

# Career Pathways Training for VR Professionals

July 9, 2018

DSS Central Regional Office Training Center  
1604 Santa Rosa Road, Richmond

Dr. Maureen McGuire-Kuletz, GWU  
Dr. Rob Froehlich, GWU  
Dale Batten, DARS  
Pam Hinterlong, DBVI

Emily West, DARS  
Kate Kaegi, DARS  
Tish Harris, DBVI  
Paula Martin, DARS

# Welcome

---

- Opening remarks from our Leaders



# Norms for today

---

- **Computers/Phones/Focus**
- **Approach with a spirit of inquiry**
- **Task yourself to learn at least 2 new things today**
  - **We're going to take a journey today.**
  - **We will do our best to cover everything, but our most important goal is to bring you some worthwhile discussion about this contemporary approach to VR services.**
  - **Thanks for your flexibility.**

# Who Is Here Today?

---

- Counselors?
- Placement Professionals?
- Regional Directors?
- Administrators?
- Others?

# Training Objectives

---

- **By participating today, you should be able to:**
  - **Describe why occupational clusters and career pathways are important to VR.**
  - **Identify career pathways and how to integrate the concept into VR process.**
  - **Include new and expanded information to your career counseling approach, including how high demand occupations in different regions can benefit clients in terms of salary.**
  - **Expand your consideration of support services, particularly Assistive Technology and how it can increase an individual's career options/considerations.**

# Pre-Test/Post-Test

---

- Demonstrate your Career Pathways knowledge here.
- After the training we'll circle back and look at how you've expanded your knowledge or added to your career pathways approach.

# In Advance of This Meeting

---

- You reviewed:
  - Podcast giving you general information dealing with Career Clusters and Career Pathways.
  - The 'What is WIOA and How Does It Relate to Vocational Rehabilitation Services and CPID?' presentation.
  - Instructional materials relating to the Career Index Plus (TCI+).

# Thank You for Preparing

---

- We will expand on that information throughout the day and will talk to how it fits in when using a Career Pathways focused approach.
- Please email Susan Gaillard if you would like to receive CRC Credit for the time you spent reviewing these pre-session materials at [Susan.Gaillard@dars.virginia.gov](mailto:Susan.Gaillard@dars.virginia.gov)
- Also, please note these materials along with this presentation will be made available at the CPID website located at: [https://www.vadars.org/gsp/cpid/cpid\\_home.htm](https://www.vadars.org/gsp/cpid/cpid_home.htm)



---

# CPID and WIOA

---

# It's Not Just a Project...

---

- There is a much larger umbrella under which CPID exists
- Career Pathways are a new way of looking at employment and changes how the system (and VR as a part of that system) looks at accessing employment.
- [https://careerpathways.workforcegps.org/resources/2016/10/20/10/11/Enhanced\\_Career\\_Pathways\\_Toolkit](https://careerpathways.workforcegps.org/resources/2016/10/20/10/11/Enhanced_Career_Pathways_Toolkit)

# Some Highlights

---

- **"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.**

# Partners

---

- **Adult education, postsecondary education, and other partners collaborate ...so Americans can attain the skills and credentials needed for jobs in their regional economy.**
- **Workforce, human service, and educational systems must be in alignment through cross-agency planning, sharing common performance measures that inform data-driven decision making, and develop strategies for sector partnerships and career pathway systems and programs at the Federal, state, and local levels.**
- **The State Plan ensures that all state agencies play a role in the development of a vision for a career pathways state system, as well as how the state system interplays with regional and local career pathways and career pathways plans."**

---

# Career Pathways and Clusters

---

# Career Pathways

---

- **The Career Pathways Work Group developed a shared definition during the writing of the strategic plan:**
  - **“We define our career pathways system as 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.”**

# Sector Strategies

- **“Sector strategies are partnerships of employers within one industry that bring government, education, training, economic development, labor, and community organizations together to focus on the workforce needs of an industry within a regional labor market. At the state level, they are policies and investments that support the development of local sector partnerships. Sector strategies can do the following:**
  - **Address current and emerging skills gap**
  - **Provide a means to engage directly with industry across traditional boundaries**
  - **Better align state programs and resources serving employers and workers”**

*Source: National Governor’s Association*

# Career Clusters

- **Career Clusters help students investigate careers and design their courses of study to advance their career goals. For this reason, Virginia has adopted the nationally accepted structure of career clusters, career pathways and sample career specialties or occupations.**
- **A Career Cluster is a grouping of occupations and broad industries based on commonalities. Within each career cluster, there are multiple career pathways that represent a common set of skills and knowledge, both academic and technical, necessary to pursue a full range of career opportunities within that pathway – ranging from entry level to management, including technical and professional career specialties. Based on the skills sets taught, all CTE courses are aligned with one or more career clusters and career pathways.**



# How Do Clusters and Pathways relate to my work as a Counselor?



| Manufacturing Cluster           |
|---------------------------------|
| Production Pathway              |
| Logistics and Inventory Pathway |
| Maintenance Pathway             |

# Why Focus on Specific CPID Pathways?

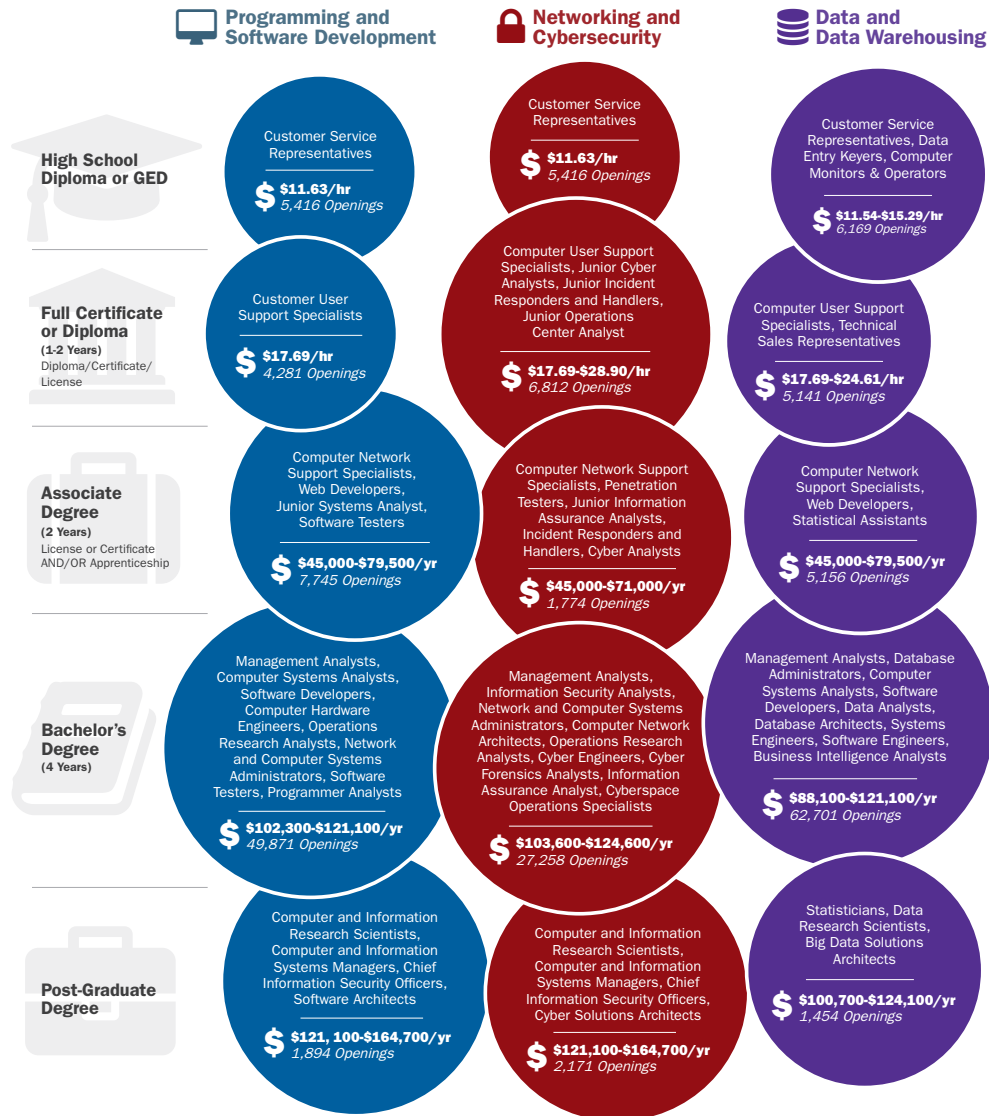
---

- Manufacturing
- Logistics
- IT
- Why were these Pathways selected?
- What is the relationship to LMI in region?

6  
5  
4  
3  
2  
1

| Job Category   | Sample Job Titles  | Median Hourly Wage Range       | Minimum/Preferred Training Qualifications  |
|--|--|--------------------------------|--|
| <b>Technical, Engineering and Supervisory</b><br>4-Year Degree and Beyond  | Industrial Engineer<br>Production Manager<br>Logistics Engineer<br>Mechanical Engineer<br>You can advance to leadership and other roles from here! | \$24.00-\$48.00<br>Or Salaried | Manufacturing Experience<br>Technical Training<br>Strong Leader and Communicator   |
| <b>Skilled Technician/Journeyman</b><br>Two Year Degree<br>Licensure   | Maintenance Mechanic<br>Robotics Technician<br>Mechanical Drafter<br>Machinist Journeyman  | \$21.00-\$31.00                | Apprenticeship and/or Two Year Degree<br>4+ Years' Experience  |
| <b>Entry Level Apprenticeship Technician/Licensure</b><br>Advanced Credentials   | CNC Machinist<br>Maintenance Worker<br>Production Technician<br>Welder: ARC, TIG, MIG  | \$16.00-\$26.00                | High School Diploma or GED<br>Problem Solver with Technical Fundamentals<br>Manufacturing Experience a Plus                                    |
| <b>Entry Level Skilled</b><br>Short Term Certifications and Credentials, Usually 6 Months or Less<br>On-the-Job Training | Production Specialist<br>Production Technician<br>Materials Handler<br>Packing and Filling Operators   | \$13.00-\$25.00                | Strong Work Habits<br>Good Problem Solver and Communicator<br>Basic Blueprint Reading and Measurement<br>High School or GED Preferred          |
| <b>Semi-Skilled</b><br>With High School or GED   | Stock Clerk<br>Production Worker<br>Packer   | \$9.00- \$15.00                | Strong Work Habits<br>5 <sup>th</sup> -6 <sup>th</sup> Grade Literacy<br>Manual Dexterity (Assemblers/Packers)<br>High School or GED Preferred |
| <b>Unskilled Labor</b>   | Poultry Production Worker, Helper, General Production  | \$7.25-\$8.00                  | Reliable, Heavy Lifting  |

Wage Source: Virginia LMI.com    Credential Training supported by CPID: Manufacturing Specialist, Manufacturing Technician 1, Certified Logistics Associate, Certified Logistics Technician, OSHA 10, Forklift.



[www.nvcc.edu/workforce](http://www.nvcc.edu/workforce)

Wages represented are the typical entry-level wages for the position within the region for High School and Full Certificate/Diploma levels. Wages represented are typical median wages for the position within the region for Associate, Bachelor, and Post Graduate levels. Job openings derived from Burning Glass' number of positions advertised online from June 1, 2016 through May 31, 2017. Degree level represents the average requirements for the occupation. Job openings are for the occupation and do not represent a particular industry. Wages derived from Bureau of Labor Statistics 2016 report on wages by occupation.

**Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.**

|  |  |   |  |  |
|--|--|---|--|--|
| Sample of Career Specialties / Occupations | <p>Network Design and Administration:<br/>Communications Analyst<br/>* Data Communications Analyst * Information Systems Administrator * Information Systems Operator * Information Technology Engineer<br/>Network Consulting Engineer<br/>Network Pre-Sales Engineer<br/>Network: Administrator * Analyst * Architect * Engineer * Manager * Operations Analyst * Security Analyst * Specialist * Technician * Transport Administrator<br/>PC Support Specialist * Systems: Administrator * Engineer * Support Lead<br/>Technical Support Specialist * User Support Specialist<br/>Telecommunications Network Technician</p> | <p>Database Development and Administration:<br/>Data: Administrator * Analyst * Architect * Management Associate * Modeler * Modeling Specialist<br/>Database: Administration Associate * Administrator * Analyst * Developer * Manager * Modeler * Security Expert * DSS (Decision Support Services) * Knowledge Architect<br/>Senior: Database Administrator * Systems Analyst<br/>Systems: Administrator * Analyst<br/>Tester<br/>Technical Writer:<br/>Desktop Publisher * Document Specialist * Documentation Specialist * Editor<br/>Electronic Publications Specialist * Publisher<br/>Instructional Designer, Online Publisher<br/>Technical Communicator * Editor * Publications Manager * Writer<br/>Technical Support:<br/>Analyst * Call Center Support Representative * Content Manager<br/>Customer: Liaison * Service Representative * Service Professional<br/>Help Desk Specialist * Technician<br/>Maintenance Technician * PC Support Specialist * PC Systems Coordinator * Product Support Engineer * Sales Support Technician *<br/>Technical: Account Manager * Support Engineer * Support Representative<br/>Testing Engineer<br/>Enterprise Systems Analysis and Integration:<br/>Application Integrator * Business Continuity Analyst * Cross-Enterprise Integrator<br/>Data: Systems Designer * Systems Manager * Warehouse Designer<br/>E-Business Specialist * Electronic Transactions Implementer<br/>Information Systems: Architect * Planner<br/>Systems: Analyst * Architect * Integrator</p> | <p>Digital Media:<br/>2D/3D Artist * Animator * Audio/Video Engineer * Designer * Media Specialist * Media/Instructional Designer<br/>Multimedia: Author * Authoring Specialist * Developer * Specialist<br/>Producer * Production Assistant * Programmer * Streaming Media Specialist * Virtual Reality Specialist<br/>Web: Designer * Producer * Specialist<br/>Web Development and Administration:<br/>Web: Administrator * Architect * Designer * Page Developer * Producer * Site Developer * Specialist<br/>Webmaster<br/>Web Developer<br/>Social Networking Specialist<br/>Blog Developer * Search Engine Marketing Specialist<br/>Search Engine Optimization Specialist</p> | <p>Programming / Software Engineering:<br/>Applications: Analyst * Engineer<br/>Business Analyst * Computer Engineer * Data Modeler<br/>Operating System: Designer/Engineer * Programmer Analyst<br/>Program Manager * Programmer * Programmer/Analyst * Project Lead<br/>Software Applications: Specialist * Architect * Design Engineer * Development Engineer * Engineer * QA Specialist * Tester<br/>Systems: Analyst * Administrator<br/>Test Engineer * Tester</p> |
|  | Pathways   | Network Systems   | Information Support and Services   | Web and Digital Communications   |
| CCTC / Career Ready Practices              | <p>The <b>Common Career Technical Core (CCTC)</b> includes a set of standards for each of the 16 Career Clusters™ and their corresponding Career Pathways that define what students should know and be able to do after completing instruction in a program of study. The CCTC also includes an overarching set of <b>Career Ready Practices</b> that apply to all programs of study. The Career Ready Practices include 12 statements that address the knowledge, skills and dispositions that are important to becoming career ready.</p>  |   |  |  |

# Some Project Particulars...

---

- CPID provides opportunities for independence by building access to career pathways for individuals with disabilities through provision of additional services, tutoring, training and getting the accommodations and assistive technology needed to train, obtain employment, and stay employed.
- The CPID grant also seeks to identify and bridge gaps in career pathways for individuals with disabilities, and build best practices in Career Pathways.

# Career Pathways Grantees

---

- CPID Projects beyond Virginia
- Three other states were awarded the CPID Grant
- Nebraska - <http://www.vr.nebraska.gov/pathways/>
- Georgia- [https://prezi.com/kvlixvzsd\\_mf/e3-presentation/?utm\\_campaign=share&utm\\_medium=copy](https://prezi.com/kvlixvzsd_mf/e3-presentation/?utm_campaign=share&utm_medium=copy)
- Kentucky- <https://kcc.ky.gov/Office-for-the-Blind/projectcase/Pages/default.aspx>

---

# Some Other Parts of the Equation

---



# Industry Partners

---

- **VMA – Manufacturing Skills Institute**
  - Industry Forum opportunities
  - Accessibility Benchmark System
  - Disability Advocacy
- **NVTC**
  - Webinars
  - Titan Events
  - Participation in Subcommittees

# Business Engagement

---

- **The VR Workforce Studio – available in iTunes or at [vrworkforcestudio.com](http://vrworkforcestudio.com)**
- **Tours**
- **Demand Side Meetings**
- **Foundations/ Community Organizations**

# As We Move Along Today...

---

- We intend to give you more information relating to the various moving parts (resources, assessments, supports, funds, reporting, etc.) and why a Career Pathways approach can be helpful as you collaborate with your client through all phases of the rehabilitation process.

# Activity 1 CPID Baseline Discussion

- **Talk in small groups about the following:**
  - **Have you already interacted with the CPID Project?**
  - **What activities, assessments, resources, trainings or other CPID initiatives have impacted the work you do with your clients and in what ways?**
  - **Beyond CPID, how does a Career Pathways approach fit with what you already do with clients and in what ways is it different?**

---

# Career Pathways and Establishing the Employment Goal

---

# The Employment Goal

---

- All our efforts have a direct relationship to the Employment Goal.
- Let's look at how Career Pathways directly relate to IPE Development and the employment goal.

---

# IPE Guidelines and Considerations for Development

A Springboard for our Discussions Today

# IPE Development Tool

---

- 1. Establishing an Employment Goal**
- 2. Employment Goal Considerations**
- 3. IPE Supporting Services**



---

# Establishing an Employment Goal

How Does a Career Pathways Approach Support This Task?

# Traditional Assessment Approaches for Goal Development

---

- **Intake Interview (G & C)**
- **Vocational Evaluation (Paper/Pencil)**
- **Vocational Evaluation (WWRC or VR CBVI)**
- **Situational Assessment Case Staffing**
- **Online Resources**

# Applying CPID 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

# Beyond Paper and Pencil

---

- **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.**

# Motivational Interviewing and the Employment Goal

---

- Workforce Partners and approach used in this project
- Shared language of MI
- Some applicable MI principles
- Counseling and Guidance can be enhanced with MI

# Some MI Basics

---

- MI is all about Change – You are getting consumer to talk themselves into change
- Conversation not inquisition – turn those questions into statements
- Make educated ‘guesses’ and the consumer will latch on, or will tell you you are wrong...
- Reflection and consumer readiness ‘There’s a Nail in Your Head’

# MI Spirit – Things to Remember

- Here's the hard part – no advice!
- Avoid being “Dr. Judges-Too-Much”
- Give folks – ‘A Menu of Options’
- Reinforce change process (affirmations); non-attending skills for sustaining status quo
- Many simple techniques –
  - Importance and Confidence Rulers: Scaling 1 – 10:
    - How Important is this to you? (Build Importance – Why are you at a 6 and not a 2 or 3?)
    - How confident are you? Build Confidence –( What would it take to go from a 6 to an 8?)

# Tools to Evoke Change Talk

---

- **Querying Extremes** – What concerns you most about being employed? What would be the best results if you make this change? You have no time to make this change...
- **Looking back** – Remember back to when you were employed before the accident.. What was your life like?
- **Looking forward** – If you decide to make this change, how will your life be different?



# Career Pathways – A Different Direction

---

- Many times we focus from the ground up and look at all the variables we discussed relative to building up to an employment goal.
- Sometimes we can benefit from looking at the goal then down onto the match between the person and the environment.
- CPID attempts to innovate the job selection process with a heavy emphasis on labor market information and career progression.
- CPID Scenario... the basics summed up in a real world example.

# Working Lunch

---

- **Success Scenarios - Sam Rothrock and team in Richmond.**

# Career Fund of Knowledge

---

- Decision making is informed and enhanced via increasing an individual's fund of career related knowledge.
- Expanding the pool of viable employment outcomes is directly related to the information individuals have relating to the world of work.
- We're going to discuss several ways to enhance and add to that career related fund of knowledge.

---

# TCl+ and Employment Goal Considerations

---

# Employment Goal Considerations

---

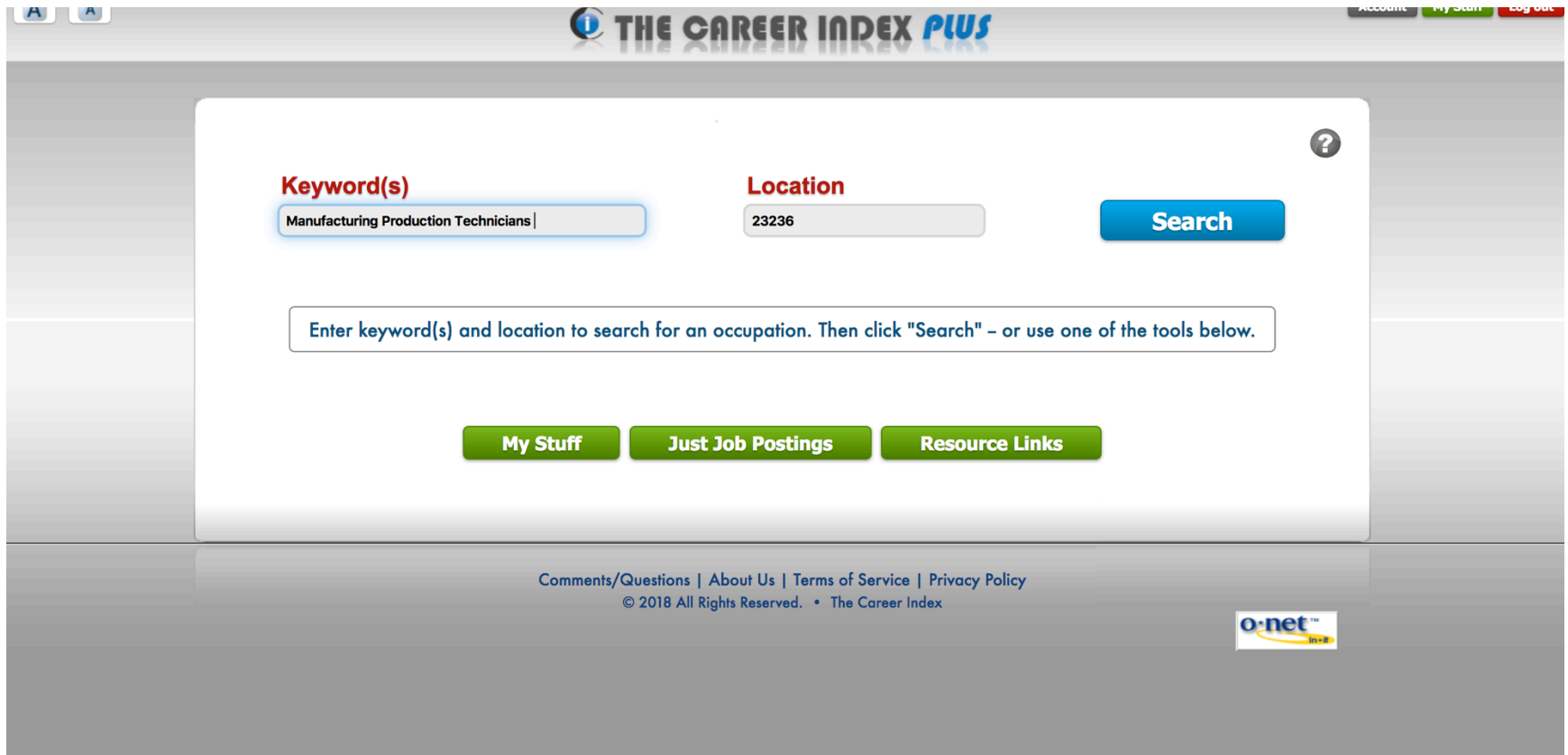
- **Consumer's Physical, Mental, or Cognitive Limitations**
- **Clients prior education, training and employment history**
- **Labor Market**
- **Legal Barriers (Criminal record or Driving Record)**
- **License, Degree, or Certificate Requirements**
- **Training Requirements (Time Frame)**
- **Consumer's Salary or Wage Requirements**
- **Consumer's Scheduling Needs (PT, FT, Days, & Hours)**
- **Other factors**

# Using TCI+

---

- Let's use CI+ to look at one of the positions described earlier on the Advanced Manufacturing Career Pathway graphic.
- CI+ can get you information about 'Manufacturing Production Technicians' on all these various employment goal considerations.
- You and your client can decide how the position matches/does not match his or her needs or situation.

# Manufacturing Production Technician



The screenshot shows the search interface of 'THE CAREER INDEX PLUS'. At the top, there are navigation links for 'Account', 'My Stuff', and 'Log out'. The main search area contains two input fields: 'Keyword(s)' with the text 'Manufacturing Production Technicians' and 'Location' with the text '23236'. A blue 'Search' button is positioned to the right of the location field. Below these fields is a text box with the instruction: 'Enter keyword(s) and location to search for an occupation. Then click "Search" - or use one of the tools below.' At the bottom of the search area are three green buttons: 'My Stuff', 'Just Job Postings', and 'Resource Links'. The footer contains links for 'Comments/Questions | About Us | Terms of Service | Privacy Policy', copyright information '© 2018 All Rights Reserved. • The Career Index', and the 'o-net' logo.

**THE CAREER INDEX PLUS**

Account My Stuff Log out

**Keyword(s)**  
Manufacturing Production Technicians

**Location**  
23236

**Search**

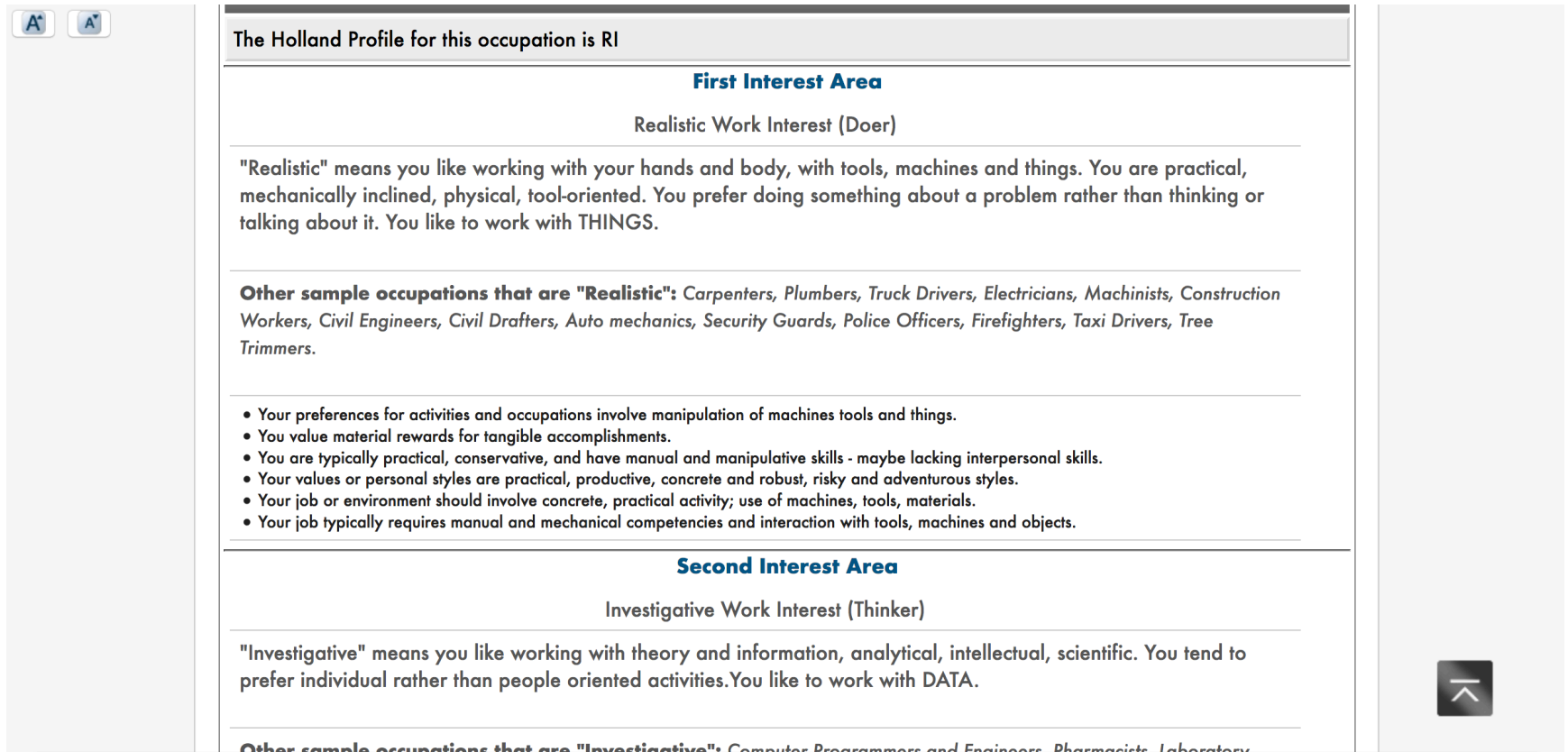
Enter keyword(s) and location to search for an occupation. Then click "Search" - or use one of the tools below.

**My Stuff** **Just Job Postings** **Resource Links**

Comments/Questions | About Us | Terms of Service | Privacy Policy  
© 2018 All Rights Reserved. • The Career Index

o-net™

# Suitability Tab - Interests



The Holland Profile for this occupation is RI

### First Interest Area

Realistic Work Interest (Doer)

"Realistic" means you like working with your hands and body, with tools, machines and things. You are practical, mechanically inclined, physical, tool-oriented. You prefer doing something about a problem rather than thinking or talking about it. You like to work with THINGS.

**Other sample occupations that are "Realistic":** *Carpenters, Plumbers, Truck Drivers, Electricians, Machinists, Construction Workers, Civil Engineers, Civil Drafters, Auto mechanics, Security Guards, Police Officers, Firefighters, Taxi Drivers, Tree Trimmers.*

- Your preferences for activities and occupations involve manipulation of machines tools and things.
- You value material rewards for tangible accomplishments.
- You are typically practical, conservative, and have manual and manipulative skills - maybe lacking interpersonal skills.
- Your values or personal styles are practical, productive, concrete and robust, risky and adventurous styles.
- Your job or environment should involve concrete, practical activity; use of machines, tools, materials.
- Your job typically requires manual and mechanical competencies and interaction with tools, machines and objects.

### Second Interest Area

Investigative Work Interest (Thinker)

"Investigative" means you like working with theory and information, analytical, intellectual, scientific. You tend to prefer individual rather than people oriented activities. You like to work with DATA.

**Other sample occupations that are "Investiative":** *Computer Programmers and Engineers. Pharmacists. Laboratory*



# Suitability – Work Context



| PHYSICAL FACTORS                                      |   |
|---|---|
| Spend Time Standing                                   | More than half the time                 |
| Spend Time Making Repetitive Motions                  | About half the time                     |
| Spend Time Sitting                                    | Less than half the time                 |
| Spend Time Walking and Running                        | Less than half the time                 |
| Spend Time Bending or Twisting the Body               | Less than half the time                 |
| Spend Time Kneeling, Crouching, Stooping, or Crawling | Less than half the time                 |
| Spend Time Keeping or Regaining Balance               | Never                                   |
| STRESS FACTORS  |   |
| Importance of Being Exact or Accurate                 | Very important                          |
| Time Pressure   | Once a week or more but not every day   |
| Freedom to Make Decisions                             | Some freedom                            |
| Impact of Decisions on Co-workers or Company Results  | Important results                       |
| Consequence of Error                                  | Serious                                 |
| Importance of Repeating Same Tasks                    | Important                               |
| Frequency of Decision Making                          | Once a month or more but not every week |
| Structured versus Unstructured Work                   | Limited freedom                         |
| Level of Competition                                  | Moderately competitive                  |



# Suitability - Tasks

| DESCRIPTION  | MOST COMMON      | RELEVANCE TO OCC  | IMPORTANCE   |
|--|------------------|---|--|
| <b>Core task:</b> Adhere to all applicable regulations, policies, and procedures for health, safety, and environmental compliance.                                   | Daily            | 100    |  87   |
| <b>Core task:</b> Inspect finished products for quality and adherence to customer specifications.  | Daily            | 100    |  85   |
| <b>Core task:</b> Set up and operate production equipment in accordance with current good manufacturing practices and standard operating procedures.                 | More than weekly | 86     |  83   |
| <b>Core task:</b> Calibrate or adjust equipment to ensure quality production, using tools such as calipers, micrometers, height gauges, protractors, or ring gauges. | More than weekly | 90     |  78   |
| <b>Core task:</b> Set up and verify the functionality of safety equipment.   | Daily            | 86     |  75   |
| <b>Core task:</b> Troubleshoot problems with equipment, devices, or products.  | More than weekly | 95   |  73 |
| <b>Core task:</b> Test products or subassemblies for functionality or quality.   | Daily            | 77   |  73 |
| <b>Core task:</b> Monitor and adjust production processes or equipment for quality and productivity.   | Daily            | 100  |  73 |
| <b>Core task:</b> Plan and lay out work to meet  | Daily            | 90   |  70 |



# Suitability - Activities

|  DESCRIPTION - CLICK FOR DETAILS<br><a href="#">SHOW ALL ACTIVITIES</a> |  LEVEL  |  IMPORTANCE |
|--|--|--|
| Making Decisions and Solving Problems  |  57      |  58         |
| Controlling Machines and Processes   |  74      |  57         |
| Getting Information  |  49      |  57         |
| Communicating with Supervisors, Peers, or Subordinates   |  60      |  56         |
| Inspecting Equipment, Structures, or Material  |  55      |  55         |
| Monitor Processes, Materials, or Surroundings  |  61      |  55         |
| Evaluating Information to Determine Compliance with Standards  |  47      |  53         |
| Updating and Using Relevant Knowledge  |  63      |  53         |
| Identifying Objects, Actions, and Events   |  50      |  52         |
| Interacting With Computers   |  47  |  52       |
| Thinking Creatively  |  61  |  52       |
| Repairing and Maintaining Mechanical Equipment   |  59  |  51       |
| Drafting, Laying Out, and Specifying Technical Devices, Parts, and Equipment   |  58  |  50       |
| Estimating the Quantifiable Characteristics of Products, Events, or Information  |  46  |  49       |

# Suitability - Abilities

IMPORTANT ABILITY LEVELS FOR MANUFACTURING PRODUCTION TECHNICIANS

- Click on the blue Information icon to get a description, complete definition and scale explanation.
- The green bar measures the level of complexity or difficulty of the ability for the job on a scale of 1-100.
- The orange bar measure the importance of the ability for the job on a scale of 1-100 where 1 is "Not Important" and 100 is "Extremely Important."
- Click the in the column header to sort the data accordingly.

**Note:** Only abilities with an importance score of more than 40 (Important) has been included. Click on "Show All" to show all abilities.

| DESCRIPTION - CLICK FOR DETAILS   |  | LEVEL   | IMPORTANCE   |
|---|--|---|--|
| <a href="#" style="color: white; text-decoration: none;">SHOW ALL ABILITIES</a> |  |   |  |
| COGNITIVE ABILITIES   |  |   |  |
| Oral Comprehension  |  | 57 <div style="display: inline-block; width: 50px; height: 10px; background: linear-gradient(to right, #90ee90, #00ff00); border: 1px solid #ccc;"></div> | 65 <div style="display: inline-block; width: 50px; height: 10px; background: linear-gradient(to right, #ffa500, #ff4500, #ff0000); border: 1px solid #ccc;"></div> |
| Oral Expression   |  | 51 <div style="display: inline-block; width: 50px; height: 10px; background: linear-gradient(to right, #90ee90, #00ff00); border: 1px solid #ccc;"></div> | 65 <div style="display: inline-block; width: 50px; height: 10px; background: linear-gradient(to right, #ffa500, #ff4500, #ff0000); border: 1px solid #ccc;"></div> |
| Visualization   |  | 51 <div style="display: inline-block; width: 50px; height: 10px; background: linear-gradient(to right, #90ee90, #00ff00); border: 1px solid #ccc;"></div> | 62 <div style="display: inline-block; width: 50px; height: 10px; background: linear-gradient(to right, #ffa500, #ff4500, #ff0000); border: 1px solid #ccc;"></div> |
| Problem Sensitivity   |  | 50 <div style="display: inline-block; width: 50px; height: 10px; background: linear-gradient(to right, #90ee90, #00ff00); border: 1px solid #ccc;"></div> | 68 <div style="display: inline-block; width: 50px; height: 10px; background: linear-gradient(to right, #ffa500, #ff4500, #ff0000); border: 1px solid #ccc;"></div> |
| Deductive Reasoning   |  | 48 <div style="display: inline-block; width: 50px; height: 10px; background: linear-gradient(to right, #90ee90, #00ff00); border: 1px solid #ccc;"></div> | 59 <div style="display: inline-block; width: 50px; height: 10px; background: linear-gradient(to right, #ffa500, #ff4500, #ff0000); border: 1px solid #ccc;"></div> |
| Written Comprehension   |  | 48 <div style="display: inline-block; width: 50px; height: 10px; background: linear-gradient(to right, #90ee90, #00ff00); border: 1px solid #ccc;"></div> | 59 <div style="display: inline-block; width: 50px; height: 10px; background: linear-gradient(to right, #ffa500, #ff4500, #ff0000); border: 1px solid #ccc;"></div> |
| Written Expression  |  | 48 <div style="display: inline-block; width: 50px; height: 10px; background: linear-gradient(to right, #90ee90, #00ff00); border: 1px solid #ccc;"></div> | 59 <div style="display: inline-block; width: 50px; height: 10px; background: linear-gradient(to right, #ffa500, #ff4500, #ff0000); border: 1px solid #ccc;"></div> |
| Information Ordering  |  | 48 <div style="display: inline-block; width: 50px; height: 10px; background: linear-gradient(to right, #90ee90, #00ff00); border: 1px solid #ccc;"></div> | 53 <div style="display: inline-block; width: 50px; height: 10px; background: linear-gradient(to right, #ffa500, #ff4500, #ff0000); border: 1px solid #ccc;"></div> |
| Category Flexibility  |  | 48 <div style="display: inline-block; width: 50px; height: 10px; background: linear-gradient(to right, #90ee90, #00ff00); border: 1px solid #ccc;"></div> | 50 <div style="display: inline-block; width: 50px; height: 10px; background: linear-gradient(to right, #ffa500, #ff4500, #ff0000); border: 1px solid #ccc;"></div> |

# Suitability – Knowledge Levels



| IMPORTANT KNOWLEDGE LEVELS FOR MANUFACTURING PRODUCTION TECHNICIANS |       |            |                   |
|---|-------|------------|-------------------|
| DESCRIPTION - CLICK FOR DETAILS                                     | LEVEL | IMPORTANCE |                   |
| <a href="#">SHOW ALL KNOWLEDGE</a>                                  |       |            |                   |
| Mechanical  | 77    | 76         | <a href="#">i</a> |
| Production and Processing   | 59    | 73         | <a href="#">i</a> |
| Engineering and Technology  | 61    | 71         | <a href="#">i</a> |
| Mathematics   | 59    | 67         | <a href="#">i</a> |
| Design  | 59    | 64         | <a href="#">i</a> |
| Computers and Electronics   | 61    | 61         | <a href="#">i</a> |
| English Language  | 44    | 55         | <a href="#">i</a> |
| Physics   | 47    | 47         | <a href="#">i</a> |
| Education and Training  | 46    | 43         | <a href="#">i</a> |
| Public Safety and Security  | 40    | 41         | <a href="#">i</a> |

- Click on the blue Information icon to get a description, complete definition and scale explanation.
  - The green bar measures the level of complexity or difficulty of the ability for the job on a scale of 1-100.
  - The orange bar measure the importance of the knowledge for the job on a scale of 1-100 where 1 is "Not Important" and 100 is "Extremely Important."
  - Click the in the column header to sort the data accordingly.
- Note:** Only knowledge with an importance score of more than 40 (Important) has been included. Click on "Show All" to show all knowledge.









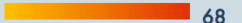









# Suitability – Skill Levels

|                              | SHOW ALL SKILLS   | LEVEL  | IMPORTANCE   |
|------------------------------|---|--|--|
| Operation Monitoring         |    | 51    |  75   |
| Critical Thinking            |    | 48    |  65   |
| Reading Comprehension        |    | 48    |  65   |
| Active Listening             |    | 48    |  62   |
| Equipment Maintenance        |    | 50    |  62   |
| Monitoring                   |    | 50    |  62   |
| Complex Problem Solving      |    | 46    |  56   |
| Operation and Control        |    | 46    |  56   |
| Quality Control Analysis     |    | 50    |  56   |
| Repairing                    |    | 48    |  56   |
| Judgment and Decision Making |   | 41   |  53  |
| Troubleshooting              |  | 50  |  53 |
| Coordination                 |  | 42  |  50 |
| Speaking                     |  | 44  |  50 |
| Time Management              |  | 42  |  50 |
| Writing                      |  | 44  |  50 |



# Suitability – Work Styles

| DESCRIPTION              | IMPORTANCE   |
|--------------------------|--|
| Attention to Detail      |  88   |
| Dependability            |  87   |
| Integrity                |  85   |
| Adaptability/Flexibility |  79   |
| Analytical Thinking      |  77   |
| Persistence              |  77   |
| Cooperation              |  76   |
| Self Control             |  73   |
| Initiative               |  68   |
| Innovation               |  68   |
| Stress Tolerance         |  68   |
| Achievement/Effort       |  67 |
| Independence             |  62 |
| Concern for Others       |  59 |
| Leadership               |  53 |
| Social Orientation       |  44 |

# Suitability – Work Values

[Home](#)
[Search](#)

**Manufacturing Production Technicians (O\*NET 17.3029.09)**

[Overview](#)
[Related Jobs](#)
[Jobs](#)
[Viability](#)
[Suitability](#)
[Training](#)
[Print](#)

[Interests](#)
[Work Context](#)
[Tasks](#)
[Activities](#)
[Abilities](#)
[Knowledge](#)
[Skills](#)
[Styles](#)
[Values](#)
[Tools](#)

**WORK VALUES FOR MANUFACTURING PRODUCTION TECHNICIANS**

The green bar indicates the degree to which an item affects the nature of an occupation on a scale of 1-100. Move your mouse over the "Description" to get a definition.

| DESCRIPTION        | LEVEL |
|--------------------|-------|
| Support            | 71    |
| Autonomy           | 57    |
| Working Conditions | 57    |
| Recognition        | 52    |
| Relationships      | 42    |

Occupations that satisfy this work value offer supportive management that stands behind employees. Corresponding needs are Company Policies, Revision: Human Relations and Supervision: Technical.

[Comments/Questions](#) | 
 [About Us](#) | 
 [Terms of Service](#) | 
 [Privacy Policy](#)



# Suitability - Tools

## TOOLS & TECHNOLOGY

|   |
|---|
| <b>Angle gauge</b> Examples: Angle plates                                 |
| <b>Benchtop centrifuges</b> Examples: Laboratory centrifuges              |
| <b>Blow molding machines</b> Examples: Blow molding machines              |
| <b>Boring machines</b> Examples: Boring tools                             |
| <b>Cable splicing kits</b> Examples: Wire splicers                        |
| <b>Calipers</b> Examples: Dial calipers Digital calipers Vernier calipers |
| <b>Comparators</b> Examples: Optical comparators                          |
| <b>Conductivity meters</b> Examples: Conductivity meters                  |
| <b>Desktop computers</b> Examples: Desktop computers                      |
| <b>Dial indicator or dial gauge</b> Examples: Dial indicators             |
| <b>Drilling machines</b> Examples: Drill presses                          |
| <b>Dropping pipettes</b> Examples: Pipettes                               |
| <b>Electric boilers</b> Examples: Electric boilers                        |
| <b>Extruders</b> Examples: Extruding machines                             |
| <b>Facial shields</b> Examples: Protective face shields                   |
| <b>Fiber optic test sources</b> Examples: Optical power meters            |
| <b>Flowmeters</b> Examples: In-line flowmeters                            |

# Viability Tab - Wages

[Home](#)

**Keyword(s)**

**Location**

[Search](#)

**Manufacturing Production Technicians (O\*NET 17.3029.09)**

Overview
Related Jobs
Jobs
**Viability**
Suitability
Training
Print

Wages
Job Trends
Industries

MEDIAN SALARIES FOR MANUFACTURING PRODUCTION TECHNICIANS IN RICHMOND, VA

| DESCRIPTION   | BLS 2015 MEDIAN SALARIES FOR MANUFACTURING PRODUCTION TECHNICIANS |
|---------------|---|
| <b>Low</b>    | A: - \$ 33,500 - \$ 16.11/hr                                      |
|               | A: \$ 43,630 - \$ 20.97/hr  |
| <b>Median</b> | A: \$ 54,210 - \$ 26.06/hr  |
|               | A: \$ 73,300 - \$ 35.24/hr  |
| <b>High</b>   | A: \$ 73,400 - \$ 35.29/hr  |
|               | A: \$ 97,900 - \$ 47.07/hr  |

**Low** 10% make less, 90% more. **Median** 50% make less, 50% more. **High** 10% make more 90% less  
 Richmond, VA  VA State-wide

[Comments/Questions](#) | [About Us](#) | [Terms of Service](#) | [Privacy Policy](#)

# Viability – Job Trends



| LABOR MARKET PROJECTIONS FOR VIRGINIA  |         |                           |
|--|---------|---------------------------|
| <p><b>State Job Outlook:</b> ❌❌❌ <b>Competition for jobs may be very keen</b><br/>           In Virginia Engineering Technicians, Except Drafters, All Other is expected to annually decline rapidly by -5.9% from 2014-2024 and competition for jobs may be very keen. Growthwise it ranks bottom 11% in the State.</p> |         |                           |
| Projected <b>Annual Growth in Virginia</b> 2014-2024:  | -5.9%   | Ranks bottom 11% in state |
| VIRGINIA Job Postings as of 07/04/18   | 556     |                           |
| <b>Total Workers</b> in Occupation in VIRGINIA   | 3,190   | Ranks top 34% in state    |
| <b>Annual Openings</b>   | -190    | Ranks bottom 6% in state  |
| Data for Richmond, VA  |         |                           |
| Total Workers in Richmond, VA  | 617,740 |                           |
| Total Manufacturing Production Technician Workers in Richmond, VA  | 110     |                           |
| Richmond, VA Job Postings as of 07/04/18   | 117     |                           |
| NATIONAL PROJECTIONS   |         |                           |
| Projected <b>National Growth</b> 2014-2024   |         | -0.2%                     |
| <p><b>National Job Outlook</b> <b>Some job opportunities</b><br/>           Nationally Manufacturing Production Technicians is projected to grow -0% form 2014-2024. This occupation is expected to show little or no change in growth with some job opportunities. Growthwise it ranks bottom 27% nationally.</p>       |         |                           |
| THE HIGHEST CONCENTRATION OF MANUFACTURING PRODUCTION TECHNICIAN (IN ORDER) ARE IN:  |         |                           |
| AREA   |         | LOCAL EMPLOYMENT          |



# Jobs Tab – Clicking on Hyperlink brings you to Indeed.com and the Actual Job Posting

|            |  |                       |   |                 |
|------------|--|-----------------------|---|-----------------|
| <p>A A</p> | <p><b>Note: Job Links open in a new window.</b> To get back to this screen, close the new window.</p> <p><a href="#">Field Engineer Technician</a> (external link)<br/>Assists in training and mentoring of new Installation <b>Technicians</b> and Field Engineering <b>Technicians</b> on task specific activities as assigned....</p> | <p>Richmond, VA</p>   | <p>MRA Member Career Opportunities<br/><a href="#">Web</a> - <a href="#">Map</a> - <a href="#">News</a></p> | <p>07/03/18</p> |
|            | <p><a href="#">Boiler Technician</a> (external link)<br/>General Maintenance positions are responsible for keeping machinery running to maintain continuous <b>production</b>. You must be able to set up, adjust and break down...</p>  | <p>Glen Allen, VA</p> | <p>Tyson Foods, Inc.<br/><a href="#">Web</a> - <a href="#">Map</a> - <a href="#">News</a></p>               | <p>07/02/18</p> |
|            | <p><a href="#">Maintenance Technician</a> (external link)<br/>Perform general clean-up of <b>production</b> areas. Maintenance <b>Technician</b> is responsible for troubleshooting, repairing, and maintaining all assets in the <b>production</b>...</p>   | <p>Richmond, VA</p>   | <p>Open Plan Systems<br/><a href="#">Web</a> - <a href="#">Map</a> - <a href="#">News</a></p>               | <p>06/28/18</p> |
|            | <p><a href="#">Cellar Technician</a> (external link)<br/>Previous experience and/or training in a <b>production</b> brewing environment preferred. Accurate and thorough recording of and adherence to all <b>production</b> parameters...</p>   | <p>Richmond, VA</p>   | <p>Stone Brewing Co.<br/><a href="#">Web</a> - <a href="#">Map</a> - <a href="#">News</a></p>               | <p>06/27/18</p> |
|            | <p><a href="#">QC Lab Tech</a> (external link)<br/>Design-build, site development, transportation, water and asphalt and aggregate <b>production</b>. Receives and analyzes product related technical data coming from...</p>  | <p>Richmond, VA</p>   | <p>Allan Myers<br/><a href="#">Web</a> - <a href="#">Map</a> - <a href="#">News</a></p>                     | <p>06/25/18</p> |
|            | <p><a href="#">Destruction Technician, Secure Shredding</a> (external link)<br/>Destruction <b>Technicians</b> serve customers by accurately processing and destroying all materials delivered to the <b>production</b> facility....</p>   | <p>Richmond, VA</p>   | <p>Iron Mountain<br/><a href="#">Web</a> - <a href="#">Map</a> - <a href="#">News</a></p>                   | <p>06/23/18</p> |

# Related Jobs Tab

Home  
Search

**Keyword(s)**  
 Manufacturing Production Technicians

**Location**  
 23236

**Manufacturing Production Technicians (O\*NET 17.3029.09)**


[Overview](#) | **[Related Jobs](#)** | [Jobs](#) | [Viability](#) | [Suitability](#) | [Training](#) | [Print](#)

[Also Known As](#) | [Related By Skill](#) | [Related By Interest](#) | [Career Pathways](#) | [Transitions](#)

**MANUFACTURING PRODUCTION TECHNICIANS ARE ALSO KNOWN AS**

|                                     |  |   |
|-------------------------------------|--|---|
| Advanced Manufacturing Technician   | Manufacturing Engineer                 | Manufacturing Process Technician                          |
| Manufacturing Production Technician | Manufacturing Technician               | Process Engineer  |
| Product Introduction Manager        | Production Technician                  | Production Technician, Semiconductor Processing Equipment |
| Research and Development Machinist  | Semiconductor Manufacturing Technician | Solar Hot Water Heater Manufacturing Technician           |

[Comments/Questions](#) | [About Us](#) | [Terms of Service](#) | [Privacy Policy](#)  
 © 2018 All Rights Reserved. • The Career Index



# Related Jobs – Career Pathways

**Manufacturing Production Technicians (O\*NET 17.3029.09)**

Overview
**Related Jobs**
Jobs
Viability
Suitability
Training
Print

Also Known As
Related By Skill
Related By Interest
**Career Pathways**
Transitions

**OTHER OCCUPATIONS IN THE PRODUCTION CAREER PATHWAY.**

Occupations are listed from the lowest preparation and skills to the highest. Salary noted in RED with a down arrow is less than Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic. Education listed in RED with a down arrow requires more education than Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic.

| SAVE                     | TITLE - CLICK TO SELECT  | TYPICAL WAGE                 | EDUCATION                         |
|--------------------------|--|------------------------------|-----------------------------------|
| Compared to              | <b>Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic</b>     | <b>\$ 30,140 - \$ 46,640</b> | <b>High School/GED</b>            |
| <input type="checkbox"/> | <a href="#">Sewing Machine Operators</a>   | ☾ \$ 20,860 - \$ 28,070      | ☾ Less than a High School Diploma |
| <input type="checkbox"/> | <a href="#">Sewers, Hand</a>   | N/A                          | ☾ Less than a High School Diploma |
| <input type="checkbox"/> | <a href="#">Shoe Machine Operators and Tenders</a>   | N/A                          | ☾ High School/GED                 |
| <input type="checkbox"/> | <a href="#">Helpers–Production Workers</a>   | ☾ \$ 20,480 - \$ 33,420      | ☾ High School/GED                 |
| <input type="checkbox"/> | <a href="#">Textile Bleaching and Dyeing Machine Operators and Tenders</a>                         | N/A                          | ☾ High School/GED                 |
| <input type="checkbox"/> | <a href="#">Textile Winding, Twisting, and Drawing Out Machine Setters, Operators, and Tenders</a> | N/A                          | ☾ High School/GED                 |
| <input type="checkbox"/> | <a href="#">Textile Cutting Machine Setters, Operators, and Tenders</a>                            | N/A                          | ☾ High School/GED                 |

# Related Jobs – When you click hyperlink...

**Keyword(s)**  **Location**  [Home](#) [Search](#)

**Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic (O\*NET 51.4031.00)** ?

[Overview](#) [Related Jobs](#) [Jobs](#) [Viability](#) [Suitability](#) [Training](#) [Print](#)

**OVERVIEW OF CUTTING, PUNCHING, AND PRESS MACHINE SETTERS, OPERATORS, AND TENDERS, METAL AND PLASTIC** ?

**Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic are in the Metal and plastic machine workers job family**

**Description**  
Set up, operate, or tend machines to saw, cut, shear, slit, punch, crimp, notch, bend, or straighten metal or plastic material.

[Career Video](#)

**Summary**

**Typical entry level education:** High school diploma or equivalent

**Work Experience in Related Occupation:** None

**On-the-job Training:** See "How to become one" below

**Typical Qualifications**  
On the job training. NIMS credential a plus. Prefer a high school education and ability to read, write, and

# Training Tab

The screenshot displays a web interface for job search. At the top, there are search filters for 'Keyword(s)' (Manufacturing Production Technicians) and 'Location' (23236). Navigation buttons for 'Home' and 'Search' are present. The main content area is titled 'Manufacturing Production Technicians (O\*NET 17.3029.09)' and features several tabs: Overview, Related Jobs, Jobs, Viability, Suitability, Training (selected), and Print. Below the tabs, there are sections for 'PREPARATION LEVEL' and 'MOST COMMON RELATED WORK EXPERIENCE'.

**PREPARATION LEVEL**

Job Zone Three: Medium Preparation Needed

Previous work-related skill, knowledge, or experience is required for these occupations. For example, an electrician must have completed three or four years of apprenticeship or several years of vocational training, and often must have passed a licensing exam, in order to perform the job.

Most occupations in this zone require training in vocational schools, related on-the-job experience, or an associate's degree.

Employees in these occupations usually need one or two years of training involving both on-the-job experience and informal training with experienced workers. A recognized apprenticeship program may be associated with these occupations.

**MOST COMMON RELATED WORK EXPERIENCE**

|  |    |
|--|----|
| Over 10 years                              | 0% |
| Over 8 years, up to and including 10 years | 4% |
| years, up to and including 8 years         | 0% |



# Some TCI+ Closing Thoughts

---

- This is to inform the counseling/selection process... it's not a 'TCI+ said you should be an accountant' type of thing.
- Don't allow for information overload!
- A word about the 'Overview' tab
- You can assign homework and share reports between you and consumers.
- The 'My Stuff' tab

# Beyond The Career Index+

[A Career Interests Game](#) Game from the University of Missouri. Basic Holland Code set up where you imagine being at a party and deciding on who you would like to talk to by clicking on the choices.

[Dream it Do it Virginia](#) Explore your career by looking at your interests, work preference, profile your skills and consider some hands on academies. This free site is sectioned into Explore, Ready, Train, Assess and Employ. Includes videos and job listings.

[My Next Move](#) Interactive toolkit from O\*net that lets you look at your career options. Includes tasks, skills, salary information and over 900 different careers.

[My Skills My Future](#) Career One-stop self assessments. Looks at Interest, skills and work values. Also includes a section to further explore career choices and career planning. App is also available at Career Onestop Mobile.

[Occupational Outlook Handbook](#) Looks into the nature of work, training, education, earnings, job prospects and working conditions. This is a national outlook.

[Virginia View](#) Statewide look at careers. Includes regional median wages, school links, outlooks, job titles etc.. Resources also has interest inventories, professional web links, apprenticeships, financial aid information, and job readiness.

# More Resources

[O\\*net Academy](#) To keep pace with the rapidly changing work environment and to keep your knowledge of O\*NET fresh, you need high quality training that is relevant timely and online! From self-paced courses and tutorials, to live webinars, O\*NET provides you with high caliber online learning 24 hours a day.

[Northstar digital Literacy Assessment](#) Examines basic skills needed to perform tasks on computers and online. assessed through online, self-guided modules. Included are basic computer digital literacy standards and modules in ten main areas: Basic Computer Use, Internet, Windows Operating System, Mac OS, Email, Microsoft Word, Social Media, Microsoft Excel, Microsoft PowerPoint, and Information Literacy.

[Pathsource App](#) Includes an interest inventory that will recommend careers in an easy to use format. Includes lots of videos and in-depth career information.

[Get That Gig App](#) Fun memory card game from the CPID grant in Georgia. Learn about jobs in high demand and skills you'll need to succeed. Includes who's hiring; To your health; Around the house; Dress the Part; and Feeling it.

[Internship.com](#) Listed internships available in local area. Also includes an internship predictor. Students can filter search results to display paid internships, summer jobs or entry level jobs.

# Activity 2

---

- **Jane arrived at WWRC for Computer Repair. While in her training program she faced some significant setbacks with her health and living situation. Jane is no longer interested in Computer Repair and needs to explore an alternative goal.**
  - **How can you use career pathways and career clusters to inform your work with Jane?**
  - **How would labor market information inform your research with Jane?**
  - **What resources relative to CPID might be helpful in gathering more information for Jane?**

# Jane and Outcome

---

- Jane participated in a CPID Academy. She reported to her counselor that she found manufacturing and logistics very interesting and thought this may be something she would be good at.
- Jane's counselor asked for a focused evaluation from Voc. Eval. and results showed that Jane had the aptitude for the MTT class.
- Jane attended MTT with technical assistance from CPID
- After graduation Jane attended her "Next Steps Meeting" and found out that there were not a lot of manufacturing positions in her home area so Jane worked with her counselor and CPID to relocate.
- The BDM found a position that she was interested in and she was hired!

---

# We Have a Potential Goal. Can CPID Help?

Some of the Who and What Functions or Counselor FAQ's

# General FAQs

---

- Is CPID for anyone in the state?
- Is it only for folks with a goal that CPID focuses on?

# Matching Clients with Pathways

---

- General guidance relative to the demands of the certifications; potential work settings; demands.
- Context/examples – Look beyond minimum capabilities and toward ways to work with client to reach goals.
  - Resilience and 'Grit' go a long way.



# How do I know who is appropriate for which Pathway/Certification?

---

**Assessment/ Education level- Math and reading levels**

**PluggedIn model**

**Collaboration with adult education**

**Soft Skills- accountability, teamwork and maturity**

# Document Repository: What Do I Need to Know?



DARS documents have been organized by division and program. Click the links below to select the appropriate division or program to see all internal and public documents in one listing.

You can also [search all DARS documents](#), internal and public, or find [Public View Only Documents](#) on the DARS Public site.

[Adult Protective Services](#)

[Brain Injury Services](#)

[Centers for Independent Living](#)

[Communications](#)

[Community Rehabilitation Case Management Services](#)

[DRS Vocational Rehabilitation](#)

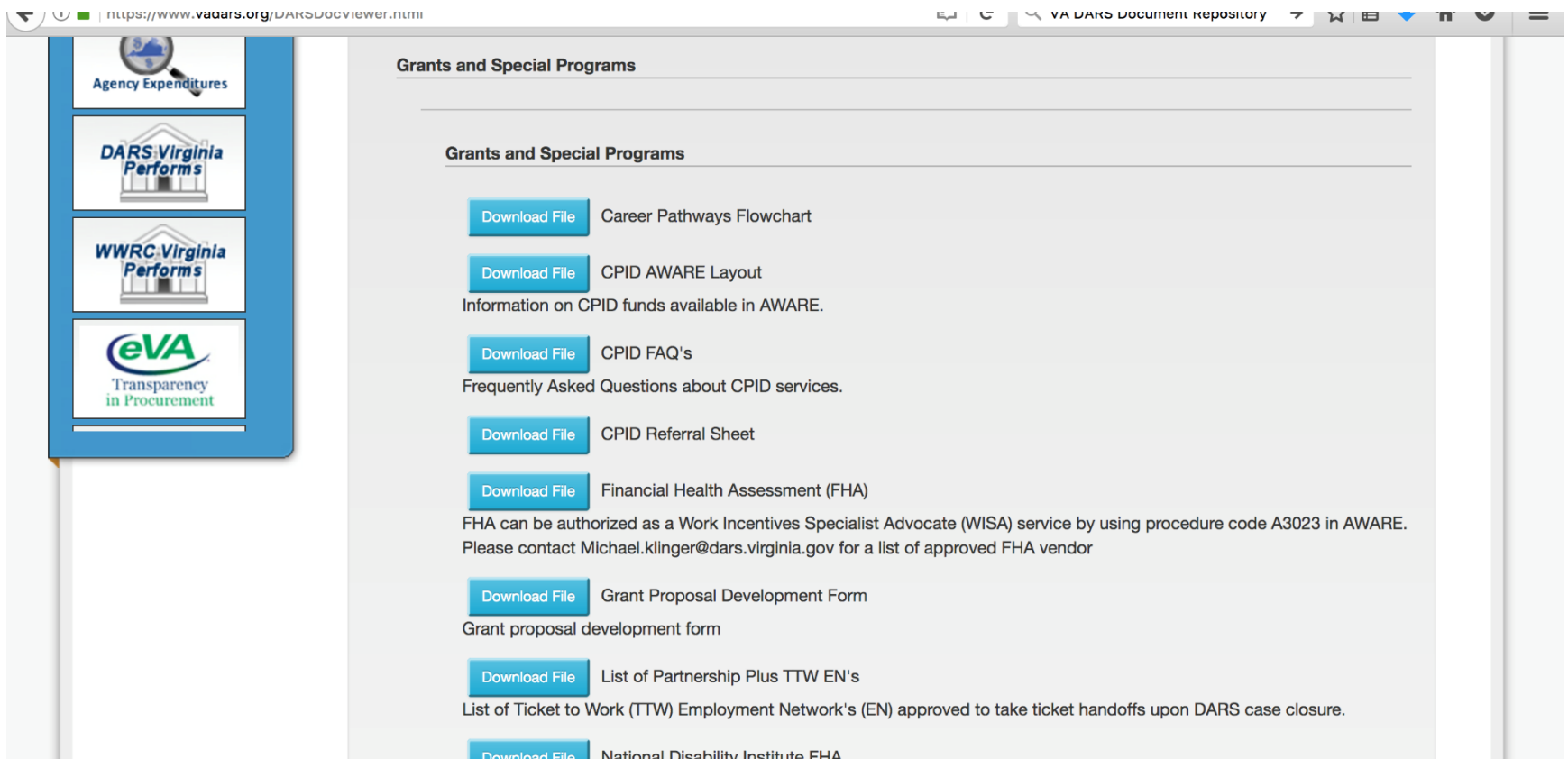
[Employment Services and Special Program](#)

[Grants and Special Programs](#)

[Personal Assistance Services](#)

[Service Reference Manual Fee Schedule](#)

# DARS CPID



The screenshot shows a web browser window with the URL <https://www.vadars.org/DARSDocviewer.html>. The page title is "VA DARS Document Repository". On the left side, there is a vertical navigation menu with four items: "Agency Expenditures", "DARS Virginia Performs", "WWRC Virginia Performs", and "eVA Transparency in Procurement". The main content area is titled "Grants and Special Programs" and contains a list of downloadable files:

- [Download File](#) Career Pathways Flowchart
- [Download File](#) CPID AWARE Layout  
Information on CPID funds available in AWARE.
- [Download File](#) CPID FAQ's  
Frequently Asked Questions about CPID services.
- [Download File](#) CPID Referral Sheet
- [Download File](#) Financial Health Assessment (FHA)  
FHA can be authorized as a Work Incentives Specialist Advocate (WISA) service by using procedure code A3023 in AWARE. Please contact [Michael.klinger@dars.virginia.gov](mailto:Michael.klinger@dars.virginia.gov) for a list of approved FHA vendor
- [Download File](#) Grant Proposal Development Form  
Grant proposal development form
- [Download File](#) List of Partnership Plus TTW EN's  
List of Ticket to Work (TTW) Employment Network's (EN) approved to take ticket handoffs upon DARS case closure.
- [Download File](#) National Disability Institute FHA

# DBVI Document Repository

|                               | File name                                   | URL Link | File Title                | Description   | Category  | SubCategory      | Document Type | Create doc Dated |
|-------------------------------|---|----------|---------------------------|---|---|------------------|---------------|------------------|
| <a href="#">Download File</a> | CP flowchart for DBVI repository (002).docx |          | Career Pathway Flowchart  | Flowchart showing the steps to identify a career pathway. | Virginia Department for the Blind and Vision Impaired Forms | Program Services | Graphic       | 6/4/2018         |
| <a href="#">Download File</a> | DBVI CPID_FAQs for repository (1).docx      |          | CPID FAQs                 | FAQs for the Career Pathways program                      | Virginia Department for the Blind and Vision Impaired Forms | Program Services | FAQ           | 6/4/2018         |
| <a href="#">Download File</a> | Funds for DBVI repository.docx              |          | CPID Case Service Funding | Explanation of Case Service Funding in AWARE for CPID.    | Virginia Department for the Blind and Vision Impaired Forms | Program Services | Document      | 6/4/2018         |
| <a href="#">Download File</a> | referral sheet for DBVI repository.docx     |          | CPID Referral Form        | Referral form for CPID program.                           | Virginia Department for the Blind and Vision Impaired Forms | Program Services | Referral Form | 6/4/2018         |

# CPID Funds in AWARE

Case service funding is available for CPID participants in AWARE. CPID may fund on a case by case basis:

- Stipends
- Paid internships
- OJT
- Job coach training services
- Travel
- Tuition

And comprehensive services support:

- Therapeutic Behavioral Services (TBS)
- MT1 assessments
- Assistive Technology
- Job Coaching for manufacturing training and other career pathways in community programs such as community

# AWARE Touch Points

- Special Programs

## 1. Programs

### Special Programs Options\* (?)

- |   |   |
|---|---|
| <input type="checkbox"/> AbilityOne                 | <input type="checkbox"/> Autism Budget                    |
| <input type="checkbox"/> Autism Program Participant | <input type="checkbox"/> Cold Case                        |
| <input type="checkbox"/> CPID                       | <input type="checkbox"/> CPID Budget                      |
| <input type="checkbox"/> Delayed PreETS Eligible    | <input type="checkbox"/> Developmental Disability Council |
| <input type="checkbox"/> Employment First           | <input type="checkbox"/> Foster Care (Active)             |

# DBVI AWARE

- In AWARE
  - Click special programs

The screenshot displays a web application window titled "Special Programs Mini-Search". At the top, there are three buttons: "Finish", "Actions", and "Cancel". Below the title bar, the main content area is titled "1. Search Results". Underneath this title, there are two buttons: "Select All" and "Clear All". The main content is a table with the following structure:

| Special Programs         |                                  |
|--------------------------|----------------------------------|
| <input type="checkbox"/> | CPID                             |
| <input type="checkbox"/> | Developmental Disability Council |
| <input type="checkbox"/> | Eye Condition 20/70 or worse     |
| <input type="checkbox"/> | Home Schooled                    |
| <input type="checkbox"/> | Job Retention                    |
| <input type="checkbox"/> | Leap Program                     |
| <input type="checkbox"/> | Less than a 30 Degree Field      |
| <input type="checkbox"/> | Life Program                     |
| <input type="checkbox"/> | Mental Health Agency             |

# Work Smarter, Not Harder

---

- How do I get a sense of how much time it takes to get someone on a career pathway?
- What can Career Pathways Approach/CPID do to make me more efficient/have better outcomes/etc.?



# Performance Measures

---

- **Regional Manager**
  - **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**

---

# VR Supporting Services

---

# IPE Supporting Services

---

- Job Readiness
- Job Placement Assistance
- Supported Employment / Job Coach Training
- Physical/Mental Restoration
- Vocational Training
- Assistive Technology
- Transportation & Driving
- Child Care

# Training Resources

- Certification Programs – Details...

| RESOURCES       |                                  |             |                   |  |                                 |
|-----------------|----------------------------------|-------------|-------------------|--|---------------------------------|
| <u>Location</u> | <u>Certifications</u>            | <u>WWRC</u> | <u>VCCS Sites</u> | <u>CTE Sites</u>                         | <u>Private Providers</u>        |
| CENTRAL         | Manufacturing Technician 1       | MSS         | CCWA              |  | Spark                           |
|                 | Network +, A+, Security+         | All         | CCWA              | Henrico, Code RVA, Hanover, Chesterfield | Univ. of Richmond, New Horizons |
|                 | Cert. Logistic Assoc./Technician | Coming      | CCWA              |  |                                 |

# Support for Training

- **Supports for passing certification process:** Providing the correct accommodations for the testing process - more time, test read aloud – or reading software, calculator, retakes; Peer group support and study sessions; additional time in class.
- **Behavioral Supports for ADHD, Autism, Mental Health:** Evaluation and treatment / medication to assist with behaviors that interfere with class work / work potential
- **Sensory processing needs:** Sensory processing evaluation, trial of sensory AT, adjust schedules or routines to accommodate needs, incorporating changes from school to work.
- **Tutoring:** provided by Adult Ed or WWRC teachers, and / or classroom instructors

# Assistive Technology

---

- **Loaner Assistive Technology:** CPID has a loaner library for participates in the program and beyond.
- **CPID has investigated AT specifically for manufacturing.**
- **Previous need for AT is now filled due to lean manufacturing and good ergonomics**
- **Referral to AT Specialist and Rehab Engineer may be needed if there is a specific need.**

---

# What Questions Do You All Still Have?

Talk in Small Group Discussions

# Activity 3

---

- Looking back at the pre-training assessment, how has your understanding of a career pathways approach changed?
- Work in small groups and develop a listing of questions you still have after hearing the info shared all day.
- We will process your responses shortly as a group.



# Share Your Thoughts/Process



# How do I access CPID for my clients?

- The short answer is:
  - If you **are** interested in learning about Career Pathways or **Manufacturing, IT OR Logistics** training or academies, please email your single point of contact:
    - For DBVI: Tish Harris at [Tish.Harris@DBVI.virginia.gov](mailto:Tish.Harris@DBVI.virginia.gov)
    - For DARS: Emily West at [Emily.West@DARS.virginia.gov](mailto:Emily.West@DARS.virginia.gov)
  - Any staff member can refer an individual to the program. Tish and Emily can provide program information, coordinate with other grant staff, arrange assessments, and offer resources to assist the individuals that we serve in planning and entering a career pathway.
  - [https://www.vadars.org/gsp/cpid/cpid\\_home.htm](https://www.vadars.org/gsp/cpid/cpid_home.htm)

# Some Related Topics

---

- Max Initiative
- Financial Health Assessment

# Follow Up Questions?



- **Rob Froehlich**
  - (804)794-6667
  - [rfro@gwu.edu](mailto:rfro@gwu.edu)
- **Maureen McGuire-Kuletz**
  - (202)994-9428
  - [mkuletz@gwu.edu](mailto:mkuletz@gwu.edu)

# Thanks For Your Participation

---

*Thank  
you*

