

# More Than a Job Developer: CRCs Bring Expertise to TPSID Teams

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# First, the acronyms

- TPSID = Transition and Postsecondary Programs for Students with Intellectual Disabilities
- CRC = Certified Rehabilitation Counselor

# Primary Goals

# TPSID primary goal

- Facilitate career development ... for students to seek and sustain competitive, integrated employment.
- Benefits:
  - Higher wages
  - Access to benefits
  - Greater independence & economic self-sufficiency
  - Greater integration with people without disabilities in the workplace and in the community
  - More opportunities for choice and self-determination
  - Expanded career options
  - Increased job satisfaction

# CRC primary goal

- Assist persons with disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process.

# How do these goals align?

- **Both** support inclusion and increased opportunities for community participation for persons with disabilities.
- **Both** support the pursuit of integrated, competitive employment.
- **Both** support independence and self-advocacy.
- **Both** recognize that employment must be approached from a holistic standpoint including elements of independent living, self-advocacy, and skill building.

CRCs: More  
Than Job  
Developers

# CRC Scope of Practice

- A CRC's scope of practice includes:
  - Assessment
  - Treatment planning
  - Career counseling
  - Individual and group counseling interventions
    - Facilitate adjustment to disability
    - Remove barriers to employment
  - Case management & service coordination
  - Job analysis, development & placement



# CRC requirements

- Master's degree in rehabilitation counseling OR master's degree in related field plus additional coursework.
- Supervised clinical practicum & internship.
- Successful completion of the Certified Rehabilitation Counselor examination.
- Continuing education, including ethics, required to re-certify.

# Coursework

- Medical, developmental, psychosocial and multicultural aspects of disability
- Individual and group counseling theory and skills
- Ethics
- Assessment, including aptitude, interests, and abilities
- Research methods
- Work identity development
- Career development theory
- Case conceptualizations

# Because of this, CRCs bring:

- Working knowledge of labor market statistics.
- Experience with developing and fostering employer relationships.
- Extensive knowledge of all aspects of disability.
- In-depth understanding of assistive technology, accommodations, other and critical considerations.
- Knowledge of federal legislation (ADA, IDEA, Rehab Act, IEP, 504) and employment law.
- Awareness of agency resources that can provide support (VR, DWS, Social Security, Work Opportunity Tax Credit, ECF Choices, etc.).

Aggies  
Elevated at  
Utah State  
University

# Our Program

- Two years, 48-52 credits.
- Certificate of Integrated College & Community Studies, approved and recognized by USU and the Board of Regents.
- Comprehensive Transition Program.
- Students live in the residence halls, join clubs and are part of the campus community.
- Students take courses for credit, pass/fail or audit.
- Students create MyCLIMB person-centered plan during the second semester.
- Two full-time & one part-time program staff plus PI, six part-time paid mentors, 40+ volunteer tutors for study groups, one-on-one tutoring & social supports.

# Sue's Role

- Develop curriculum for and teach Career Exploration I & II and Internship Seminar I & II.
- Administer and interpret vocational assessments.
- Provide career counseling.
- Coordinate students' job shadow & internship experiences.
- Engage in community outreach efforts to remove environmental and attitudinal barriers to employment.
- Develop relationships with campus and community partners.
- Provide individual and group counseling interventions to reduce individual barriers to employment.
- Case conceptualization & planning.

# The Career Success Sequence

- Overview of Career Success Sequence
  - Career Exploration I (Year 1, Fall Semester)
    - Assessments, exploring careers, informational interviews
  - Career Exploration II (Year 1, Spring Semester)
    - Pre-employment training: job boards, resumes, cover letters, interviewing skills, job shadows, summer job search
  - Summer Job
    - Students are expected to have employment during the summer between the two years of the program.
  - Internship Seminar I (Year 2, Fall Semester)
    - Resilience (emotional self-regulation) as a job skill
  - Internship Seminar II (Year 2, Spring Semester)
    - Electronic portfolio, LinkedIn, soft skills, the permanent job search

# Outcomes

- As of November 2017:
- 7 of our 9 graduates (in two cohorts) are employed!
  - Of the remainder:
    - One is serving a humanitarian mission.
    - One gained traditional admission and is pursuing her associate's degree at Utah State University.
- That's a 78% employment rate.





# Next Steps at Vanderbilt University

# Our Program

- 4-year, 34-38 weekly hours (equates to 12-15 credit hours).
- Comprehensive Transition Program.
- Students take Vanderbilt classes and follow an Independent Learning Agreement (non-credit bearing).
- Staff teaches Community and Career Studies course that focus on career development, independent living, financial literacy, and self-advocacy.
- Seven full-time staff (including the director, program coordinator, academics, career development (2), residential development, and campus life and student supports).
- Students participate in campus events, join clubs, participate in food forays, science lab, and complete community service.
- Peer supports assist students in academic realms and social realms.

# Our Program

- Academic and personal skill-building
- Increased independence
- Self-advocacy
- Self confidence
- Friendships
- Employment



***“Being part of campus life, taking classes, joining student organizations, and learning to navigate a world of high expectations leads to the development of skills and confidence needed for successful adulthood.”***

[www.thinkcollege.net](http://www.thinkcollege.net)

# Katrina's Role

- Contributing to efforts to substantially grow and strengthen the career development components of the program.
- Developing, coordinating, supporting, and evaluating on and off-campus internships and employment placements for students in the program.
- Leading person-centered employment meetings to help identify each student's interests, strengths, abilities, and developing supports to address barriers.
- Developing close relationships with other agencies to support developing strong policies and supports for Next Steps students.
- Recruiting, hiring, and supervising job coaches which provide on the job support to students.
- Developing an interactive curriculum and teaching a course that focuses on employment skills, self-advocacy, and the building of employment documents.
- Making accommodations to in-class instruction and assignments to support an inclusive and effective learning experience.
- Leading efforts to partner with university and community offices/agencies to ensure students with disabilities have access to assistive technology resources and other supports.

# Internships

*Career Development Goal: paid, meaningful employment.*

- Explore career interests
- Foster independence
- Enhance social skills
- Increase responsibility
- Understand workplace expectations



Through internships, students , **explore** and learn **transferable job skills** and **employability skills**.

# Internship Structure

*Internship Goals: exploration, transferable job skills, employability skills.*

## 4-year track

Year 1: Semester 1	Ave. Weekly Hours	Year 1: Semester 2	Ave. Weekly Hours	Year 2: Semester 3	Ave. Weekly Hours	Year 2: Semester 4	Ave. Weekly Hours
Job Rotations/Shadowing/Field Trips	2.75	Career Development: Internships	2-4	Career Development: Internships	6-8	Career Development: Internships	6-8
Year 3: Semester 5	Ave. Weekly Hours	Year 3: Semester 6	Ave. Weekly Hours	Year 4: Semester 7	Ave. Weekly Hours	Year 4: Semester 8	Ave. Weekly Hours
Career Development (e.g., on/off-campus internships)	8-10	Career Development (e.g., on/off-campus internships)	8-10	Career Development (e.g., off-campus internships) or Coursework at TN College of Applied Technology*	15-20	Career Development (e.g., off-campus internships) or Coursework at TN College of Applied Technology*	15-20

- Freshman/Sophomore: on campus
- Juniors/Seniors: off campus
- Support of job coaches
- Evaluation of progress/goal setting

# Outcomes

- As of July 2017:
- 29 out of 33 of our total graduates are employed! That's an 87% employment rate!



Illustration by Chris Gash

# To recap:

- Aggies Elevated: 78% employment rate
- Next Steps: 87% employment rate
  
- According to the Bureau of Labor Statistics (2016):
  - Employment rate of adults with **no** disability: 65%
  - Employment rate of adults **with** a disability: 17%



# Consider hiring a CRC

- TPSID or not—
- Residential or not—
- Credit or audit—
- 2-year or 4-year program—
- Community college or university—
- Regardless of size—
- Regardless of your program structure—
  
- CRCs have the knowledge, skills and abilities to help your program reach the primary goal of the TPSIDs: competitive, integrated employment.

Questions?

# Contact us

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