**Welcome, Introductions and \*Resource Guide update**

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\*Rocko is requesting 1-2 people join the Resource Guide workgroup that meets quarterly. Duties will include copying already submitted information into a word document. Please email [rocko.gieselman@vermont.gov](mailto:rocko.gieselman@vermont.gov) if you have questions or are interested in joining. Our first meeting will be in February.

**Assessment Tutorials**

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| --- | --- | --- | --- | --- |
| **Title** | **$** | **Format** | **Assesses** | **Features** |
| [Career Index Plus](https://www.thecareerindex.com/dsp_intro.cfm) | Y | Online | Interests, aptitude, skills and values | Job search |
| [Virtual Job Shadow](https://www.virtualjobshadow.com/) | N | Online | Interests, values | Career videos  Learning modules |
| [Career One Stop](https://www.careeronestop.org/ExploreCareers/Assessments/self-assessments.aspx) | Y | Online | Interests and skills | Career videos  Training information |
| [O\*Net Online/ My Next Move](https://www.mynextmove.org/explore/ip) | Y | Online | Interests | Training information |
| [Career values card sort](https://www.onetcenter.org/dl_tools/WIL_zips/WIL-Instr-deskv.pdf) | Y | Tactile | Values |  |
| [Knack](https://www.knackapp.com/) | Y | App | Aptitude | Works best on a smartphone |

Career Index Plus

* Free, online
* 10th grade reading level
* Job openings function is broad
* Work Preferences assessment is unique and very simple to use compared to other assessments
* Skills assessment offers helpful examples of what different skill levels are
* Interest assessment based on Holland code
* Pulls transferrable skills from work history tab
* Career clusters tab lists related jobs, wage and education requirements
* The job search function is based on assessment results and provide a detailed job profile which can be printed
* Social security benefits guide is general but can be useful to gain a broad understanding of how each job might impact benefits

Virtual Job Shadow

* VJS must be purchased as a yearly subscription. Price based on # of “seats” purchased. “Seats” can be “vacated” once a student/staff is done using them and re-used.
* Your friendly VR Transition Counselor/LLC Career Consultant and YES can help you access a “seats” for shared VR/school students. VR doesn’t have capacity to purchase all students in a school or all students on VR caseload, but this can be organized based on student need via conversation with VR/VABIR staff.
* Students can make a profile, build a resume, take assessments, watch career videos, find career profiles, create a post-secondary plan, use the goal setting tool for long- and short-term goals. There are a lot of different resources on this site.
* Assessments include career cluster interest, O\*Net interest, work importance locator (values). The format for these is more “elegant” and accessible than directly through O\*Net.
* Teachers can develop “Flex Lessons” for one student or groups of students and administrate (assign, review, grade) them.
* Easy application to a classroom setting.

Careeronestop

* Free, online
* Connects to O\*Net
* A huge library of short career videos for specific jobs and organized by career cluster
* Interest and skills assessment
* Adults may find the transferable skills assessment helpful

O\*Net Online/My Next Move

* Free, online
* Relatively short
* Printable results from interest assessment
* Can be a helpful assessment to do to introduce students to assessments in general

Career values card sort ([work importance locator](https://www.onetcenter.org/dl_tools/WIL_zips/WIL-Instr-deskv.pdf))

* Values can be a very helpful predictor of job satisfaction especially when interests or job experience are not strong
* Students move cards in order of their priority, tactile activity
* Learn about occupations associated with each value here: <https://www.onetonline.org/explore/workvalues/>

Knack App

* Free smartphone game app that may help engage students who are not interested in other formats
* A list of “knacks” (strengths) are generated after each game is played based on performance
* Employers can connect to the app to see potential applicants; however, this may not be applicable to students based on location or experience level
* Not a thorough assessment but a nice “gateway” for students that are resistant to the idea of taking an assessment

General comments

* Career profiles can be used to help someone write a resume/cover letter by matching the language and technical information
* Focus 2 is a free online assessment through the CCV website. You do not have to be a CCV student to take it however the results are geared more toward careers that require some level of post-secondary education: <https://ccv.edu/discover-resources/career-development/career-services-tools/>
* Assessments are most effective when the broader context of an individual is considered in the selection process
* Informal assessments for students with intellectual disabilities might include career videos, even videos made of local businesses, to asses interest rather than a text-based assessment
* **Other tools that may are particularly helpful for youth with disabilities include the** [**Vermont Graduation Readiness Tool**](https://education.vermont.gov/sites/aoe/files/documents/edu-special-education-vermont-graduation-readiness-tool.pdf) **and the Transition Coalition’s Transition Assessment Planning form – attached separately.**
* Informational interview, job shadows, internships and mentorships can help someone learn about a career field rather than one specific job. It is valuable to help broaden student’s career interests rather than narrow them.
* The simple act of “planting seeds” with students can be impactful
* Local labor market information can be found on VDOL’s website, useful for helping students better understand what is available in their communities <http://www.vtlmi.info/wageincome.cfm>
* Hard skill development is more effective when it takes place in context such as at an actual business. The Morrisville VR office collaborated with local employers to conduct a customer service training in retail settings.
* Invest in the time to review assessment results with students, note where they agree and disagree with the findings