coordination Agencies](#)

Additional Resources include:

- (Updated) [Appendix E](#) of the Division's policy manuals
- [The Boggs Center on Disability and Human Development](#)
- [The Boggs Center Online Calendar and Registration System](#)
- The [College of Direct Support \(CDS\)](#)
- [The CDS New Jersey Learner's Guide](#)
- Monthly training calendars are posted on the [Support Coordination Information](#) page.
- [DDD Policy Manuals](#) are definitive sources for all program information.
- Subscribe to [DDD Communications](#) to receive communications from DDD.
- Subscribe to [Support Coordination Listserv](#) to receive Support Coordination-specific updates.
- Quarterly SCA Update Webinars provide important information for SCAs. Registration links and past recordings are found on the [Support Coordination Information](#) page.
- [Policies & Procedures Guidebook for Medicaid/DDD-Approved Providers](#)

## Appendix A – SC Competency Training Descriptions (Live and CDS)

| Training Title                                                                                                                                                                                                                                                                                                                                       | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>DDD Support Coordination Prerequisites:</b> <ul style="list-style-type: none"> <li>• DDD SC Prerequisite: SC Roles and Responsibilities</li> <li>• DDD SC Prerequisite: Overview of DDD System</li> <li>• DDD SC Prerequisite: Getting Started with iRecord Part 1</li> <li>• DDD SC Prerequisite: Getting Started with iRecord Part 2</li> </ul> | <p>Develop a foundational understanding of the Division’s mission, systems and philosophy. Learn key responsibilities of Support Coordination and be introduced to iRecord, focusing on its role in documenting the planning process from initial stages to the completion of the service plan.</p> <p>Designed for all new Support Coordinators and Support Coordination Supervisors, the prerequisite modules must be completed before attending the Boggs Center’s two-day live virtual training, “Support Coordination Orientation: Person-Centered Planning and Connection to Community Supports.”</p> |
| <b>Support Coordination Orientation: Person Centered Planning &amp; Connection to Community Supports</b>                                                                                                                                                                                                                                             | <p>Examine the important connection and roles of the Support Coordinator/Support Coordination Supervisor in the lives of people with developmental disabilities and their families. Explore current disability philosophy, best practices and use of the person-centered planning tool. Develop skills to identify a person’s preferences, goals and supports, facilitate connections to the community and services, and monitor the quality and effectiveness of plans on an ongoing basis.</p>                                                                                                            |
| <b>DDD Life-Threatening Emergencies (Danielle’s Law)</b><br><br><b>DDD Stephen Komninos’ Law Training</b>                                                                                                                                                                                                                                            | <p>Identify the requirements for responding to life-threatening emergencies. Learn about mandatory emergency response protocols, immediate 911 notifications requirements, incident reporting procedures and protections designed to safeguard the health, safety and rights of individuals receiving Division services.</p>                                                                                                                                                                                                                                                                                |
| <b>Provider-Developed Orientation: Incident Reporting</b>                                                                                                                                                                                                                                                                                            | <p>Support Coordination Agency-developed curriculum to include key components of incident reporting, such as identification of reportable incidents, documentation requirements and the importance of timely and accurate reporting to ensure the health and safety of the individuals receiving services.</p>                                                                                                                                                                                                                                                                                              |
| <b>Incident Reporting Overview</b>                                                                                                                                                                                                                                                                                                                   | <p>Recognize key elements of incident reporting. Ensure compliance with required documentation, reporting timeframes and appropriate follow-up steps as required.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Support Coordination Monitoring Tools</b>                                                                                                                                                                                                                                                                                                         | <p>Develop confidence and proficiency with reviewing service delivery and individual satisfaction through quality oversight. Review information required to effectively and comprehensively complete SC Monitoring Tools (Monthly and Quarterly/Annual), ensuring opportunity and growth.</p>                                                                                                                                                                                                                                                                                                               |
| <b>Getting Started with iRecord Part 3</b>                                                                                                                                                                                                                                                                                                           | <p>Explore outcome development and service entry in iRecord and navigate the plan review and approval process. Understand the steps involved in monitoring and compliance and gain confidence using iRecord to support quality services.</p>                                                                                                                                                                                                                                                                                                                                                                |

| Training Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Prevention of Abuse, Neglect &amp; Exploitation:</b><br/>(CDS Maltreatment Prevention and Response)</p> <ul style="list-style-type: none"> <li>• <b>The Role of the DSP</b></li> <li>• <b>What is Abuse?</b></li> <li>• <b>What is Neglect?</b></li> <li>• <b>What is Exploitation?</b></li> <li>• <b>The Ethical Role of the DSP</b></li> </ul> <p><a href="#">Preventing Abuse, Neglect, and Exploitation (PANE) Competency Assessment</a></p>                                                                                                                                                                                                                    | <p>As mandatory reporters, Support Coordinators must be highly prepared to recognize, prevent, and respond to allegations of abuse, neglect and exploitation of individuals with developmental disabilities. Understand definitions, risk factors, signs and symptoms, and reporting requirements.</p>                                                                                                                                                                                                                                               |
| <p><b>Provider-Developed Orientation</b><br/>Includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>• <b>Overview of the Agency</b></li> <li>• <b>Mission, philosophy, goals, services, and practices</b></li> <li>• <b>Personnel policies</b></li> <li>• <b>Safety</b></li> <li>• <b>Supporting Healthy Lives</b></li> <li>• <b>Individualized Service Plan Process and Documentation</b></li> <li>• <b>Individual Support Plans, Progress, and Personal Goals</b></li> <li>• <b>Cultural Competence</b></li> <li>• <b>Individual Rights</b></li> <li>• <b>Working with Families</b></li> <li>• <b>Documentation &amp; recordkeeping</b></li> </ul> | <p>Support Coordination Agency-determined curriculum designed to prepare Support Coordinators and Support Coordination Supervisors to understand the agency's mission, organizational policies and how to support individuals effectively and in alignment with DDD requirements.</p> <p>Provider-developed orientations may utilize lessons from the College of Direct Support to meet requirements. Providers must document the specific lessons required and completed, and maintain evidence of all training elements in the personnel file.</p> |
| <p><b>Medicaid Eligibility and Helpdesk</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Develop an understanding of Medicaid programs and eligibility requirements for Division services. Learn how to access and use the DDD Medicaid Eligibility Helpdesk and troubleshooting support to resolve common Medicaid-related issues.</p>                                                                                                                                                                                                                                                                                                    |
| <p><b>Developmental Disabilities and Community Integration: A Brief History</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Explore a historic overview of how services for people with intellectual and developmental disabilities have evolved in the United States. Learn about the shift from institutional care to community-based supports with a focus on person-centered practices and the guiding values of New Jersey's Home and Community-Based Services (HCBS).</p>                                                                                                                                                                                               |
| <p><b>Design Your Own Path: Introduction to Self-Directed Services</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Learn the concept of self-directed services and the role of the Office of Education on Self-Directed Services in supporting this mission. Explore available service options and learn about the responsibilities of support brokers, self-directed employees and fiscal intermediaries. Share this developed knowledge with individuals and families to ensure service planning is centered on choice, flexibility and individual control.</p>                                                                                                    |

| Training Title                                                                                                           | Description                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Fiscal Intermediary Choices: Understanding Options</b>                                                                | Examine the fiscal intermediary (FI) options available for people using self-directed services. Learn how to guide individuals in choosing an FI that aligns with their goals, values and preferences.                                                                                                                                              |
| <b>Crisis and Emergency Resources</b>                                                                                    | Acquire the required skills to recognize and respond to crises effectively. Understand Division and Medicaid expectations, practical response strategies and available community resources to ensure people receive timely, appropriate support in any emergency.                                                                                   |
| <b>Planning Team Partnerships: Using the Addressing Enhanced Needs Form (AENF) in Plan Development</b>                   | Recognize the role of the Addressing Enhanced Needs Form (AENF) in developing Individualized Service Plans based on assessed clinical needs. Explore the connection between tool topics and robust conversation to ensure planning team discussions, which link needs and preferences to qualified, appropriate acuity-based supports and services. |
| <b>Planning Team Partnerships: Using the ISP Worksheets in Plan Development</b>                                          | Understand the value of the Individualized Service Plan (ISP) worksheets in person-centered planning. Learn to view the forms as a communication tool during team discussions to ensure individual preference and choice.                                                                                                                           |
| <b>NJISP Related: New Jersey Comprehensive Assessment Tool (NJCAT) and Person-Centered Planning Tool (PCPT) Overview</b> | Understand how to review and discuss the NJCAT to ensure accurate and meaningful information is recorded in the NJISP. Explore how NJCAT scores impact budgets and drive service planning. Learn how to highlight key PCPT elements that support a person's goals and life trajectory.                                                              |
| <b>NJISP Related: Employment Expectations and Overview</b>                                                               | Explore Division expectations and required documents for supporting employment. Identify tools and strategies to promote employment planning and understand how these efforts align with New Jersey's Employment First initiative.                                                                                                                  |
| <b>NJISP Related: Service Entry and iRecord Overview</b>                                                                 | Understand the steps for entering services in iRecord. Learn how to identify funding sources in a person's budget and gain insight into the service review process. Explore key features and functionality of iRecord that support accurate service entry and minimize the need for Retroactive Change Requests.                                    |
| <b>NJISP Related: New Jersey Individualized Service Plan Process and Documentation</b>                                   | Develop a strong understanding of the ISP development process, from assessment to implementation and review. Understand the critical role of the person and the team in developing this person-centered planning document. Learn to support the creation of ISPs that reflect the strengths, preferences, supports and goals of the individual.     |
| <b>Cultural Competence</b>                                                                                               | Learn awareness, sensitivity and responsiveness to cultural diversity. Explore how culture influences beliefs, communication and decision-making. Learn strategies to provide respectful support in any situation.                                                                                                                                  |

| Training Title                                                                                                                                                                                         | Description                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Putting Home and Community-Based Services (HCBS) Rules into Practice</b><br><br><b>Or</b><br><br><b>Upholding the HCBS Settings Final Rule for Support Coordinators</b>                             | Strengthen familiarity with the HCBS Final Settings Rule and explore application in real-world settings. Identify key characteristics required for compliance and understand the ongoing importance of monitoring, growth and satisfaction.                                                                                                               |
| <b>Charting the LifeCourse: A Method of Ensuring Person-Centeredness</b><br><br><b>Or</b><br><br><b>Building Partnerships in Planning Through Charting the LifeCourse and Person-Centered Thinking</b> | Examine the Charting the LifeCourse framework, a tool that supports people in planning for a meaningful life. Explore the core principles of person-centered planning and learn how to use LifeCourse tools to guide conversations, clarify goals and support decision-making throughout a person's lifespan.                                             |
| <b>Best Practice in Documentation</b>                                                                                                                                                                  | Focus on the development of skills to write person-centered documentation that aligns with Medicaid and Division standards. Learn key strategies to ensure clarity, compliance and meaningful recordkeeping.                                                                                                                                              |
| <b>Electronic Visit Verification (EVV)</b>                                                                                                                                                             | Understand the federal Electronic Visit Verification (EVV) mandate. Gain an understanding of billing requirements, service codes, exemptions and the role of Support Coordinators in ensuring accurate documentation for service approval and payment.                                                                                                    |
| <b>From Application to Access: Overview of the Community Care Program Waiting List</b>                                                                                                                 | Gain an understanding of the Community Care Program (CCP) waiting list, including the different category types. Understand the process and criteria for adding individuals to the priority waiting list. Learn to apply this knowledge to support timely and accurate submissions for current and future planning.                                        |
| <b>Navigating Conflict for Support Coordinators</b>                                                                                                                                                    | Develop skills to recognize, prevent and manage conflict in the role of Support Coordinator. Learn how to navigate difficult situations, apply resolution strategies and strengthen the ability to build productive working relationships.                                                                                                                |
| <b>Alternatives to Guardianship: Empowering Individuals Through Supportive Decision-Making (SDM)</b><br><br><b>Or</b><br><br><b>Guardianship, an Overview of BGS and Alternative Options</b>           | Explore alternatives to guardianship that honor individual rights and promote independence. Gain an understanding of the guardianship process, different types of guardianship, the role of the Bureau of Guardianship (BGS) guardian and how supportive decision-making can empower people to make informed choices with the help of trusted supporters. |
| <b>Overview of Dual Diagnosis</b>                                                                                                                                                                      | Develop a baseline understanding of how to support a person with a dual diagnosis. Gain insight into common diagnoses, behavioral health challenges and their impact on daily function.                                                                                                                                                                   |

| Training Title                                                                                                                               | Description                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introduction to Trauma-Informed Supports</b><br><br><b>Or</b><br><br><b>Trauma Risk and Recovery: a Workshop for Support Coordinators</b> | <p>Explore the types of traumatic events and risk factors that are common for individuals with intellectual and/or developmental disabilities. Learn strategies to support coping and trauma recovery.</p>                                                                                            |
| <b>Supporting the Person: Behavior Supports and Documentation</b>                                                                            | <p>Discuss supports and resources available through the Division to help navigate various situations. Learn to document identified behavioral strategies clearly and consistently in the NJISP and iRecord.</p>                                                                                       |
| <b>Supporting the Person: Medical Supports and Documentation</b>                                                                             | <p>Explore how medical diagnoses and supports impact a person's life and planning needs. Learn how to document relevant medical supports and engage in meaningful conversations about a person's health and wellness.</p>                                                                             |
| <b>Coaching Sessions (Total of 4 sessions)</b>                                                                                               | <p>Through facilitator-led discussion, focus on enhancing core competencies and integrating best practices. Choose from a menu of hour-long participatory sessions that promote problem solving, accountability, networking, resource-sharing and continuous improvement in service delivery.</p>     |
| <b>DDD Housing Subsidy Program Overview</b>                                                                                                  | <p>Understand the Division's Housing Subsidy Program, including eligibility requirements, application process and steps for annual recertification. Acquire skills to help people access and maintain safe, affordable housing through the Supportive Housing Connection (SHC).</p>                   |
| <b>Supporting the Person: Adaptive Equipment and Documentation</b>                                                                           | <p>Recognize common adaptive equipment and assistive devices and explore their use in supporting individuals' independence and sense of belonging. Learn how to document adaptive equipment accurately in the PCPT, NJISP and iRecord to reflect each person's support needs.</p>                     |
| <b>Let's Talk Assistive Technology</b>                                                                                                       | <p>Explore assistive technology as a tool for enhancing independence and person-centered supports. Identify various types of technology and develop strategies to connect individuals with options that meet their unique needs.</p>                                                                  |
| <b>Overview of DDD Service Review Process</b>                                                                                                | <p>Support people's connection and access to community activities and resources. Explore the Division's service review process and learn how to submit Goods and Services requests. Understand the steps involved in submitting, reviewing and finalizing service requests.</p>                       |
| <b>Planning Across the Life Stages</b>                                                                                                       | <p>Explore key life stages and the life domains to support person-centered planning. Learn strategies for using education, experience and exposure to guide meaningful conversations that help individuals identify goals, make informed choices and plan for transitions throughout their lives.</p> |

| Training Title                                                                                                                                                                                                                                                                                                                                                 | Description                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Professional Development</b><br>Includes, but is not limited to: <ul style="list-style-type: none"> <li>• <b>Mandated trainings</b></li> <li>• <b>Orientation</b></li> <li>• <b>Seminars</b></li> <li>• <b>Educational webinars</b></li> <li>• <b>In-service</b></li> <li>• <b>College of Direct Support (CDS)</b></li> <li>• <b>Conferences</b></li> </ul> | Identify ways to engage in ongoing skill -building and knowledge enhancements and understand the value of continuous learning in supporting personal growth and professional effectiveness. |

## Appendix B – Provider-Developed Orientation Requirements and Descriptions

| Orientation Component                                        | Description                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overview of the Agency</b>                                | Review the history of the organization that includes services offered and population(s) served.                                                                                                                                                                 |
| <b>Mission, philosophy, goals, services and practices</b>    | Describe the agency's mission, vision and practices<br>Communicate the organization's values and guiding principles.                                                                                                                                            |
| <b>Personnel policies</b>                                    | Review agency employment policies and requirements.<br>Communicate confidential, HIPAA and workplace expectations.                                                                                                                                              |
| <b>Safety</b>                                                | Promote safe environments and practices that protect individuals from abuse, neglect or exploitation.                                                                                                                                                           |
| <b>Supporting Healthy Lives</b>                              | Encourage healthy lifestyle choices by connecting individuals and families with resources that support physical, mental and emotional well-being.                                                                                                               |
| <b>Individualized Service Plan Process and Documentation</b> | Outline the steps in the Individualized Service Plan development process.<br>Complete required documentation to ensure services, progress and outcomes are accurately recorded.                                                                                 |
| <b>Individual Support Plans, Progress and Personal Goals</b> | Explain the purpose of Individualized Support Plans as a person-centered guide to services, supports and outcomes.<br>Monitor progress and support individuals in achieving goals.                                                                              |
| <b>Cultural Competence</b>                                   | Recognize and respect the diverse cultural backgrounds of individuals and families, including values, traditions and communication styles.<br>Apply culturally-responsive practices to build trust, improve understanding and support person-centered planning. |
| <b>Individual Rights</b>                                     | Explain the rights of individuals receiving services, including choice, privacy, dignity and respect.<br>Promote person-centered decision-making and how families support individuals to exercise their rights.                                                 |
| <b>Working with Families</b>                                 | Guide communication, resources and partnership strategies to ensure families feel informed, supported and involved.                                                                                                                                             |
| <b>Documentation and recordkeeping</b>                       | Maintain accurate, timely, person-centered records reflecting service provided and progress toward goals.                                                                                                                                                       |

## Appendix C – CDS Information and Instructions to Generate Transcripts

[The College of Direct Support \(CDS\)](#) is an online curriculum/learning management system that provides regularly updated training modules and is accessible 24 hours per day, 7 days per week.



**DirectCourse**  
ONLINE CURRICULA FOR LIFE IN COMMUNITY

Welcome to the DirectCourse login page.

To gain access to the system you will use the Learner ID and Password provided to you by your learning administrator. If you don't know your Learner ID or Password, please click the Forgot Password link below for assistance.

Login:   
 Password:

**CEU's:** To obtain CEU credit, completion of all lessons within a course with a test score of 80% or higher is required.

**The NJ Partnership for Direct Support Professional Workforce Development**

- Current list of recorded trainings is distributed with the monthly Support Coordination Training calendar.
- Agency CDS Administrators must assign title prefix “**DDD SC**” trainings to identified Support Coordinator/Support Coordination Supervisor for SC Competency requirements
- Please note that the title prefix “**DDD Support Coordination**” is for professional development hours and not part of competency requirements.
- SCs/SCSs have the ability to view, create an Excel sheet and print their own transcript.
- Agency CDS Administrators have ability to run CDS reports for entire Support Coordination Agency staff in order to ensure completion of SC Competency Requirements and annual professional development hours.

### How to Generate Your CDS Transcript

- Click “transcript” underneath “click to view” on main/home page

| Last Name  | First Name | Learner Id (Login Name)** | Facility Name        | Dept. Name                                 | Dept. Code | Status | Admin | Job Code | HireDate | Email | Edit | Lesson | Transcript |
|------------|------------|---------------------------|----------------------|--------------------------------------------|------------|--------|-------|----------|----------|-------|------|--------|------------|
| [Redacted] | [Redacted] | [Redacted]                | New Jersey DHS/DDO   | DDD - Central Office Staff                 | DDDOO      | Active | No    |          | -        |       |      |        |            |
| [Redacted] | [Redacted] | [Redacted]                | Developmental Center | Woodbridge Developmental Center (M/D/2000) | WDDO       | Active | No    |          |          |       |      |        |            |

- Three ways to view transcript:
  - View transcript on screen
    - This appears automatically once on learner transcript page
  - View transcript via paper version underneath “show module”
    - Click print and paper version will appear to process the printed version
  - View transcript via excel spread sheet
    - Click “export to excel” and spread sheet will appear once downloaded and opened

|          |           |                  |         |           |                  |            |
|----------|-----------|------------------|---------|-----------|------------------|------------|
| Show All | eLearning | Classes & Events | Ontrack | Checklist | Acknowledgements | Discussion |
|----------|-----------|------------------|---------|-----------|------------------|------------|

|                           |                          |
|---------------------------|--------------------------|
| Status                    | All Current              |
| Assigned / Self-Enrolled: | All                      |
| Show Module:              | <input type="checkbox"/> |
| Export to Excel           | Print                    |

|            |    |            |   |      |    |
|------------|----|------------|---|------|----|
| All Items: | 19 | Completed: | 9 | Due: | 10 |
|------------|----|------------|---|------|----|

| Item Name                                                                                       | Program | Item Type | Due Date   | Status | Completed  | Score  | Pretest Score | # of Units | Type of Unit  | Provider | Assign Type |
|-------------------------------------------------------------------------------------------------|---------|-----------|------------|--------|------------|--------|---------------|------------|---------------|----------|-------------|
| CDS: Autism                                                                                     |         | Lesson    | 01/29/2014 | ✗      |            |        | 100.00        |            |               |          | A           |
| CDS: Individual Rights and Choice: Introduction                                                 |         | Lesson    | 05/06/2012 | ✓      | 04/20/2012 |        |               |            |               |          | A           |
| CDS: You've Got a Friend: Introduction                                                          |         | Lesson    | 12/17/2012 | ✓      | 12/12/2012 |        |               |            |               |          | A           |
| CDS: You've Got a Friend: The Importance of Relationships                                       |         | Lesson    | 12/17/2012 | ✓      | 09/25/2012 | 90.00  | 0.00          | 1          | Contact Hours | CDS      | A           |
| CFSM: Preparing for the Supervisor's Job in Human Services: Communication in a Supervisory Role |         | Lesson    | 08/07/2014 | ✓      | 09/18/2014 | 100.00 | 70.00         | 1          | Contact Hours | CDS      | A           |
| CFSM: Preparing for the Supervisor's Job in Human Services: Introduction                        |         | Lesson    | 08/07/2014 | ✓      | 05/09/2014 |        |               |            |               |          | A           |
| CFSM: Preparing for the Supervisor's Job in Human Services: Professional Relationship Building  |         | Lesson    | 08/07/2014 | ✓      | 06/23/2014 | 100.00 | 0.00          | 1          | Contact Hours | CDS      | A           |
| CFSM: Preparing for the Supervisor's Job in Human Services: Supervising Diverse Work Teams      |         | Lesson    | 08/07/2014 | ✓      | 10/30/2014 | 90.00  | 70.00         | 1          | Contact Hours | CDS      | A           |
| CFSM: Preparing for the Supervisor's Job in Human Services: Supervisors and Their Roles         |         | Lesson    | 08/07/2014 | ✓      | 06/02/2014 | 80.00  | 90.00         | 1          | Contact Hours | CDS      | A           |
| CFSM: Preparing for the Supervisor's Job in Human Services: Understanding Leadership            |         | Lesson    | 08/07/2014 | ✓      | 07/15/2014 | 100.00 | 40.00         | 1          | Contact Hours | CDS      | A           |
| CFSM: Recruitment and Selection: Introduction                                                   |         | Lesson    | 06/21/2017 | ✗      |            |        |               |            |               |          | A           |
| CFSM: Recruitment and Selection: Recruitment and Marketing                                      |         | Lesson    | 06/21/2017 | ✗      |            |        |               |            |               |          | A           |
| CFSM: Recruitment and Selection: Selection and Hiring                                           |         | Lesson    | 06/21/2017 | ✗      |            |        |               |            |               |          | A           |
| CFSM-M: Workforce Development: Realistic Job Previews                                           |         | Lesson    | 06/21/2017 | ✗      |            |        | 70.00         |            |               |          | A           |
| Overview of the DDD System (SC Orientation Lesson 2)                                            |         | Lesson    | 02/28/2020 | ✗      |            |        |               |            |               |          | A           |
| Policies and Practices for Support Coordination (SC Orientation Lesson 3)                       |         | Lesson    | 02/28/2020 | ✗      |            |        |               |            |               |          | A           |
| Support Coordination Documentation (SC Orientation Lesson 4)                                    |         | Lesson    | 02/28/2020 | ✗      |            |        |               |            |               |          | A           |
| Supports and Resources (SC Orientation Lesson 5)                                                |         | Lesson    | 02/28/2020 | ✗      |            |        |               |            |               |          | A           |
| Welcome to Support Coordination (SC Orientation - Lesson 1)                                     |         | Lesson    | 02/29/2020 | ✗      |            |        |               |            |               |          | A           |

| Provider | Type of Unit | Total Credits |
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- Support Coordination Agency-assigned CDS Administrators have access to staff member transcripts and can retrieve when needed.