

## Milestones in the Vocational Evaluation Profession

1950's and 60's:	<ul style="list-style-type: none"><li>▪ Work samples (or simulated work tasks) and situational assessments (though not identified as such then) were developed in sheltered workshops serving people with disabilities across the US.</li><li>▪ Time-motion studies and techniques from industrial and organizational engineering were used to create optimal processes for performing work.</li></ul>
1960's	<ul style="list-style-type: none"><li>▪ More methodical processes were used to develop work samples in sheltered workshops and at the Woodrow Wilson Rehabilitation Center in Fishersville, Virginia.</li><li>▪ A new profession was being forged relying on psychology, including standardized testing/psychometrics, industrial and organizational psychology (e.g., observing potential or current workers in relation to specific workplaces); industrial engineering and production management (e.g., efficiency studies, organization of work, time-motion studies, work sampling, job analysis); medicine, including related fields of physical and occupational therapy (e.g., case management, work adjustment,); and, the military, encompassing test development (aptitude, intelligence, and interest testing), norming studies, and occupational placements based on testing individuals' attributes).</li><li>▪ Formal work sample systems (TOWER) were developed in New York City (Institute for the Crippled and Disabled), Cleveland, Chicago (Jewish Vocational Services), San Francisco, and Florida. Some of these evolved into commercial work sample and vocational evaluation systems sold for profit.</li></ul>
1962	Bernard Rosenberg approached the National Rehabilitation Association (NRA) to consider establishing a professional group for vocational evaluators.
1963	Frank Kern met with vocational evaluators from across the country and in Institute, WVA determined the need for a professional association. Simultaneously, a similar group in Gadsden, AL came to the same conclusion.
1965	A work evaluation conference held in March at Warm Springs, GA identified a definition of vocational (work) evaluation and later that year at a second conference formed the American Association of Work Evaluators (AAWE)
1967	The AAWE was dissolved and the Vocational Evaluation and Work Adjustment Association (VEWAA) was formed at the NRA Conference in Cleveland, OH. VEWAA Was formally given provisional status into the parent association of NRA.

1967	The first graduate program in vocational evaluation begins at what is now the University of Wisconsin-Stout. Graduate programs at Auburn University, the University of Arizona, and University of Southern Illinois followed.
1968	VEWAA attained full divisional status in NRA. It initiated its fledgling journal the same year and until recently, VEWAA continued that journal. VECAP has published its Journal since 2003.
1969	The Materials Development Center was established at the University of Wisconsin-Stout. Until the 1990's it served as THE clearinghouse, repository, and central location for creating and publishing materials to further the field of vocational evaluation. It and its staff, primarily directed and coordinated by Ron Fry, helped thousands of evaluators as they started their careers. Among many training documents, the Work Sample Development Manual and a report writing book authored by Steve Thomas helped guide the field for many in the U.S. and throughout the world. When online materials became more available, "the Center's work focus shifted away from hard copy resources." ( <a href="https://www.uwstout.edu/outreach-engagement/stout-vocational-rehabilitation-institute-svri">https://www.uwstout.edu/outreach-engagement/stout-vocational-rehabilitation-institute-svri</a> ). It was a loss to the profession.
1970's - 1980's	<ul style="list-style-type: none"> <li>▪ The situational assessment approach in vocational evaluation is pioneered by Jewish Vocational Services of Chicago and Jewish Employment and Vocational Services of Philadelphia created the JEVS work sample system for people who were disadvantaged.</li> <li>▪ Numerous commercial vocational evaluation or work sample systems were developed, such as the Micro-TOWER, Singer Vocational Evaluation System, Valpar Component Work Sample Series, Talent Assessment Program (TAP), the Jewish Employment Services Work Sample System (JEVS), , the McCarron-Dial system, and others. Later, Jewish Employment Services created the VIEW or Vocational Information and Evaluation Work Samples and the VITAS, or Vocational Interest, Temperament, and Aptitude System.</li> </ul>
1971	Development of a <i>Model for Vocational Evaluation of the Disadvantaged</i> , a research project Interim Report is published by Julian Nadolsky at Auburn University.
1972	The Tenth Institute on Rehabilitation Issues (IRI) is convened and focuses on Vocational Evaluation. An accompanying training document is published: <i>Vocational evaluation and work adjustment services in vocational rehabilitation</i> .
1973	<i>Vocational Evaluation of the Culturally Disadvantaged: A Comparative Investigation of the JEVS System and a Model-based System</i> , the final Report of Nadolsky's research project, is published at Auburn University.

1975	Vocational Evaluation Project: Final Report (led by Stanley Crow) is published as a special edition of the <i>Vocational Evaluation and Work Adjustment Association Bulletin</i> (journal of VEWAA) is published in concert with the Materials Development Center at the University of Wisconsin-Stout.
1981	The Commission on Certification of Work Adjustment and Vocational Evaluation Specialists (CCWAVES) is established to certify work adjustment personnel as "Certified in Work Adjustment" (CWA) and vocational evaluators as "Certified in Vocational Evaluation" (CVE).
1984	First National Issues Forum in Vocational Evaluation and Assessment is held in Atlanta, GA; it was led by VEWAA and co-sponsored by the National Rehabilitation Counseling Association, the Division of Career Development of the Council for Exceptional Children, the National Association of Special Needs Personnel of the American Vocational Association, the National Association of School Psychologists, and National Association of Rehabilitation Professionals in the Private Sector.
1986	Walt Pruitt of the University of Wisconsin-Stout publishes the second edition of the field's first text book devoted to vocational evaluation in its entirety: <i>Vocational (Work) Evaluation</i> .
1987	Fourteenth Institute on Rehabilitation Issues (IRI) publishes the training document: <i>The Use of Evaluation in VR</i> . University of Wisconsin-Stout, Materials Development Center.
1990-1997	VEWAA under the leadership of Fran Smith and Dana Schuster invited about fifteen national associations to form the Interdisciplinary Council on Vocational Evaluation and Assessment. Eleven of these groups convened several times, collaboratively prepared a paper that was published in various national journals. The combined memberships of these organizations, which totaled in the tens of thousands, approved the content of the paper to demonstrate consensus regarding the philosophy, values, and principles for vocational evaluation and assessment.
1993	<i>Glossary of Terminology for Vocational Assessment, Evaluation, and Work Adjustment</i> is published by the Materials Development Center at the University of Wisconsin-Stout, under the editorship of Lynn Dowd. Previous editions of the Glossary under different titles were published in 1978, 1983, and 1988.
1994-5	<i>The Position Paper of the Interdisciplinary Council on Vocational Evaluation and Assessment</i> was published in the VEWAA, the Division of Career Development (now The Division of Career Development and Transition) and the National Association of Vocational Special Needs Personnel journals.

1995	VEWAA creates the <i>Blueprint for the Future</i> attempting to clearly state for common values and a vision for the future that would be inclusive as working within the NRA structure was restrictive.
1999-2003	VEWAA Board asks NRA to allow professionals to join VEWAA without joining NRA, due to the diversity of settings (many outside of rehabilitation) of VEWAA members. NRA declined to grant this request.
2000, 2001, 2002	VEWAA leaders conduct two national surveys of members to determine if VEWAA should leave the National Rehabilitation Association (NRA). The overwhelming response was to leave NRA due to the facts that the pre-requisite membership fee NRA was high, NRA couldn't meet the needs of many VEWAA members, and membership information was difficult to obtain from NRA. Due to increasing needs of evaluators in public schools, vocational technical centers, etc. a group of evaluators formed the National Association of Vocational Assessment in Education (NAVAE). After VECAP was started, NAVAE merged with it. A core group of VEWAA members remained with NRA.
2003	Many VEWAA leaders resigned from VEWAA to start the Vocational Evaluation and Career Assessment Professionals (VECAP) association to provide an inclusive professional organization for vocational evaluators. VECAP begins publishing a Journal; there was no gap between the last VEWAA Journal publication and VECAP's initial edition.
2003	The Thirtieth Institute on Rehabilitation Issues convenes a study group on vocational evaluation and produces a final training document entitled, <i>A new paradigm for vocational evaluation: Empowering the VR consumer through vocational information</i> . Washington, DC: Rehabilitation Services Administration, US Department of Education. (Institutes on Rehabilitation Issues were discontinued by RSA.)
2000-2008	RSA gradually reduced the number of graduate programs it sponsored from a high of about 21 or more programs to 2019 when none were sponsored.
2008	CCWAVES suspend future credentialing for the CVE due to a lack of applicants, which was a result of waning graduate training programs. CRCC assumed maintenance and renewal of current CVEs.
2009-2011	To address the loss of the CVE, an ad hoc task force comprised of VECAP and VEWAA members formed. With support from both associations and the SVRI at The University of Wisconsin-Stout, the structure for a Registry for vocational evaluators was formed.

2011	The Registry for Professional Vocational Evaluators (RPVE) was established with procedures and a process for registering new entrants to the field. PVEs had to submit proof of continuing education units to maintain their status.
2017	The RPVE announces that as of December 31, 2017 it will no longer accept new applications, but it will maintain renewals until December 31, 2022.
2017-2018	The Interdisciplinary Council on Vocational Evaluation and Assessment was revived under the leadership of VECAP's Sam Castiglione. Several national Associations participated in a revision of the original Position Paper from 1994 and 1995.
2018	<i>The Revised Position Paper of the Interdisciplinary Council on Vocational Evaluation and Assessment</i> was published in the VECAP Journal. It added the preferred definitions for vocational evaluation and the three levels of vocational assessment.
2017-2019	VECAP investigates credentialing options for vocational evaluators and career assessment personnel, including asking the Commission on the Certification of Rehabilitation Counselors (CRCC) if it would entertain offering the CVE or an alternative. At the time, CRCC declined. For about a year VECAP negotiated with the Canadian College of Vocational Rehabilitation Professionals (CVRP) to offer an alternative credential.
2019, October	The CVRP and VECAP signed a Memorandum of Understanding that the CVRP would offer the newly created International Certified Vocational Evaluator (ICVE) credential for vocational evaluators in a number of countries, beginning with Canada and the United States. VECAP is entirely separate from the ICVE and the CVRP, but supports and advocates for the credential. The ICVE is founded on the Canadian Certified Vocational Evaluator credential which is based upon the original CVE managed by CCWAVES; this includes a stringent examination, specific educational and experiential requirements, and peer reviews of reports.
2019-2022	An ICVE examination committee, including both Canadian and U.S. subject-matter experts revised the CCVE examination and continues to do so. The committee ensures that content reflects US practice sufficiently.
2019	Under the leadership of Francois Paradis of The Canadian Assessment, Vocational Evaluation and Work Adjustment Society the Canadian Assessment (CAVEWAS), four VECAP members created four vocational evaluation training modules for the Canadian Vocational Rehabilitation Association and CAVEWAS.

2020	The (CCRC) decided to offer a new CVE credential which requires that applicants complete three training modules and a “capstone project” of a case-based written report.
2020	CAVEWAS formed a formal partnership with VECAP. Members of each association have access to the benefits of both associations as mutual members.
2020	Six VECAP members, under the leadership of CAVEWAS’s Francois Paradis, revised the CCVE Exam Study Guide by converting it to the ICVE Exam Study Guide and adding U.S. relevant content. A team of both Canadian and U.S. evaluators reviewed and critiqued the content.

## Sources

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