

LEADERSHIP

Grant Leadership Pre-Interview Checklist

For OPC/UPEP

Thank you for agreeing to participate in an interview for the [OPC/UPEP] program. As you know, this project is being sponsored by the U.S. Department of Labor. My name is Douglas Klayman and I work for a company called Social Dynamics, an independent research firm located in Gaithersburg, Maryland. Social Dynamics is acting as subcontractor to Westat, an independent research firm in Rockville, Maryland who is contracted by the Department of Labor to conduct these interviews as part of a larger assessment of the Pathways to Careers Community College Project. I will be conducting an interview with you Month/Day/Year.

The purpose of this Pre-Interview Checklist is to collect information on the key components of [OPC/UPEP], as well as the community college offices and the state, local and community based agencies you collaborate with through [OPC/UPEP], to make efficient use of our time during your in-person interview

Our goals are to learn more about **your role in the initiative, the goals of the program, collaboration among stakeholders, and the services that are provided to the students in the program.** Once you have completed this checklist, we will follow-up with you to collect more detailed information during your in-person interview scheduled for Month/Day/Year time.

Should you have any questions about this Pre-Interview Checklist, please contact me at 855-990-1105 x105.

Douglas Klayman, Ph.D.

I. In your opinion, under the following four headers, indicate the top three most important components of the [OPC/UPEP] program? (i.e. place a 1, 2, or 3 in the right hand column)	1, 2, 3
Programmatic Service	
Work-Based Learning Experiences (e.g. job shadowing, internships, on the job training)	
Soft-Skills Training	
"Guideposts for Success"	
Compressed Career Pathways Training Opportunities	
Universal Design Principles	
Student Leadership and Engagement	

Sequencing of Academic and Career Vocational Topics So Students do not Duplicate Coursework	
Group and/or Individual Discovery	
Connections Between Secondary, Post-Secondary, and Community	
Transition support activities from Secondary to Post-Secondary School	
Formal agreements between secondary schools and the Community College that allow students to earn postsecondary credit while in secondary school?	
Communication with Secondary School Personnel (e.g. Special Education Staff, Transition Staff)	
Individualized Alignment of Community College and Community Supports	
Concurrent Enrollment & Secondary School Outreach	
Corporate & Public Partnerships	
Integrated Resource Team (IRT) approach to integrate resources and services, blend and braid funds, and leverage resources across multiple service delivery systems	
Personalized Individual Supports	
Monitoring Progress of Participating Students	
Student Self-Advocacy and Self-Efficacy Training or Support	
Individualized Career Planning (e.g. Individualized Learning Plans, exploring vocational options, career counseling, assessing existing occupational skills, training needs)	
Staff person, at the local level, with workplace and disability experience and expertise	
Diversity Services	
Learning Center/Academic Support Center	
Classroom Accommodations	
Financial Aid Assistance and Counseling	
Transition to Employment	
Use of Ticket to Work Employment Networks	
Stacked and Latticed Credentials	
Economic and Workforce Development	
Customized employment	
Social Security Administration's (SSA) Ticket to Work Program	
II. With regard to the following offices, check off which two (2) you think will have the most impact on students with disabilities in the [OPC/UPEP] program during the grant period?	√
Continuing and Extended Learning	
Educational Opportunity Program	
Information Technology	
Disability Services Office	

Diversity Services	
Learning Center/Academic Support Center	
Classroom Accommodations	
Financial Aid Assistance and Counseling	
III. Please identify up to four state industry organizations, business associations, or local employers who were/are the most directly involved in the design of the [OPC/UPEP] program and/or work-based learning opportunities?	
a.	
b.	
c.	
d.	
IV. Which, if any of the following programs/services are available through state industry organizations, business associations, local employers? (Check all that apply)	√
On-the-job training	
Summer youth employment	
Registered Apprenticeships	
Internships	
Other paid and unpaid work experiences	
V. Which, if any, of the following employment and related organizations have you partnered with to help with the development of the program? (Check all that apply)	√
Workforce Investment Boards (WIBs)	
American Job Centers	
Postsecondary Vocational Education	
Vocational Rehabilitation	
Trade Adjustment Assistance	
Veterans Employment and Training Programs	
Community Services Block Grant	
Employment and training activities by the Department of Housing and Urban Development	
Unemployment Insurance	
Job Corps	
Bureau of Apprenticeship and Training	
Temporary Assistance for Needy Families (TANF) (WIOA mandated)	

Career & Technical Education (WIOA mandated)	
Supplemental Nutrition and Assistance Program (SNAP) (WIOA mandated)	
Employment and Training (E&T) (WIOA mandated)	
Second Chance Act Programs (WIOA mandated)	
VI. Which, if any, of the following wraparound support services are being offered through [OPC/ UPEP] Program? (Check all that apply)	√
Child Care	
Transportation	
Case Management	
College Adjustment and Retention Services	
Financial Aid	
Academic and Career Counseling	
Employment Assistance	
Job coaching	
Social support	
Financial literacy training	
Financial capability counseling	
Drop-out prevention services,	
Life skills	
VII. Partnerships and Collaborations	
Which, if any, of the following collaborative relationships or partnerships are in place to support the initiative's primary purpose of making the existing career pathways system accessible, inclusive and accommodating of people with disabilities? (Check all that apply)	
<i>Workforce Agencies, Business and other Community Stakeholders</i>	
Workforce Investment Board(s) and local job centers	
Secondary Education staff	
Adult Basic Education providers	
TANF providers and Human Service agencies	
Economic Development agencies	
Business/Employer representative(s)	
Vocational Rehabilitation specialists	
Other community-based organizations	

<i>State Agencies</i>	
Human Services	
Economic Development	
Adult Basic and Postsecondary Education	
Rehabilitation	
State DOL	
Corrections/Juvenile Justice	
Mental Health	
Intellectual/DD	
<i>Other Stakeholders/Services</i>	
Medicaid	
Social Security/Ticket to Work Employment Networks	
Transportation	
Housing	
Registered apprenticeship programs	
Asset development entities	
Carl D. Perkins Act providers	
Career and Technical Education (CTE) providers	
VIII. Which, if any, of the following collaborative relationships or partnerships have or are being put into place? (Check all that apply)	√
<i>Secondary Level</i>	
Local education agencies	
High schools	
Career Academies	
Secondary Career & Technical Education Programs	
Alternative high schools	
Job Corps	
Youth Build	
<i>Workforce Agencies, Business and other Community Stakeholders</i>	
Workforce Investment Board(s) and local job centers	
Secondary Education staff	
Economic Development agencies	
Business/Employer representative(s)	
Vocational Rehabilitation specialists	

Other community-based organizations	
<i>State Agencies</i>	
Human Services	
Economic Development	
<i>Vocational Rehabilitation</i>	
State DOL	
Corrections/Juvenile Justice	
Mental Health	
Intellectual/DD	
<i>Other Stakeholders/Services</i>	
Medicaid	
Social Security/Ticket to Work Employment Networks	
Transportation	
Housing	
Registered apprenticeship programs	
Asset development entities	
Carl D. Perkins Act providers	
Career and Technical Education (CTE) providers	

Thank you for completing the [OPC/UPEP] pre-interview checklist!