

Training Partners: Community College and Private Partners

Issue: Candidates interested in training in their community would often have their classes canceled due to low enrollment and would have to wait an additional semester for training. Additionally students and instructors were often waiting to the end of the class to ask for testing accommodations for their certification. Resulting in a longer wait from instruction to testing.

VACPID response: Providing clients with information and support for post-secondary training is generally offered individually by the Vocational Counselor. However, a look at regional employment goals in a case management system frequently results in the identification of numerous individuals with the same goal. Once determined that local labor market information matches local business needs, Virginia VR, through the CPID RSA project, developed a method to support cohorts of clients preparing for and or entering post-secondary training through the development of partnerships with training providers.

Steps are as follow:

1. First, VR needs to know how many individuals in a designated area have a particular employment goal. For example, if you are considering a training program or a business tour, it is helpful to know how many individuals are interested in auto-mechanics or HVAC.
2. The Plan Goal/Employment Goal Layout in Aware (VA VR case management system) allows the user to pull up all the open plans and employment goals for a specific office with counselors assigned. This information can then be populated to an excel sheet.
3. With a review the user can then see the most popular plans and even combine similar plan goals (Laborers And Freight, Stock, And Material Movers, Hand and Warehouse Workers for example).
4. Example: Certified Logistic Associate (CLA) Training:
 - The CPID project saw regional business demand for the Certified Logistic Associate (CLA) Training option. In Richmond, the training was offered as a two-week training through the community college. In Hampton region, it was available through Adult Education/Hampton University as an eight-week training. The Hampton training including academic skill remediation. Both trainings included OSHA 10, Forklift and CLA certifications.

- CPID staff started with informational Zoom meetings for Counselors and candidates selected by Counselors. These review sessions discussed the credentials, the training program being offered, the labor market and the large number of individuals with material handling as an employment goal. Limited referrals came from this program.
- To gather more interest for the in-person informational sessions, CPID sent letters of invitation to consumers with this career goal describing what the sessions would be discussing. Permission was given by office managers to send out these letters. Moving forward, counselors will receive a listing of potential candidates prior to letters going out to keep the counselors engaged in the process.
- Following these sessions, participants were invited to participate in a CASIS assessment to look at their academics. This determined which candidate would be a good fit. From these assessments, the CPID project recommended 4 individuals in Hampton and 10 individuals in Richmond for trainings. The four Hampton candidates received the credentials. In Richmond, six clients passed their credential testing the first time and the other two were preparing to retest when testing was suspended due to the COVID-19.
- Following completion of the training in Richmond, CPID offered an opportunity for the CLA participants to meet and work on applications and resumes. Three sessions were completed prior to the COVID 19 shut down. In Hampton, the participants completed their training prior to the shutdown although they had several activities canceled including mock interviews and scheduled tours.

Additional partnerships were developed with Intellectual Point (private training vendor) and Adult Education.

- Adult Education provided training on a Bridge Program that helped students in determining a career path and transition into post-secondary training. Training was first planned for in person training in two separate areas of the state. With Covid-19 this was moved to a virtual format and DARS students from around the state participated. See [Best Practices: VR and Adult Educations' Bridge Program: Focused Preparation for Career and Credential Training](#).
- Intellectual Point is an IT training program in the northern region of Virginia. They worked with VACPID to develop a virtual IT tiered progression approach to training. Students would first work with VACPID to determine their familiarity with technology and accommodation used on the computer (Jaws). Making sure that students would be able to start the training learning the material rather than struggling with computer use

issues. Additionally students were encouraged to complete the necessary paperwork for testing accommodations prior to the start of training. Then students began training in the below listed areas. Student supports were provided and Intellectual Point provided information on attendance, supports for tutoring and study sessions for the credential testing.

1. CompTIA Fundamentals
2. ITL or A+ Credential
3. Investigate trainings using Try It!

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