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UNIVERSITY OF MASSACHUSETTS BOSTON
UMB-DEVELOPING CAREER PATHWAYS FOR VR CLIENTS: DELAWARE DVR'S JOB-DRIVEN PROJECT

NOVEMBER 9, 2017

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 >> Hello, everyone. And welcome to the explore VR webinar Developing Career Pathways for VR Clients: Delaware DVR's Job-Driven Project. My name is Katie Allen from the Institute of Community Inclusion. And we're going to go over a few things before we begin today.

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>> Thank you, Katie. Good morning or good afternoon, depending where you are in the country. As Katie said, we will be talking to the about a project that Delaware DVR did as part of our JD-VRTAC effect. We have Jocelyn Langrehr. And she's the deputy director of the agency. And we have Stan Mifflin. And Stan is a district administrator who worked in the Georgetown pilot project. As you known by his friends and coworkers, he's the king of-- county. [laughter]. I've got to give you your title, Stan.

To the we'll be talking about the JD-VRTAC which stands from the Job-Driven Technical Assistance Center. The background a little bit what our goals and who our partners are. And you will have our presenters from Delaware talk about their project and what they did with career pathways and market information, have a question-and-answer period at the end.

The goals were to improve the skills of state VR agency staff and other rehab professionals and VR providers who are training to provide job-driven VR services and support to people with disabilities, employers, and customize trainee providers. We have four topic areas that we have been focusing on in the JD-VRTAC. They are business engagement, employer support, Labor Market Information and custom sighed training providers.

We have a number of number of partners working with us, that include job for the future. The University of Arkansas CURRENTS, University of Washington. Council of state administrators and vocational rehabilitate Haitian. U.S. billion BLN, and AUCD. We also have been collaborating with the NCSAB and the technical assistance center collaborative. We are providing through the VRTAC, three times of technical assistance. The first one is intensive TA. And through the course of the project thus far, we have had two cohorts of agencies so we had 11 in the first cohort and nine agencies in the second cohort. And these agencies receive technical assistance and participated in a learning collaborative to share their strategies and solutions.

They also provide targeted TA, and we have had requests from several agencies on CA related to job areas that we are covering. And we have posted several communities of practice and forums on the issues as part of the targeted TA. And finally we have been providing universal TA which hosts an archive webinar like you're participating in right now related to the four topics and also have been presentations for CSAVR and NCSAB for the JD VRTAC.

Our learning collaborative is part of what you'll receive if you participated in the intensive TA. And states attended two to three in person collaborative meetings where they provided project updates, they have an opportunity to collaborate across agencies, and participate in topical discussions.

They also participated in conference calls with their cohort to discuss the job-driven topic, their project. We have agencies that are part of at learning collaborative.

And with that, I want to turn it over to Jocelyn who will begin the presentation, the Delaware project. Jocelyn.

>> Okay. Hello, hello, everyone. And thank you so very much for tuning into our presentation. And for indulging our humor. I hope folks got to see our Youtube video that was forwarded earlier. We think it sort of represents what we're trying to do a little bit. And who doesn't love Sheldon?

How do we help Sheldon and our counselors towards success? That's what our project is all about. We're going to talk about that in a little bit. But before we begin, I want to thank all of our staff from the division of vocational rehabilitation. Without staff support, without help from administrative assistance and counselors and counselor associates and transition people, and program people and communication people, without help from our training coordinator, this ball could not move forward. There's no way that you can implement any kind of systems change without buy in from everybody. And we have that from our staff, and we're really grateful.

So our project started in 2015 with four goals. Our first goal was to somehow employ a paradigm shift for counselors to embrace clear pathways, thinking methodology in working with consumers. We had no idea what that was going to look like. Whatever the shift, I cannot not think of Joe Maroney. We were focused on trying to operationalize that and figure that out what that means. Our second goal, was we wanted to consistently employ a labor market toolkit across our four offices, statewide and Delaware. And we didn't know how to do that. But we knew that was a goal. We wanted to do that.

Our third goal was we wanted to pilot this in our Georgetown office and roll out whatever we figured out worked in Georgetown statewide. And our forth goal was we wanted to expand collaboration. We knew that in order to employ career pathways with our students and adults, we knew that was going to mean that we needed to collaborate with lots of state agencies, community partners. And we just didn't know how that was going to look but we know we had to do it and reach out. I want to take the JD VR task force because without those guys in 015, I was sitting next to Luke Ryan who was spearheading the career pathways transition for students, it would not have rung in my head, oh, my gosh, I need to work with this guy.

So basically I want to thank the JD-VRTAC folks. We want to make sure that kids with disabilities were included and more about that later. In a nutshell, Stan's going to talk about how we implement career pathways with adults, that change. And I'm going to try to talk about how Delaware partnered with pathways for students statewide. And then our last mini goal is we're hoping for positive feedback and deep evaluations. So thank you.

Okay, great. So before you could employ any kind of a shift in taking collaboration, combining tool, and all that stuff. You need to know your labor market. We needed data. So we went to our office Labor Market Information. And we went to his team and found out by 204, democrat Del is going to hire or replace 34% of our workforce. That's important to know because where are those jobs going to be in 2024. And what's the labor force going to look like? That was information for us.

This is Ryan's slide. It's a key slide. We'll be referring back to this slide. As of 2015, this represents the jobs in Delaware. There would be significant growth and most of the job categories require middle to high skills by 204 if not right now. We're going to refer back to the slide a lot. Because Delaware pathways are career pathways. When we talk about career pathways or adults and kids, those terms are interchangeable. And they always go back to these job categories which have been expanded as of now, 2017. But this is where our head always goes, and counselors stand out. They know what these pathways are. This is really important.

The other thing, it differs a little bit how we help kids access these pathways compared to how we help our adult consumers access this pathways.

So again I'm going to be talking more about the kids part. And shout out to sandy Miller, everybody in our transition team who helps. VRTAC is part of the initiative. The goal is provide access for all students to careers that they like and show an aptitude for and the system in order to reach those kids is three fold. #1 is education. You need rigorous clear pathways for all students from key industry sectors. That goes back to slide so. Where you see the industry sectors and different jobs within the sectors.

We want to make sure kids are aware, and it looks like in the future and what it takes to earn credentials, college level credentials or just homeland security credentials.

In order to do that we need to employ meaningful work experiences and opportunities for career coaching. And then support. DVR is a lot of support. We're committed to kids with disabilities with access to these pathways. So opportunities for all student is all, mean all. In Delaware this initiative includes kids with disabilities. Previously where kids with disabilities were in in special education classroom receiving career and technical guidance. That's all great. But they need to be in with all the kids that get career guidance from everybody else. Which means they need access to this pathways and choose if they can do it or not. Just what supports they need in order to be successful in the pathway they choose.

so that's the map. And with that, I'm going to handled the next slide over to Stan. He's going to talk about how we worked with pathways with adults and again the pilot program.

>> Thank you. Just like Jocelyn stated, whether we're talking about counseling and working labor and career pathways, we're concerned not only with Sheldon. We're concerned with the counselors as well. That's where we started in the Georgetown office with the help, who put assessment tools to help with the counselor and constituents and consumers. We found through that assessment, our counselors are supported, self-supported in their career pathways. And several of our counselors made different changes as far as advancements in careers and moving on and supported as such.

Also we found that they do use Labor Market Information with the consumers, even though some of the consumers don't even understand what the word career pathways meant. They did have an understanding of what was being used for them. When considering our hierarchy with the chart there, talking about hierarchy and needs as far as the consumers, if we start in the bottom, we talk about people unemployed, coming in and providing them with the proper information as far as using Labor Market Information. They happen to be more informed. They have more of a choice and more of empowerment as far as making decisions.

So using that Labor Market Information helps them moving to the next step, developing the resumés, picking the job search which is the next step so they feel empowered. And then they can move on, have a stronger interview and obtain a job that they want and staying in the job for a longer period of time.

So we also wanted to talk about moving forward as far as rolling out our plan for the rest of the states. So what we did was, we knew that a lot of our counselors just Steven starting in the Georgetown, people were using LMI already. Even if they didn't call it that. So what we did was got with the other TA. Brenda Rodriguez, crystal, and the tech and talk about blowing out this plan to invest in the state. We got together with the Brenda and I had a chance to go through the JD-VRTAC conference in Nashville where we got a lot of information. We came back and sat with the other TAs with regards to the roll out. Brenda and I, with the TA, I met with the Dover office, crystal, and her counselors. And Brenda met with the Pencader office. And we found that not surprisingly that, the counselors were using LMI. And we gained a lot of information we can use in building our toolkit moving forward.

So that's what we did. We moved from one office to all the offices in Delaware. And when considering the toolkit we wanted to have a toolkit that was developed at a statewide approach that involved a career pathways. We're referring back to page 10. We want to make sure the toolkit will provide a starting point for our counselors and the consumers. And taking consideration as you look at that chart. As far as adults we had people coming from all different areas, education enrollees, education completers, unemployed people and employed people. Then we had the 30% situation we're going to have in 2024. They're going to need new hirees. And replace people that are leaving.

With that using LMI and developing career pathways with our consumers, we have qualified referrals, improve placement, and improved employee relation and improved counseling tools, strategies for that.

So looking at our next slide. We'll see involved in the process is a client, VRC, vocational rehabilitation counselor, our business relations people. When I think about that and so many times, when we don't have this collaboration, LMI, develop a more enlightened, empowered consumer, a lot of times a lot of you know, but the time you're-- you think you're doing a good job. By the time they get to-- this helps us decrease of this sort of thing happening.

What do we use? How do we assess? When we're working with Sheldon, we want to ask questions, if you look at the chart, as before. What do you want? And do you know what you want? Are you ready to pursue that particular career? If not what can we do to help you what can we provide to you? What kind of training? Where can you link up that major for your career?

And with that we also want to ask, do we have enough information to put in the toolkit? Is it up to date? Is it dynamic and centrally located so counselors can easily access that?

With the next slide, this is our Delaware labor market resource. As you can see, all the resources we have there. I'd like to point out, when we talk about using LMI, we want to have that realtime Labor Market Information and with the help of our colleges and our business leaders, we actually have -- we know what is going to be the projections going forward and people are having to have viable jobs with sustainable wages.

And this is our website, the DVR website. As you can see we have several different items there. We have policies and procedures which is coming up. We're working on that right now. We have a case work manual, a choices book. And as you see the Delaware career pathways toolkit.

>> It's not just jumping into-- (Speaker away from mic) this looks easy, but this is a big deal for us because it meant that we had to redesign our whole website. When I say we, it wasn't Stan and I or Stacey Bragg who is fabulous because she helped with the PowerPoint. This is our communications team and Cynthia and Barry and Sherry and a whole bunch of people who help update the website to look like this and include that toolkit so that counselors can use that. It makes it really user friendly.

>> Yeah. I, too, would like to thank,-- because she came to us. We were struggling. She put it together in a useful form. As you see here's the DVR career pathways toolkit. We have to thank her for that. It's accessible and user friendly. We have anything from career assessment to career planning, job search, job training, Labor Market Information. It's all there. So at this point I'd like to turn it back over to Jocelyn.

>> Okay. Yeah, I love this work kit. I think we said this. I want to reiterate that we really employ this with everybody that works for DVR. It's perfectly super great and we completely support anybody that works for DVR to pursue his career pathway. It means we have a little more turnover, but we have advancement and we support staff to pursue their hopes and dreams and their goals.

So back to kit, this is one of the slides I believe that turned into a poster that Ashley presented at JD-VRTAC in the summer of 2017. So thank you very much, Ashley. This is again a little-- poster form it looks cool.

It shows what is necessary in order to affect change and education system that involves the Department of Education, the Department of CURRENTS Ed, Department of Labor, DVR, community partners, leadership in government, sort of that middle red oblong there, pathways progression participate national initiative. Delaware pathways. That's what we participate in on the kids side.

There's five goals. We are 13. Integrate education and workforce efforts. That means that every kid has access to pathways by 2020. That's the 2020. That's the kids with disabilities as well. And we are roughly 14 to 16% off the population of kids in skill can go depending on the county you're in.

So this slide is self-explanatory. It basically means collaboration is just key. In order for everybody to really work together, you sort of have to check your ego at the door. And everybody's got to buy into the vision that this is the future for Delaware. Everybody needs 0 think where the jobs are in Delaware and what's necessary in order to get the high skilled, middle skilled jobs and what needs to be done to get there. If anybody has questions about this, please ask later.

Okay. This is the other poster that I believe Ashley presented. Thanks for Ashley for taking one for the team. These are the Delaware pathways that why in place in 2015. There's now 19. All the counselors have copies of these. And kids know what these are. Basically for kids, this means, if you like manufacturing and you're in ninth grade and you want to be in manufacturing, you can pick a school in your district that has manufacturing as a pathway. And you can learn about manufacturing and you can gain whatever skill and credentials can be afforded to you in high school. And if you graduate high school after participating in that pathway, you can expect to get a job in logistics, cargo or just the freight-- just the top names of those types of jobs. If you go on for two more years, it's Delaware Community Living college. If you continue on it, University of Delaware, you can get a bachelor's degree and become a logistics manager. So we want kids to know that in high school and participating in this pathway.

What's not represented on here are wages. So kids also have access to wages of these types of jobs. We're using this for adults as well.

>> All right.

>> So basically ninth graders choose the path, come to an understand with a high school diploma, two years or four years experience, these are what are available. They represent jobs available in Delaware.

Okay, so this part's really wordy. And my understanding how to giver a decent relation class. This slide says way too much. I apologize, this is PowerPoint desk. Awful. And I wrote it. But what is important that, why Delaware pathway crucial to Delaware? Because it's the future. If we want people to stay in Delaware and work in the jobs that are in Delaware and not leave, or not hire people from out-of-state, we need people to be trained and skilled in these jobs. They need to know it in high school.

To affect change, you need a governor to buy into this. You need top leadership to buy in. Governor's commitment was that 2025, 60% of Delaware's work force will earn a degree or professional certificate, matching Delaware jobs that require one. You need cross agency buy in. There's no way you can move this ball forward without working the Department of Education, our friends in labor, employment and training with career and tech ed. And then with your community partners. You need everybody to be on the same page with the same vision.

And most importantly, you need students and counselors and educators to buy in. And how do you do that? Conference. So in 2015 was the first Delaware pathway conference to wrap everybody's head around it. This is the way Delaware's education is going to go. There were 160 people attended. So that was a good start.

In 2016, we had the second conference, meaning we, we were not a part of it. We were just getting into Delaware pathways. but we're not a working partner, if you will. But by 2016, the conference was hosted at Del Tech. There were 1275 people attended. It's getting traction.

By 2017 DVR became an integral apartment of the pathway. They embraced kids with disabilities and just really understand how important it is that everybody gets access. So in 2017 we had attend tees over two days. What was cool about it the booths that represented all the different 14 pathways at the time were manned by kids in those pathways in high school, available to talk to educators, other students.

So in 2018 recommendations and next steps, we are having a statewide Delaware pathways conference in March which will be three months after our transition conference which is we're anticipating having about 1500 people attend. We're going to do again the student pathway booth because that's really power. When you have students telling their stories, it's really powerful. And certainly there will be employers and educators in break out sessions. DVR does a couple of the break out sessions through the Department of Education and career tech ed. And our partners.

We have a piece of this is also, I think it's key, is the communication piece. So we have in-house communication, Department of Education, DVR and a strong point marketing, our ability to communicate the voice of the vision, mission, the program. Which is to provide career pathways, education training for all kids.

Just a quick sum up. In 2014-- if you want any more information about Delaware pathways, Google it online and everything will come up, all the details, different pathways, how you access the pathways and details about the last conference we had. And to briefly summarize, kids in Delaware pathways, in 2014, when it started, there were 27 high school kids, out of 40,000. In four pathways. By 2016. There were 900 kids in eleven pathways. Last year, 2017 enrollment, there were 4,922 kids in 14 pathways statewide. And this year, 2018, the September numbers, haven't been published, but friends in Department of Education say, there were over 9,000 kids. That's 25% of kids were enrolled in 19 different pathways. Of that 15% of those kids are kids with disability.

So we have a long way to go. By 2020, the goal was to have 20,000 kids enrolled in pathways. But we're getting there. Okay? So I'm going to say, should you talk for planning with employees? Definitely.

And I'm going to hand it over to Stan to talk about the adults.

>> Well, just briefly I want to say, that to get-- it happens today on Delaware online, you can check that out. There's an article about career pathways on Delaware online. And I'd like to say, this will help us with meeting our mandates for WIOA. That's pretty much the wrap up with that.

>> We have some outcomes. Oh, share sites -- so when we started our presentation, and when we started this project in 2015 with JD-VRTAC. Our goal was to shift career counseling paradigm for our agency. We wanted to roll out whatever we thought was going to be important statewide. We wanted to centralize Labor Market Information toolkit. And we wanted to collaborate. Loose goal. But as we partnered with the department of career and tech ed to thought on their bandwagon with the kids and with Stan with the district administrators he haded roll this out statewide and with Stacey Bragg's help. I think we achieved a lot of this. We think the tied is turning and people are embracing this idea of let's use what jobs are in Delaware for everybody. And support. And it's not about who can do what. It's about what can you do and what supports do you need?

So again we want to thank everybody for the help. And without staff buy in, without people really embracing like this weird space of change, we're not going to do it like we always did it of before which is not always the most comfortable space to be in. It's not possible. So we're very, very grate. The outcomes are listed on this slide or in the DVR toolkit. The conference that was a success, we're going to roll it out in 2018. We're promised again, that's the Delaware initiative for kids, and says it says the DEI grants. We're going to go with that next year with the department of employment and training and see if we can get more money to come into the agencies to support the initiative.

I think we're good. I wonder how we are on time. Good.

>> All right. Yes. Great. Thank you, Jocelyn.

>> Questions?

>> So we are ready for questions. And I'll ask folks if you have questions, type them into the questions and comment area, and you'll see that Katie has put the link to the article that they just mentioned that was published.

>> Awesome.

>> Coincidentally today. So folks will be able to go and take a look at that.

>> And one question I wanted to ask you about which is, and also may not be aware, but your agency with Delaware DVR is in the Department of Labor. I wonder if you can describe the ways in which you collaborate with them on creative pathways initiative.

>> All the time. All the time. They have Delaware job links which is their case management system. And their way of getting the jobs that come through in Delaware and how folks access the jobs. We have a good relationship with them and MOU, everybody that's in placement is, gets their resumé built on Delaware job link. If that's at all possible. They also represent-- they're also an integral partner with Delaware pathways and pathways job for the future. Somebody from DVR and employment and training participate in the workgroups and all of those conferences and what have you.

>> Yeah, just as an-- we had students come in yesterday and take part in career folks and used that particular tool. Just yesterday. And what we're doing here in Delaware especially when people come in, our consumers come in, it's going right away with employment and training, get them set up with them. So yeah.

>> Stacey Bragg our employment goddess in the county came in from a meeting with employment and training. Their business relation people that work for DVR and work for employment training work together all the time which is awesome. So we're very lucky.

>> Yeah. And you are located-- all of your offices? Correct?

>> Right.

>> Very good. We had a question on the toolkit, wondering if folks can have access to that. Is that something that is available online? Is there a way that people from other states could be looking at that toolkit?

>> Probably. We can probably just share the link on our internet. Stacy's nodding, yes, we can do it.

>> If the goddess says you can do it, you can do it.

>> It's on the PowerPoint.

>> With the hyperlink in the PowerPoint.

>> Page 18 and 19.

>> All right. Perfect. So if we go to that link, that should place them and they'll be able to see the toolkit. Perfect.

>> Thank you, Stacey.

>> I have another question about the role of your business relations specialist. With the career pathways. When do they become involved with your clients? And what is their role around the Labor Market Information and the career pathways information?

>> They're very integral in some of the outset. They can come in anywhere in the stage. We can feel free to send the first preplanning stage. Basically--

>> she's standing right here. People interview with people. And they sit in on the interview. They're very accessible. Their offices are right next to counselors. They share staff meetings. They are just pulled in-- the shift for us is we're pulling in employment specialists at the very beginning. If you're a counselor and have a question of what have you with their consumer, you walk around the corner and ask Stacey or John or Dana or somebody on the team. You know, what do you think about this? I need your feedback your expertise as an employment.

>> Prior to training.

>> Prior to training education. With a team mentality.

>> So early in the presentation, Jocelyn, we talked about doing a career pathway project with a paradigm shift. How would you describe that shift? What do you see to be different be the current pathways shift in thinking with our counselors.

>> That's not just all about one person or one agency or just one thing. You have to shift your thinking that we are a group. We partner with employment and training. We partner with career and tech ed, Labor Market Information is constantly changing. The shift is that, maybe as a vocational career counselor, you don't have to be an expert on every career, but you immediate to be an expert about where you can get the information. As an agency, we need to get better at giving counselors the information.

>> We have the toolkit.

>> We have the pathways, posters and handouts. Those are broken down into specific handouts that we give counselors and update them and et cetera, et cetera. It's more about teamwork and more about-- it's okay, if you don't have the answer.

>> Yeah. And the career pathways itself is not all business as usual. Just come in and get a job. People have a right to have a career pathway. So they might enter any different area along the line of obtaining that particular career.

>> And for a transition counselors, they're advocates for students to have access to these pathways in school. So it's twofold.

>> So we have a question on how do you balance this initiative which seems to focus on the career opportunities within your State of Delaware with the reality of, or the opportunities that are available in adjacent states?

>> Well, career index helps with that a lot, too. When you go to a career index, it talks about in your state but surrounding areas as well. What kind of careers you might need to develop your career along that line. I give a shout out to index.

>> And in Delaware we work-- we're a small state, right? So in New Jersey, Maryland, Pennsylvania, it's common for us to find jobs across the line.

>> Okay. Right. But we also have a question about the involvement of the school systems. Do local school systems operate with the initiative? If they do, how are they involved?

>> That is huge. That's the whole Delaware pathways to prepare jobs in the future. Google any one of those things. The local schools are constantly being encouraged, high school is encouraged to bring on different career pathways into their school so that when you look at a district, there's 19 school districts in Delaware might be excessive. But you know, I think-- not one of my favorite. But in each district, you should be able to find your support team, well, now there's 19 pathways. So schools are very much encouraged to bring on new pathways into their high school so there's a full compliment in every district.

If a student wants to be in manufacturing and it's not at the local school, he can choice into another school and get that pathway. School is really important. As you see, 27 kids in 2014. And 9,000 this year. And that has happened this year because the Department of Education and the local high schools are motivated and embracing this and are making the change.

>> And while we're on the topic of schools, can you tack about your partnership with Del Tech and how they're involved? Del Tech is

>> Del Tech is one of the slides we developed and Ashley presented last August. Del Tech is the workforce intermediary. Which means they are charged with providing work based learning experiences for kids in pathways. So the pathways is education and then we're learning experiences-- we're not fully up to speed now. Del Tech isn't. But they're getting there. Their first charge was to consolidate language. So DVR can have a word that means, I don't know, challenged or work based learning experience or work-- or apprenticeship. All the terms we have, all the different interprets career and tech had. All the different terms employment and training has. The first thing they did was mutt together a glossary of what do those words mean across agencies. And we all put in what our experience of that term meant.

From there they take it also, meeting with all of the industry associations that align with the pathways, to get them to buy into providing work base learning experience for kids. That could be a work shadowing, mentoring. They could be doing a presentation at the school or what have you. But the future is Del Tech is going to do a lot more of that work. Right now DVR pockets that work for our consumers. But we don't reach as many people like we want to. So we'd like to partner with Del Tech. They do the workplace learning and we do the advocacy and the gaps.

Del Tech community college is our community college statewide. So you work with Del Tech here on campus. You work with all Del Tech which is help.

>> Right.

>> Now, rose would like to know to what extent is individuals in the career pathways are co-enrolled in other programs such as a VR Title I, adult-- (Speaker away from mic) and for those who are co-enrolled, who's responsible for career pathways participants?

>> For students, everybody kind of-- takes a little bit of credit. It's a collaborative effort. You can't get a kid with a work base learning experience without help from everybody. The adult side, we have somebody that is maybe a VR consumer. They're also maybe taking job club skills and employment and training. Employment and training can tick that box if they're serving that person, we're also serving that person. Maybe that person is an adult and needs to learn English. So they're going to take advantage of the adult education. They can tick that box, and I can tick that box. Everybody is linked through Delaware job link. Or they can be. If Stacey Bragg has a consumer that has like, English as a second language, we don't provide that. You can make that referral on Delaware job link online through adult ed and they report back if they go.

If you have a person that is great for job club or entry level computer skills in employment and training, you can make a referral or not. And they tell you if they showed up or not.

>> I think that's a good answer, yes. are you looking for any assistance in workshop or workforce writing strategies for students?

>> Yeah. Um, in fact we just signed an agreement with Nape, national association for partners and equity. Because how do we reach those kids in high school that have disabilities? Because if they're not-- as well as we're doing like the bar has turned. We're not reaching as many kids with disabilities as we need to. And we need help in that way. We think it might be useful to partner with them so they can do a study and come up with an idea of how best to serve students. And the preliminary communications look like it might involve bringing in counselors into the schools and somehow cost sharing with education. There's a shared interest, but yeah. You need more-- we need more help with that.

>> All right. Someone would like to learn more about the colocating aspect of your agency. What are the nuts and bolts of that?

>> I don't know. It was here before we started, right, Stan?

>> Yeah.

>> (Speaker away from mic)

>> Georgetown was. Oh, okay.

>> Hi, folks, this is Dana Jefferson. And I was probably back in Delaware Department of Labor way back in the early days of colocation. And I think the real question, I mean, you can talk about the physicality of it. But what I've seen, knowing labor back in the late 90s and knowing what VR is doing with the rest of the Department of Labor now, I just think the quality of the interactions has just, changed from being in the same building to working together. And maybe you can focus on how that has happened.

>> Communication, talking, sitting next to each other at monthly meeting, monthly copartnership meeting. Sharing in grant writing. We go for a grant DVR. We know it's going to involve employment and training so we work with those guys. They went for the DEI grant, and we helped cowrite it. We didn't get it. But it's okay. It's sitting next to each other and working stuff out and agree to talking and communicating. They're very open. We helped annual meetings, mid state to educate all of the copartners about all of the other copartner services and what they do. Delaware job link is always a break out to educate people. Just constant communication and education, I think. And just knowing, we have a shared goal. We're an employment for a state. And everybody can hang their hat on that and do work that contributes to that.

>> Yeah, and-- at the time you had been with Dana-- you've been colocated since 1996. And now when we were doing our intensive TA visits to the Georgetown where the pilot took place, counselors there described, first off, all offices are in the same building, same-- you have social contact with each other in the building. But the counselors just described that they would frequently take clients to sign up for the-- from the workforce. And you have DVR-- and they would bring people with disabilities to the VR. It seemed like a comfortable collaboration because you-- everybody has a natural way of functioning within your partnership.

>> Yep. That's how we roll.

>> That's how you roll.

>> That's how we roll. [laughter].

>> Yep.

>> So I don't see any further questions from anybody out there. I don't see anybody typing at the moment. So are there any closing comments or advise you would want to give other agencies as they think about embarking into having a career pathways approach?

>> Um, yes. Go hookup with jobs for the future people. Talk to those guys because they are leading a lot of this work. Check out Delaware pathways online if you're interested to see how pathway packages can be created and rolled out in school. Anything else?

>> I can't think of anything.

>> Just keep trying, keep talking to people. We're all on the same side. You know--

>> Dana has a question here which I'm sure lots of people are thinking this. So you did-- you did career pathways-- talked their personal goals which might involved-- sometimes it does involve people moving on. Did you worry about staff leaving you if you gave them this information and encouraged them to think about their career pathways?

>> No way, man. The bigger picture is, if you have somebody that works for your agency and really fully embraced and understands what it's to work with people with disabilities and leave the agency, they just want to work some where else and they can advocate for hiring people with disabilities which is great. And I mean, it's just the right thing to do. You need to support staff. Staff people need to advance. If they want to advance, that's help; you know. You've got to invest in your people. Like I am back at the house. We are back at the house. We have got to support the people that work with people with disabilities. Period, full staff. And however we can do that, we will do that.

>> This is Dana. I did that question to set up for the perfect answer that you just gave. So thank you.

>> Thanks. I appreciate it. Completely winged it.

>> It looks like somebody put a question on, do you approach--

>> Are the same of urban schools?

>> Um-- yeah.

>> Delaware is-- Georgetown is in a rural town.

>> I don't think Stacey has internet in her house.

>> We're rule big time.

>> I think the thing is you have to get back to where is the labor market in your state? Where are the pathways and jobs? You have to gather the data first. I'm a data person. I feel you can't make any system change or impact anything without having good data, B, having vertical by in of everybody and C, expanding the collaborative partnership around your agency, around the community and leadership in your state government.

>> I have seen quite of discussion and comment box about people trying to go to the website for the article. Also to get into your toolkit and having some trouble. So Katie will be posting that on our VR. She also agreed she can email it out to people.

>> Great.

>> That's awesome. If you go to-- I guess it's in the article. Delaware was recognized by-- jobs for the future in that Delaware online article. There's a couple of hyperlinks there, too. You might be able to get there, too. All right. We're good.

>> All right. Very good. Thank you very much.

>> Thank you.

>> Thank you, everybody, for tuning into the webinar, man. That's really cool.

>> Well, thank you for presenting. I think you have done a great job with your project. It's been a pleasure to work with you. And, uh, thank you for sharing information that you came up with.

>> Thank you.

>> Thanks for your help.

>> All right. Thank you.

>> Thank you, Linda and Stan and Jocelyn and everyone from Delaware DVR as well as the TA team from the JD-VRTAC. Right now I'm going to take you to the evaluation screen where you will see the link that you can follow this link to take this survey.

And this will be the survey that will evaluate the webinar, the presentation, the presenters as well as if you are a CRC and you want CRC credit for participating. You have to take this survey and complete that in order to get your credits which will be emailed to you within 24 hours.

Thank you again for participating and for your presentation. Have a great day.