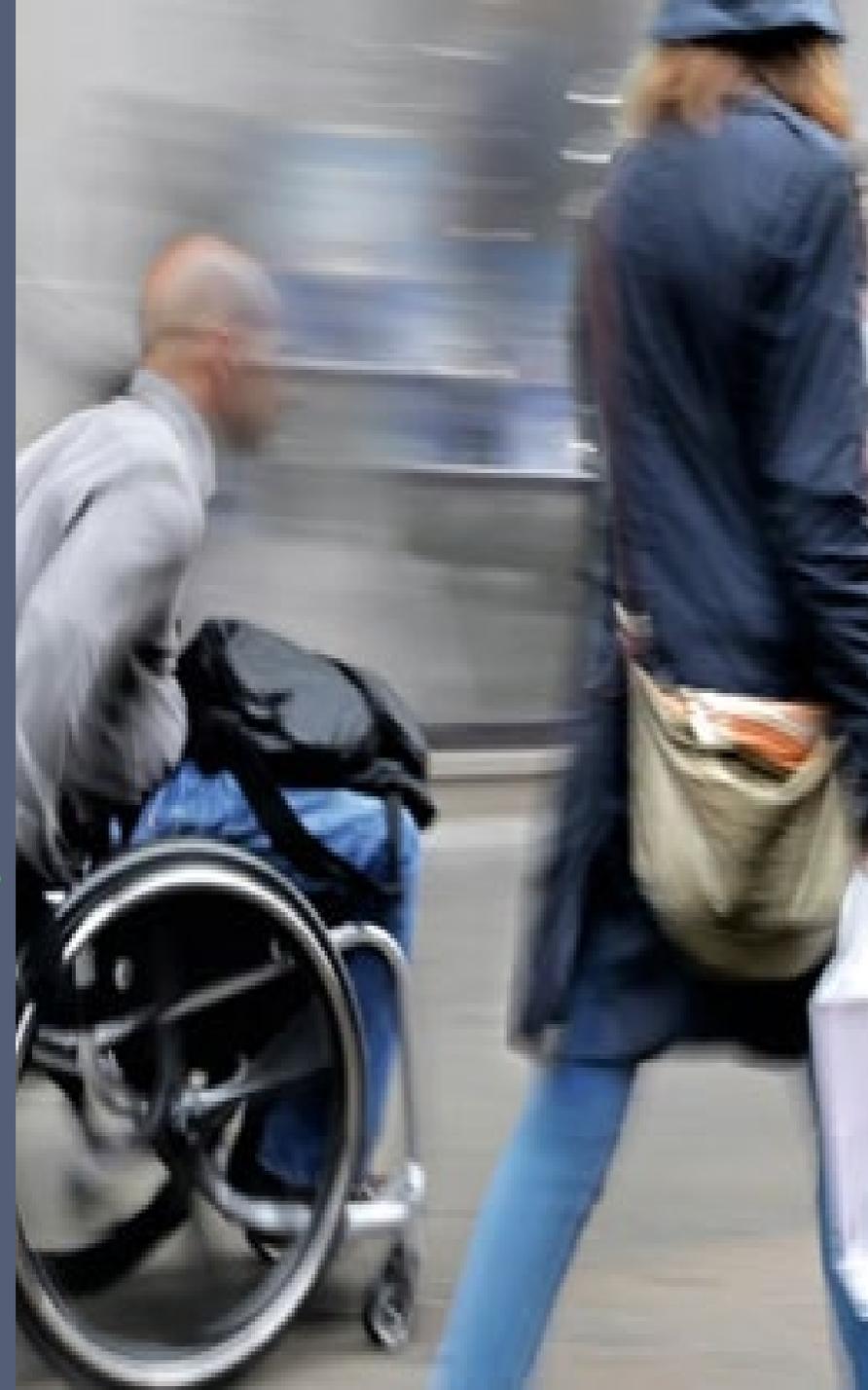


WIOA, Career Pathways, and Pre-Employment Transition Services



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Learning Objectives

- Describe how Career Pathways are supported within WIOA legislation
- Identify how Pre-Employment Transition Services can be a first step along the Career Pathways continuum
- Describe how the five required Pre-ETS activities align with CPID activities in Virginia
- Identify how Pre-ETS activities and CPID support IPE Development and Common Performance Measures
- Identify what is working, challenges moving forward, and new or important resources in implementing CPID in Virginia

How Are WIOA and Career Pathways Related?

Workforce Innovation & Opportunity Act (WIOA)

- The Rehabilitation Act, as amended by WIOA was signed into law on July 22, 2014.
- This legislation and its implementing regulations are designed to strengthen and improve the nation's public workforce development system and help Americans with significant barriers to employment, including individuals with disabilities, into high quality jobs and careers and help employers hire and retain skilled workers.

Workforce Innovation & Opportunity Act (WIOA)

- WIOA provides ... an integrated, job-driven, public workforce system that links diverse talent to businesses.
- This revitalized workforce system includes three critical hallmarks of excellence:
 - The needs of business and workers drive workforce solutions;
 - American Job Centers work with consumers and businesses; and
 - The workforce system supports strong regional economies and plays an active role in community and workforce development.

Definition of Career Pathway in WIOA

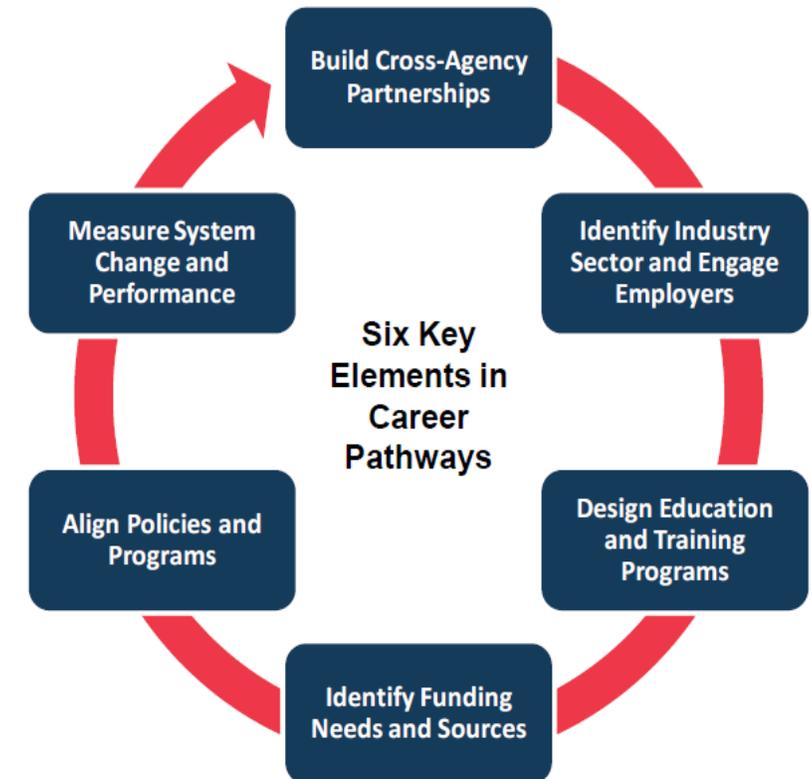
Career Pathway means a combination of rigorous and high-quality education, training and other services that –

- A. Aligns with the skill needs of industries** in the economy of the State or regional economy involved;
- B. Prepares an individual to be successful** in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937;
- C. Includes counseling** to support an individual in achieving the individual's education and career goals;

Career Pathways: A Framework for WIOA Implementation

Under WIOA -- The New Way of Doing Business

- Creates a framework for existing Education and Workforce services to move from disconnection to integration into one system
- Shifts focus from job attainment to career for economic success
- Transforms the role of employers from a customer to a partner, and a co-leader and co-investor in the development of the workforce
- Provides opportunities for more flexible education and training
- Offers a more efficient and customer-centered approach to workforce development



Career Pathways for Individuals with Disabilities (CPID) Model Demonstration Project in Virginia

- **CPID** supports WIOA's vision for Career Pathways as a key component of economic opportunity and job growth.
- **CPID** aims to narrow the skills and the labor participation gaps by enabling individuals with disabilities to acquire marketable skills and industry-recognized postsecondary credentials.
- **CPID** is administered by the Rehabilitation Services Administration (RSA), Office of Special Education and Rehabilitative Services, U.S. Department of Education.
- **CPID** is funded through the Vocational Rehabilitation Services (VR) program, authorized by the Rehabilitation Act of 1973, as amended by Title IV of the Workforce Innovation and Opportunity Act (WIOA).

CPID Activities

CPID activities include the following:

- Targeted outreach to VR-eligible individuals;
- Career exploration and counseling;
- **Pre-Employment Transition services for students with disabilities;**
- Customized Employment and work-based learning opportunities, including internships and registered apprenticeships;
- Flexible work, education and training arrangements, assistive technology and other workplace accommodations;
- Comprehensive support services, including benefits planning, educational and financial supports, self-advocacy training, and family engagement;

CPID Activities (continued)

CPID activities include the following:

- Expansion of education, training and career advancement opportunities through engagement with ...
 - Employers and industry associations,
 - State and regional workforce development boards and statewide advisory councils,
 - State and local education agencies, institutions of higher education, and career and technical training centers,
 - American Job Centers, community rehabilitation programs and support services providers

WIOA Career Pathways and CPID

WIOA Career Pathways



CPID Project in Virginia

- A clear sequence, or pathway, of education coursework and/or training credentials aligned with employer-validated work readiness standards and competencies.
- Career pathway programs make it easier for people to earn industry-recognized credentials through avenues that are more relevant; to provide opportunities for more flexible education and training with an upward projection; and to attain labor market identifiable skills that can transfer into work.
- Our career pathways system is a series of connected education and training programs and support services that enable individuals to secure employment within a specific industry or occupational sector and to advance over time to successively higher levels of education or employment in that sector.
- Each step on a career pathway is designed explicitly to prepare for the next level of employment and education.

Pre-Employment Transition Services - An Essential First Step Along The Career Pathway

WIOA Expands Transition Services

WIOA legislation not only includes a greater focus on career pathways, but also expands VR transition services to include **pre-employment transition services**:

- Emphasizes the provision of services to **students with disabilities** to ensure they have opportunities to receive the training and other services necessary to achieve high quality employment outcomes;
- **Expands the population** of students with disabilities who may receive VR services (all who meet the definition of a student with a disability and may need them including those who may be **eligible or potentially eligible**).
- Increases opportunities for students with disabilities to **practice and improve workplace skills**, such as through internships and other work-based learning opportunities.
- Requires VR agencies to reserve **not less than 15 percent of the Federal VR allotment** to provide, or arrange for the provision of, pre-employment transition services for students with disabilities transitioning from school to postsecondary education programs and employment.
- Identifies a very **specific set of pre-employment transition service activities** that can be charged to the minimum 15 percent reserved funds.

Intent/Purpose of Pre-Employment Transition Services

■ **Definition of Pre-employment transition services (purpose):**

- provides an early start to job exploration,
- that assists students with disabilities in identifying career interests,
- which may be further explored through additional vocational rehabilitation (VR) program services, such as transition services and other individualized VR services

■ **Pre-employment transition services (intent):**

- supplement, not supplant IDEA transition or 504 services
- are provided in collaboration with the local education agency (LEA)
- align within a career pathways model, and
- promote high quality employment outcomes

- ## ■ **Goal:** Ensure students with disabilities have every opportunity to maximize receipt of pre-employment transition services for as long as they need those services, in order to prepare for and achieve high quality employment outcomes.

A First Step Along the Career Pathway

- **Pre-employment transition services (Pre-ETS) can be an essential first step along the career pathway for students with disabilities in the following ways:**
 - **Ensure each of the five required Pre-ETS activities** (job exploration counseling, work-based learning experiences, counseling on opportunities for enrollment in comprehensive transition programs or other post-secondary education programs at IHE, workplace readiness training, instruction in self advocacy) **help the student build skills upon a career pathway that has multiple on and off ramps toward careers** that align with labor market trends, industry recognized credentials, and business needs.
 - **Engage employers in developing work-based learning opportunities** for students, including students with the most significant disabilities, to practice and improve workplace skills in competitive integrated work settings before HS exit.

A First Step Along the Career Pathway

(continued)

- **Work with the local education agency** to supplement IDEA transition services by developing, expanding or enhancing in-school, after school, or summer work experience opportunities in diverse career pathways, leading to more meaningful post-secondary employment and training goals in the IEP/IPE.
- **Utilize VR business specialists and/or workforce partners expertise** to identify early work experiences and job opportunities outside the traditional school setting in the local labor market that will provide increased opportunities to explore post-secondary training options, leading to more industry recognized credentials, skills gains, and meaningful post-secondary employment.
- Provide increased opportunities for State VR agencies to **support advanced training in STEM** and other technical professions (Science, Technology, Engineering, Math)
- **Pay students competitive wages or training stipends** for work performed during an employment experience.

Pre-Employment Transition Services

Within a Career Pathways/CPID Continuum

5 Required Pre-ETS Activities

- Job Exploration Counseling
- Work-based Learning Experiences
- Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Ed Programs at IHE
- Workplace Readiness Training
- Instruction in Self-Advocacy, which may include peer mentoring

CPID Activities

- Targeted outreach to VR eligible individuals
- Career exploration and counseling
- STEM Camps/Career Academies
- Customized employment and work-based learning opportunities, including internships, registered apprenticeships
- Flexible work, education and training arrangements, assistive technology and other workplace accommodations;
- Comprehensive support services, including benefits planning, educational and financial supports, self-advocacy training, and family engagement

Advanced Education or Training

- Education coursework and/or training credentials align with employer-validated work readiness standards and competencies
- Industry-recognized credentials
- Flexible education and training with an upward projection
- Labor market identifiable skills that transfer into work

Career and Economic Success

- High quality employment outcomes
- Employment within a specific industry or occupational sector that will allow for advancement over time to successfully higher levels of education or employment in that sector

Examples of (Pre-ETS) Activities and How They Align with CPID in Virginia

How Does the CPID team assist in the delivery of Pre-ETS Activities?

- The CPID team organizes and helps provide academies which include activities that often cover at least three, if not all five, Pre-ETS. They are either directly providing the Pre-ETS (sometimes along with counselors who also participate in academies) and/or services are provided by contracted academy trainers.
- CPID maintains contact with both counselors and students following the academies. Often after hands-on career exploration, students either rule in or rule out certain career pathways. CPID considers both actions a successful outcome.
- CPID is also moving toward sustainability and offering 'train the trainer' options in some of the academies for counselors and evaluators. This ensures that counselors/evaluators can still be supported by CPID while the grant is in place but also providing opportunity for continuation of academies once the grant ends.

Job Exploration Counseling Activities

Align with Career Pathways and CPID

Job Exploration Counseling Activities

- Information regarding in-demand industry sectors and occupations, as well as nontraditional employment
- Information about labor market composition
- Administration of vocational interest inventories
- Identification of career pathways of interest to the students
- Discussions with the student on:
 - vocational interest inventory results
 - In-demand occupations
 - Career pathways
 - Local labor market information that applies to the student's particular interests

Career Pathways and CPID Activities

- Instructors discuss career pathways with students, as do guest speakers.
- Education and credentials are shared and mapping of career pathways in the field in the given region are shared with the students.
- CPID has also participated in presentations at schools when requested by counselors and participated in regional 'worlds of work'/regional economic development opportunity that bring in all 8th graders to explore career pathways.

Work Based Learning Experience Activities

Align with Career Pathways and CPID

Work Based Learning Activities

- Informational interviews to research employers
- Work-site tours to learn about necessary job skills
- Job shadowing
- Mentoring opportunities in the community
- Work-based learning experiences on an individual basis could include paid or unpaid:
 - Internships;
 - Apprenticeships (excluding pre-apprenticeships or registered apprenticeships);
 - Short-term employment;
 - Fellowships; or
 - On-the-job trainings located in the community.

Career Pathways and CPID Activities

- Students are offered tours to see first-hand what given career pathways environments and job duties are like.
- Often after hands-on career exploration, students either rule in or rule out certain career pathways.
- If the VR counselor determines job shadowing or a longer term work experience such as an internship will be useful after the student has participated in a career academy, then the VR counselor will support additional work experiences.
- Work experiences within a student's identified career pathway will help them attain labor market identifiable skills that can transfer into a work setting.

Counseling on Opportunities for Enrollment at Institutions of Higher Education (IHEs) Activities Align with Career Pathways and CPID

Counseling on Opportunities for Enrollment in Programs at IHE

- Course offerings;
- Career options;
- The types of academic and occupational training needed to succeed in the workplace; and
- Postsecondary opportunities associated with career fields or pathways
- Advising students and parents or representatives on
 - Academic curricula;
 - College application and admissions processes;
 - Completing the Free Application for Federal Student Aid (FAFSA); and
- Providing resources that may be used to support individual student success in education and training (i.e., disability support services).

Career Pathways and CPID Activities

- Counselors receive feedback from the CPID team about the students' level of participation and interest in the career academy, and will share this information with the schools to help develop next steps, such as helping someone explore colleges and/or training programs that offer courses, degrees or certifications within their career pathway, and receiving assistance with applying if needed.
- Career academies help students learn more about industry recognized credentials required for various jobs along that career pathway, and where the student can go to access further training to obtain degrees or credentials that can be further explored with the VR counselor.

Workplace Readiness Training Activities

Align with Career Pathways and CPID

Workplace Readiness Training Activities

- Offered in a generalized manner to provide programming to assist students with disabilities to develop social skills and independent living skills necessary to prepare for employment. These services may teach skills such as:
 - Communication and interpersonal skills;
 - Financial literacy;
 - Group orientation and mobility skills (i.e., to access workplace readiness training or to learn to travel independently);
 - Job-seeking skills; and
 - Understanding employer expectations for punctuality and performance, as well as other “soft” skills necessary for employment.

Career Pathways and CPID Activities

- CPID team provides comprehensive support services, including benefits planning, and financial supports.
- Information about the student’s academy experience is provided to counselors, as well as a write up of activities focusing on employability, problem solving or communication skills, which can be further explored by the VR counselor.

Instruction in Self-Advocacy Activities

Align with Career Pathways and CPID

Self-Advocacy Activities

- Learn about student rights and responsibilities;
- Learn how to request accommodations or services and supports;
- How to communicate thoughts, concerns, and needs, in order to prepare for peer mentoring opportunities with individuals working in similar career area(s) of interest;
- Conducting informational interviews;
- Mentoring with educational staff such as principals, nurses, teachers, or office staff; or
- Mentoring with individuals employed by or volunteering for employers, boards, associations, or organizations in integrated community settings; and
- Participating in youth leadership activities offered in educational or community settings

Career Pathways and CPID Activities

- CPID team provides comprehensive support services, including self-advocacy training, and family engagement; as well as information about assistive technology and other workplace accommodations.

How Does Pre-ETS Support IPE Development?

VR - A Continuum of Services

- With the addition of pre-employment transition services for students with disabilities who are eligible or potentially eligible, the VR program is now characterized as offering a continuum of services.
 - Providing a range of services from the most basic to the most individualized and intensive services.
 - Meeting the evolving needs of a student with a disability, including those with the most significant disabilities, who are transitioning from school to post-secondary education or employment.
- An individual is not required to receive one set of services before beginning the next set. For example, pre-employment transition services, the earliest phase of this continuum, should enrich, not delay, transition planning; application to the VR program and the continuum of services necessary for movement from school to post-school activities.

Coordination with Education

Timing is Everything

- For students with disabilities, the VR Counselor will need to develop an individualized plan for employment (IPE) in consideration of the student's individualized education program (IEP) or 504 services, as applicable.
- The development and approval of an IPE should be as early as possible during the transition planning process and not later than the time a student with a disability determined to be eligible for vocational rehabilitation services leaves the school setting or, if the designated State unit is operating under an order of selection, before each eligible student with a disability able to be served under the order leaves the school setting.
- Once a student has applied and been determined eligible for VR services, the service or services, including pre-employment transition services, must be specified on the individual's IPE

Projected Post-School Employment Outcome

- **For students with disabilities, the IPE may include a projected post-school employment outcome that:**
 - Is based upon the informed choice of the student with a disability eligible for the VR program;
 - May be amended during the career development process; and
 - Must be revised to a specific vocational goal once this process is complete.

Pre-ETS Supports IPE Development

- The student's participation in pre-employment transition services helps support IPE development and identification of an employment goal.
- Results of the student's performance, progress, and/or participation in any of the five required Pre-ETS services **while they are potentially eligible** may be used to help identify a **projected post-school employment outcome or employment goal on the IPE**, once the student applies and has been determined eligible for VR services.
- Partnering with LEAs and/or other agencies to provide some of those additional support services **while the student is still potentially eligible**, may also provide the student with even more opportunities to practice and improve workplace skills, and **help ensure the student will be successful**, once they apply, move along the continuum of VR services.
- **Once the student officially applies for VR services**, the VR counselor will determine eligibility and may **continue to provide pre-employment transition services** such as career academies or other CPID activities which **will help to further explore** the student's interests, abilities, capabilities, and solidify an employment goal.

Pre-ETS Supports IPE Development

(continued)

- Using Pre-ETS as the first step along their career pathway will enable **students with disabilities** to:
 - identify and gain work experience in career pathways that they are interested
 - identify jobs within local, regional or national labor markets that fall within a career pathway with multiple on and off ramps
 - gain knowledge about the educational and/or training requirements for various jobs along their career pathway, and where to go to get additional post-secondary training
 - understand what it takes to get and successfully keep a job
 - learn how their disability may impact employment/training, and understand how to advocate for necessary accommodations in a job setting

Pre-ETS Supports IPE Development

(continued)

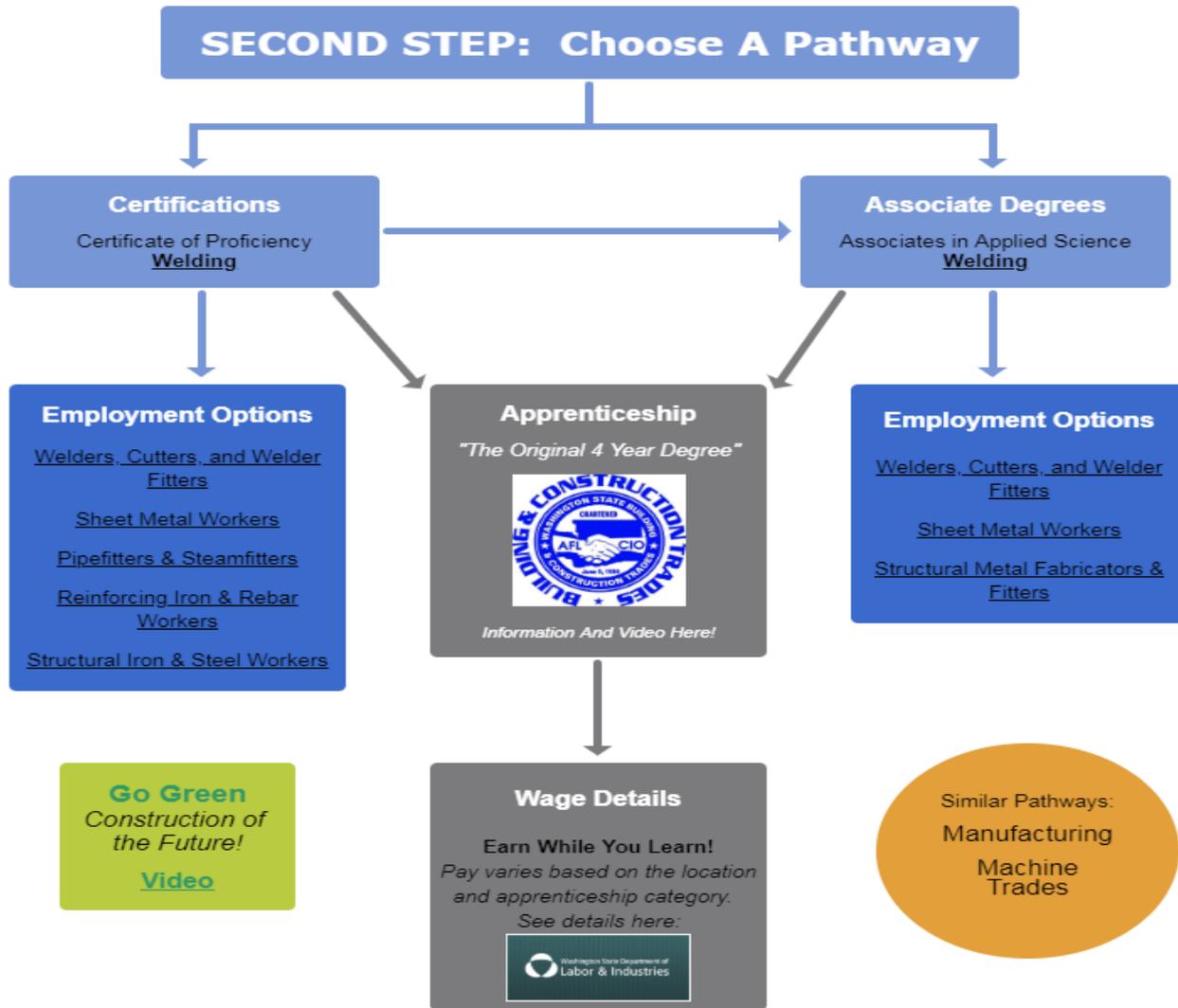
- Using Pre-ETS as the first step along a career pathway will enable **VR counselors** to:
 - actively engage students in the vocational planning process because they will know more about who they are and what they want to do
 - develop IPEs within 90 days
 - utilize the student's career pathway as a framework to help identify services on the IPE
 - utilize the student's career pathway to support the employment goal
 - increase the opportunity for high quality employment outcomes, that include measurable skills gains, and industry recognized credential attainment

Blake's Story (Welder)

First Step Pre-ETS

- **First Step – Pre-ETS:** Through job exploration counseling Blake learned he is really interested in hands-on manufacturing types of jobs like welding, the pay seems pretty good, he likes the work environment because you can move around a lot and work with your hands, there is a high demand for welders nationally, and there are three shops in his hometown that hire welders.
- Blake doesn't want to go to college, but is open to the idea of more training after HS if it helps him get a better job and make more money. Blake has a learning disability in math and reading, but welding requires he master certain math skills, and he cannot pass the reading required to get into the welding program through the local CTE program.
- One of the VR business specialists reached out to the local welding shops and helped Blake set up some informational interviews with welders in all three shops. Through WBLE activities, Blake was able to job-shadow a welder in two of those businesses, and participate in a paid work experience for six weeks over the summer at one of the businesses that rented U-Hauls, and hired welders to fix broken hitches, etc.

Blake's Story – Second Step Choose a Career Pathway



- Blake choose the manufacturing career pathway so that he could become a certified welder.
- Blake only had to get certified in two basic types of welds to perform the job tasks required for the position at Simmons U-Haul Company, and they wanted to hire him.
- VR coordinated services with Blake’s HS, goals and objectives were written into his IEP that focused on learning those math skills needed to perform the job tasks, and the CTE instructor agreed to teach Blake skills required to become certified welder in two areas.
- Blake graduated HS, worked at Simmons U-Haul for a year, and then started an apprenticeship program in welding.³⁴

Blake's Initial IPE

Department for Aging and Rehabilitative Services
Individualized Plan for Employment

Participant Name **Blake** Plan Number
 Case ID Signature/Start Date **2/1/19**

A. My Employment Goal

My employment goal is: **Welder (projected post-school employment outcome)**
 The planned date for reaching this employment goal is: **5/20/21**

Reason for selecting this employment goal

My counselor and I agreed upon this goal based on my unique strengths, resources, priorities, concerns, abilities, capabilities, career interests, and informed choice.

My counselor and I are exploring careers, and so far I like jobs in the manufacturing career pathway, preferably welding. Local labor market shows fair demand for welders in this area, and I might be able to get some training before I graduate.

B. Employment Plan Review Date

Review Date **2/1/20**

C. Planned Services

Service Number 1
 Service Description 000001 - Counseling and Guidance **0001 Pre-ETS Job Exploration Counseling**
 Additional Description **Blake will receive job exploration counseling by exploring vocational interest inventory results; in-demand occupations; career pathways; and local labor market information that applies to his stated interests.**
 My Chosen Provider This rehabilitation agency

Estimated Service Costs

Participant	\$0.00	Enter costs and name of provider if not provided in-house by VRC
Others/Comparable Benefit	\$0.00	
Agency	\$0.00	
Source to be Determined	\$0.00	
Total Service	\$0.00	

Source of Comparable Benefits

No items selected

- **Blake has a projected post-school employment goal of welder**
- **Reason for selecting this employment goal is:** My counselor and I are exploring careers, and so far I like jobs in the manufacturing career pathway, preferably welding. Local labor market shows fair demand for welders in this area, and I might be able to get some training before I graduate.
- **The first planned service is Pre-ETS Job Exploration Counseling** with the following additional description: Blake will receive job exploration counseling by exploring vocational interest inventory results; in-demand occupations; career pathways; and local labor market information that applies to his stated interests.
- **Chosen Provider – The VR Agency**

Blake's IPE (page 2)

- **The second planned service is Pre-ETS WBLE** with the following additional description: Blake will receive work-based learning experience through job shadowing at businesses in the manufacturing career pathway, and a 6 week paid summer work-based learning experience at Simmons U-Haul.
- **Chosen Provider** - The CRP and Simmon's U-Haul
- **Comparable Benefit** – Transportation (Richmond HS)
- **Other Comments** - Parents will provide transportation over the summer to the WBLE. Simmons U-Haul will provide work uniform, and other items associated with performing job.

- **The third planned service is Training**, with the following additional description: Richmond HS (LEA) will coordinate services through Blake's IEP with the CTE Welding Program instructor to develop individualized program of instruction for Blake to learn basic welding skills.
- **Chosen Provider** - Richmond High School/Career and Tech Ed
- **Comparable Benefit** – Transportation and Tuition (Richmond HS)

Blake's IPE (page 3)

- **Progress Measures:** Documentation in the case record will reflect satisfactory progress/completion of this activity through (if in house: case note documenting successful provision and completion, or if provided through a CRP: monthly progress report from provider documenting successful completion (outcome measures or pre/post tests or surveys) of Job Exploration and WBLE activities. Progress reports from CRP will also include weekly employer performance and progress reports regarding work skills. Richmond High School will provide copies of my quarterly grade reports, including CTE program grades.
- **Other Responsibilities:** I will follow all work rules, and maintain satisfactory attendance and performance at Simmon's U-Haul. I will successfully complete CTE coursework and make progress toward obtaining industry recognized welding certifications.
- **Other Comments:** Blake will obtain a high school diploma in accordance with the states graduation requirements and his course schedule in HS. Blake will receive satisfactory progress each marking period to advance to the next grade level each year until successful graduation from secondary education. Blake will submit grade reports/report cards each year and will submit a copy of his HS transcript or copy of HS diploma upon graduation.

How Does CPID Support IPE Development?

Career Pathways and Establishing the Employment Goal

- All our efforts have a direct relationship to the Projected Post-School Employment Outcome, and/or Employment Goal.
- Let's look at how Career Pathways and CPID directly relate to IPE development and the employment goal.



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CPID Supports IPE Development Career Pathways – A Different Direction

- Many times we focus from the ground up and look at all potentially related career variables to build up to an employment goal.
- Career Pathways approach highlights the benefit of looking at viable options and developing a goal based upon the match between the person and the environment/labor market.
- Career Information and education are essential to the development of the goal.
- CPID attempts to innovate the job selection process with a heavy emphasis on labor market information and career progression.

CPID Supports IPE Development

Sources of Information

- Academies – exploration of technology careers through tours, project, presentations and friendly competitions
- Tours
- Resources
 - Loaner library
 - AT eval and / or recommendation to the DARS AT specialist
 - Occupational and / or Physical Therapy if needed
 - Ergonomic / Work site evaluation
 - Adult Education
 - Behavioral Support

CPID Supports IPE Development Beyond Paper and Pencil

- **Traditional Assessment Approaches for Goal Development:**
 - Intake Interview (G & C)
 - Vocational Evaluation (Paper/Pencil)
 - Vocational Evaluation (WWRC or VRCBVI)
 - Situational Assessment Case Staffing
 - Online Resources
- Some clients benefitting from CPID may have been ‘ruled out’ by traditional measures.
- Pathways Approach is about ‘ruling in’ (expanding vocational exploration; provision of innovative accommodations; assistive technology; learning supports) as opposed to ‘ruling out’.
- Academies have impacted many individuals relating to their learning about occupational information.
- The Career Index Plus (TCI+) – www.thecareerindex.com

Donald's IPE

Name	Duck, Donald A.	Participant ID	34154	Case Status	Application	Case Type	VR
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1. General Information

Plan Number:

Signature/Start Date:

Expected Plan End Date (Numeric Month/Year)**:

Plan Type**

Supported Employment
 Small Business Enterprise
 Does Not Participate in Cost of Services
 Self Employment

Employment Goal

Goal:

Custom:

Reason for Selecting this Employment Goal Options (At least one item or the narrative is required.)

A good choice given my abilities and disability.
 I am currently doing this type of work.
 I explored options and feel this is a good choice.
 I have a job offer to do this type of work.
 I have successfully completed related training.
 I have successfully done this type of work before.
 It agrees with my IEP plan through my high school.
 It matches my interests, abilities and strengths.
 The job outlook for this type of work is good.

Employment Goal Reason Narrative

- **Donald's projected post-school employment outcome is Biomedical Engineering.**
- **Donald's employment goal reason narrative** is that he took some career interest inventories and found out he really liked a lot of the jobs in the engineering and healthcare field; and he is pretty good at math and science, so he looked at a combination of those two career pathways and thought biomedical engineering sounded great.

Donald's IPE (page 2)

- **How will this choice of employment goal lead to a job?**
 - Donald learned that biomedical engineering is one of the hottest fields right now, and the types of jobs in biomedical engineering pay some of the highest starting salaries you can currently get. The median annual salary for a biomedical engineer is \$78,860, with the top ten percent earning over \$120,000. The profession is expected to grow 72% through 2018.

- **What steps are needed to reach the employment goal?**
 1. Graduate from HS
 2. Successfully complete the Robotics Academy
 3. Research and explore this career pathway in more detail
 4. Find out what accommodations Donald might need to make sure he can perform the job tasks in this career field.
 5. Find out what colleges offer degrees in biomedical engineering or other engineering types of programs and what are the admissions requirements.
 6. Take as many math and science classes as possible in HS
 7. Job shadow and get some work experience in entry level jobs in this career pathway.

Donald's IPE (page 3)

- **Planned Services:** For the Robotics and Cyber Security Academy, please enter the following Pre-ETS Codes and Service Categories:
 - Job Exploration PREETS1
 - Self Advocacy PREETS5
- **How were these services arranged or chosen?**

Donald chose participation in the Robotics and Cyber Security Academy to help him further explore his career pathway through pre-employment transition services in Job Exploration Counseling and Self-Advocacy. Participation in the Robotics and Cyber Security Academy will give Donald an opportunity to explore career fields in this career pathway, understand the education/training requirements for jobs in this career field, and learn how to further explore accommodations that might be needed to perform various job tasks in this field.
- **Describe the participant responsibilities toward the cost of the plan and securing comparable benefits:**

Donald's parents will provide transportation to and from the robotics academy for five weeks (comparable benefit)

Donald's IPE (page 4)

- **Participant Responsibilities Narrative:**
 - I will obtain a high school diploma in accordance with Virginia's graduation requirements and my course schedule in HS. will receive satisfactory progress each marking period to advance to the next grade level each year until successful graduation from secondary education.
 - I will follow all CPID Robotics Academy rules and maintain satisfactory attendance and progress throughout the five week residential program.
- **Criteria for evaluating progress towards my employment goal**
 - Documentation in the case record will reflect satisfactory progress/completion of these activities through case note documenting successful provision and completion, and CPID Robotics Academy weekly progress reports documenting successful completion (outcome measures or pre/post tests or surveys) of Pre-ETS activities and other VR services as outlined on this plan.
 - Donald will submit grade reports/report cards each year and will submit a copy of his HS transcript or copy of HS diploma upon graduation.
- **How often will progress toward my goal be reviewed:**
 - quarterly grade reports, and yearly transcripts
 - weekly CPID progress reports

How Does Pre-ETS and CPID Support Common Performance Measures?

How Do You Measure A New Day in VR?

- WIOA is a new model and begins a new day in Vocational Rehabilitation
- There is now a greater focus on quality of outcomes as opposed to quantity of outcomes
- Agency will be reporting to RSA more frequently to identify trends
- Approach should allow for more accurate comparison of performance among core partners
- Work groups established to examine performance measures within agencies

WIOA: Common Performance Measures

There are six Common Performance Measures apply across all six core programs:

1. Employment Rate 2nd Quarter after Exit
2. Employment Rate 4th Quarter after Exit
3. Median Earnings in the 2nd Quarter after Exit
4. Credential Attainment Rate
5. Measurable Skill Gains
6. Effectiveness in Serving Employers



Types of Accepted Credentials

- Secondary School diploma or recognized equivalent
- Associate's degree
- Bachelor's degree
- Graduate degree for purposes of the VR program
- Occupational licensure
- Occupational certificate, including Registered Apprenticeship and Career and Technical Education educational certificates
- Occupational certification
- Other recognized certificates of industry/occupational skills completion sufficient to qualify for entry-level or advancement in employment

Measurable Skill Gains

Five measures of documented progress that specify a skill gain:

1. Educational functioning level (EFL) increase (below post-secondary)
2. Attainment of secondary school diploma or its recognized equivalent
3. Transcript/report card showing credits attained
4. Satisfactory progress report toward established milestone (i.e. OJT, etc.)
5. Successful passage of a required exam (e.g. occupational, knowledge-based, etc.)

What is Working and Challenges Moving Forward in Virginia

CPID Is Making A Positive Impact

- One valuable offering from CPID is that SWDs whose educational programming does not allow them the time or opportunity to take CTE courses are able to try hands-on career exploration that they may have missed at their school.
- Many students have not had the opportunity to explore the careers the academies expose them to in school and do not have good information on the pathways or credentials required to get on the pathway, and CPID provides this opportunity.
- The CPID team reports that many students arrive to academies hesitant, uncertain and lacking confidence. Similarly they are hesitant to state an interest in accessing a career pathway they do not feel confident that they can master skills required for a career.
- Upon leaving the academy they are sure of their abilities and that they can perform in an IT pathway (or other cluster) if they so choose; or they feel comfortable making the informed decision that although they may have enjoyed the academy experience, they do not want to continue with it.

CPID Positive Outcomes

CPID does great follow up. For example, follow-up from the 2017 Robotics Academy, which is the most intensive academy offered by CPID (it is a 5-day residential academy that explores cyber, robotics and coding) provided the following information:

- In 2018, 22 of 24 students from the 2017 Robotics Academy cohort have plans to attend or are attending college or credential training to access a career pathway, or are accessing a career pathway by going directly into employment.
- Of the 22 participants tracked, 10 are entering IT pathways, with 3 others entering STEM fields such biomedical engineering, and electrical engineering. Two students are continuing with Computer Numerical Control training.
- This translates into a conversion rate of 91.6% of students who attended the 2017 Robotics academy and subsequently entered a career pathway.

Challenges Moving Forward

- CTE programs still in process of gaining PD to learn how to adapt teaching strategies for various diverse learners in their classrooms.
 - There isn't a lot of representation of students with disabilities in CTE programs.
 - High school CTE programs are open to swd participating but the CTE teachers are just not sure how to provide the appropriate accommodations for some swd, and they are concerned these students will not be successful in the courses.
 - Some CTE teachers have received a lot of training in this area and are prepared. CPID has been working to try to support CTE teachers and help students gain foundational skills that will enable them to be successful in a CTE program.
- Career pathways are not always included in the IEP, but schools are to assist all students with creating academic and career plans of study which have a career pathways (VDOE calls them career clusters) focus.
- IPE doesn't have a formal section that includes career pathways. VR counselors engage in career pathway mapping with students and adults, it's just we don't have a specific way we document this on the IPE

Some General Resources

- Workforce Innovation Technical Assistance Center (WINTAC)
 - A National TA Center to assist State VR Agencies and their partners on implementing WIOA
 - www.wintac.org
- The George Washington University Center for Rehabilitation Counseling, Research, and Education
 - www.gwcrcre.org
- Virginia Career Pathways for Individuals with Disabilities (CPID) Project site
 - https://www.vadars.org/gsp/cpid/cpid_home.htm
- The Career Index Plus site
 - www.thecareerindex.com

Career Pathways Resources

WINTAC Career Pathways Community of Practice: <http://communities.wintac.org>
(registration is required)

Inclusive Career Pathways Desktop Guide: Information and Resources to Support Inclusive Programs and Services:
<http://leadcenter.org/resources/tool-manual/inclusive-career-pathways-desktop-guide-information-and-resources-support-inclusive-programs-and-services>

Career Pathways Toolkit: A Guide for System Development:
https://www.doleta.gov/usworkforce/pdf/career_pathways_toolkit.pdf

Career Pathways Resources

Career Pathways Joint Federal Agency Letter:

https://careerpathways.workforcegps.org/resources/2016/04/27/12/12/Career_Pathways_Joint_Letter_2016

Career Pathways Checklist:

<https://lincs.ed.gov/publications/topic/wioa/careerpathways-checklist.pdf>

Day in the Life Videos:

<https://www.connectedstudios.org/url-zuF2ha7ENUkhXWnhzOFCGrTn>

LINCS Resources on Career Pathways:

<https://lincs.ed.gov/resource-collection?keys=career%20pathways>

Thank You/Contact Us

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