

The Zoom Interface

The screenshot shows the Zoom Webinar interface with several key elements and annotations:

- Header:** "Zoom Webinar" title bar, "You are viewing David Terry's screen", and "View Options" dropdown.
- Main Content:** TTC Technology Transfer Centers logo, "Thank you for joining us today!", and "You will not be on video during today's session".
- Q&A Window:** A "Question and Answer" window is open, showing a question: "This is a test question!". It includes buttons for "All questions (1)" and "My questions (1)". Annotations explain that users can switch between questions and use the Q&A feature to ask questions of the host and presenters.
- Chat Window:** A "Zoom Webinar Chat" window is open on the right. It shows a "To: All panelists" field and a message: "Your text can only be seen by panelists". Annotations explain that the chat feature allows users to talk with other people and that the "To" field indicates who will receive the message.
- Bottom Bar:** Contains "Audio Settings", "Chat", "Raise Hand", "Q&A", and "Leave" buttons. Annotations point to "Click Here to adjust your audio settings" and "Click here to leave the session".
- Audio Settings Panel:** A "Select a Speaker" panel is visible, showing "Speakers (Realtek(R) Audio)" selected.

All attendees are muted. Today's session will be recorded.

Supported Education Services for Exploring a Student's Educational Preferences

Brittany Stone & Amy Banko

Rutgers, SHP, Department of Psychiatric Rehabilitation &
Counseling Professions

May 24, 2023



Mental Health Technology Transfer Center
Funded by SAMHSA

**Northeast and Caribbean
Region 2**

**General Mental
Health Workforce**

**Provider
Wellness**

**Youth & Young
Adult Services**

**School Mental
Health Workforce**



Northeast and Caribbean (HHS Region 2)

MHTTC

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Funded by Substance Abuse and Mental Health Services Administration

EPBs for serious mental health conditions

Wellness & Recovery for Providers and people with mental health conditions

School Mental Health
Comprehensive, multi-tiered services & supports

Hispanic and Latiné mental health education

Online Education Courses
Wellness Matters, IMR, Functional Thinking & more

Services Available

No-cost training, technical assistance, and resources





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We Want Your Feedback

Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs.

Feedback about this training will assist us in developing future trainings that are relevant to your professional needs. Therefore, your feedback counts!



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Video Recording Information

Please Note:

We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.

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At the time of this presentation, Miriam Delphin-Rittmon served as Assistant Secretary for Mental Health and Substance Use at SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

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Your Interactions With Us

Question and Answers

- Q & A will occur at the end of the call.
- Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
- Note: your question may be visible to other participants.

Chat and Polls

- Throughout the webinar, we will be asking for your input.
- Use the Chat or Poll features in Zoom located on the task bar.
- You can control who can see your chat comments.

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED AND
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

A woman with dark, curly hair and a nose ring is looking out a window. The window shows a view of a blue sky with clouds and green foliage. The woman is in the foreground, looking towards the right side of the frame.

988

SUICIDE
& CRISIS
LIFELINE

For people experiencing:

- Suicide, mental health, substance use crisis
- Emotional distress
- People concerned about someone in crisis

Meet Today's Presenter



**Brittany Stone, MS, LAC,
CRC, NCC**

*Rutgers, SHP, Department of
Psychiatric Rehabilitation &
Counseling Professions*

Lecturer



AGENDA

- 90 minute webinar
- Part 1 of a 3 part SEd series
- The goal is to identify practitioner strategies to support the exploration of educational interests and the development of academic goals.

OBJECTIVES

01

Introduce the “Choose” phase of SEd services.

02

Explore strategies for determining educational choices.

03

Utilize tools to assess interests, values, and preferences related to educational and career choices.

04

Implement strategies to assist people to identify their educational criteria.



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How did you choose
your career?



Choose-Get-Keep-Leave Model of Psychiatric Rehabilitation

The Phases of SEd Service



Choose- the person evaluates what school/major/course of study is the right for them



Get- the person fills the requirements for entrance into the program of choice



Keep- the student identifies what they need to do or get to be satisfied and successful in their education



Leave- the person intentionally chooses and takes steps to pause, terminate, or complete their education.

Choose Phase



Identifying
personal criteria



Values



Interests



Preferences

Steps in the Choose Phase

Clarifying

Clarifying Values:

- Designing (or using) activities for values clarification
- Inferring underlying themes of responses to activities
- Stating the value

Analyzing

Analyzing Experiences to Clarify Interests & Skills: examining the person's reactions to the different experiences they had in similar settings or situations to the goal area

- ask questions about the 3 categories: People, Places and Activities

Inferring

Inferring Personal Criteria

- Describing the person's future preferences
- Translating future preferences into specific, personal criteria

Strategies for Career Planning & Development

- Interviewing
- Assessments (Readiness)
- Interest inventories
- Testing
- Referrals to vocational counselors
- Collaboration





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Exploring Values



What are Values?

Values are what *you* believe to be important or have worth.

- Values are deeply held beliefs that may inform specific behaviors, attitudes, and ideas
- Values direct your everyday actions.
- Choices and decisions you make are influenced by your values; where you live, or work; who your friends are, even the clothes you wear.



Identifying Your Career Values

- Work values refer to how you feel about the work itself and the contribution it makes to society.
- Most people who pursue work that is congruent with their values feel *satisfied* and *successful* in their careers.

What are some of your CAREER VALUES?

Common Career Values

- Working close to home
- Flexible work schedule
- Good wage
- Helping people
- Working independently
- Working as a team member
- Working with my hands
- Working with numbers
- Supportive supervisor
- Friendly co-workers
- Opportunity to be creative
- Opportunity for advancement

O*Net Work Values

- **Achievement** — Occupations that satisfy this work value are results oriented and allow employees to use their strongest abilities, giving them a feeling of accomplishment. Corresponding needs are Ability Utilization and Achievement.
- **Independence** — Occupations that satisfy this work value allow employees to work on their own and make decisions. Corresponding needs are Creativity, Responsibility and Autonomy.
- **Recognition** — Occupations that satisfy this work value offer advancement, potential for leadership, and are often considered prestigious. Corresponding needs are Advancement, Authority, Recognition and Social Status.

O*Net Work Values

- Relationships — Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment. Corresponding needs are Co-workers, Moral Values and Social Service.
- Support — Occupations that satisfy this work value offer supportive management that stands behind employees. Corresponding needs are Company Policies, Supervision: Human Relations and Supervision: Technical.
- Working Conditions — Occupations that satisfy this work value offer job security and good working conditions. Corresponding needs are Activity, Compensation, Independence, Security, Variety and Working Conditions.



Methods for Identifying Values

Discussing real life experience in
work or school

- Describe the environment.
- How did co-workers/students interact?
- How did the supervisor/professor interact with staff/students?
- Was the setting formal? Or informal?
- What did you like about this job/volunteer/educational experience?
- What did you dislike?
- What skills did you use/learn?
- How did you feel at the end of the day?

Methods for Identifying Work Values

Assessments

- Values Card Sort:
 - http://www.motivationalinterviewing.org/sites/default/files/valuescardsort_0.pdf
- Career/Work Values Card Sort
 - https://www.onetcenter.org/dl_tools/WIL_zips/WIL-Cards-deskv.pdf
 - <https://www.careeronestop.org/ExploreCareers/Assessments/work-values.aspx>
- 20 Loves
 - <https://www.nic.edu/modules/images/websites/15/file/20%20Things%20I%20Love%20To%20Do.pdf>

Values Card Sort

<p>PERSONAL VALUES Card Sort W.R. Miller, J. C'de Baca, D.B. Matthews, P.L. Wilbourne University of New Mexico, 2001</p>	<p>IMPORTANT TO ME</p>
<p>VERY IMPORTANT TO ME</p>	<p>NOT IMPORTANT TO ME</p>
<p>ACCEPTANCE to be accepted as I am 1 9/01</p>	<p>ACCURACY to be accurate in my opinions and beliefs 2 9/01</p>
<p>ACHIEVEMENT to have important accomplishments 3 9/01</p>	<p>ADVENTURE to have new and exciting experiences 4 9/01</p>
<p>ATTRACTIVENESS to be physically attractive 5 9/01</p>	<p>AUTHORITY to be in charge of and responsible for others 6 9/01</p>



Get started:

- 1 Read the statement on the top card of the deck below and think about how important that quality would be in your ideal job.
- 2 Choose an importance level below, from most to least. Repeat for all 20 cards.
- 3 Want to change your selection? Select the "x" or, for keyboard users, select the card and then the Enter key. Then choose new importance level.

I use my talents and abilities.

◀ 20 of 20 cards left ▶



Most	More	Somewhat	Less	Least
Open Space	Open Space	Open Space	Open Space	Open Space
Open Space	Open Space	Open Space	Open Space	Open Space
Open Space	Open Space	Open Space	Open Space	Open Space
Open Space	Open Space	Open Space	Open Space	Open Space

Work Values Matcher

Work Values Matcher

There are 6 universal work values:

- Achievement
- Independence
- Recognition
- Relationships
- Support
- Working Conditions

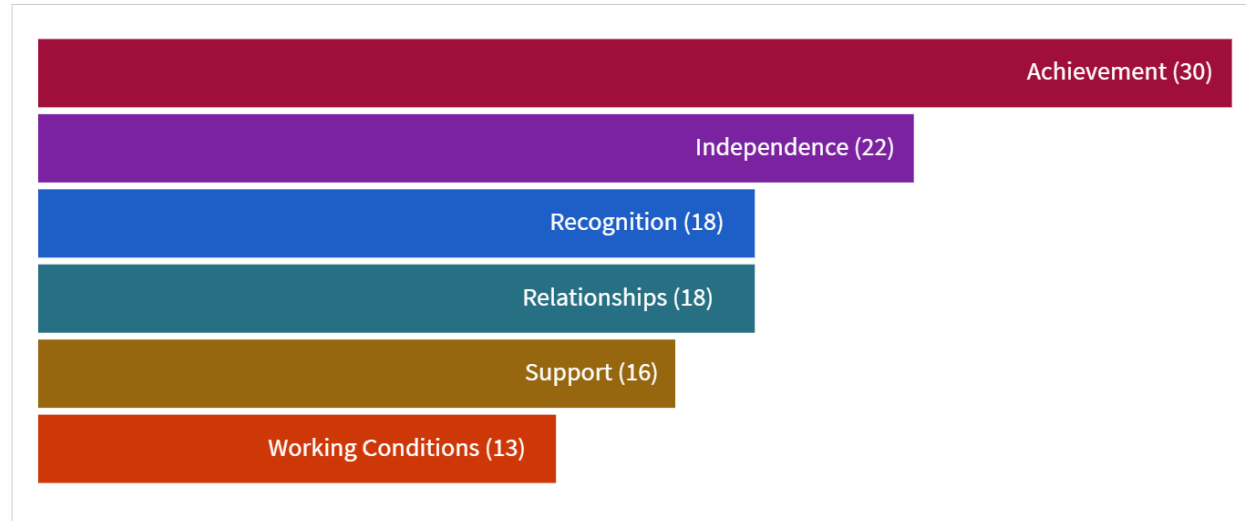
This chart shows how you rated each of them.

Why do work values matter? When you choose a career field or workplace that aligns with your work values, you can:

- gain job satisfaction
- feel motivated and engaged at work
- share common values with co-workers

[Help](#)

Your Work Values Matcher Results



Your work values - from most important to least

Achievement (30) ▲

Achievement reflects a desire to meet challenges and improve through experience. If Achievement is one of your highest work values, it's probably important to you to perform work that gives you a strong sense of accomplishment, requires you to meet new challenges, and allows you to learn new skills on an ongoing basis.

[Learn more about Achievement](#)

Independence (22) ▼

Recognition (18) ▼

Relationships (18) ▼

Support (16) ▼

Working Conditions (13) ▼

A grid of multiplication flashcards is shown, arranged in rows and columns. Each card displays a multiplication problem, such as 1x1, 1x2, 1x3, 1x4, 1x5, 1x6, 1x7, 1x8, 1x9, 1x10 in the first row, and so on. The cards are slightly blurred and have a soft glow. The background is a gradient from light blue on the left to light orange on the right. A vertical white line is positioned to the right of the main title.

INTEREST INVENTORIES

Career Clusters and the
Holland Theory

Exploring Interests

- Critical to the process of career development
- Can show a person that work can be in-line with something they love
- Helps to expose them to new information
- Allows you to work with the young adult on learning more about themselves as well as the world of work.



Identify Interests

- What do they *like* to do?
- What do they *want* to do?
 - Consider:
 - Content
 - Type of job
 - Location
 - Contact with others





Methods for Interest Identification

1. Self Evaluation

- Make list of interests
- Talk with persons employed in areas of interest

2. Job Shadowing

- Contact a job site & arrange for shadowing
- Job seeker observes employee and takes notes
- Discuss findings: Is this a desirable job for job seeker?

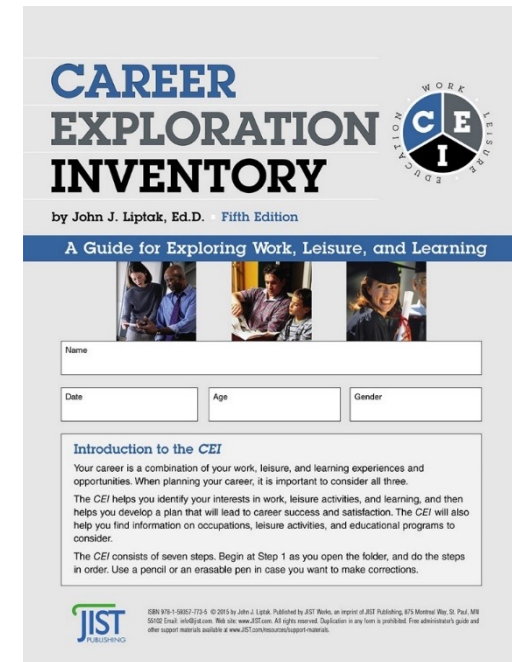
Methods for Interest Identification

3. Assessments:

- Self-Directed Search: paper & pen
 - Holland
- O-Net Interest Inventory/Profiler:
<http://www.onetcenter.org/IP.html> or
<http://www.mynextmove.org/explore/ip>
 - Based on Holland
- Career Exploration Inventory (CEI): paper & pen
- WRAP - Wellness Toolbox

Interest Inventories

- Self Directed Search (SDS): Holland Code
- Career Exploration Inventory (CEI): DOE 16 Career Clusters





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Career Clusters

Department of Education

Career Clusters

- Developed by the Department of Education in 1996
- A Career Cluster is a grouping of occupations and broad industries based on commonalities.
 - Expectations at the Career Cluster level represent the skills and knowledge, both academic and technical, that all people within the Career Cluster should achieve regardless of their pathway.
- Clusters link to 79 specific Career Pathways
 - each pathway has their own more specific knowledge and skills requirements.
- Within the 79 career pathways there are 1800+ Career Specialties.

The 16 Clusters

1. Agriculture, Food, and Natural Resources
2. Architecture and Construction
3. Arts, Audio/Video Technology, and Communications
4. Business, Management, and Administration
5. Education and Training
6. Finance
7. Government and Public Administration
8. Health Science
9. Hospitality and Tourism
10. Human Services
11. Information Technology
12. Law, Public Safety, Corrections, and Security
13. Manufacturing
14. Marketing, Sales, and Service
15. Science, Technology, Engineering, and Mathematics
16. Transportation, Distribution, Logistics

Holland's Theory of Career Choice

R-I-A-S-E-C



*“The choice of a vocation
is an expression of
personality.”*

-John Holland



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Six Main Points...

Holland's Theory of Career Choice

Holland's Theory of Career Choice

1. People search for environments where they can use their skills and abilities and express their values and attitudes.
2. How you act and feel at work depends on your workplace environment.



Holland's Theory of Career Choice

3. Most people are one of six personality types:

- Realistic,
- Investigative,
- Artistic,
- Social,
- Enterprising,
- Conventional

More on these in a minute...

Holland's Theory of Career Choice

4. There are six basic types of work environments
5. People of the same personality type working together in a job create a work environment that fits their type.
6. People who choose to work in an environment similar to their personality type are more likely to be **successful** and **satisfied**.



6 Characteristics

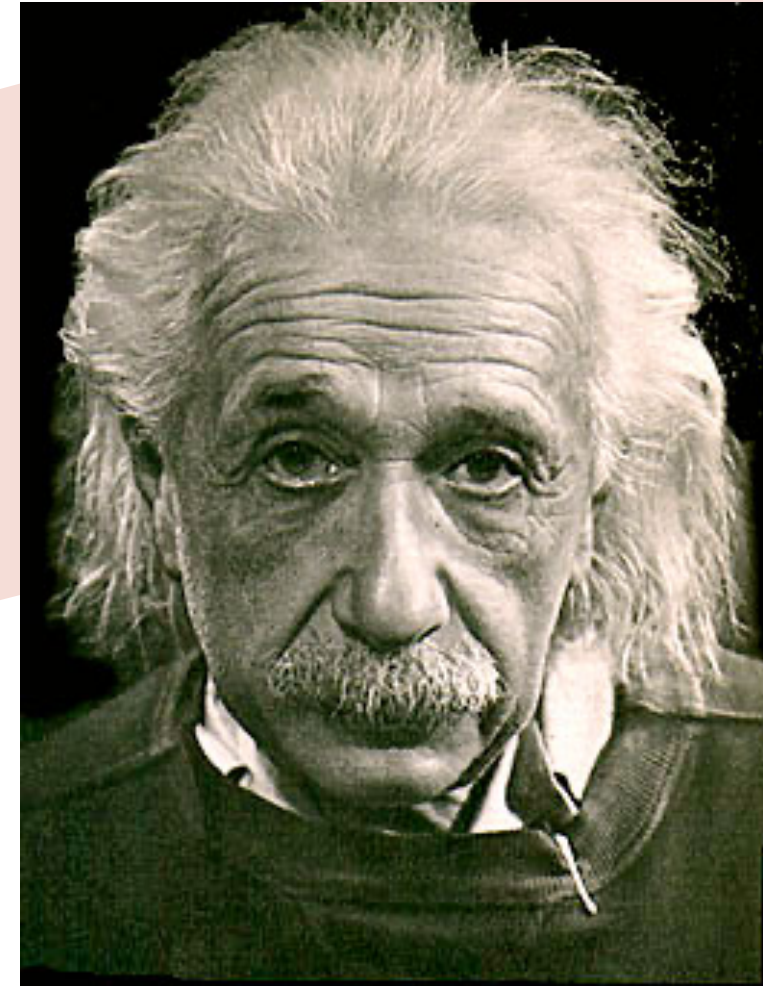
Realistic: The “Do-ers”

- Active and enjoy manual activities,
- People who fall into this category generally prefer to “learn by doing.”
- See themselves as practical & task-oriented
- Value things that can be seen and touched

6 Characteristics

Investigative: The “Thinkers”

- analytical, intellectual and observant
drawn to puzzles & ambiguous challenges
- enjoy using logic and solving highly
complex, abstract problems
- introspective, investigative types
often work autonomously



6

Characteristics

- Artistic: The “Creators”
 - original and imaginative and
 - seek opportunities for self-expression through artistic creation
 - prefer flexibility and ambiguity and have an aversion to convention and conformity



6 Characteristics

Social: The “Helpers”

- humanistic, idealistic, socially responsible
- generally focused on human relationships
- solves problems through discussion and utilizes interpersonal skills



6 Characteristics

Enterprising: The “Persuaders”

- energetic, ambitious, adventurous, sociable and self-confident
- invigorated by using their interpersonal, leadership and persuasive abilities to obtain goals or gain
- effective public speakers
- value promotion and power



6 Characteristics

Conventional: The “Organizers”

- efficient, careful, conforming, organized and conscientious
- prefer carrying out well-defined instructions
- prefer organized, systematic activities
- values rules and order



The Self-Directed Search





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Exploring Preferences

Analyze Experiences



Examines the person's reactions to the people, places, and activities in the environment



Describe specific characteristics of the people, places, & activities



Describe the feelings



Describe the reasons



Example

People:

- Co-workers who are fun to be with
- Supervisor who will listen to me

Place:

- Pleasing surroundings- color, light
- Located in a walkable neighborhood

Activities:

- Work with people
- Steady work
- Part-time work

Feelings

- Happy
- Safe

Reasons:

- Because it will keep my stress low



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Career & Labor Market Info

Gathering Career Information

Use information about interests, skills, & values to decide which careers to explore.



Sources of Career Information

- Books
 - Occupational Outlook Handbook
 - Guide for Occupational Exploration
 - Dictionary of Occupational Titles
- Government agencies
- Trade unions/ Professional organizations
- Websites
 - O*Net
 - Department of Labor & American Job Center's Career OneStop
 - [Bureau of Labor Statistics](#)



Sources of Career Information Continued

- **O*NET**: The Occupational Information Network, online database housing occupational requirements and attributes commonly associated with workers in over 900 occupations. It's the modern follow up to the *Dictionary of Occupational Titles (DOT)*. Up to date information on public and private sector careers and labor market information. The O*NET system includes the database and the O*NET Career Exploration Tools.
<http://www.onetcenter.org/overview.html>

Sources of Career Information Continued

- **American Job Center (Career OneStop)**: helps individuals explore career opportunities to make informed vocational choices. Features occupation information, salary data, career videos, education resources, self-assessment tools, and career exploration assistance. www.careeronestop.org & <https://www.careeronestop.org/Toolkit/toolkit.aspx>
- **Advance CTE/Learning That Works Resource Center**: education and advocacy around all levels of CTE education. <https://careertech.org/resource-center>

Criteria for Choosing a Career

- Attractive aspects of the job (benefits)
- Costs vs benefits (commitment to change)
- Job requirements (environmental knowledge)
- Characteristics of the job (preferences)
- Resources
- Skills (internal knowledge)
- Support needs





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Identifying the Educational Environment

How did you decide on your type of education?



Common Factors to Consider in Higher Education

Academic rigor

Immediate
desired
employment

Long term career
goal

Amount of time to
complete the
program/degree

Type of credential
required by the
field

Financial
restrictions

Family obligations

Services available
on campus

Supports available
to support
educational path

Types of Education

Adult Education

Certificate program

Career & Technical (vocational-technical) programs

AS/AA degree

BS/BA degree

Graduate degrees



Adult Education

- Readiness development activity
- Basic remedial skill development
- Introduction to technology
- Low risk re-introduction to the classroom
- Supports not typically offered by the environment, but due to the population, flexibility is often a key feature



Certificate Program

Time limited, short term in nature

Typically to refine or gain additional skill

Vocationally focused

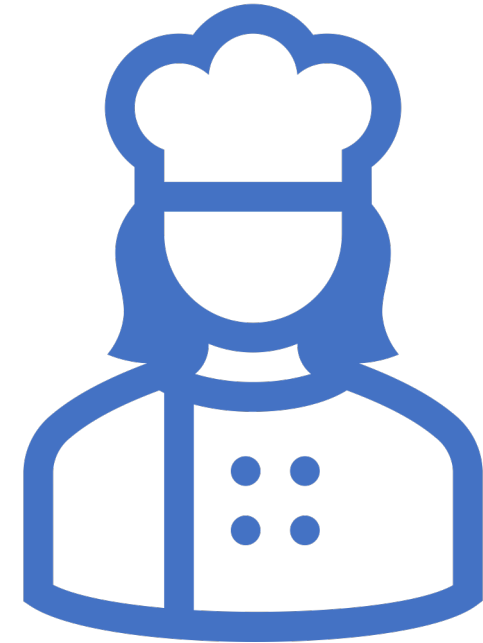
Can be for credit- but not always

Increased vocational marketability

At postsecondary educational settings, supports are available

Career & Technical Education

- Vocationally focused
- May or may not offer college credit (be sure to ask!)
- May not be covered by financial aid
- When reputable, significant increase in marketability
- Provide careers with moderate to high pay quickly
- Formalized disability-related supports may not be offered if not part of a state or federally funded program
- Must check the BBB before suggesting
 - Presence on VR's list of approved vendors is not sufficient
- Ask for employment placement rates in particular industry post-completion

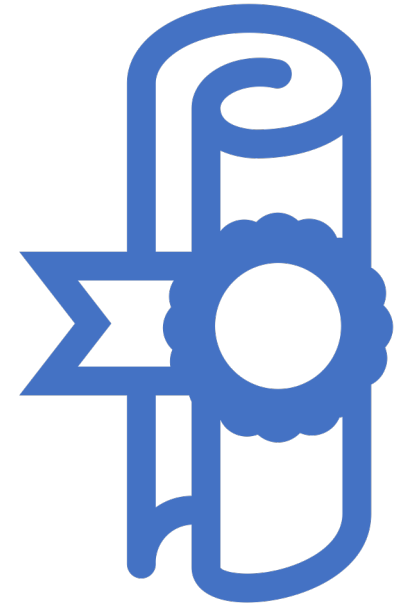


AA/AS Degree

- Shorter term educational opportunity
- Gains entrance into entry level, primary labor market
- Credits transfer to BA/BS degree (www.NJtransfer.org)
- Some are highly vocationally focused & offer very secure positions with high pay (e.g. LPN)
- Greater number of non-traditional students
- Greater spectrum of learning styles & abilities
- Learning, mental health, and disability supports on campus

BA/BS Degree

- For those who are interested in a long-term education goal
- Prepares individuals for entry or higher level positions in the primary labor market
- Career-oriented majors
 - Some with high level pay upon graduation, e.g. accounting, business
- Substantial difference in wage and unemployment rates from AS to BS degree
- Greater resources available on campus
- Higher rates of traditional students
- Typically resource “rich” campus
- Learning, mental health, and disability supports available
 - Quality varies



Graduate Degrees

- Highly specialized content
- Career/ Profession focused
- Highest wages & lowest unemployment rate
- Voc Rehab typically does not cover graduate work
- Needed to gain necessary credential for next step on career ladder
- Professors are typically connected to rich network of professionals

Now that we
have a setting,
how do we
support school
choice?



Describing Alternate Environments: Researching Schools



Brainstorm and list all of the personal criteria

Cost

Size

Location

Campus life

Class schedule



Identifying all of the possible schools of interest



Evaluate each school based on the personal criteria



Systematically narrow the focus of the search & effort

Minimizes the possibility of making uninformed decisions

Researching Educational Environments Worksheet

List the important factors to consider when researching educational environments. Define each factor to describe your preferences.

Criteria

Definition

1. Class size : Average class size no larger than 25 students

2. Length of commute : No more than 1 hour by public transportation

3. Cost : Financial aid and scholarships must cover the cost of tuition

4. Active Minds or NAMI U Chapter : There must be a student based mental health advocacy group on campus I can join

5. Early childhood education program : My career goal is to be an elementary school teacher so I need a BA in early childhood ed

6. Transfer credits accepted : Must be able to transfer in as many of my 60 credits from my AA degree as possible

List each school of interest in the first column and all criteria across the top. Check the criteria box, if the school meets the definition.

Schools	1: Class Size	2: Commute	3: Cost	4: MH advocacy club	5: Early childhood education	6: Transfer credits accepted	Interested?	Notes
Blue Mountain State College	X		X	X	X	X	Yes	1.5hrs away but meets most of my criteria. Consider scheduling all classes on 2 days to limit commute.
Pennbrook University		X		X	X	X	No	
South Point Institute of Tech	X	X		X			No	
Camden College	X	X	X		X	X	Yes	Has almost everything. Look into other student clubs.

Overview: Steps in the Choose Phase of Career Development

- Clarify:
 - Interests
 - Skills
 - Values
- Gather career & labor market information
- Assess level of education
- Identify personal criteria for the educational environment
- Develop support plan to achieve goal(s)
- Implement plan for achieving goal(s)



SHARE

- What is one thing you'll try before next session?
- What is one thing you'd like more information about through this Supported Education series?



Resources: Inventories & Tools

- My Next Move Interest Inventory (Holland based)
 - <http://www.onetcenter.org/IP.html>
 - <http://www.mynextmove.org/explore/ip>
- My Next Move for Veterans
 - <https://www.mynextmove.org/vets/>
- Career Clusters Interest Survey
 - <https://careertech.org/student-interest-survey> (PDF download, also in Spanish)
- Values Card Sort:
 - http://www.motivationalinterviewing.org/sites/default/files/valuescardsort_0.pdf
 - <https://www.thegoodproject.org/value-sort>
- O*NET Career Values Card Sort
 - <https://www.onetcenter.org/WIL.html#paper-pencil>
 - <https://www.careeronestop.org/ExploreCareers/Assessments/work-values.aspx>
- 20 Loves
 - <https://www.nic.edu/modules/images/websites/15/file/20%20Things%20I%20Love%20To%20Do.pdf>

Resources: Occupational Information

- **O*NET**: The Occupational Information Network, online database housing occupational requirements and attributes commonly associated with workers in over 900 occupations. It's the modern follow up to the *Dictionary of Occupational Titles (DOT)*. Up to date information on public and private sector careers and labor market information. The O*NET system includes the database and the O*NET Career Exploration Tools. <http://www.onetcenter.org/overview.html>
- **America's Job Center (Career OneStop)**: helps individuals explore career opportunities to make informed vocational choices. Features occupation information, salary data, career videos, education resources, self-assessment tools, and career exploration assistance. www.careeronestop.org & <https://www.careeronestop.org/Toolkit/toolkit.aspx>
- **Advance CTE/Learning That Works Resource Center**: education and advocacy around all levels of CTE education. <https://careertech.org/resource-center>

Resources: Accreditation & CTE

- Council for Higher Education Accreditation: <https://www.chea.org/>
 - Search Directory: https://www.chea.org/search-programs-results-table?field_program_type%5B%5D=1058&country_filter=US&administrative_area_filter=NY&search_api_fulltext_city=
- Database of Accredited Postsecondary Institutions and Programs: <https://ope.ed.gov/dapip/#/home>
- Apprenticeship USA: <https://www.dol.gov/apprenticeship/docs/RAPlanningTool20150727.pdf>
- Association for Career & Technical Education: <https://www.acteonline.org/>
- Advance CTE: <https://www.careertech.org/>
- CTE Policy Watch: <https://ctepolicywatch.acteonline.org/>
- National Skills Coalition: <https://www.nationalskillscoalition.org/>
- Skills for Good Jobs Agenda 2019: https://www.nationalskillscoalition.org/resources/publications/file/2019-Skills-for-Good-Jobs_web-1.pdf
- SNAP Education & Training webinar: <https://www.nationalskillscoalition.org/resources/webinars/sign-up-now>
- Workforce GPS: <https://www.workforcegps.org/>

Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

At the end of today's training please take a moment to complete a **brief** survey about today's training.



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Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

SAMHSA
Substance Abuse and Mental Health
Services Administration



MHTTC

Mental Health Technology Transfer Center Network

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The purpose of the MHTTC Network is technology transfer - disseminating and implementing evidence-based practices for mental disorders into the field.

Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), the MHTTC Network includes 10 Regional Centers, a National American Indian and Alaska Native Center, a National Hispanic and Latino Center, and a Network Coordinating Office.

Our collaborative network supports resource development and dissemination, training and technical assistance, and workforce development for the mental health field. We work with systems, organizations, and treatment practitioners involved in the delivery of mental health services to strengthen their capacity to deliver effective evidence-based practices to individuals. Our services cover the full continuum spanning mental illness prevention, treatment, and recovery support.

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