

INCLUSIVE _____

Career Advancement

_____ **PROGRAM**

Implementation Framework

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Purpose and Components

ICAP will provide people with disabilities the opportunity to gain skills and postsecondary credentials toward achieving competitive integrated employment that is **not just a job—but a career**.

This will lead to **economic mobility**.

ICAP will support a minimum of **500** people with disabilities, including those from marginalized communities in:

- Choosing a career pathway of interest
- Accessing postsecondary education
- Participating in internships in high demand career fields
- Obtaining credentials in their chosen career field
- Obtaining employment upon completion of their program

ICAP is a Disability Innovation Fund Grant. A demonstration project grant means an award of funds to an eligible applicant to assist in meeting the cost of conducting a demonstration, either on a pilot or full-scale basis, of the technical or economic feasibility or application of a new or improved procedure, method, technique, or approach that will further the research purposes identified.

Core Partnerships

ICAP has four core partners who collaboratively lead the project and contribute their significant experience and expertise in their respective areas of operation.

Oregon Vocational Rehabilitation (VR), as authorized under Title IV (inclusive of the Rehabilitation Act) of the Workforce Innovation and Opportunity Act (WIOA), assists people with disabilities across OR to obtain and maintain competitive integrated employment (CIE) in alignment with their skills, interests, and abilities as identified in their Individualized Plan for Employment (IPE). Services are individualized to ensure each eligible PWD receives the essential services to gain employment. OR VR is the lead applicant for this grant project. Their staff work in partnership with community vendors and businesses to foster individualized opportunities leading to CIE. The agency is a state and federally sponsored resource serving all Oregonians with disabilities, with the exception of Blindness or Deaf-Blindness. In 2019-2020, OR VR served 18,127 eligible individuals. The **Oregon Commission for the Blind (OCB)** serves Oregonians 14 and older who are blind and visually impaired to increase independence, continue education, and fully connect to their communities. In 2019-2020, OCB served 660 adults in VR and 111 Pre-Transition Youth. OR VR and OCB are partnering on ICAP to offer the full population of PWD access to career pathways.

Portland Community College (PCC) is 1 of 17 public CCs in OR and the largest institution of higher education in the state. It serves more individuals receiving WIOA adult education and training services in OR than any other organization. PCC was an early leader of the statewide Career Pathways initiative and is currently leading the CC STEP Consortia and PTO Coalition. For the ICAP project, PCC will serve as an intermediary between the core partners and the other 16 CCs. PCC worked closely with the core partners to design and plan ICAP and will work to maximize efficiency and effectiveness of project implementation, integrate the project with other statewide CC initiatives, engage other CCs, and to sustain the model.

Cornell University’s K. Lisa Yang and Hock E. Tan Institute on Employment and Disability (YTI), within the Industrial and Labor Relations School, is also a core partner in ICAP. They have collaborated with the OR-based partners in project planning and design of the project’s Evaluation Plan (see **Section D**). YTI has been a provider of federally- and state- sponsored research, training, technical assistance (TA), and organizational development surrounding workforce development, community employment innovations, transition planning for youth with disabilities, and workplace disability inclusion policies and practices since the mid-1960s. YTI recently led the research, evaluation, and TA for the NYS PROMISE initiative funded through the U.S. DoEd, and is a principal collaborator in the Office of Disability Employment Policy’s Center for Advancing Policy on Employment for Youth. YTI will provide TA (professional development/training) to ICAP’s community of practice (CoP) and local employers through webinars, toolkits, and access to resources, and serve as the evaluator of ICAP. YTI’s expertise in employment, career pathways, CTE, work-based learning (WBL), transition, and inclusive employer practices provides a strong foundation for the project.

Measured Outcomes

Education and Training Outcomes	Target	45% BIPOC
Number of participants that will enter a Career Pathway	500	225
Number of participants that will complete ICAP education/training	375	169
Number of participants that will attain one or more recognized postsecondary credential	375	169

Employment Outcomes	Target
Participants will achieve CIE through ICAP	259
75% of participants will achieve hourly wage gains	194
50% of participants gain employer-provided medical benefits	129
65% of participants will increase weekly hours worked	168
50% of participants will receive a promotion or additional responsibilities resulting in an increase in salary	129
35% of participants in CIE will report income as their primary support at exit	91
65% of participants in CIE will report public benefits as their primary source of support at exit	168

Community College Enrollment Targets

F = Fall, W = Winter, S = Spring

School Term	F22	W23	S23	F23	W24	S24	F24	W25	S25	F25	W26	S26	Project Total
Blue Mountain	2	6	6	6	8	8	8	8	8	8	8	8	84
Chemeketa	2	6	6	6	8	8	8	8	8	8	8	8	84
Clackamas	2	6	6	6	8	8	8	8	8	8	8	8	84
Klamath	2	6	6	6	8	8	8	8	8	8	8	8	84
Lane	2	6	6	6	8	8	8	8	8	8	8	8	84
Mt. Hood	2	6	6	6	8	8	8	8	8	8	8	8	84
Portland	2	6	6	6	8	8	8	8	8	8	8	8	84
Rogue	2	6	6	6	8	8	8	8	8	8	8	8	84
SW Oregon	2	6	6	6	8	8	8	8	8	8	8	8	84
Treasure Valley	2	6	6	6	8	8	8	8	8	8	8	8	84
Central Oregon	---	---	---	6	8	8	8	8	8	8	8	8	70
Clatsop	---	---	---	6	8	8	8	8	8	8	8	8	70
Columbia Gorge	---	---	---	6	8	8	8	8	8	8	8	8	70
Umpqua	---	---	---	---	---	---	8	8	8	8	8	8	48
Total Per Term	20	60	60	78	104	104	112	112	112	112	112	112	1098

Coordinated Comprehensive Supports

ICAP is designed to deliver integrated support for participant success from outreach through stable CIE as part of the project’s innovative collaborative model. This involves successful partnerships between the VRC and the Career Coach embedded at the community college. **The ICAP Career Coaches and VRCs will team-up to provide wraparound support to participants.** Coaching is a strategy with demonstrated success in improving academic

and employment-related outcomes. For example, they will coordinate outreach/recruitment efforts (regardless of the referral source) and connect participants with a wealth of resources (e.g., skills training, financial assistance, community college-based student services, community-based support, job-finding resources, employment transition support) based on the disabilities specific and individualized needs of the person.

Career Coaching Core Components

Student-Centered Design: Designed to provide students what they need when they need it; if needs go beyond what the Career Coach can offer, referrals are made to resources in the community.

Success Coaching: Individualized success coaching offered to support post-secondary navigation, employment placement, and advocacy to support college completion and connection to careers.

Support Services: Comprehensive support plan development addressing barriers impacting student success.

VR Participants Who May be ICAP Participants

If you are enrolling a client, the expectation is that they will be employed in a short period of time, even if they are pursuing stackable credentials to further develop their career. Any **eligible** VR client who is pursuing the following types of training at a participating community college that is supported by their VRC as they work toward their employment goal can be an ICAP student.

- **IRC:** Industry-Recognized Credential
- **CPCC:** Career Pathways Certificate of Completion
- **LTOY:** Less-than-One-Year Certificate Programs
- **Career Technical Education:** Certificate 1-2 Year
- **Degree:** Associate of Applied Science or any other Associate Degree (excluding AAOT)

The ICAP grant was designed around the Career Pathways model in Oregon that emphasizes short term training that leads to employment, with multiple entry and exit points and stackable credentials throughout the working career of a participant. VR participants who match this model of short-term trainings offered through the local community college Career Pathways programs are preferred for ICAP participation. Some programs are very short, and some can take up to two years. When deciding if a client is appropriate for ICAP, consider the length of the program or course of study being no longer than two years. Also ensure that the course matches the VR career goal in their IPE. For example, supporting someone that is wanting to get a transfer degree to a 4-year institution is not an appropriate ICAP participant as they would not be leaving the school for employment, but rather, to continue their post-secondary education.

Associates of Applied Science Degrees, for example, may be appropriate for ICAP participation if the student is planning to attend full time, and exit with the AAS degree into a job that requires it. The scope of the ICAP grant requires ICAP participants to complete the training and enter employment within the window of the demonstration grant ending September 2026 to meet the benchmarks of the grant.

ICAP Referral Steps for Individuals New or Returning to Vocational Rehabilitation

There are multiple entry points for individuals who are interested in the ICAP program. However, **to be considered an ICAP participant, the individual must be eligible for Vocational Rehabilitation (VR).**

- Vocational Rehabilitation Counselor (VRC) identifies at intake/application if the applicant is appropriate for and interested in Career Pathways at a local community college (CC) and if they may potentially be an ICAP participant.
- VR refers to the Career Coach for an informational interview to explore options.
- Career Coach and VRC discuss the results of informational interview to plan next steps and timelines.
 - Ensure Releases of Information (ROIs) are completed prior to exchange of participant information.
- VRC determines VR eligibility and ICAP participation status.
- VRC notifies Career Coach of eligibility determination and formalizes referral for ICAP services.
- VRC and Career Coach collaborate with participant to develop an Individualized Plan for Employment (IPE) and CC training plan that will match the participant's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choices.
 - Ensure ROIs are completed prior to exchange of participant information.
 - VRC marks the ICAP button in ORCA on the Special Programs page.
 - Career Coach captures Personal Identification (PID) number from VRC for service tracking.
 - Ensure necessary accommodations are in place.
- Enroll in Career Pathway.
- Provide comprehensive and collaborative services through regular contact.

Note: *These steps may occur in a different order for individuals referred to VR by a community college if they've already explored Career Pathway options.*

ICAP Process Overview: Roles, Responsibilities, and Communication Touch Points

Application		
VR Counselor Activities	Career Coach Activities	Communication Activities
<ul style="list-style-type: none"> • Sign application documents for services • Talk about strengths or barriers in school or work • Accommodations in use now or needed • Identify how VR might help participant • Gather information about participant • Gather information about disability(ies) • If needed, testing or evaluation 	<ul style="list-style-type: none"> • ICAP Informational Interview • Outreach and information sessions • Connect student with academic advising • Support student academic success • Enrollment assistance • Financial aid coaching • Site visits or tours • Demystifying training, empowerment 	<ul style="list-style-type: none"> • VRC and Career Coach establish relationship • Discuss intake meetings • VRC shares probability of eligibility for VR services • Meet with student as needed
Up to 60 days to eligibility		

Eligibility		
VR Counselor Activities	Career Coach Activities	Communication Activities
<p>The goal of the VR process is to get, keep, or advance in employment. To be eligible for services:</p> <ul style="list-style-type: none"> • VR must find that the applicant has a documentable disability – such as a physical, emotional, or mental disability • VR must find evidence a disability creates difficulty in getting, keeping, or advancing in a job • VRC will decide if applicant can benefit from VR services to help achieve a work goal 	<ul style="list-style-type: none"> • Exploration of Career Pathways • Identify skill gains and/or credentials • Disability needs assessment for training • Connect with accessibility services if needed • Site visits • Resource assessment • Begin developing Individual Success Plan 	<ul style="list-style-type: none"> • VRC confirms eligibility with Career Coach • Career Coach communicates student status with VRC • Confirm mutual enrollment in ICAP

Comprehensive Vocational Assessment		
VR Counselor Activities	Career Coach Activities	Communication Activities
<ul style="list-style-type: none"> Assists participant to choose vocational goal in alignment with the participants characteristics, desires, and labor market The vocational goal will match participants unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choices Individualized Plan for Employment is a partnership and agreement between VR and participant. IPE includes the services needed to reach the vocational goal 	<p>Finalize Individual Success Plan:</p> <ul style="list-style-type: none"> Interests Abilities/Capabilities Strengths Resources Priorities Concerns Informed Choice Labor Market Research 	<ul style="list-style-type: none"> Corroborating VR and Career Coach assessments Discuss services that may benefit student success Career Coach communicates with VRC assessment of student’s interests, abilities, capabilities, resources, priorities, concerns, strengths, and challenges
Up to 90 days to plan		

Individualized Plan for Employment		
VR Counselor Activities	Career Coach Activities	Communication Activities
<ul style="list-style-type: none"> • Services received as part of the IPE will address barriers to employment and rehabilitation needs • VR coordinates services in IPE to help participant gain, maintain or advance a vocational goal • Some services are free, some are paid for by VR, and some may require other sources 	<ul style="list-style-type: none"> • Individualized Wrap Around Services • Funding Sources • Technology needs • Measurable Comprehensive Supports 	<ul style="list-style-type: none"> • VRC shares IPE with Career Coach • Career Coach shares ICAP college and career plan with VRC

Services, including training		
VR Counselor Activities	Career Coach Activities	Communication Activities
<ul style="list-style-type: none"> • Career Coach collaboration • Provision of VR Services • Plan additions or revisions 	<ul style="list-style-type: none"> • Self-advocacy skills • Monitoring • Troubleshooting • Interventions and adjustments to Success Plan 	<ul style="list-style-type: none"> • VRC and Career Coach develop regular cadence of communication to review student progress • Inform the team of new or extenuating circumstances • Career Coach informs and updates VRC of student grades, schedule changes, and completion of VR documentation

Job Search Assistance		
VR Counselor Activities	Career Coach Activities	Communication Activities
<ul style="list-style-type: none"> • VRC stays updated on job search progress • Connects with participant • Contracted VR partners (job developers) may assist in Job Search or Job Placement activities if required 	<ul style="list-style-type: none"> • Job search skills and resources • Monitoring Progress • Assistance with job leads, applications, follow through 	<ul style="list-style-type: none"> • VRC and Career Coach collaborate to update student status with job search and employment attainment

Employment		
VR Counselor Activities	Career Coach Activities	Communication Activities
<ul style="list-style-type: none"> • Getting employment that is a good fit is the goal • Navigate necessary job accommodations • Provision of Job Coaching if required • VRC can help participant to keep their job or get a better one • VRC must stay in touch with participant • If participant thinks they may lose job or they need more support at work, contact VRC right away 	<ul style="list-style-type: none"> • Help identify job accommodations • Life transitions • Life supports (childcare, resources) • Work adjustment 	<ul style="list-style-type: none"> • VRC and Career Coach collaborate to update student status with employment attainment and employer information to gather necessary ICAP measured outcome data

Retention		
VR Counselor Activities	Career Coach Activities	Communication Activities
<ul style="list-style-type: none"> • After successfully working 90 days, VRC and participant will discuss exiting participant from VR Services • Create corrective action plans, if required • If no help is needed from VR, file will be closed • Participant may return to VR to retain or advance if disability remains a barrier 	<ul style="list-style-type: none"> • Monitor and identify issues and successes on the job for 90 days • Tell success story if applicable • Survey (pending development) ICAP experience • Exit student from ICAP 	<ul style="list-style-type: none"> • VRC and Career Coach connect every 30 days through case closure • Career Coach notifies VRC immediately of student job related problems • VRC and Career Coach confirm any outstanding measured outcome data • Career Coach informs VRC of successful exit from ICAP services • VRC informs Career Coach of successful exit from VR services

Training and Technical Assistance

Cornell University's Institute on Employment Disability (YTI) with the Industrial and Labor Relations School will provide technical assistance (professional development and training) to ICAP's community of practice through webinars, toolkits, and access to resources. YTI's expertise in employment, career pathways, CTE, work-based learning, transition, and inclusive employer practices provides a strong foundation for the project. Vocational Rehabilitation Counselors and Career Coaches are encouraged to reach out for assistance and support to help meet the needs of participants.



Adene Karhan, LCSW, Extension Associate -- ak839@cornell.edu

Adene is a licensed clinical social worker (LCSW) and works remotely from the Albany, New York area. Adene's background includes starting her career working in the field of foster care and adoption and then shifting focus to the fields of mental health and developmental disability. Adene has a passion for breaking down silos that exist between systems serving youth and equipping all stakeholders with current, relevant, research-based information and hands-on strategies to improve wellness for staff and for individuals served. Adene previously spent five years working on the New York State PROMISE project, which sought to improve outcomes for youth with disabilities receiving SSI throughout New York, and two years working on the New York State Office of Special Education project, where she provided technical assistance and training to transition specialists throughout the state. Adene is currently working across a variety of projects at the YTI, which includes several initiatives focused on infusing mental health, wellness, and trauma-informed care practices into workforce systems. Adene's specialty areas include, but are not limited to:

- mental health and wellness
- emotional regulation
- executive function

- trauma-informed care
- engagement of youth and families (particularly those with intersecting marginalized identities)



Kimberly J. Osmani, Ph.D., Extension Associate and Project Director – kosmani@cornell.edu

Kim’s background includes a career as a special education teacher, supporting students with mild to moderate disabilities. She then continued in the field of special education at the state level overseeing professional development, contracts, data collection and reporting, grants, and secondary transition. Kim then made a change in her career to be able to focus solely on secondary transition and spent almost nine years as the Statewide Transition Coordinator for the Oklahoma Vocational Rehabilitation (VR) Agency. Since coming to Cornell, Kim has been able to blend her knowledge of special education and VR across various projects—specifically the ICAP partnership and the Center for Advancing Policy on the Employment of Youth (CAPE-Youth), a US Department of Labor, Office of Disability Employment Policy national center. The Center helps states identify new opportunities to expand career pathways, work-based learning, strategic partnerships, systems coordination, and professional development for practitioners. Kim works on other projects related to training professionals in the field of disability and employment of students and youth with disabilities. Kim’s specialty areas include, but are not limited to:

- interagency collaboration and partnership development
- special education and VR laws and services
- work-based learning experiences, including summer programs
- memorandum of understanding (MOU)
- students/youth in foster care systems
- students/youth in juvenile justice systems
- peer mentoring
- Pre-Employment Transition Services

- conference planning and implementation



Lizzie Juaniza-Saso, M.S., Extension Associate -- ej252@cornell.edu

Lizzie's background includes teaching as secondary special educator at both the high school and 18 – 21-year-old transition program level. Her skill and experience are rooted in providing training and technical assistance related to transition services and planning for young adults with disabilities as they move from school to adulthood. She has worked as part of the Oregon, Transition Technical Assistance Network, and more recently as part of the New York State Educational Partnership, Technical Assistance Partnership for Transition. She creates and provides professional development packages and resources to the field in addition to technical assistance. Lizzie's specialty areas include, but are not limited to:

- Working with a diverse group of stakeholders, such as:
 - special educators and administration
 - transition-aged youth
 - employment providers
 - transition specialists
 - vocational rehabilitation counselors
 - other community stakeholders
- Trained facilitator in Person Centered Planning and Planning Alternative Tomorrow's with Hope (PATH)



Ellice Switzer, M.A., Extension Associate -- es656@cornell.edu

Ellice's background includes nearly 25 years of experience in the field of disability employment. She has been with Cornell YTI for 10 years, providing research-based training and technical assistance on employer practices, Equal Employment Opportunity (EEO)/Affirmative Action obligations in the federal government and government contractors, business engagement strategies on behalf of job

seekers with disabilities in public and non-profit systems, and transition in special education. Ellice's specialty areas include, but are not limited to:

- policy, regulations and guidance under the Americans with Disabilities Act, The Rehabilitation Act, the Workforce Innovation and Opportunity Act (WIOA), Individuals with Disabilities Education Act (DEA), and other non-discrimination statutes
- disability inclusive school-to-work transition strategies (Pre-Employment Transition Services [Pre-ETS], IDEA, etc.)
- cross systems collaboration to improve employment outcomes, including business engagement strategies
- special education data (State Performance Plan Indicators)
- implementation science and change management principles
- Title I of the ADA – interpretation, rights, and responsibilities

Community of Practice

Communities of Practice (CoPs) work to strengthen service delivery and collaboration as members learn, share expertise, and work together on solving common problems. For ICAP they happen at the statewide level, and at the local level, to best address the needs of the program and the people we serve. The Statewide Community of Practice brings together ICAP career coaches from participating community colleges monthly.

Local Teams

Local team meetings are generally set collaboration meetings between the local team that consists of core people (the point of contact VRC and the career coach) assigned to a particular community college. Other people that may be invited to these meetings include a tribal representative when appropriate, a VRC from OCB, someone from Accessibility Services from the CC if appropriate, various community partners when invited, or other community members who share the vision and bring some level of insight or expertise to the group. The goal of these local teams is to create a regular space (cadence locally determined – some meet monthly, some quarterly, some ad-hock) but it is a place to:

1. Talk about potential referrals
2. Discuss local resources available to clients
3. Connect on new concepts, ideas, offerings, from both the CC side and the VR side
4. Talk about outreach goals and objectives as it relates to specialized populations
5. Review and stay on top of targets and needs
6. Bring questions and solutions locally, and decide what needs to roll up to the state level community of practice or larger ICAP team
7. Any other ICAP related business as the program develops

The size and function of these local groups will ebb and flow over time, to meet the need of the local connections. It may also give rise to allowing a space for new staff and partners to learn about what each other does and practice core collaboration skills that best meet the needs of ICAP clients.

Outreach Efforts and Considerations

ICAP will create opportunities not traditionally available to students who experience disability and the intersectionality of race. ICAP outcomes must demonstrate an ability to meet the need of diverse student populations. The team will partner with organizations in historically disadvantaged communities to help ensure students have equitable access to career advancement opportunities.

Some examples of these organizations include [Mount Hood CC Transitions/Transiciones](#), [Centro Cultural](#) of Hillsboro's Youth Development initiative, Klamath Falls CC Indigenous People's student club, [Treasure Valley CC's Veteran Services Program](#), and PCC's [Student Multicultural Centers](#).

An outreach strategy that targets organizations relevant to the black, indigenous, and people of color student populations will aid the ICAP team in developing shareable case studies for VR staff. These localized success stories will serve as roadmaps to illustrate how VR offices can connect with communities of color effectively. Roadmaps will include considerations for centering anti-racist values in that outreach effort as well as contacts that staff can access with questions when local teams meet roadblocks.

Career Pathways at Oregon Community Colleges

Oregon career pathways are education and training with intentional student support that enable individuals to secure credentials and advance over time to higher levels of education and employment in a given occupation or industry sector. Career pathways facilitate student transition from high school to community college; from pre-college courses to credit postsecondary programs; and from community college to university or employment.

Career pathways in Oregon improve systems and are aligned with guided pathways work. Career pathways are an integrated approach to student success based on intentionally designed, clear, coherent, and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from the point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market.

Four essential features of career pathways help operationalize the career pathways approach:

1. **Well-connected and transparent** education, training, support services, and credentials developed through relationships with faculty, industry, CTE, apprenticeship, workforce development or education partners **align with local priorities and/or labor market need.**
2. **Multiple entry points** create equity and access for diverse populations, including individuals with barriers to education, and support all students' successful entry into a career pathway.
3. **Multiple exit points** at successively higher levels lead to self- or family supporting employment and align with subsequent entry points.
4. **Stackable credentials** prepare students for additional credentials or training and one or more of the following: industry-recognized credential, occupational license, or credential with labor market value.

Four essential functions of career pathways in Oregon:

1. **Participant-focused education and training** engage learners in customized and contextual learning experiences.
2. **Consistent and non-duplicative assessments** identify participants' education, skills, assets, and needs.
3. **Support services and career navigation assistance** facilitate transitions and support learner persistence and completion.
4. **Employment services and work experiences** prepare participants for and provide access to the job market.

Blue Mountain Community College

<https://www.bluecc.edu/about/locations/bmcc-pendleton>

Blue Mountain CC Programs	Credits
Agriculture	
AG Production: Crops	44
AG Production: Livestock Beef Production	40
Precision Irrigated Agriculture: Data Analyst	
Precision Irrigated Agriculture: Farm Manager	
Precision Irrigated Agriculture: Irrigation Technician II	
Apprenticeship	
Industrial Mechanics & Maintenance Technology Apprenticeship: Mechanical Maintenance Apprenticeship	24
Construction Trades General Apprenticeship	60
Construction Trades, General Apprenticeship Trade Worker Apprenticeship Technologies	24
Electrician Apprenticeship Technologies Limited Electrician Apprenticeship Technologies	24

Blue Mountain CC Programs	Credits
Electrician Apprenticeship Technologies Trade Worker Apprenticeship Technologies	24
Industrial Mechanics & Maintenance Technology Apprenticeship	26
Diesel Technology	
Diesel Technology: Technician Assistant	26
Industrial Systems Technology	
Data Center Operations	42
Industrial Automation	39
Maintenance	34
Welding	37
Business Administration	
Bookkeeping Support Specialist	24
Tax Support Assistant	16
Office Support Specialist	29
Office Receptionist-Medical Option	31
Office Support Specialist-Medical Option	18
Business Operations Support Specialist	32
Business Operations Support Assistant	16
Workforce Readiness	13
Public Sector Employment	20
Criminal Justice	
Criminal Justice: Corrections	32
Criminal Justice: Court Technician	33

Blue Mountain CC Programs	Credits
Criminal Justice: Law Enforcement	32
Early Childhood Education	
Early Childhood Education Assistant	15

Chemeketa Community College
[\(https://www.chemeketa.edu/\)](https://www.chemeketa.edu/)

Chemeketa CC Programs	Credits
Accounting	43
Arc Welding	22
Automotive Entry Level Technician	28
Basic Corrections	37
Basic Law Enforcement	38
Business Software	18
Computer Programming	28
Computer Numerically Controlled (CNC) Operator	40
Data Analytics for Accounting	39
Early Childhood Education: Preschool	14
Early Childhood Education: Infant/Toddler	15
Emergency Medical Technician	12
Entrepreneurship and Small Business Management	36
Event Management	36

Chemeketa CC Programs	Credits
Food and Beverage Management	36
Lodging Management	36
MIG Welding	14
Office Fundamentals	38
Payroll	20
Sustainability in Management	12
Systems Administrator and Network Security	38
Tax Preparation	16
Tourism and Travel Management	36
Vineyard Operations	42
Virtual Office Assistant	39
Web Developer	31

Clackamas Community College
[\(https://www.clackamas.edu/\)](https://www.clackamas.edu/)

Clackamas CC Programs	Credits
Business	
Management Fundamentals	18
Integrated Marketing and Promotion	20
Human Resource Management	16
Project Management Tools and Technique	21

Clackamas CC Programs	Credits
Administrative Assistant Training	30
Creative Arts, Communication, and Humanities	
Entry Level Journalist	44
Video Production Technician	36
Industrial Technology and Automotive	
Auto Body/ Collision Repair and Refinishing	44
CNC Operator	18
Entry Level Welding Technician	21-22
Energy Systems Maintenance Technician	25-27
Under Car Technician Automatic Transmission	33
Under Car Technician Manual Transmission	28
Natural Resources	
Irrigation Technology	19
Plant Health Management	16
Wildland Firefighter	14
Wildland Fire Forestry	18
Wilderness Survival and Leadership	15
Social Sciences, Human Services, and Criminal Justice	
Gerontology for Health Care Professionals	15-16
Nursing Assistant Gerontology Specialist	19
Alcohol and Drug Counselor	16

Klamath Community College

(<https://www.klamathcc.edu/Academics/programs>)

Klamath CC Programs	Credits
Accounting	
Bookkeeping	13
Agriculture Science	
Farm and Ranch Manager	13
Automotive Technology	
Electrical/Electronic Specialist	12
Business Administration	
First-Line Supervisor Fundamentals	13
Business Technology	
Business Technology Administrative Office Professional Office Support Specialist	17
Computer Engineering Technology	
Computer Support Technician	16
Criminal Justice	
Addiction Studies	19
Diesel Technology	
Diesel Technician Electrical/Electronic Specialist	12
Professional Truck Driver	16
Education	
Early Childhood Education	18
Early Childhood Education (Spanish)	18

Klamath CC Programs	Credits
Education Paraeducator	17
Emergency Response and Operations	
Criminal Justice	12
Emergency Medical Technician	15
Structural Fire Science	14
Wildland Fire Science	13
Health Services	
Electronic Health Record	13
Medical Administrative Assistant	29
Laboratory Technician	
Biological and Biotechnology Laboratory Technician	29
Medical and Clinical Laboratory Technician	33
Manufacturing Engineering Technology	
Computer Aided Design	21
Mechanical Design Solid Modeling	16
Welding	
Gas Metal Arc/Wire Feed Welding	14
Shield Metal Arc/Stick Welding	12
Tig/Aluminum Stainless Steel Flat Welding	14

Lane Community College
 (<https://www.lanecc.edu/>)

Lane CC Programs	Credits
Arts and Communication	
Web Design	45
Business and Office Professionals	
Business Assistant	54
Culinary, Hospitality, and Baking	
Culinary and Baking	48
Business Administration	
First-Line Supervisor Fundamentals	13
Health, Medical, and Fitness	
Dental Assisting	49
Fitness and Lifestyle Specialist	45
Licensed Practical Nurse	45
Medical Assistant	49
Social Sciences, Social Services, and Education	
Educational Assistant	58
Geographic Information Science	12

Mt. Hood Community College
 (<https://www.mhcc.edu/>)

Mt. Hood CC Programs	Credits
Business Management and Administrative Office	
Basic Health Care	38-49
Business Assistant	12
Business Management: Accounting Assistant	18
Business Management: Accounting Clerk	47
Business Management: Entrepreneurship and Small Business Management	45
Early Childhood Education	
Early Childhood Education and Family Studies	45-47
Early Childhood Education and Family Studies	15
Early Childhood Education and Family Studies	33
Cyber Security and Networking	
Computer Game and Mobile Applications Programmer	42-43
Cybersecurity: Secure Network Technician	28
Fitness Professional Certificate	
Fitness Professional	43-44
Health Professions	
Medical Assistant	42
Medical Office: Billing and Coding	60-62
Medical Office: Customer Service Representative	20
Medical Office: Receptionist	62-64

Mt. Hood CC Programs	Credits
Mental Health, Social Service and Addiction Counseling: Behavioral Health Care Specialist	34
Mental Health, Social Service and Addiction Counseling: Youth Worker	45-47
Integrated Media	
Graphic Design Digital Assistant	39
Photography Digital Assistant	41
Video Digital Assistant	43
Integrated Metals	
Accelerated Welding Technology (VESL)	26
Certified Welder	19
Gas Metal and Flux Cored Arc Welder	12
Gas Tungsten Arc Welder	15
Machine Tool Operator	51-53
Machinist	40
Shielded Metal Arc Welder	16
Welding Technology	48-52
Mechatronics	
Certified Maintenance Technician	38
Industrial Automation	15
Natural Resources	
Natural Resources Technology	45-46
Theater Arts	

Mt. Hood CC Programs	Credits
Technical Theatre	31

Portland Community College
 (<https://www.pcc.edu/>)

Portland CC Programs	Credits
Apprenticeship and Trades	
Pre-Trades for Advanced Manufacturing	16
Apprenticeship and Trades: Pre-Trades	15
Bioscience Technology	
Advanced Bioscience Technologist	29
Bioscience Technician	19
Building Inspection	
Residential Plans Examination	42
Business Administration	
Entry-Level Accounting Clerk	14
Child and Family Studies	
Childcare Aide	22
Early Childhood Education	varies
Foundations in Human Services	13
Computer Aided Design and Drafting	
CAD Operator	12

Portland CC Programs	Credits
Mechanical Drafter	14
Technical Designer	17
Diesel Service	
Electric Power Generation Service	26
Education	
CTE Educator	19
Electronic Engineering Tech	
Electronic Engineering Technology	43
Emergency Medical Services	
Emergency Medical Services	22
Emergency Medical Technician	16
Exercise Science	
Group Fitness Leader	31
Healthy Older Adult Fitness	30
Personal Trainer	41
Yoga Teacher	12
Facilities Maintenance	
HVAC/R Installation	14
Fire Protection	
Fire Protection Technology	34
Gerontology	
Gerontology Professional	41

Portland CC Programs	Credits
Interior Design	
Interior Furnishings	
Landscape	
Arboriculture	12
Landscape Service Technician	33
Landscape Technology Entry Level	17
Machine Manufacturing	
Manufacturing Technician	15.5
Management and Supervisory Development	
Client Services Manager	28
Client Services Professional	16
Microelectronics	
Solar Voltaic Manufacturing Technology	
Multimedia	
Multimedia	20
Music and Sonic Arts	
Creative Coding and Immersive Technologies	24
Music and Sonic Arts	39
Welding	
Flux Core Arc Welding Certification Preparation	14
Gas Tungsten Arc Welding Certification Preparation	12
Gas Tungsten Arc Welding Customized	12

Portland CC Programs	Credits
General Fabrication Preparation	12
Metal Fabrication Customized	12
Pipe Welding Certification Preparation	24
Pipe Welding Customized	12
Shielded Metal Arc Welding Certification	16
Shielded Metal Arc Welding Customized	12
Welding Certification Preparation Customized	12
Welding Technology	44
Wire Welding Certification Preparation	24
Wire Welding Customized	12
Wire and TIG Welding	44

Rogue Community College

[\(https://www.roguecc.edu/Recruitment/\)](https://www.roguecc.edu/Recruitment/)

Rogue CC Programs	Credits
Computer Science	
Computer Software Specialist	16
Electronics Technology	
Embedded Systems Tech	45
Industrial Welding Technology	
GTAW Welder	25-27

Rogue CC Programs	Credits
SMAW Welder	22-28
Welder's Helper	28
Wire Weld	23-27
Manufacturing Technology	
CNC Operator	28-29
Mechatronics	
Maintenance Technician	12-24
Fluid Power Specialist	24-26
Power Transmission	41
Production Technician	13-15
Design and Digital Media	
Adobe Applications Tech	15
Social Media Tech	15
UI-UX Tech	16
Video Production Tech	15
Business Technology	
Business and Information Specialist	31
Customer Service	29
Retail Sales and Service	33
Small Business Management	40
Health Professions, Public Safety	
Medical Assistant: Phlebotomy	14

Rogue CC Programs	Credits
Emergency Services	
Emergency Medical Technician	25-32
Fire Science	
Firefighter	38
Massage Therapy	
Entry Level Therapist	44
Early Childhood Education	
Early Childhood Ed (Intermediate)	32
Early Childhood Ed (Basic)	13
Family Support Services	
Family Support	30-31

Southwestern Oregon Community College

(<https://www.socc.edu/>)

Southwestern Oregon CC Programs	Credits
Digital Design	
Digital Image Foundations	12
Digital Interactive Foundations	13
Healthcare	
Emergency Medical Services Technician I	22
Emergency Medical Technology	15

Southwestern Oregon CC Programs	Credits
Education	
Childhood Education and Family Studies, Preschool Children, Education and Development I	30
Parenting Educator and Early Childhood Home Visitor	30
Welding	
Pipe Fitting	12
Welding Assistant	18
Welding Technician	24

Treasure Valley Community College

(<https://www.tvcc.cc/>)

Treasure Valley CC Programs	Credits
Agriculture/ Equine	
Crop Science Tech	17
Equine Business Management Tech	17
Performance Horse Marketing and Sales Tech	18
Performance Horse Selection and Training	19
Ranch Animal Tech	20
Business	
Billing and Coding Tech	15
Office Assistant	17

Treasure Valley CC Programs	Credits
Early Childhood Education	
Early Intervention	15
Child Development Associate	15
Healthcare	
Billing and Coding Tec	15
Patient Service Rep	17
Industrial Trades	
Maintenance Welder	16
Combination Welder	21
Production Welding Specialist	19
Control Systems Operator	21
Aviation Safety Management Systems	16
Industrial Maintenance Technician	23
Natural Resources	
Geospatial Analyst	13
Conservation Technician	16
Range and Forest Technician	22
Wildland Fire Technician	18

Vocational Rehabilitation Process

The stages of the VR process will guide the Career Coach and VRC in alignment of roles and responsibilities, communication touch points, and data collection requirements as the participant moves through each stage:

Application: The VR counselor gathers information to determine the applicant's eligibility or ineligibility for VR services; verify that an application is complete and signed by the applicant and VR counselor; collect necessary information, documents, and/or assessment information to determine eligibility for VR services; and confirm that the individual has indicated an ability and willingness to complete the assessment process.

Eligibility: This stage helps the VR counselor and applicant better understand the impediments to employment. The applicant and VR counselor determine what services will be necessary to overcome employment obstacles. Determine if there is a reasonable expectation that the applicant will benefit from VR services in terms of an employment outcome. Determine if the applicant requires VR services to achieve an employment outcome.

Comprehensive Vocational Assessment: assist the participant in identifying an appropriate vocational goal; determine services that remove or eliminate disability-related barriers or impediments to employment; provide assistance and accommodations to participants in order to successfully achieve competitive integrated employment; identify participant and VR counselor responsibilities; determine the timeline of services.

Individualized Plan for Employment: The individualized plan for employment (IPE) identifies the agreed upon vocational goal and VR services to be provided to the project participant in order to achieve an employment outcome. The IPE is designed to assist a participant in obtaining, maintaining, or advancing in employment consistent with their unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. The IPE is a product of collaborative efforts between the participant (and/or an authorized representative) and the VR counselor.

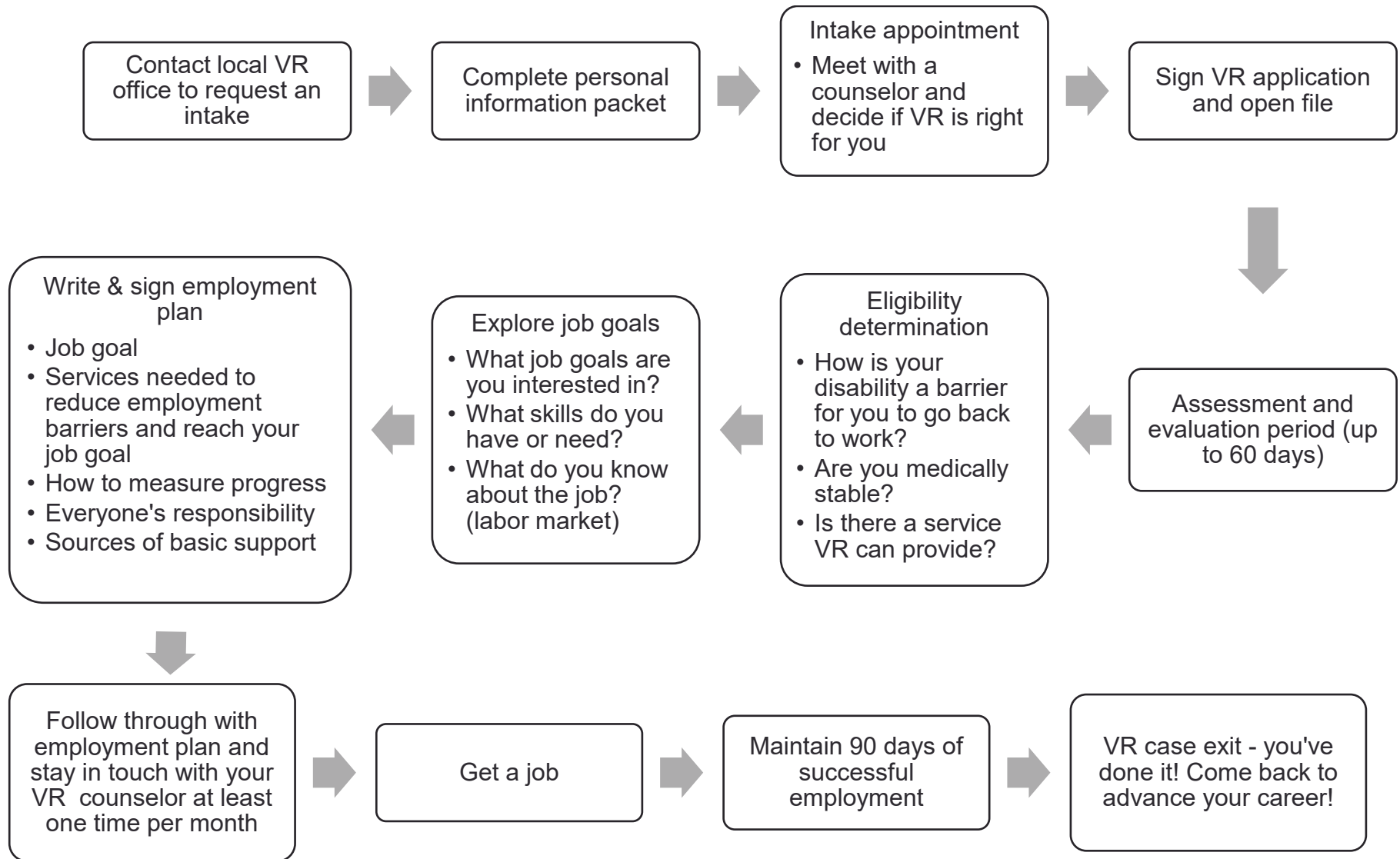
Services, including education/training: Provide services based on the IPE to address impediments to employment, resulting in gainful employment for project participant. Direct participant to complete any required vocational training, and other services as needed. Examine the participant's need for changes to services as required to achieve an employment outcome. Help the participant obtain diagnosis and/or treatment of impairment(s). Complete and/or help the participant complete any required assessments. Provide job search assistance, job placement services, and on-the-job supports as needed. Provide counseling and guidance throughout the VR case. Provide any employment goods or services (clothing, equipment, supplies, etc.).

Job Search: Assist participant in obtaining, maintaining, or retaining employment; verify that the employment is consistent with IPE employment goal(s); verify that the employment is in a competitive and integrated setting.

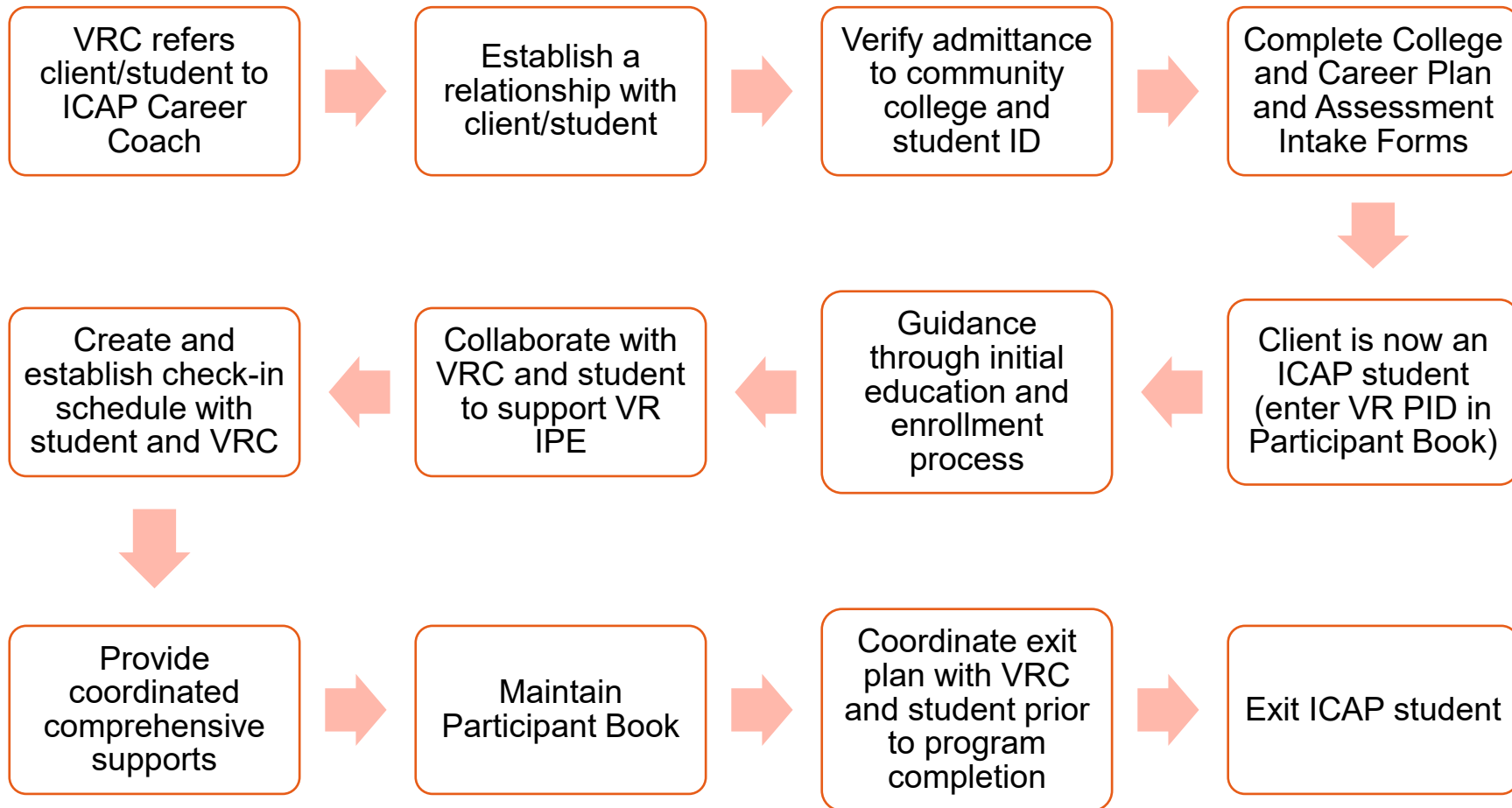
Employment: Provide assistance and accommodations to the participant to achieve employment goal; provide counseling and guidance; address impediments to employment; determine that the employment outcome is maintained for a minimum of 90 consecutive days; and confirm that the participant is satisfied with the employment outcome and agrees to VR exit.

Retention: Address ongoing job accommodation needs as necessary; determine that the employment outcome is maintained for a minimum of 90 consecutive days; gather employment and benefit verification; and confirm that the participant is satisfied with the employment outcome and agrees to VR exit.

Vocational Rehabilitation Process Flowchart



Career Coaching Process Flowchart



ICAP Statewide Team

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