

# WIOA, Career Pathways, and Pre-Employment Transition Services - Transcript

ROB FROEHLICH: We welcome viewers to the first of a four-part webinar series on Career Pathways. This webinar is hosted by the Career Pathways for Individuals with Disabilities or CPID Project in Virginia, the George Washington University Center for Rehabilitation Counseling, Research and Education, and WINTAC, the Workforce Innovation Technical Assistance Center.

I'm Dr. Rob Froehlich, project director and adjunct professor with the George Washington University, and a member of the Virginia Career Pathways for Individuals with Disabilities Team. I will be your host and one of your presenters during this webinar. The other presenters for today's webinar will include Emily West, project manager, Career Pathways for Individuals with Disabilities, Virginia Department for Aging and Rehabilitative Services.

And also with me is Brenda Simmons, senior research associate with the Pre-employment Transition Services Team through the WINTAC at George Washington University. Because this is a recorded webinar, and there will not be an opportunity to ask questions live or through a chat box, we want to encourage viewers to reach out to the presenters with any questions or comments you have after viewing the webinar.

Our contact information is provided at the end of the webinar and on our event web page. We have also included PowerPoint slides, links to resources, and a transcript of this webinar on our website, [gwrcrc.org](http://gwrcrc.org). We encourage you to please complete the evaluation survey for this webinar, which can be accessed by clicking the evaluation link.

If you would like to obtain CRC credit, you will need to complete the evaluation after viewing the webinar. Finally, this webinar is closed captioned. And a transcript is also available on our events web page. As the first webinar in the series, we will provide viewers with a brief overview of career pathways and pre-employment transition services as outlined in WIOA.

We will also provide a brief overview of the CPID project in Virginia, and how all three work together to support the vision for individuals, especially students with disabilities. We will identify how the first step in a career pathway does not necessarily have to be a post-secondary credential. It can begin with the students discovering who they are through a pre-employment transition services.

Since career pathways can begin with the exploration of a student's career interest while still in high school, we will also take a look at how the five required pre-employment transition

services activities align with the CPID project activities in Virginia. We will show how the VR counselor can use career pathways as a strategy to frame pre-employment transition services within the IPE and help the student's projected post-school employment outcome or employment goals, leading to high quality employment outcomes.

We will address how designing pre-employment transition Service activities within a career pathway system that is relevant to industry-recognized credentials. And local labor market information can lead to a more successful trajectory or career path for students with disabilities that align with WIOA, common performance measures. Finally, we will talk about what's working in Virginia, challenges moving forward, and identify resources to assist in implementing CPID in Virginia.

First, I'd like to share some general information with you relative to how WIOA and career pathways are related. The Rehabilitation Act, as amended by the Workforce Innovation and Opportunity Act or 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.

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 businesses 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 develop.

We should start with a definition of career pathway and WIOA. Career pathway means a combination of rigorous and high-quality education, training, and other services that aligns with the skill needs of industries in the economy of the state or regional economy involved. Prepares an individual to be successful in any of a full range of secondary or post-secondary education options, including apprentices registered under the act of August 16, 1937, and includes counseling to support an individual in achieving the individual's education and career goals.

This slide describes the six key elements in career pathway. The elements are, build cross-agency partnerships, identify industry sectors, and engage employers, design education and training programs, identify funding needs and sources, align policies and programs, and measure systems change and performance. These principles represent the how to of building career pathways and were developed as part of the career pathways initiative.

The WIOA Career Pathways model stresses that agencies can no longer focus on the end game being placement into the first located or any job. WIOA has its partners working together to assist job seekers in developing self-sustaining career paths in competitive integrated employment. Under WIOA, the career pathways systems change the relationship with employers from customers to primary business partner.

The approach includes flexible education and training that fits in with working individuals and job seekers with limited skills. The normal college and university schedule to master coursework with limited summer offering does not meet the urgency that non-traditional students have to obtain a credential and find a job.

A few flexible service delivery strategies include offering nonsemester-based classes, offering classes in the evening and on weekends, offering alternative locations for training, including offering at employer's worksite, and offering credit for prior learning.

Finally, Career Pathways model offers a more efficient and customer-centered approach to workforce development, because they structure intentional connections among employers, adult basic education, support service providers, occupational training, and post-secondary education programs, and designed the systems to meet the needs of learners and employers. I'm now, going to turn to my colleague, Emily West, to talk a bit about the Virginia CPID project.

EMILY WEST: Thank, you, Rob. I'm happy to be here. Career Pathways for Individuals with Disabilities Project in Virginia's mission have been to bring career pathways opportunities to individuals with disabilities. So through our funding, this grant was awarded to four VR agencies-- Georgia, Kentucky, Nebraska, Virginia.

And we're all addressing the specific needs and barriers of individuals with disabilities through the following-- targeted outreach, outreach areas that have high need but jobs with excellent wages, career exploration, workplace accommodation, flexible work and training arrangements, assistive technology, post-secondary training and education, comprehensive support services, including benefits planning, educational and financial support, self-advocacy, training, and family engagement.

So some of our activities, as Rob stated, the VR counseling and support piece is an important factor and one where VR can provide leadership, as it relates to individuals with disability. So for our targeted outreach, our support of counseling may include, one, career counseling through the Career Index Plus, which you'll hear a little more about later, two, financial literacy and asset development through the financial health assessment.

So our project offered this targeted use of the expertise of VR professionals. Assistive technology, business services, and assessments are three supports that we offer. And we align these supports with in-demand career, training, and education on both the systems and individual level. We are demand-driven, business-driven.

So we are responsive to the needs of business. We look to equip our individuals with disabilities with the skills, competencies, and credentials to help them obtain in-demand jobs and increased earnings. CPID has partnered with the pre-employment transition services through offering academies for hands-on communication. And that has made all the difference.

So some more CPID activities-- because we're demand-driven, we've built strong strategic partnerships through the Virginia Manufacturer's Association and the northern Virginia Tech Council. We have contracted with and continue to work with our workforce development partners in our implementation areas.

These partnerships include a focus on accessible programs and systems alignment, mostly focused on positive co-enrollments across all four titles-- all four WIOA titles. These targeted areas include American job centers in Northern Virginia, the Shenandoah Valley, Southern Virginia, Southwest Virginia, and the peninsula area.

We've also collaborated with the Virginia Community College System to create educated-- sorry-- integrated education and training programs. We've launched a statewide Career Pathways Advisory Group with the Disability Employment Initiative Grant, including state education, workforce, and business partners.

So a little bit about how WIOA and career pathways connect with CPID. And this slide really illustrates the connection between the national level of WIOA career pathways and where our project in Virginia fits. One way we communicated the career pathways concepts and connections to WIOA method has been through our one day VR training led by George Washington University. Again, it's all about flexible exit and entry points, flexible training, and multiple entry and exit points.

ROB FROEHLICH: So one of our learning objectives is for viewers to get a sense of how pre-employment transition services can be a first step along a career pathway. My colleague, Brenda Simmons, has some information to share with you relative to that topic.

BRENDA SIMMONS: Thanks, Rob. So WIOA of legislation not only includes a greater focus on career pathways that Emily and Rob have been talking about, but also expand VR transition services to include pre-employment transition services. Let's take just a few minutes to review some of the basics in regard to pre-employment transition services.

With the expansion of VR transition services can now include pre-employment transition services, we're basically looking at more services and more students at an earlier age to ensure high-quality employment outcomes. WIOA identified a specific target population of individuals who could receive pre-employment transition services. And that new target population is students with disabilities who are either eligible or potentially eligible for VR services.

A student with a disability is an individual with a disability and a secondary, post-secondary, or other recognized education program who falls within the requirements for minimum and maximum age. And that minimum and maximum age is really based on each state's IDEA age range for transition services. And I believe in Virginia, that age range would be 14 to 21.

So these are individuals that are in a secondary or post-secondary or other recognized education program and in Virginia, fall within the age of 14 to 21. And they are either eligible

for and receiving special education or related services under IDEA. Or they are an individual with a disability for the purposes of section 504 of the Rehabilitation Act. Some students may receive this new set of services at an earlier age.

They now have increased opportunity to practice and improve workplace skills, which fits right into the Career Pathways model. In addition, VR agencies are not just encouraged to provide these new services. But, by golly, they are required to reserve not less than 15% of the Federal VR allotment to provide or arrange for the provision of pre-employment transition services for students with disabilities that are transitioning from school to post-secondary education programs and employment.

Finally, the legislation outlines a very specific set of pre-employment transition Service activities that can be charged to the minimum 15% reserve fund. Those include five required activities, four coordination activities, and nine authorized activities. The purpose of pre-employment transition services is to provide an early start at job exploration that assist students with disabilities in identifying career interests, which may be further explored through additional vocational rehabilitation program services, such as transition services and other individualized VR services.

The intent of pre-employment transition services is to supplement, not supplant, IDEA transition or 504 services. They are provided in collaboration with your local education agency or LEA. They align within a Career Pathways model, and promote high-quality employment outcome. For the goal is to ensure that 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 those high-quality employment outcomes.

So now that we have a good understanding of the basics of pre-employment transition services, let's take a look at how pre-employment transition services can become that first step, along the student's career pathway. Each of the five required pre-employment transition service activities or Pre-ETS that we often refer to them as-- those can help the student build skills upon a career pathway that has a multiple on an off ramps toward careers that align with those labor market trends, industry-recognized credentials, and business needs.

And let me take just a minute and mention-- you will see on this slide those five required Pre-ETS activities, our job exploration counseling, workplace learning experiences, counseling on opportunities for enrollment and comprehensive transition programs, or other post-secondary ed programs at institutions of higher education, workplace readiness training, and instruction and self-advocacy.

But another way that pre-employment transition services can really be a first step along that career pathway is that it really engages 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 high school exit.

In addition, it requires VR to work with local education agencies more than ever before to help, as I mentioned before, supplement IDEA transition services by really developing, expanding, or enhancing in school or after school or summer work experience opportunities in diverse career pathways. And that leads to much more meaningful post-secondary employment and training goals within both the IEP and the IPE.

In addition, it really encourages its team approach where you can utilize VR business specialists or workforce partners expertise to identify those early work experiences and job opportunities outside of that traditional school setting that's in the local labor market that will provide increased opportunities to explore those post-secondary training options.

And, again, that, in turn, is going to lead to much more industry-recognized credential, skills gained, and meaningful post-secondary employment. It provides an opportunity for increased opportunities for state VR agencies to support advanced training in STEM and other professions. And those STEM career fields are, as you all know, science, technology, engineering, and math.

And it also allows VR to use pre-employment transition service reserve funds to pay students competitive wages or training stipends for the work performed during that employment experience. In this slide, we tried to visually represent how pre-employment transition services can be that first step along the career pathways continuum.

On the left-hand side of the page, we have steps starting with pre-employment transition services, moving to CPID activities and then moving to advanced education or training, and finally, career and economic success. The right-hand side of the page outlines specific activities, which within each of those steps along that continuum.

Remember when we talked about how pre-employment transition services provides an early start to job exploration that can assist students with disabilities in identifying those career interests? Well, this slide outlines how students move through this process. And you can look at one or more of the five pre-employment transition services, and how that follows a career pathways approach, which then builds on those workplace learning opportunities, such as STEM camps, career academies, internships, customized employment or apprenticeships.

And then those, in turn, lead to industry-recognized credentials and labor market identifiable skills that transfer into a high-quality employment outcomes. And that's going to allow for even greater advancement over time to higher levels of education or employment. Now, Rob, I'm going to turn it back over to you and Emily.

ROB FROEHLICH: Thanks, Brenda. So at this point, Emily, I'm wondering, would you mind sharing some examples of pre-employment transition services activities, and how they align with CPID in Virginia?

EMILY WEST: I sure can, Rob. So how does the CPID team assist in the delivery of Pre-ETS activities? One way is through our academies. We organize and help provide academies, which include activities that often cover, at least, three if not all five Pre-ETS. They are either directly providing the Pre-ET, sometimes along with counselors, who also participate in academies and/or services provided by other contracted academy trainers.

So our team provides structure and planning for all academies. We assist VR counselors in identifying appropriate referrals and, in general, recruitment. In our pre-employment transition services academy, we work alongside counselors, school staff, and other staff across all four WIOA titles. The CPID team follows up and offer support for next steps.

We outline training and education options available along the career pathway. We offer counselors, vocational evaluators, and other VR staff the opportunity to provide their own pre-employment transition services. They also, of course, have the option of ending these services out. So some job exploration counseling activities that we have in our Academies-- I'm going to talk about just a few of these.

Being business-driven demand-driven, our academies reflect the area of labor market information. For instance, in Northern Virginia, we've had successful IT academies. And while we've had IT academies in the peninsula area too, we also focus on welding with the Newport News Shipyard coming in to speak to the classes to the academies on both welding and cybersecurity.

So in most of our academies, there is a contest at the end of the week's instruction. And I'm happy to say that several times, we had women win the award in both our welding and our 3D printing contest. So aside from the information we gain, we also use interest inventory and the Career Index Plus to determine if the academy is a good fit for the participant.

So some work-based learning activities that align with career pathways in CPID-- Tours of businesses are essential to both the academies and our CPID business-related activities. We found that nothing dispels the myth of working in a quote, "noisy, dirty factory," unquote, like touring a clean, modern, quiet manufacturing plant.

Tours give our participants an opportunity to spend time on a work site. It also gives employers a chance to meet our students, which is incredibly important. In our IT career cluster, participants sometimes think they will begin working in a large glassed in the corner office. And they too need to see the reality of cubicles and server closets.

At the Wilson Workforce Rehabilitation Center, one of eight nationally-recognized VR training centers, or formerly known as state-operated comprehensive rehabilitation centers, in the United States, and the only one of its kind in Virginia, CPID has collaborated to fund and support the manufacturing technology training program or MTT.

Through our partnership with the Shenandoah Valley Workforce Development Board, we were able this year to have the Valley to Virginia Registered Apprenticeship Grant support the ongoing program, making all MTT students free apprenticeship and creating a very successful apprenticeship model with Hershey.

So some counseling opportunities for enrollment at institutions of higher education activities that align with career pathways in CPID, counseling on opportunities for enrollment in our work with the Manufacturing Technology Training Program at Wilson Workforce or MTT, we listen to our VR counselors who told us that some consumers would benefit from a different entry point on the manufacturing career pathway.

We identified logistics, working in production in a distribution center warehouse as an entry point. And the certified logistics associate and the Certified Logistics Technician credential, as the industry recognized credentials needed, we held a demand side meeting with over 20 area businesses and asked them if they would value the training and the certification.

The businesses were experiencing major retention issues. And they identified employment readiness skills or soft skills, such as teamwork as missing and needed. We brought together the Blue Ridge Community College and the Virginia Adult Learning Resource Center. With our area adult education partners, we used our AT specialist to create fully accessible integrated education and training programs for the logistics certificate.

At the 2017 Virginia Community College Conference, higher ed, both Wilson Workforce Rehabilitation Center and the Blue Ridge Community College Center featured our CPID program in their showcase. There were two awards for best program statewide-- the judges award and the peer judging award. MTT took both the judges award, and the logistics program earned the peer judging award.

So we provide VR counselors with detailed reports from these academies. We focus not only on interest levels and hands-on ability, but also, employment readiness, soft skills, teamwork, communication. And we introduce academy participants to training and education pathways, focusing on the entry-level credentials and certifications required for each pathway. For instance, a participant may be interested in a career in database management. But they still need the foundational credential, such as CompTIA A-plus or Network-plus.

Workplace readiness training activities-- continued. We spoke of embedding soft skills into our program with the Virginia Community College System and the Wilson Workforce Rehabilitation Center. Some important independent living skills include benefits planning and financial support. These can be counted as a Pre-ETS activity, as long as the benefits planning activities are general in nature and not based on the student's specific income situation.

We also offer a financial literacy assessment or financial health assessment at many of our academies. And these feature questions to help identify and raise awareness about important



concepts involving finances. By using this tool, participants can begin to identify financial issues, determine financial goals, and connect with resources.

So a little bit about instruction and self-advocacy activities, and how they align with career pathway in CPID. CPID makes use of the most cutting-edge technical support. So we found that our workforce partners and businesses are also able to benefit from these supports through universal design and universal design for learning. Our AT specialist works with students in academies, our MTT program at Wilson Rehabilitation Center.

And we initiated the two-week MTT readiness program and hired a positive behavioral support specialist to collaborate with our team and instructors on curriculum. In our work with business, we hear again and again about the importance of soft skills and employment readiness. Lack of these skills is a huge barrier across all populations, not just individuals with disabilities.

Our MTT students with autism and other developmental mental and emotional challenges were having trouble completing the MTT training. Some had to drop out. So being solution-oriented, we did form this MTT readiness group. This group has created curriculum, including a handbook, an MTT value statement, and a facilitator assessment guide.

ROB FROEHLICH: Emily, that's all really helpful information. Brenda, I wonder if you could take it a step further and tell us a little bit about how pre-employment transition services support IPE or individualized individual plan for employment development.

BRENDA SIMMONS: Absolutely. So, previously, we talked about Pre-ETS being that first step along a career pathways continuum. And Emily just did a great job of showing how those five required pre-employment transition service activities align with all of those great CPID activities.

Now, let's take a closer look at the continuum of VR services itself, how this continuum interfaces with education for students with disabilities who are still in high school, and how this all leads to the development of a much more robust individualized plan for employment or IPE before the student graduates from high school.

With the addition of pre-employment transition services for students with disabilities who are eligible or potentially eligible, the VR program is now characterized in the legislation as offering a continuum of services that provide the range of services from the most basic to the most individualized and intensive services. Those meet 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.

So one of the things we wanted to keep in mind is that an individual is not required to receive one set of services before beginning the next set. So, for example, pre-employment transition services, which can be the earliest phase of this continuum, should really enrich but not delay

transition planning or application to the VR programs and the continuum of services that is necessary for movement from school to post-school activity.

As we move along this continuum, for students with disabilities, who have been determined eligible for VR services, the counselor will need to, first, develop an individualized plan for employment or IPE in consideration of the student's individualized education program or IEP or 504 services, which means that counselor is going to need to not only have a copy of the most current IEP or 504 plan, but consider and coordinate the goals and objectives from the transition planning section of the IEP into the IPE.

The counselor is also going to need to develop the IPE as early as possible during the transition planning process and not later than the time of student with a disability determined to be eligible for VR services leaves the school setting, and also, must be sure to include any pre-employment transition services the student is currently receiving on that IPE.

Another new term in the WIOA regulations is projected post-school employment outcome. So I wanted to take just a minute and talk about that. For students or youth with disabilities, the IPE may include a projected post-school employment outcome. The IPE with that projected post-school employment outcome should outline the services and activities that will guide the individual's career exploration.

The projected post-school employment outcome really is there to facilitate the individual's exploration and identification of a vocational goal based upon their informed choice. It may be like a specific goal, such as a web designer, or maybe even a broader goal, such as a medical practitioner.

But that projected goal may be amended during the career development process. And eventually, it must be revised to a specific vocational goal. The students-- let's take a minute, now, to look at how the students' participation in pre-employment transition services really help support IPE development and identification of an employment goal.

Results of that student's performance, their progress, their participation in any of those five required Pre-ETS services while they're potentially eligible may then be used to help identify a projected post-school employment outcome or an employment goal on the IPE once that student applies and has been determined eligible for VR services.

Partnering with local education agencies or other agencies to provide some of those additional support services while the student is still potentially eligible can also provide the student with even more opportunities to practice and improve those workplace skills, and help ensure the student will be successful once they do apply and move along that continuum of VR services.

And once the student officially applies for VR services, the VR counselor would determine eligibility. And then they continue to provide pre-employment transition services, such as your

career academies or other CPID activities that are going to help to further explore the student's interests, their abilities, their capabilities, and really solidify an employment goal.

Using pre-employment transition services, as that first step along the career pathway, will enable students with disabilities to identify and gain work experience in career pathways that they are interested in. And Emily sure shared great examples of that earlier. Identify jobs within local, regional, or national labor markets that fall within a career pathway with those multiple on an off ramps, gain knowledge about the educational or training requirements for various jobs along their career pathway, and where to go to get additional post-secondary training.

Understand, really, what it takes to get and keep a job, and learn how their disability may impact employment or training, and how to advocate for necessary accommodations in a job setting. Using Pre-ETS as that first step along the career pathway will enable VR counselors to actively engage students in the vocational planning process, because they're going to know more about who they are and what they want to do.

It's also going to help them develop IPEs within 90 days of eligibility determination, utilize the student's career pathway as a framework to help identify services on the IPE, utilize their pathway to support the employment goal, and increase the opportunity for high-quality employment outcomes by exploring jobs that include measurable skills gain, and industry-recognized credential attainment.

Let's take a look at Blake's story. So, although, the names have been changed, this is a real scenario. It's a real VR case. And I wanted to use that to help highlight some of the main aspects that we've been talking about in this presentation. So let's take a look at Blake. The first step is pre-employment transition services.

Through job exploration counseling, Blake learned that he's really interested in hands-on manufacturing types of jobs like welding. The pay seems pretty good. He really likes the work environment, because you can move around a lot and work with your hands. There's a high demand of welders nationally, he found out, through job exploration counseling. And he also found out that there are three shops in his hometown that actually hire welders.

Well, Blake didn't really want to go to college. But he's open to the idea of more training after high school 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 can't really pass the reading required to get into the welding program through the local career in tech ed program.

One of the VR business specialists actually reached out to the welding shops and helped Blake set up some informational interviews with welders in all three of those shop. Through work-based learning experience activities, Blake was able to job shadow a welder in two of those businesses. And he participated in a paid work experience for six weeks over the summer at

one of those businesses that rented a U-Haul and hired welders to basically fix broken hitches, and things like that.

This diagram, wanted to kind of show you, on the left-hand side of the page, it depicts those multiple on and off ramps that we've talked about that can be found within a single career pathway. So, for example, you can take multiple roads along the career pathway to becoming a welder. Maybe you get certified. Maybe you opt to get an associates degree. Maybe you apply for an apprenticeship. Or maybe you can even do them all.

So in this example, Blake shows 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 path required for the position at Simmons U-Haul Company. And they wanted to hire him. So VR coordinated services with Blake's high school.

Goals and objectives were written into his IEP that focused on learning those math skills that he needed to perform the job task And the career and tech ed instructor actually agreed to teach Blake skills required to become a certified welder in two areas. Blake graduated high school, worked at Simmons U-Haul for a year, and then started an apprenticeship program in welding.

But what does Blake's story looked like from the lens of an IPE? We all know how important documentation is in the field of VR. And the IPE is at the heart of this documentation. We wanted to show you what Blake's story might look like, using a Career Pathways model to help frame the services provided within the IPE.

We also wanted to make sure this makes sense for Virginia. So, we reached out to Jessica Steele with DARS and Pam Hinterlong with DBVI for guidance regarding what an IPE in Virginia might look like. So thank you, Jessica and Pam, for sharing a copy of your IPE templates with us. For Blake's story, we used the IPE template from Virginia DARS.

So if you look at this, Blake has a projected post-school employment goal of welder. The reason for selecting this employment goal, he's saying, is my counselor and I are exploring careers. And so far, I like jobs in the manufacturing career pathway, preferably, welding. The local labor market shows there are demand for welders in this area. And I might be able to get some training before I graduate.

So that's an example of how you might write the reason for selecting his employment goal on this IPE. 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 occupation, career pathways, and local labor market information that applies to his stated interest. Who's the chosen provider? The VR agency.

The second plan service is Pre-ETS work-base learning experience with the following additional description that you can write in here. Blake will receive work-based learning experience

through job shadowing at businesses in the manufacturing career pathway, and a six-week paid summer work-based learning experience at Simmons U-Haul.

The chosen provider is the CRP and Simmons U-Haul. The comparable benefit-- he's going to get transportation that's going to be provided from Richmond High School. Parents are also going to provide transportation over the summer to the work-based learning experience. Simmons U-Haul will provide work uniforms and other items associated with performing that job.

The third plan service on the IPE is training. Richmond High School, which is your local education agency, will coordinate services through Blake's IEP with a career in tech ed welding program instructor to develop individualized program instruction for Blake to learn those basic welding skills. The chosen provider for that is Richmond High School and the career in tech ed program. And comparable benefits for that particular service is transportation and tuition through the CTE program that Richmond High School was going to be providing.

And then finally when you look at how are you going to measure progress-- documentation in the case record is going to reflect satisfactory progress or completion of this activity through if it's provided in-house, you're going to case note documenting successful provision and completion. Or if it's provided through a TRP, it's going to be monthly progress reports from that provider documenting successful completion.

Outcome measures, pre and post path or survey, any of those can be supporting documentation. Job exploration and work-based learning activities can have that supporting documentation through those examples. Progress reports from the CRP can also include weekly employer performance and progress reports regarding work skills.

And Richmond High School can provide copies of quarterly grade reports, including the CTE program grade. Other responsibilities might include the fact that Blake says, he's going to follow all work rules and maintain satisfactory attendance and performance at Simmons U-Haul. Blake will successfully complete CTE coursework and make progress toward obtaining industry-recognized welding certification.

And finally, some of the things you could mention under other comments is that Blake will obtain a high school diploma in accordance with the state's graduation requirements and his course schedule in high school, 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 each year and will submit a copy of this high school transcript or a copy of the high school diploma upon graduation. So that's kind of an example of what all of this could look like in an IPE. Rob, I'm going to turn it back over to you.

ROB FROELICH: Thanks, Brenda. That was incredibly helpful to see that example applied to the topics that we're talking about. I'd like, now, to talk a bit about how the Virginia CPID approach supports the identification of career goals toward the development of the IPE. As you're all aware, all of our efforts have a-- and vocational rehabilitation have a direct relationship to the projected post-school employment outcome and/or the employment goal.

Let's look at how career pathways in CPID relate to IPE development and the employment goal. Many times, we focus from the ground up and look at all potentially-related career variables to build up to an employment goal. The career pathways approach highlights the benefits of looking at viable options and developing a goal based upon the match between the person and the environment and their labor market in which they operate.

Career information and education are central 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. Rather than looking at a bottom up approach to broadly prepare for a future position, the career pathways approach uses a more top-down procedure in terms of identifying a viable career goals and building the necessary support to ensure success.

Many individuals have constricted, or limited career knowledge based upon what they observe in their day-to-day activity. In terms of job exploration counseling, enhancing a limited funds of career-related knowledge is often goal number one.

The CPID project enhances individual's career fund of knowledge using some of the resources you've already heard about, such as the academies, whereby, individuals learn about what a work environment looks like-- what the job entails-- all the variables that relate to a particular job, and towards an industry sector and employer worksite to maybe dispels the myth that they have or to begin considering some other viable options.

A secondary career counseling goal is expanding access to viable career opportunity. Resources such as assistive technology, including a loaner library where individuals can actually try out technology-- assistive technology and worksite evaluation. Sometimes physical therapy and occupational therapy were necessary. And behavioral supports for training programs are essential to the project in terms of enhancing participant's access to opportunities. These resources are used to build to support the individual needs to access the desired career.

A career pathways approach is an inclusive approach, attempting to rule in options using innovation, as opposed to ruling out options, based upon arbitrary cutoff point. Traditional approaches to gathering career-related information, such as intake interviews, vocational evaluation, and situational assessments are always great sources of information. But an additional source of the CPID project has found success with the Career Index Plus

Our example that Brenda just shared with us, Blake could work with a VR counselor using the Career Index Plus for job exploration path. The Career Index Plus is free of charge and available

to VR professionals and consumers of their services. It offers the ability to gather information about specific careers and also offers the ability for users to learn about themselves.

Users can access information on such topics as work context, physical and stress factors, necessary ability, interest profile, knowledge and skill level, work values, wages, job trends, and expected growth. Further, it actually links to currently available jobs, gives information about related jobs, discusses jobs in terms of their placements on a career pathway, and provides information about training for careers and even links to where one can get that strength.

The job options and training locations are generated via zip code and proximity to a desired geographic location. One note I'd like to make is that with all the information available on the Career Index Plus, I'd suggest that rehabilitation professionals make sure to schedule some time to process that information with their consumers in order to prevent information overload and to place the information in the correct content. I'm going to now turn it over to Brenda, again, to discuss how some of the topics I've mentioned apply to an IPE.

BRENDA SIMMONS: Thanks, Rob. In our earlier discussion, we got a glimpse into how VR counselors might use a career pathways framework to develop the IPE for Blake who wanted to be a welder. Now, after learning even more about how CPID activities support IPE development, let's take a look at another example. In this particular case, we're using the DBVI IPE template.

And I'm not going to give you really any background information other than what is actually included on the IPE. I want you to see how using a Career Pathways model to support and frame the content of information in the IPE can help tell Donald's story and guide service provision. So, Donald's projected post-school employment outcome is biomedical engineering.

Donald's employment goal is that he took some career interest inventories and found out that he really liked a lot of jobs in engineering and health care fields. And he's pretty good at math and science. So, he looked at a combination of those two career pathways, and thought biomedical engineering sounded great. That's your narrative on how you reached that projected post-school employment goal.

How is this choice of employment goal going to lead to a job? Well, 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 over \$78,000 with the top 10% earning over \$120,000.

That profession is absolutely expected to grow even more throughout 2018 and beyond. That sounded awesome to Don. So what steps are needed to reach that employment goal? Graduate from high school, successfully complete the robotics academy, research and explore that career pathway in even more detail. So, we know you can make a lot of money. But what else do you need to know about that particular career pathway in that job?



Find out what accommodations Donald might need to make sure that he can perform the job tasks in this career field, find out what colleges offer degrees in biomedical engineering or other engineering types of program. What are the admission requirements? What grades do I have to get? What do I need to do to get into those programs? Take as many math and science classes as possible in high school, and job shadow to get more work experience in entry-level jobs in this career pathway.

What are some of the planned services that we can list on the IPE? For the Robotics and Cybersecurity Academy, you're going to enter Pre-ETS codes and service categories. In this situation for DBVI, it's job exploration PREETS1 and self-advocacy PREETS5. How are those services arranged or chosen? Donald chose participation in the Robotics and Cybersecurity Academy to help him further explore that career pathway through pre-employment transition services and job exploration counseling and self-advocacy.

Participation in the Robotics and Cybersecurity Academy is going to give Donald an opportunity to explore career fields in his career pathway, understand the education and training requirements for jobs in this career field, and learn how to further explore those accommodations that he may need to perform various job tasks in the field. When you look at how you're going to describe his responsibilities toward the cost of this plan, Donald's parents are going to provide transportation to and from the Robotics Academy for five weeks. That's your comparable benefit.

Participation responsibility narrative, basically-- Donald is going to obtain a high school diploma in accordance with Virginia's graduation requirements and his course schedule in high school. He will receive satisfactory progress each marking period to advance to the next grade level each year until successful graduation from secondary education. And he's going to follow-- all CPID Robotics Academy rules maintain satisfactory progress.

Some of the criteria for evaluating progress toward that employment goal-- once, again, it's documentation in the case record that will reflect satisfactory progress and completion of these activities through a case note, documenting successful provision and completion, CPID Robotics Academy weekly, progress reports documenting successful completion, and Pre-ETS activities and other VR services that are outlined in the plan. Donald's going to submit grade reports, a copy of the high school transcript or a copy of the high school diploma upon graduation.

But how often are you going to evaluate that goal, quarterly grade reports, yearly transcripts, and weekly CPID progress reports? We understand that many VR counselors may have already identified other ways to document pre-employment transition services in the IPE through a career pathways framework. And that's great. But we just wanted to share a couple of examples that might help generate ideas moving forward. And those were the examples we shared about Donald and Blake.

ROB FROEHLICH: So, Brenda, I want to give you a second. Yep, Brenda, I want to give you just a second to catch your breath. But I'm wondering if you could take us just a little bit further? And



if you'd mind sharing a bit about how pre-employment transition services and CPID support WIOA common performance measure?

BRENDA SIMMONS: Absolutely. Whoo! OK. This is exciting, really exciting information. So, before I go through these next few slides, Rob, I really wanted to take an opportunity to give a shout out to Rachel Anderson with the National Disabilities Institute. Rachel is one of our subject matter experts on our WINTAC grant for common performance measures.

Rachel is really responsible for much of the content in the next few slides. And we really appreciate her assistance and expertise. As you can tell, you guys, none of us can figure this all out on our own. And we really need support and expertise from our coworkers and our partners to move forward with the vision that WIOA has laid out for us. And this has never been more apparent than when looking at how the VR agency is now being measured in terms of their performance.

It's no longer just about how many 26s you get as a counselor or as an agency. It's not just about the number of successful employment outcomes. It's about the quality of those outcome and the skills that our clients gain along the way. And not just along the way, but as we have learned, along the career pathway.

Oh, one more thing. VR's performance is now measured using the same criteria as all of the other corporate partners in WIOA. So, VR is going to be compared to one another with those other agencies. VR will now have to report outcomes much more frequently not just at the end of the program year. So it is a very important concept to understand that everything we do relates back to VR performance and high-quality employment outcomes for the individuals with disabilities that we serve.

WIOA includes six common performance accountability measures that apply to the WIOA core programs and really lay the foundation of a performance accountability system that served all core programs and their targeted populations in manner that's really customer-focused and supports an integrated service design delivery model. So let's look at these-- first, employment rate second quarter after exit. That's really the percentage of participants in unsubsidized employment during the second quarter after exit from the program.

Next, employment rate fourth quarter after exit. So that's the percentage of participants in unsubsidized employment during the fourth quarter after exit from the program. Median earnings in the second quarter after exit-- that's basically median earnings of those in unsubsidized employment during the second quarter after exit from the program.

Credential attainment rate-- this is the percentage of participants that are enrolled in an education or training program, excluding on-the-job training and customized training to attain a recognized post-secondary credential or secondary school diploma or equivalent during participation within one year of exit from the program. Measurable skill game-- that's the percentage of participants, who, during a program year, are in an education or training program



that leads to a recognized post-secondary credential or employment, and who are achieving measurable skill gain toward such a credential or employment.

And finally, effectiveness in serving employers. While we understand the discussion of these common performance measures is an entirely separate presentation, we do want to highlight a couple of these measures, because they are basically so closely aligned within a Career Pathways model with service delivery. The first that we want to highlight is credential attainment. A credential is recognition of a measurable technical or industry occupational skill.

They are based on standards endorsed by industry and/or employers. Again, they are technical in nature or are advanced skills necessary to work in the occupation or industry. The types of accepted credentials include secondary school diploma or a recognized equivalent, associate's degree, bachelors degree, a graduate degree, occupational licensure, occupational certificate, including registered apprenticeship and career in tech ed certificate, occupational certification, other recognized certificates of industry or occupational skills completion sufficient to qualify for entry-level or advancement in employment.

Now, neither certificates awarded by Workforce Development Board nor Workforce Readiness Certificate count as credential, because neither document the measurable, technical, or industry occupational skill, for credential attainment must recognize technology or industry occupational skill-- you're hearing me say this three times over-- for a specific industry occupation rather than general skills related to safety or hygiene-- things like that, even if general skill certificate are broadly required to qualify for entry-level employment or advancement in employment.

The second common performance measure that we wanted to highlight is measurable skill gain. Remember we said that measurable skill gain is reported as the percentage of participant, who during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment, and who are achieving documented, academic, technical, occupational, or other forms of progress towards such a credential or employment.

This indicator only includes participants who are in education or training that lead to a recognized, a postsecondary credential or employment. Participants receive a positive outcome if they are achieving measurable skill gain defined as academic, technical, occupational, or other forms of progress towards a credential or employment.

Unlike the credential attainment indicator, the Measurable Skill Gains indicator includes participants in on-the-job training and customized employment. The five measures of documented progress that specify a skill gain are educational functioning level, attainment of secondary school diploma, or it's recognized equivalent, a transcript or a report card showing credit to attain, satisfactory progress report toward each milestone, and successful passage of a required exam like occupational or knowledge-based exam.

The foundation of the VR program is the principle that individuals with disabilities, including those with the most significant disabilities, are capable of achieving high-quality employment when provided the necessary services and support to increasing employment as individuals with disabilities in the competitive integrated labor market. The workforce system must provide individuals with disabilities, opportunities, to participate in job-driven and to pursue high-quality job-driven training-- I'm sorry-- and to pursue high-quality employment option.

The using a career pathways framework or model, it's one strategy state can use to help meet the VR performance indicators or common performance measures that we often call them while taking into consideration the intersection with pre-employment transition services, transition planning, and service delivery for students with disabilities. Rob, I will now turn it back over to you and Emily.

ROB FROEHLICH: Brenda, you made it really easy to understand some pretty big abstractions there, so thanks for that information. Emily, would you mind talking a bit about what is working in Virginia relative to this approach? And what are some challenges moving forward?

EMILY WEST: Thank you, Rob. I'd also like to add to what Brenda stated. WIOA measured present unprecedented opportunity for VR and workforce partners. And CPID has worked across all four WIOA state title to achieve systems alignment through our collaborative activity and, especially, through our co-enrollment initiative.

So one valuable offering is that students with disabilities, whose educational programming does not allow them the time or opportunity to take CTE courses, are able to try out hands-on career exploration that they may have missed out on at their school. Many students haven't had the opportunity to explore the careers. And the academies expose them to these in their schools.

And they don't have good information on the pathways or credentials required to get onto an appropriate pathway. So CPID provides this opportunity. Our academies offer exposure and Pre-ETS activities that are very valuable, most, especially, for those that are unable to participate in CTE courses.

We provide them with information and realistic choices specific to each career pathway, including local labor market information through the Career Index Plus. The CPID Team does report that many students arrive to these academies hesitant, uncertain, lacking in confidence. Similarly, they are hesitant to state an interest in accessing a career pathway.

They may not feel confident that they can master the skills required for that career. Now, upon leaving these academies, the exposure to a workplace environment combined with creating something, whether that means hands-on programming and 3D printing, or working as a team together and solving an exciting cybersecurity scenario is invaluable. So they do leave with increased confidence, and the ability to make an informed decision about their next step on the career pathway.

OK, a little bit about our CPID Team. Our grant focus is on vocational evaluation. And our vocational evaluation expert is Kate Kaegi. Our assistive technology specialist is Paula Martin. And our DBVI coordinator and business specialist is Tish Harris. Our partners of DBVI provided us with the following information on the results of their 2017 Robotics Academy.

So CPID does great follow up. And at this Cyber Robotics Academy in 2017, it's a five-day residential academy that explores cyber robotics and coding. We were able to gain the following information. And, again, this is a historic DARS-DBVI collaboration.

In 2018, 22 of 24 students from the 2017 academy cohort have planned to or are attending a college or credential training to access a career pathway or are accessing a career pathway by going directly into employment. Of the 22 participants track, 10 are entering IT pathways, with three others entering STEM fields, such as biomedical engineering and electrical engineering.

Two students are continuing with computer numerical control training. So this translates into an amazing conversion rate of 91.6% of students who attended the 2017 Robotics Academy subsequently entered a career pathway. This is really CPID at its best. Now, we still have some challenges and some barriers. And CTE programs are still in process of learning how to adapt, teaching strategies for various diverse learners in their classroom.

And there hasn't been historically a lot of representation of students with disabilities in CTE programs. Sometimes its lack of inclusion is due to scheduling with students prioritizing and sometimes retaking classes and exams they need for that standard diploma, which is perfectly understandable.

Now, high school CTE programs are open to students with disabilities participating. But we found that CTE teachers are not always sure how to provide the appropriate accommodations. And they're sometimes concerned that these students won't be successful in their courses. CPID has worked with CTE teachers at the local level and with directors at the state level.

They've received intensive training in this area and are now much better prepared to work with students with disabilities. CPID has been working to try to support CTE students and teachers gain those skills that will enable them to be successful in a CTE program. So while our VR IPE doesn't yet have a formal section that includes career pathways, we are successfully supporting VR counselors engaging in career pathway mapping with their students and adult consumers.

ROB FROELICH: Well, we are just about to the end of our time together. But I would like to close by sharing some additional sources of information with you. Slide 56 that we're viewing right now contains some general links to items we discussed today, including the websites for WINTAC, the Virginia Career Pathways for Individuals with Disabilities Project, the Career Index Plus site, and the George Washington University Center for Rehabilitation Counseling, Research, and Education.



These links I want you to know will be live on the events web page. Slides 57 and 58 includes some additional resources related to career pathways that may be of interest to you. And, again, those links will be live on the event web page. And finally, slide 59 contains the contact information for all of today's presenters.

We do understand that the fast-paced multitasking world of work in which you all experience on a day-to-day basis. We thank you for taking some time to hear about WIOA career pathways, and pre-employment transition services. We hope we provided some information that will be useful to you in your professional role. And as we've noted, please feel free to contact any of the presenters if you have any questions.