Figure 1 – Logic model for the Pathways to Careers Programs

LOGIC MODEL FOR PATHWAYS TO CAREERS PROGRAM

BARRIERS	INPUTS	CAPACITY BUILDING	PROGRAM ACTIVITIES	SERVICES	OUTPUTS	SHORT-TERM OUTCOMES

Institutional Barriers for SWDs
- lack of inclusion and equity policies
- lack of training of faculty and staff on inclusion, equity and UDL
- lack of coordination of services for SWDs

Individual-Level Barriers
- lack of awareness of transition and disability services and how to access
- lack of career goals in Individualized Education Plan (IEP)
- fear to self-disclose or request accommodation
- lack of good study habits, communication and soft skills, job search skills, family support, financial literacy, clarity of career direction
- lack of participation in design and implementation of IEP/ILP

INPUTS
- Community college administration, faculty and staff
- Public and private agency partners
- Employers/business
- College PTC program committees
- Students with disabilities
- Grant and other funds
- Resources, equipment and facilities
- Stakeholder advisory committee
- Leadership teams (internal or collaborative)

CAPACITY BUILDING
- Form committees and/or boards to review and revise college policies and procedures
- Self-assessment regarding inclusive policies and procedures
- Review and revise policies and procedures on inclusion and UDL
- Hire and train PTC program staff
- Professional development of faculty and staff on inclusion and UDL
- Create reference handbook on practices for creating accessible materials
- Outreach to potential partners

PROGRAM ACTIVITIES
- Implement the new or changed policies and procedures
- Develop materials and plan for outreach and recruitment
- Conduct outreach and recruitment
- Eligibility determination
- Referral to remediation
- Orientation and enrollment
- Provide PTC program coursework
- Award certificates and degrees
- Establish relationships with employers and workforce programs to support WBL, internship or shadowing
- Train employers to overcome barriers to working with SWDs

SERVICES
- Provide AT and/or other accommodations
- Assess soft skills, prepare SWDs for career entry
- Provide WBL opportunities
- Teach soft skills
- Provide academic supports
- Provide club activities for leadership development
- Provide career exploration
- Counsel/train SWDs on self-advocacy and self-determination
- Provide incentives for persistence
- Supportive services
- Other disability services

OUTPUTS
- Number of SWDs enrolled
- Percentage of SWDs receiving scholarship
- Percentage of WBL and/or internships completed
- Percentage of SWDs enroll next semester (and next year)
- Inclusion and equity for SWDs
- UDL-guided courses and materials developed and delivered
- Number of career exploration courses delivered
- Percentage of SWDs that complete program of study

SHORT-TERM OUTCOMES
- Percentage of SWDs that earn certification
- Percentage of SWDs that earn degree
- Percentage of SWDs that enter employment in area of study with competitive wage

LONG-TERM OUTCOMES
- Percentage of PTC graduates employed six months or more after complete PTC program
- Percentage of PTC graduates employed full time in area of training
- Percentage of employed PTC graduates with earning increases since graduation
- Reduced wage differential between SWDs and SWODs
- Reduced wage differential between SWDs with different types of disabilities
- Percentage of SWDs completing four-year college degree

CONTEXTUAL FACTORS (State Medicaid waivers; State Vocational Rehabilitation Agency practices; state policy on high school diploma equivalency; Board of Regents support for implementing UDL principles.