Onondaga Pathways to Careers Demonstration Project at Onondaga Community College

Welcome & Introductions

Discussants
• Nancy Carr – OPC
• Bobbi Latimer – OPC
• William Myhill - OPC

Facilitate Discussion
• Michael Morris
• Meera Adya

OPC is funded by the Office of Disability Employment Policy, U.S. Department of Labor
Award No. OD-26453-14-75-4-36
Others Joining Us

1. NY Community Colleges & CUNY Institutions
2. Georgia VR
3. Kentucky VR
4. Nebraska VR
5. Virginia VR
6. DEI TA Representatives
7. DEI Projects

Agenda

• Several past sessions have addressed life-related issues regarding pathways engaged youths’ significant barriers. In this session:
  • we will briefly review our journey,
  • resources and strategies that were previously shared, and
  • discuss some recent and ongoing OPC work that is relevant.

• Having discussed recruitment, retention, and youth life related challenges and strategies to resolve those, I would like to propose we move our focus in future sessions to “next phase” issues:
  • Career exploration and preparation
  • Work-based learning
    • Job-shadowing
    • Internships
  • others
Family Engagement: Background / Recommendations

Pathways to Careers Toolkit: Case Management

- Case Management is the responsibility for directing and managing a student’s participation in the program, which typically includes non-instructional activities such as:
  - recruitment,
  - retention,
  - program component navigation,
  - life skill or life issue assistance,
  - academic, career or personal counseling,
  - financial aid guidance,
  - and other supportive services.
Guideposts: Family Involvement

The National Collaborative on Workforce and Disability has developed the Guideposts for Success to assist with a successful transition process for youth with disabilities. The 5th Guidepost addresses family involvement and supports:

All youth need parents, families and other caring adults who:
• Have high expectations which build upon the young person’s strengths, interests, and needs and fosters their ability to achieve independence and self-sufficiency;
• Are involved in their lives and assisting them toward adulthood;
• Have access to information about employment, further education, and community resources;
• Take an active role in transition planning with schools and community partners; and
• Have access to medical, professional, and peer support networks.

Guideposts: Family Involvement

In addition, youth with disabilities need parents, families and other caring adults who:
• Have an understanding of their youth’s disability and how it affects his or her education, employment, and/or daily living options;
• Have knowledge of rights and responsibilities under various disability-related legislation;
• Have knowledge of and access to programs, services, supports, and accommodations available for young people with disabilities; and
• Have an understanding of how individualized planning tools can assist youth in achieving transition goals and objectives.
LifeCourse in Service Planning

- Charting the Life Course using the *Trajectory* to talk about someone’s vision for a good life and employment goals.
- Then use the *Integrated Support Star* to identify supports required to help someone achieve their goals.
- Engage the person, their family and anyone in their support network in the process.
**OPC: Barriers to success, Family Engagement and Ongoing Outreach**
Intersectionality and disability

• Our students with disabilities often have a combination of disability and other challenges that can include:
  • Poverty
  • Homelessness
  • Hunger

• Further, this is often combined with other inequalities based on identity including:
  • Gender
  • Race
  • Ethnicity

Examples of student issues
Commonly encountered

• **Access to basic needs**: clothing, housing, food, heat/hot water
• **Mental Health needs/complications**: access to proper healthcare/specialists, suicidal ideations
• **Family problems**
• **Issues communicating with professors**
• **Class advisement**
• **Relationship issues**
• **Understanding the difference between high school and college (both parents and students)**
• **Transportation issues**
Common referrals

- CPEP—Comprehensive Emergency Psychiatric Program, services at St. Joseph’s Hospital: No referrals in Quarter 3
- ACCES-VR: 4 referrals have been given to 4 students in Quarter 3
- Food Pantry on campus: 3 referrals have been given to 2 students in Quarter 3
- Advocates, Inc., for help with finding an aide when appropriate: No referrals in Quarter 3
- CENTRO: 18 bus passes have been given out to 11 students in Quarter 3
- The Learning Center on campus: 56 referrals have been given to 26 students to date in Quarter 3, though all students are referred to the Learning Center and many are referred multiple times

We Care Reporting Form

- Any member of the OCC can submit a referral through online submission
- Case Collaboration Committee reviews the case
- Referrals made, case owner or those working closely with the student is notified
We Care Reporting Form

Report Details

Please complete each section in an objective and factual manner, avoiding labels or stereotypes.

• Please specify behaviors applicable to the student of concern; check ALL that apply.
  - Academic Difficulty
  - Attendance Issues
  - Aggression - Physical
  - Aggression - Verbal
  - Alcohol/Addiction to
    - Community
  - Alcohol/Addiction to
  - Dating Violence

• Please provide a detailed narrative of the concern you are reporting, using specific, concise, and objective language.

• Have others shared with you that they are also concerned about this student?
  - Yes
  - No
  - Don’t know

• Does the behavior seem to be getting worse or more frequent?
  - Yes
  - No
  - Don’t know

• Other than submission of this form, what, if anything, have you done to address this concern?

Individual meetings

• In one quarter for example, Meaghan Bodemer, educational coordinator, has had **110** student advisement meetings to date.

  • Quarter 3 is the first time this information has been tracked.
  • Meetings range from 30 minutes to beyond an hour, dependent on the severity of the student issue. Most often there is discussion of available resources, an outline of how to handle any challenges that have arisen and planning a follow up meeting and next steps.
  • Many students often have an intersection of issues, including disability plus others such as poverty, being a member of a minority group, hunger, etc.
Cayuga County - Help Now
ARISE – Transition Age Websites

ARISE – Quick Guide Definitions
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<th>Address</th>
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<th>Fax</th>
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<td>145 East Washington Street, Springfield, IL 62701</td>
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Community Care Hub Case Manager

POSITION FUNCTION:
As a member of Onondaga Community College’s Community Care Hub (CCH) team, the Case Manager (CM) will work to address the comprehensive non-academic needs of our students that may impede their ability to be successful and complete their degree. The CM will provide direct assistance to a caseload of students and serve as the primary coordinator of the student intake process, including appropriately categorizing and referring students based on their identified needs. The ability to positively interface and collaborate with campus-based and community resources will be integral to the position and the CCH’s ability to meet our students’ needs most effectively.

The case manager supports students and their families to manage crises, life traumas, and other concerns or barriers that impede success. This is a specialized position which blends collaboration and consultation with colleagues in the schools/colleges, service and care providers both on and off campus, as well as other support resources with functions of non-clinical student consultation, program coordination of student referrals, systems development for reporting and maintenance of student cases, and leadership in addressing factors which contribute to student attrition and improve student success.

The case manager will work to address the needs of students struggling to manage housing and/or food insecurity, legal concerns, financial instability, transportation challenges, access to medical insurance and care, family care, and other non-academic needs through a variety of interventions, referrals, and follow-up services. The Case Manager will respond to daily case management functions including but not limited to: student emergencies; consults with campus and community members and agencies; and parent/student inquiries and concerns.

MAJOR RESPONSIBILITIES:
• Provide Case Management services by meeting goals and objectives consistent with grant deliverables.
• Conduct initial student assessments, including the identification of assets and barriers to success.
• Make referrals and facilitate linkages to on-campus and community-based resources and agencies.
• Participate in staff development trainings and weekly meetings.
• Complete all required forms, case notes, data collection and record activities necessary for effective case management and project accountability and reporting.
• Collaborate closely with the CCH team.
• Perform other duties as assigned by supervisor.
Community Care Hub Case Manager

MINIMUM QUALIFICATIONS:
• Master’s degree in Social Work, Counseling, or Higher Education Counseling with 3-5 years’ experience, preferably in a higher education setting. Prior work experience in case management required.

PREFERRED QUALIFICATIONS:
• Professional experience with youth and families involved with the child welfare, social service, mental health, and/or a juvenile justice system.

KNOWLEDGE, SKILLS AND ABILITIES
• Ability to develop and maintain professional working relationships across campus and throughout the Syracuse community.
• Experience with navigating complex systems either personally or through work experience.
• Ability to communicate effectively and appropriately while maintaining positive relationships with supervisors, stakeholders, peers, youth, and families.
• Experience in case management, reporting, and electronic record keeping.
• Experience in and knowledge of social services and the associated policies and protocol within the system.
• Experience working with diverse populations.
• Familiarity with local and state laws as they pertain to services and assistance for impoverished populations.
• Ability to articulate an understanding at risk populations and the service needs associated with their success.
• The ability to engage individuals who are in crisis and develop trust and connection.
• The ability to manage and prioritize one’s own day to day work requirements in a fast paced environment.
• The ability to use independent judgment, critical thinking, and active listening to identify complex problems, evaluate options, and implement solutions.
• Excellent writing and communication skills.
• Valid Driver’s License and access to an automobile.
OPC Strategies: Family Engagement

- Local Family Advocacy Organizations
- Special Education Parent Teacher Associations
- OPC Scholars
- OPC Parent / Family Newsletter
- OAR Family Survey of OPC Students
OPC Strategies: Family Engagement

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Office of Accessibility Resources  Onondaga Pathways to Careers  Family Questionnaire

1. How is your student adjusting this semester?
2. Is your son or daughter living at home or on campus?
3. Does your college student drive?
   If commuting, how do they travel to camps?
   Car  Public Transit/Bus  Other:
4. Does your son or daughter take medication?
5. Can they take it independently?
6. Has your family reviewed the College’s FERPA form?
7. Is your son or daughter registered with ACCES-VR?
8. Concerns?
9. Are there additional services that could benefit your student?
10. Please rank your student:
    Self-Advocacy Skills
    Study Skills
    Stress Management Ability
11. Where do you see your son or daughter in 3-5 years?
Georgia’s E3 Approach: Family Engagement

Hire Transition Partners:

• Transition Partners work in school districts as part of the E3 project for Georgia Vocational Rehabilitation Agency (GVRA). Transition Partners:
  • work to build relationships and improve the transitions process and employment outcomes for youth and young adults;
  • work to build a strong relationship with school personnel; empower the family to be informed, self-sufficient, and resourceful;
  • and practice effective listening skills and provides responses and options that are family-centered and culturally competent to help meet the needs of the child and family.
Partner’s Parent Engagement Plan

Outreach

• Distribute introductory/promotional materials to families/professionals during open house and other scheduled E3 events.
  • Parents who provide info at sign in will receive call back and/or to be added to mail list.

• Set up meetings to introduce and distribute promotional materials to school staff and VR staff. Distribute P2P referral form to be used by GVRA staff and school staff.
  • Referrals will be contacted within 3 days and will be offered/mailed P2P transition packet.

• Attend various community activities that attract parents and distribute P2P promotional materials. (brochures, magnets, pens, post-its, etc.)
  • Parents who provide info on sign in sheet will receive call back and/or to be added to mailing list, as indicated.

• Create a schedule of upcoming events in each district to be shared with families through Facebook postings, email blasts, and P2P website.

• Gather contact information on potential providers in the community to be added to our online searchable database.

Partner’s Parent Engagement Plan

One-on-One Consultation/Support

• Utilization of P2P database to search for local providers/professionals.
  • Provide training to VR staff on “how to use the database”

• Use and promotion of the Roadmap to Success as a resource for families

• Provision of vetted reading and resource materials through P2P Virtual Library

• Provision of technical assistance and real-time advice

Connecting Families

• Recruit and match to trained Supporting Parents who can share experiences.

• Create and/or support local or topical Support Groups

• Link families to online sources of support (i.e., Facebook groups)

• Collaborate with district Parent Mentors to support families; sharing referrals, as appropriate.
Partner’s Parent Engagement Plan

Coordination of Training and Education Sessions

• Provide P2P Trainings on a variety of topics including transition specific topics.
  • Coordinate one training on Transition to Healthcare with parents. Coordinate one training on Now/Comp Waiver.
  • Coordinate at least 1 additional training on a transition topic.
• Promote live and archived webinars on variety of topics
  • Facilitate 1 live webinar on Benefits Navigation (to be archived)
• Community Resource Sessions for families introducing them to resources, providers and information to assist them with transition (i.e., Medicaid waivers, SSI, housing options, transportation options and job programs)
  • Coordinate Community Resource Session

Questions / Discussion
New Members & Resources Are Welcome!

• Please send Meera (madya@syr.edu) recommendations for additional members, especially students and employers.
• Please connect us to any people we should be including in the project.
• Please send us (or point Meera in the direction of) any resources you have or know about that you think we should use.

Next Meeting: Date & Topic

• Our meeting schedule will be every 2 months, the 4th Thursday of the month, from 12:00-1:00 EST.
  • So, our next meeting is February April 27th, 2017, Noon EST

• Topics to be addressed?