

CAREER ASSESSMENT

The **FIRST STEP** in Transition Planning

Career Assessment is an individualized process designed to determine the unique abilities, aptitudes, interests and needs of the individual as a worker. The Ohio Longitudinal Transition Study (Dr. Robert Baer, Kent State University, 2004) provides preliminary data to show that students who have had quality transition services during high school (Career Assessment and Career Development) are more likely to graduate high school, meet Career-Technical Education (CTE) performance outcomes and have successful postsecondary and sustainable employment experiences.

Career Assessment provides the initial objective information to assist students in realistic planning for the future. This information is vital for students in the following required areas:

Transition Assessment (IDEA) Age Appropriate
<p>The Individuals with Disabilities Education Act (IDEA) states the Individual Education Plan (IEP) must include “appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills.”</p> <p style="text-align: center;">Formal Assessment</p> <p>The Formal Transitional Assessment process encompasses standardized procedures for administering, scoring and interpreting an assessment.</p> <p style="text-align: center;">Informal Assessment</p> <p>The Informal Transitional Assessment procedures are less structured and include data from parents, teachers and employers, using a variety of non-standardized methods.</p> <p>The Career Assessment Specialist may use the following <i>formal and informal</i> assessment tools and methods to gather data: <i>adaptive behavior/ daily living skills assessments, general and specific aptitude tests, interest inventories, achievement tests, learning styles inventories, interviews and questionnaires, direct observations, standardized academic assessments and environmental (situational/job) analyses</i></p>

Transition Services (IDEA) Individualized Education Program (IEP)
<p>The federal Individuals with Disabilities Education Improvement Act (IDEA), defines Transition Services as a coordinated set of activities for a child with a disability.</p> <p>The Individual Education Plan or Program (IEP) focuses on transitional services or activities to assist a student in meeting their career/employment goals, independent or assisted living goals and training and education goals. Indicator 13 on the IEP is designated to coordinate IEP activities to match postsecondary goals. The Functional Vocational Evaluation on the IEP indicates a service for students to identify their academic levels, interest areas, learning styles, perceptual and manipulative abilities and technical aptitudes.</p> <p>The evaluation process incorporates results-oriented activities that identify strengths and areas for remediation. This outcome-based focus facilitates movement from school to post-school activities including but not restricted to: postsecondary education, vocational/career technical education, integrated and supported employment, independent living and community participation.</p> <p>The Career Assessment Specialist reports on a number of areas as a result of the Career Assessment Process, including: <i>needs, strengths, abilities, aptitudes and interests. We address future goals as they relate to career/employment, education/training, related services, community experiences, acquisition of daily living skills and independent or assisted living plans</i></p>

CAREER ASSESSMENT: Purpose and Benefits

Career Assessment refers to the individualized process of collecting and studying data to determine the unique abilities, aptitudes, interests and needs of the individual. The tools and procedures used to gather the information are varied. The career assessment process provides transitional assessment information for academic areas, perceptual and manipulative abilities as well as career-technical aptitudes. Under the guidance of a qualified Career Assessment Specialist, participants have an opportunity to identify their individual learning styles and interest areas, match these with their aptitudes and coordinate all with potential areas for training, education and employment opportunities. Behavioral observations, social skills and worker characteristics, are also an essential element throughout the process and are part of the report. The assessment process is a current, valid and relevant to the individual's unique needs. Career Assessment Specialists are licensed/certified by the Ohio Department of Education with a Transition-To-Work (TTW) endorsement.

The career assessment provides objective information to assist the student in developing a realizable goal for their future. Other positive outcomes include the following state-recognized transition benefits:

- ❑ Higher graduation rates (Indicator 1)
- ❑ Improve attendance and retention (Indicator 2)
- ❑ Realistic transitional options (Indicator 13)
- ❑ Increase in successful postsecondary placement (Indicator 14)
- ❑ Initiation of critical connections for transitional services and support with collaborative agencies

Career Assessment benefits the school system by showing improved career-technical enrollment, enhanced post-program placement, improved academic and technical performance and enhanced communication with parent, school personnel, agencies, and employers as well as higher local report card scores.

Career Assessment: Specialist Responsibilities

In addition to conducting career assessments, the specialist is responsible for the following:

- ❑ Developing and distributing career assessment reports. Reports include demographic information, reason for referral, recommendations/options/transition plans, levels of performance, interpretation of results, accommodations/modifications, career field matches and career resources information.
- ❑ Knowing career-technical options and reform models, labor market and labor laws
- ❑ Provide information to assist in the Individual Education Program (IEP) process
- ❑ Conducting post-assessment conferences

Career Assessment: Professional Requirements Transition to Work Endorsement

Career Assessment Specialists must hold a valid Vocational Evaluation Certificate with a Transition To Work endorsement (TTW) or possess the following professional requirements:

1. Hold a valid certificate or license in Special Education/Intervention Specialist or hold a valid teaching certificate or license in career-technical education.
2. Enter and complete an approved teacher education program for Transition-to-Work Endorsement (TTW) at an approved university.
3. Obtain a temporary license for the TTW Endorsement, signed by the superintendent of the employing school, and submit it to Ohio Department of Education, Office of Educator Licensure.
4. Renew temporary license endorsement for no more than four times with the required six-hour coursework documentation and university signature approval. Transition to a five-year license upon completion of the license plan as determined by the university.

Career-Technical EMIS and ESIS Information

Subject Name and Code: Vocational Evaluation/Career Assessment - 305003

Licensure Code: Licensure 600114/Endorsement Code for Transition To Work: 600010

Funding: Career-Technical Associated Services – weighted funds Revised Code 3317.014 and 3317.022

Recommended Age of Students: 14 years of age or current legislation guidelines (IDEA)

Recommended Number of Students per Career Assessment Specialist: Minimum: 80/Maximum: 125

CASs adhere to Local District's guidelines for testing students in their District of Residence or Placement.

OACAS – Ohio Association of Career Assessment Specialists (May 2008)