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.
CHARTING the life course

Life Trajectory Worksheet: Individual

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don’t want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.
Integrated Support Star
# CHARTING the life course

## Integrated Services and Supports

**People need supports to lead good lives.** Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.

<table>
<thead>
<tr>
<th>LIFE DOMAIN</th>
<th>Personal Strengths &amp; Assets</th>
<th>Relationship Based Supports</th>
<th>Technology</th>
<th>Community Resources</th>
<th>Eligibility Based Supports</th>
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<td><strong>Daily Life</strong></td>
<td>Work/volunteer experience</td>
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<td>Volunteering</td>
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<td>Work crews/encloses</td>
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<td>Alarm clock</td>
<td>Competitive employment/careers</td>
<td>Rental home/apartment</td>
<td>Job coaches</td>
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<td><em>Vision or dream for job or career</em></td>
<td>Cell phone</td>
<td>Colleges, universities, tech school</td>
<td>Co-op for housing or transportation</td>
<td><em>Supported employment</em></td>
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<td><em>Responsibilities at home or school</em></td>
<td>iPad educational/life skills apps</td>
<td>Online resume builders</td>
<td>Public transportation (bus, train, taxi)</td>
<td>Special college programs</td>
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<td><em>Makes choices and decisions</em></td>
<td>Online classes or training</td>
<td>Online courses</td>
<td>Universal design</td>
<td><em>Special Education/IEP</em></td>
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<td><em>Communicates ideas, needs, thoughts to others</em></td>
<td>Internet job search</td>
<td>Tutoring</td>
<td>Neighborhood Watch</td>
<td>HeadStart</td>
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<td><em>Knowledge of a variety of different jobs/careers</em></td>
<td>Calculator</td>
<td>Parent/Teacher Association (PTA)</td>
<td>Neighborhood Men's Association</td>
<td>Vocational Rehabilitation</td>
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<td><em>Good social skills</em></td>
<td>Computer</td>
<td>Summer Reading Program (library)</td>
<td>Home Owner's Association</td>
<td>Case manager/support coordinator</td>
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<td><em>Practices everyday living skills</em></td>
<td>iPhone/smart phone</td>
<td>Food Pantries</td>
<td>Meals on Wheels</td>
<td><em>Sheltered workshops</em></td>
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<td><strong>Employment</strong></td>
<td><em>Knowledge of how to navigate community</em></td>
<td>iPad apps</td>
<td>Independent Supported Living (ISL)</td>
<td>Section 8 Housing Vouchers</td>
<td><em>Day Habilitation</em></td>
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<td>Driver, rides bus, cab, or other public transportation</td>
<td>Adapted living space</td>
<td>Independent Living Center</td>
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<td>Housekeeping skills</td>
<td>Environmental technology</td>
<td>Shared Living/Host Family</td>
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<td>Can prepare simple meals/snacks</td>
<td>Remote monitoring</td>
<td>Institutions</td>
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<td><em>Can spend time alone or away from family</em></td>
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<td>Intermediate Care Facility (ICF)</td>
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<td><em>Knowledge of different types of living options</em></td>
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<td><em>Has hobbies and interests and needed supplies</em></td>
<td>Meals on Wheels</td>
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<td>Knowledge/experience playing games or other social activities</td>
<td>Parks and Recreation</td>
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<td><em>Outgoing, friendly personality</em></td>
<td>Service/social club/groups</td>
<td>Separate or special church service</td>
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<td>Understands social cues and norms</td>
<td>Include faith community</td>
<td>Special group outings &amp; activities</td>
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<td><em>Has money/budget for social activities</em></td>
<td>Sports teams and clubs</td>
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<td>Interest in/belief in faith/higher power</td>
<td>Professional</td>
<td>Special passes</td>
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<td>Belongs to/has ties in a faith community</td>
<td>Professional</td>
<td>Social skills classes</td>
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<td>Exposure/experience going to wedding/funerals</td>
<td>Good communication skills</td>
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## CHARTING the life course

### LIFE DOMAIN

#### Home security/Alarm system
- Knows address, phone numbers, other contacts
- Knows how to appropriately use 911
- Family/person has an emergency/disaster plan
- Able to lock/unlock door (with key or code)
- Carries identification or specific information in wallet or on person
- Home is modified for safety
- GPS tracking device
- Reciprocal knowledge with First Responders
- Has and knows how to use a debit card
- Family/person has engaged in financial planning

#### Personal Strengths & Assets
- Parents, siblings, grandparents, other family members
- Friends
- Neighbors
- Familiar staff/workers at local stores, restaurants, etc.

#### Relationship Based Supports
- Automatic bill pay/direct deposit
- Limited/joint bank account
- Personal safety devices
- Remote monitoring
- Ipad/smart phone apps

#### Technology
- Powers of Attorney
- Neighborhood watch
- Local Police Department
- Online banking
- Living Trust
- LifeLock (Identity theft protection)
- Neighborhood Watch

#### Community Resources
- Full guardianship
- 24 hour supervision
- Limited guardianship
- Special Needs Trust

#### Eligibility Based Supports
- Paid advocate
- Self Advocacy Groups
- Disability Rights Day at the Capitol
- Self Advocacy Training

### Safety & Security

#### Registered to vote, has voter ID, and understands how to vote
- Knowledge of and membership in advocacy groups or organizations
- Volunteers
- Political awareness and advocacy
- Has had leadership training and/or experience
- Understands right/wrong, importance of doing the right thing and being a law-abiding citizen
- Is able to speak up for self;

#### Advocacy & Advocacy
- Grandparents, aunts, uncles, extended family
- Neighbors
- Other parents/families
- Church/worship community

#### Support for Family Unit
- Family is active and engaged in community, networks, support groups, or mentoring
- Understands rights and responsibilities
- Well organized, keeps track of things
- Has end of life plan/plans when parents can no longer fulfill their many caring for and caring about roles
- Has and utilizes social capital/community connections
- Willing to share their story

#### Supports & Services
- Knowledge of different sources of support and how to navigate systems and organizations
- Ability to integrate different kinds of support into family and individual's life
- Know who to contact for help or guidance
- Has someone who can/will provide paid services (potential staff and networks to recruit)

#### Personal Strengths & Assets
- Parents, siblings, grandparents, spouse, children, other family
- Neighbors
- Classmates/former classmates
- Church/Worship community
- Teachers

#### Relationship Based Supports
- Smart Home
- Remote Monitoring Devices
- GPS Devices

#### Technology
- Financial planner
- Pigg bank
- Free/Reduced school lunch
- Bank
- Community Centers
- Community clubs (Elks, Eagles, Lions)
- Pets
- Service animals

#### Community Resources
- Vocational Rehabilitation
- Division Developmental Disabilities
- Health and Senior Services
- Medicaid/Medicare
- Social Security
- Food Stamps
- Medicaid waivers
- Mental/Behavioral Health Centers
- Independent Living Centers
- Meals On Wheels
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
  - Adjustment issues
  - Aggression - Physical
  - Aggression - Verbal
  - Alcohol/Drug Danger to Community
  - Alcohol/Drug Misuse
  - Cyber Stalking and Harassment
  - Dating Violence
  - Disrupting Classroom
  - Domestic Violence
  - Eating Issues
  - Family Issues
  - Financial Issues
  - Grief and Loss
  - Hopelessness
  - Inappropriate Interests
  - Perceived Injustice
  - Self-Injurious
  - Sexual Assault
  - Stalking - Physical
  - Suicide Risk
  - Weapon use/possession
  - Writings - Disturbing
  - Other

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

  Check Spelling & Preview

* 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?
  Check Spelling & Preview
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
Cayuga County
Help Now
OPC is funded by the Office of Disability Employment Policy, U.S. Department of Labor Award No. OD-26453-14-75-4-36.
ARISE Brochure

Quick Guide

Transition Services
Onondaga County

ACCES-VR
ARISE - an Independent Living Center
Onondaga Pathways to Careers @ OCC
Mid-State RSE-TASC
Exceptional Family Resources (EFR)*

Disclaimer
As of December 2016, this information has been updated. Information is subject to change at any time. This guide is only meant to serve as a reference. *Quick Guide was originally created by EIE.
ARISE – Transition Age Websites

Transition Age Youth Websites

CareerShip®
www.engagecareerinfo.org/careership/about_careership.html
CareerShip® is a free online career exploration adventure for middle and high school students. CareerShip is a product of Mapping Your Future. (http://mappingyourfuture.org), a public-service website providing free career, college, financial aid, and money management information and services. Students can review careers by cluster, review a featured career, match courses to their interests, or search for a particular career.

InDetermined
www.indetermined.org
The InDetermined project, is a state-directed project funded by the Virginia Department of Education, focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior. This project facilitates youth, especially those with disabilities, to understand a measure of control in their lives by helping to set and steer the course rather than removing the choice of a passenger.

NYS ACCESS-VR Services
www.ACCESS-VR.GEN.GOV
ACCESS-VR is a state-operated, federally funded program which starts with the presumption that all persons with disabilities can benefit from vocational rehabilitation services and should have opportunities to work in jobs integrated within their communities. VR Counselors guide individuals through services programs they may need to reach their employment goals.

NYS Department of Labor CareerZone
www.careerzone.ny.gov
CareerZone is the place to explore careers related to your strengths, skills, and interests. It offers help with preparing a resume and developing a budget to get your life on track. Find links to information about military careers, college preparation and financial aid.

Transition RTC
www.youthontransition.com
The Transitions RTC is a national effort that aims to improve the supports for youth and young adults, ages 14-30, with serious mental health conditions who are trying to successfully complete their schooling and training and move into rewarding work lives.

think COLLEGE
www.thinkcollege.net
ThinkCollege is a national organization dedicated to developing, expanding, and improving innovative higher education options for people with intellectual disabilities. With a commitment to equity and excellence, ThinkCollege supports evidence-based and student-centered research and practice by generating and sharing knowledge, guiding institutional change, informing public policy, and engaging with students, professionals, and families.

YOUTH POWER
www.youthpower.org
YOUTh POWER is the New York State network of young people who have been involved and are seeking change. Through peer-to-peer mentoring, they empower young people to be active citizens, aware of government operations, their rights and the ability to use their voices to influence policies, practices, regulations and law. They are young people helping other people, ensuring equality of self-help and peer support while changing systems so that young people get the support they need with the respect and dignity they deserve.
ARISE – Quick Guide Definitions

Quick Guide Definitions

Advocacy Legal
Representatives in securing benefits, services and programs to which a person may be entitled.

Assistive Technology
Includes adaptive tools, controls, appliances or supplies, such as computers, switches, etc.

Behavior Counseling
Advice and/or eligibility of various forms of financial assistance (i.e., SSI, SSDI).

Community Help
A service delivered to Medicaid Waiver participants designed to enhance community living and social integration. Services may include daily living skills training, recreation programming, etc.

Education and Training
May provide education or training to participants or siblings on different needs and other topics of interest as well as classes to learn new skills (i.e., computer programming).

Employment Services
Offer services that offer different types and levels of support, ranging from immediate (e.g., provide funding) to extended college or learn a trade to providing job coaches. Call specific agency for further information.

Foster Parent/Guardian
Assists in determining how to arrange a special needs trust and/or guardianship paperwork for students with disabilities.

Housing and Transportation
Provides programs and services to individuals with hearing and vision disabilities including evaluations, sign language interpreters, peer support and employment.

Home and Environmental Modifications
Evaluation changes to home, school or work place which increase independence and accessibility (i.e., adding a ramp to a door for wheelchair accessibility).

Housing Options
Certified homes are typically homes or programs operated by an agency that SYS/CID/RIL/ES reviews.

Family Care Program
A program that provides live-in home care for individuals with disabilities to live with them.

Institutional Residential Alternatives (IRA)
Serve those living in an independent home environment to just one person. Usually provided 24 hour support but can be set up for less support needs.

Institutional Care Facilities (ICF)
Serve those individuals with higher levels of support needs with clinical settings and supervised employees.

Supported Housing
A space that accommodates efforts for people to live independently even if assisted by the person with the disability or their family. Individuals may choose to live independently or with others, and some with support services to meet specific needs.

Mental Health Services
Inclusive programs, evaluations, medications, civic engagement and mental health training (counseling by licensed counselor). Additionally, it includes various types of support groups (i.e., monthly meetings for individuals with ADHD, etc. daily meetings for renewing alcoholism).

Recreation/Leisure
Agency may provide various recreation and leisure programs, such as seasonal activities (i.e., swimming, hiking, shopping, playing sports, etc).

Respite Services
Specific services to provide families of people with disabilities temporary respite from caregiving responsibilities.

Services Coordination (Mid-Ohio Service Coordination-MOSCA)
Provides services to participants with disabilities to develop plans and access needed support services and related activities.

Therapy–PT/OT/DM
Agency may provide physical therapy (PT), occupational therapy (OT) and speech-language pathology (SLP) services, as well as other therapy-related interventions.

Transportation
Agency may provide direct and/or indirect transportation services. Audit with instruction and support to individuals who are to obtain the public transportation system (i.e., County Bus).

Vocational Assessment
Evaluations regarding strengths and interests which help prepare employment goals and determine which careers are best suited for individuals with disabilities. Not to be confused with a Functional Vocational Evaluation which is a one-day assessment for a standard or real work environment to develop licenses skills that individuals can achieve in the setting (also referred to as a situational assessment).
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<tr>
<th>Organization</th>
<th>Address</th>
<th>Advocacy</th>
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<th>Benefits</th>
<th>Advisement</th>
<th>Community Hub</th>
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<th>Housing and Homelessness</th>
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<th>Referral/Support</th>
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<th>Therapy: PT/O&amp;P</th>
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<td>Elmcrest, 950 Salt Springs Road, Syracuse, NY 13224</td>
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<td>212 East Main Street, East Syracuse, NY 13057</td>
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<td>NY Office of Children and Family Services, 52 Washington Street, Rensselaer, NY 12144</td>
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<td>Syracuse University Psychological Services Center</td>
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<td>Trumley Residential and Community Services</td>
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<td>Unity Employment Services</td>
<td>518 James Street, Suite B, Syracuse, NY 13203</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.
Community Care Hub Case Manager

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.
Community Care Hub Case Manager

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 associate 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
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

- Local Family Advocacy Organizations
- Special Education Parent Teacher Associations
- OPC Scholars
- OPC Parent / Family Newsletter
- OAR Family Survey of OPC Students
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
GA’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?