

Onondaga Pathways to Careers Community of Practice Family Engagement, Community Supports, In-Person Conference February 23, 2017 - Transcript

Nancy Carr from the Onondaga Pathway and Career Program And she will be talking about the family survey they have been putting out

We had an echo and it did go away, I think it helps when folks put their phones on mute if they're not talking so we don't have too many microphones

We'll also have Bobby from OPC and she'll help us understand how mapping or identification of community resources initiative was implemented, and William Myhill, the project director as always, and Michael and I will be available to facilitate the conversation. We have others joining us, we have, Pellissippi, I don't know if today we have New York Community Colleges based on the roll but hopefully they will be able to join, also Georgia VR also not yet present, but hopefully to join—*This is Jeff Allen from Georgia VR, I'm on the phone*—Oh Jeff, sorry I didn't recognize, that's wonderful, so we do have Georgia VR represented. It doesn't look like we have Virginia yet, but hopefully Virginia soon. I know Kentucky Helga was planning on joining us by phone, and I sent her the information just briefly so she may yet be joining us – *yep I'm here thank you* – oh Hi Helga. I know Miranda, you said you were here with your team, and perhaps some of your projects in the past, I know Utah has

joined. We also have department of labor on the call. And maybe others are in the process of joining.

Ok, and just a recap of very specifically the agenda. What I've tried to do here is just go back to several past sessions where we had addressed strategies that I had thought related to our topic that I though danced around pieces of the theme. I'm going to just put them all back together again. The last meeting, we held we discussed a lot of the significant barriers, challenges, that the youth coming into our program can bring with them, and how these can really impact their progress through the pathway through educational pieces, or even if they're out there in the work force, and we're trying to support them. And we presented some really, I think, engaging case examples, from the OPC program, and I know folks were very interested by that, and a lot of what they heard resonated with them. I wanted to return to this because we had some newer strategies, and updates on strategies we've discussed before from OPC and bring everything together and say though we ended on that discussion, we had to end right on the we had to end and the conversation was still engaging, but we were talking about challenges, and I wanted to bring us back to strategies. So were just going to go through our journey, but very briefly we will fly through these slides, and I do apologize for the quickness that we will go through them. But, again, we've gone through them before, and everything is archived on the website. We will briefly, again, go through some of the resources of strategies we have previously shared that bare upon this and then discuss again the work. Having the discussed, I think a lot, of these early on, getting the youth engaged with our career pathways process issues like retention, recruitment, life related challenges, and all of

these strategies, what I would like to propose, and we can discuss at the end, is that in our future sessions, we start moving on to some of our next phase issues that we can start to look at as folks continue to move down that career pathway.

How can we start preparing them for that career pathway, career exploration wise, work based learning opportunities that they can have, such as job shadowing, internships, service learning, and I'd love to hear from our group what other strategies you're using. So that's our plan of action for today. Does anybody have any thoughts or questions before we move on?

-- Could you send out the PowerPoint to those of us who are calling in on the phone and not able to access to platform?

Absolutely, I believe Celestia is loading them on to the website, and Celestia, if you wouldn't mind, could you send them as an attachment through our listserv so that they get to everybody?

-- Thank you

So again, as you know, we've talked a lot around family engagement and previously, we've provided background, and recommendations, and we have some of the speakers that have presented this information with us today as well. We have the pathways to careers toolkit, its not a toolkit that is specific to pathways programs for people with disabilities, but rather just generally pathways to careers. And it talks about case management. One of the strategies we have discussed can really help when it comes to all various challenges that students may be bringing in and how we can address that.

case management can really be a way of engaging with them through the recruitment process, ensuring retention, helping them get through the aspects of the program that we're putting together, but also helping with life skill, or life issues, in the academic or personal counseling. Anything they may need, and again we'll present some newer strategies related to that, certainly when it comes to Pellissippi, and OCC, the programs are centered around community colleges so financial aid guidance can be very useful and other supportive services that we've made connective.

We've also previously presented on the guidepost from Mindy's group, IEL, and they have a section of the guidepost that does focus on family involvement, and as we've talked about, getting the family engaged, with their youth can be a really good strategy to ensure that they persevere and make it through the programs, and make it down the pathways, so they talk about the fact that you need the parents or families, and just other caring adults for support that help remind them that they have high expectations for them, and they believe in the young person's strength, and that they can achieve independently, and have some self-sufficiency help move them towards adulthood, help connect them to other community resources, help them with transition planning, and other networks that may be useful to them. They need people, also, who will understand their disability, and how it affects them. How it effects what access they may need to information about rights and responsibilities, under disability legislation for example, have access and knowledge about programs and services, and individualized programs, and service tools on how we can help them. Often, again having families or just support networks that can help

them with all these things is very useful to getting them involved strategy to look at, and OPC will be discussing that.

We also have Rebecca Salon who presented previously in our meeting about individuals with significant disabilities in an option of getting involved in planning. Using a tool called charting the life course, and the trajectory to really think about someone's vision for their life, and their employment related goals, and how they can move themselves toward that goal by engaging them and their family, and anyone who's in their support network. And she presented some tools, that are available on our website. This is a worksheet for example, a life trajectory worksheet, where someone is thinking big picture about what it is they want for themselves, and they can connect that in with the career pathway program.

Here is the integrated support star thinking about supports and services, that they can bring to bear towards their employment related goals. And here's another worksheet that really just breaks it down into its constitutional, or elemental pieces. And again, all of these, Rebecca really talked us through in our last meeting. That meeting is archived, and the resources are also archived on our website.

OPC has also presented, as I mentioned, about the barriers to success that their students are facing, but their activities related to that, which include family engagement and outreach, but also some other strategies, really what they're finding is that there is a significant intersection between serious issues in disability, including, poverty, homelessness, hunger, and that these things can be combined with other inequalities such as, gender, race, and ethnicity. This is a pervasive issue in our community, where the

program is based in Syracuse, and Onondaga county, where poverty, and poverty intersection live. Race and ethnicity in particular are very pervasive. What they're finding as examples of student issues that commonly are encountered, just access to basic needs, and this is where they presented several moving real life examples that helped us understand what's happening on the ground. Students who don't have clothing, housing, food, heat, or hot water, they need mental health care, or other types of health care, and they don't necessarily have access to it. Again, a pervasive issue in our community is a lack of access to these resources, and very long waiting lists. They may have problems at home, they may not have the soft skills, or may not have learned how to communicate effectively with their professors particularly or around these issues that are so personal. They need help with class, they need help with relationship issues, they need help understanding what the transition from high school to college looks like, and how they need to move to independence and handle things they had previously significant supports around. And always, I think we see in this field, everywhere transportation issues is always a problem. Commonly, what they do, is they is have a lot of referrals they're making into the community, they're making referrals to psychiatric services to the VR program here to food pantry, to others to help them find aid, ensure their transportation, the learning center on campus. So they have a system in place to make referrals, whether or not these referrals can always be picked up immediately, as we mentioned psychiatric services is a long waiting list, so they don't always immediately get the help they need even if you do make the appropriate referral. But there is a good system in place at OCC. And we've previously presented on this with respect to retention as well. They had a we care system, there's an online reporting form that

absolutely any member of OCC can access if they have a concern about a student. And what happens, is that a case collaboration committee reviews the case, and referrals are made, and people can work directly with the student to try and support them, and try to prevent the challenges from growing, and the challenges from becoming a retention issue with a student that can no longer even stay with OCC. This is a snapshot on this slide about what that might look like. And they of course get to have individual meetings. In one quarter, just for one quarters data in our program for example, the educational coordinator, Megan, had 110 student advisement meetings. And this is just the first time this information has been tracked. Over time we may see trends where there is growth in this. And the meetings, you can see, there are so many meetings, each taking for 30 minutes to an hour, or even longer, depending on the issue that the student is having. And a lot of times, you're outlining the resources, and how to handle challenges, and again this issue is related to challenges we've talked about. What you can imagine is, this means you're not spending a lot of time talking about the student, their educational pathway, their goals, and career pathways. You're spending a lot of time talking about barriers that are interfering from even being able to get to those next lines of discussions.

So, resources and strategies. As one example, OPC was able to identify in the community locally, and in neighboring counties where comprehensive brochures and maps were being put together of resources. And this is where I'd like to turn to Bobby and William who can talk about this. Bobby and William, we have loaded up the Cayuga county version first because I know that's what you were presented with as one example, then the next slide, we'll go into the Onondaga county, that's where your

program is located. But if you wouldn't mind, I would love if you could talk our group through how you developed this, and what use it is.

WILLIAM:

So initially going back, a bit over a year ago, in working within the broader Central New York Community, we were meeting with many different school districts, and many different services, including Vocational Rehabilitation Agency, and numerous disability service programs. And we found, that across all of us, there were many different activities going on providing support regarding transition for young people with disabilities while they're still in secondary school, transitioning into college, into the work place, and other types of training programs. And we also similarly realized, to some extent, we had the potential to begin stepping on each other's toes because we were often collaborating with many of the same entities and didn't necessarily know that. So it was a vision of our colleague Lisa Koge, at arise, one of our partners here in Syracuse to bring forward a kind of document that had previously existed that did a nice job of presenting a picture of all the different types of transition supports available in the community, but it was rather out of date. And so, as a team, we decided we could update that. It would be a great benefit to all of us, in our various work, in our collaborative work, and specifically for our program, it would be an opportunity for us to put ourselves on that map, and make sure people in the community were aware what the Onondaga population had to offer in this respect. That's the big background. That's how our brand new, Onondaga map came together, and all of it's various services that are listed,

and cross referenced. Bobby can speak more directly to the development of the more recent Keuka County version, or can perhaps talk about the process of the actual putting together of the two documents.

BOBBY:

This is Alyssa, Mike, and Erin, at Arise. They sent me the excel spreadsheet that they've been using to identify different agencies and the services they provide and I put it into a publisher file, and we decided on a size, I took some physical samples. I took a sample down to the Arise office, and we sat around a table and decided what size poster it would fit best on and still have a big enough font to be readable and we looked into different posing options and in the process of doing that, we decided we needed to run the header across halfway down the page, things like that, we went over those types of details, and then I went over just I picked a pretty simple background, I didn't want it to be too busy. And I put together a prototype and I printed out in several pieces and I taped it all together here to show them what it would look size wise. And that's pretty much how it went together, I pretty much cut and pasted everything from their excel spreadsheet, the only things I did, I picked a background, I put colors in the alternate rows going down the chart and I created a check mark that would stand out that goes across the rows underneath the different services.

And Bobby, you mentioned that you had several agencies that the list and that the information

Yes, that was something that was coordinated at Arise, they gave us access VR, SETSC, ad EFR.

And what are those last groups, for everyone on the call, they're a national audience, so they're not as familiar with our local agencies. Arise is one of our local independent living centers, and then you mentioned the VR program. And OCC was involved with this effort, and those last two, would you mind letting everybody know

They take a regional special education technical support center I believe that's what that stands for, right William?

And then the last one is exceptional family's resources, EFR.

WILLIAM:

And then do also have staff, if you didn't mention this, Before Cooperative Education Services, our local boards, this covers, Onondaga, Cayuga, and Madison Counties. We had Colleen from their office on this.

So they made sure you weren't missing any local agencies of relevance and I'm assuming that the areas of service that they provide in this chart for example where you've checked off all the relevant pieces that those were accurate and correct. Did you send this feedback to every single agency that was listed or did you just send it to a core group to verify the accuracy?

BOBBY:

Alyssa descried her email reply to me this week that they called different agencies and checked different website and basically did their best to check

all of the information. The guide itself, I don't believe that was circulated, but the excel spreadsheet, which is basically where all of the information was, before I just put it on a poster, that was vetted.

Great. Thank you.

Do you others have any questions about this?

Folks from Nebraska, Kentucky, Tennessee, do you have something similar in your community? A comprehensive resource guide? Has it been useful?

KENTUCKY:

In Kentucky, we do have that and our KAT network, Kentucky Assisted Technology, put a really good one out, and we distribute that among our rehab counselors.

NEBRASKA:

This is Gia from Nebraska, and when it comes to resource guides and things, we're working with adult population with our grant, rather than to transition from school to work so I can't speak for sure what resource guides are available from the transitions program. We have put together resources from health and human services, and a transitions guide that we use, so there are some resources out there but I can't speak to all of them.

Great. And when you say your population is more of an adult population, what's your age range?

Nebraska VR transitions up to retirement, but our clear pathways advancement project grant, we are calling clients who are close successfully during the years 13, 14, or 15, who have either come out of transition, or are adult clients but are now 20 or 21, and been out of school for a couple of years. And what we're working with that population is to upskill them and advance them in their current job in those career pathways.

So our grants a little different than the other three in that we're not starting with them in high school, we've already worked with the clients and now we're trying to upskill them in the career pathway.

A very innovative approach

PELLISSIPPI:

This is Pellissippi and for our program, we created a community resource guide, we looked through all the resources, housing, medical, food, healthcare, and put that together and gave it to our students. And then to the departments throughout the school. And then we also created a SOAR, sharing our area resources, that we've done six times now, that we invite all the community resources to come to our big college center and to all our different site campuses and be able to talk to students and then we also give them the resources there, our book as well so that we're all on the same page.

That's great, to call them on to campus, I like that

You can see we had to upload the brochure to several slides, it's very comprehensive. The next strategy we wanted to update you on from OPC involves community care hub case manager. We have Elizabeth Gannon

on the call, and she is overseeing this department, and this initiative. But this again relates back to the Career Pathways toolkit background that we had brought previously to the table, and it's that idea that having a case manager, having potentially a social worker. So, when students meet with Megan at OPC, who's our educational coordinator, or Jay, who is our employment coordinator, they can talk about career pathway relevant issues and really hone in on those things, and have a separate resource where they can go and talk about some of the other challenges they may be having. So, Elizabeth, if you wouldn't mind, just letting us know what the division is for this position, that would be wonderful.

ELIZABETH:

Sure, and I can actually do the position as well as the community care hub itself. OCC gained a community care grant to fund what is now our developing and growing community care hub on campus and the division for it is that it will operate the nonacademic needs for our students that are currently impeding their ability to focus on their education and be successful. And those are primarily those issues that are related to living in a state of insecurity. So, its everything from housing and food insecurity to emergency funding to assistance with tax preparation, legal services, the ability to help our students in collaboration with our counseling department get an assessment and a diagnosis of a mental health concern so that the treatment can be facilitated for them, getting them access to health insurance, whether it's through Medicaid, or through the Department of Health and their health navigators. That's a fairly good sampling of the things that we are currently and/or futuristically going to be providing for our students.

The college has also invested in single stop USA. I would highly recommend taking a look at their website, which is singlestopUSA.org. And they are a non-profit entity that has helped work to do what I have been hearing throughout the call, which is really to consolidate all of our ability to help students access resources and services specific to the needs that they have. Single stop is basically a benefit screener and our case manager will be the person who will meet with our students and go through the questionnaire of this benefit screener which really asks questions about what their current condition is. What's going on with them financially, what is their housing situation, are they a parent, do they have children, do they have dependents, a number of those types of questions. Our software itself is helping to identify those benefits that those particular person might be eligible for based on the answers that they are providing. So, we worked with singlestop to upload all of the community resources and they have a very streamlined process for doing that based on zip code, there are a number of different zip codes in Onondaga county so all of those have been entered, and then there are community services, and governmental services that are automatically pulled into the system. So by the time the case manager finishes working through that questionnaire with the student, at the end of that, they will now be able to say to them, you might be eligible for a heat, which is an application that anyone can prepare to get help with heat and electricity in their home. They might be able to say you're eligible for food stamps, let's get that processed and get the application completed. It might say that you are eligible for Medicaid etcetera.

The other side of the community care hub dynamic is that we have space here in our new location, where we can actually have community

service partners here on campus and have a presence here so that our students don't have to manage getting from the campus, that those folks are actually here, on campus, on a regular basis, on a rotational schedule, they have office space here in our area and students can know when they're going to be here and where to find them. So all of this is in an effort to really streamline students, both their knowledge of what's available to them in the community, as well as their ability to access and receive those resources. I think that's probably my best explanation.

What was that website?

SinglestopUSA.org

And one of their most recent reports that was an independent study by Rand corporation, you can get that full report, but basically, they do all the data collection and reports management and that's the other silver lining of this particular software is that now you have reports related to any need that you may have, whether it's for grant purposes, or it's for institutional purposes, or it's for capacity building purposes, you can run reports on the needs of your students, the demographics of your students, you can see how many of your students' needs were identified and consequently were met, how they were met, through what services, what services your students are using the most, etcetera. And that report demonstrates that basically about 12% of single stop users were more likely to co-exist their next year of college. And all of the findings do suggest that sort of the one stop shop, such as the community care hub model, is really the best wrap around service for students that are low income.

I believe in a prior presentation we did have the single stop slide so you could see it, and I'll make sure that this is on our website in a prominent location, the website as well as the Rand report. I'll make sure that's available too. Thank you, Elizabeth.

Absolutely. And they're really quite phenomenal in that when you do become a single stop partner, they have an entire team that walks you through getting the software all set up in a particular area, they do all the training, they do training, not just on the software but on particular need. For example, for food insecurity, we also have a food pantry here in the community care hub for our students here on campus in fact, we're just about to become an official member of the Central New York food bank so we're able to do that here on campus as well.

That's great, thank you.

We just posted on the slides, all the skills, and the knowledge, and the ability that you're looking for in this kind of person to work with everyone. Thank you for that really comprehensive and contextual

William was on our search committee for our case manager so he has been an incredible resource for us to make sure we're looking for the skills and abilities that are consistent with what our students need.

Any other thoughts from our group? Any other similar initiatives with the other programs that might be useful to consider as alternatives to this model or to single stop in particular?

RITA:

This is Rita, I've been on the call but I'm traveling so it's a little hard to participate, I just want to thank you for that last resource, it sounds very exciting, we'll definitely be sure to check it out in Georgia.

Next, I wanted to keep moving forward through again, as I mentioned, we've talked about some of these things before, but we have some updated information. So we have talked about the idea of family engagement. And certainly, I've already presented some of the background information related to that, that we see at a national level, its seen as the best practice there are some tools, like turning the life course that help you through that we also have programs that OCC's program is doing work, religious family engagement, Georgia's doing work related to family engagement, and indeed as we mentioned, has a partner in the pose of family foundation that's put a nice comprehensive approach to thinking through those things. Prior OPC strategies that we have of course, as we mentioned, connecting to local family advocacy organizations, special education, parent teacher associations, they have a program that we've talked about previously, their scholars program, and that gets students engaged when their parents are still working with them as well. They have a parent-family newsletter and their office of accessibility resources did a family survey of OPC students. Here is that family survey, you can see the questions that are listed, and I believe we should have Nancy, or Megan, to present on this survey as well as I know you have very preliminary findings from it so far

NANCY:

Thanks Mira, Meg and I are both here. What we've determined from this initial mailing, which we did in the fall semester for new OPC students is we're going to expand it and do the questionnaire each semester. We didn't get enough of a response, we only have eleven responses. But still, we could identify some initial trends even from that. If you look down to the second or third question. Is your son or daughter living at home or on campus? Does your college student drive? If commuting, how do they travel to campus? That's rather important, not only for their initial semester here, but for the next steps that OPC wants to get them involved with in terms of career planning, job shadowing, internships. So from that, there were only two students I identified as currently completely independently transport themselves. That's key knowledge and the beginning of March, a new position will be joining OPC, of a job coach, so I intend to give this summarized information to him as well when he comes on because obviously for job shadowing internships if only two students are able to independently transport that's going to have to be addressed right away. And next steps are how a student is going to be engaged in the various activities that OPC is going to provide them. So, what we did also notice, another trend, was that since this was the first semester of their college experience a lot of the parents referenced the special education services that they had had and I think that we're still somewhat in the transition themselves from the language that they used and encountering the differences between high school and college. Although some services were provided in high school, such as, private transportation, so that's a big impact upon the parents as well if they're transporting their son and daughter and having to adjust to that in their own schedule, that kind of thing.

So, we're proud that March 13, our college is hosting the Central New York transition fair, that rotates to various sites every year, and this year it's our turn. So, that will be several hundred parents, students, and educators from ninth to twelfth grade that will be coming to OCC for a day and encountering a whole variety of student panels, student success stories, there are four panels on attending college, Megan and I are moderating two of those panels. So, we're going to start raising these issues at our panels to sort of maybe prompt families at that point in time to be thinking about this a little more "is there a way my son or daughter could experience taking a bus right now?" what steps in ninth to twelfth grade could students take to help them become a little bit more independent along some of these continuums?

Elizabeth had already identified the community care hub, we had a big division wide meeting this very morning. We talked about all the various supports we have here like the food pantry, some of our student scholarships have become more available. We're in the process of a work force alignment, consideration through more certificate programs. So, getting this information out there early, helping students and families navigate Megan who is really skilled at aligning student needs and all the hubs all the questionnaires and resource manuals that you saw with Bobby, how to help a student identify a pathway even given some of their barriers. Megan, do you want to add anything at this point?

MEGAN:

I don't think that I need to add any more to that but I will say that we are hoping, as Nancy said, to expand the questionnaire, and hopefully send

it out again now that we have had students in college a bit longer to get a perspective from the students and parents.

ELIZABETH:

There are two other opportunities that were just identified and starting to work on we took an OPC student this semester, who is in his final semester, he is our intern right here in our office, in our adaptive technology lab and his skill set is expanding. He just did a nice PowerPoint on the use of adaptive technology for our students, he's going to be presenting at a conference here as well. So, we see, when given these leadership opportunities, students are really able to step up to it, it enhances their self-esteem, so we're exploring further broadening those, and expanding the types that are available. And then I just learned yesterday, that a new pilot is beginning here where eleventh graders will be taking college classes on our campus. We already have a fairly robust program for twelfth graders so we are going to be involved in that transition. That will give us an opportunity as well to work some of these issues and get ahead of it, for example, transportation will probably be provided by high school at that point but that gives us entry to say "when you finish high school how will you transport yourself to OCC to keep going?". But it also builds familiarity, the staff will be involved and get to know these students, there will be many many benefits to starting this program. They will be using college accommodations, not the special education accommodations that they have in high school so that will give us another opportunity for earlier work on transition issues and links back to the high school in conversations about our eleventh graders that will be joining us.

Women's history month begins here. One of the slides you showed earlier, intersectionality, people have become interested in this topic, so William invited a colleague of his, Professor Betsberry, from SU is giving a presentation on intersectionality just this Monday, as the kick off of our Women's History Month activities. So, we're trying to weave these various topics into our own broader campus conversations.

Any other programs reaching out to family members and also seeing similar patterns in terms of the issues presenting?

Rita I know you're in travel status so you may not be able to keep talking on the phone, especially if you're in the car, but I know that Georgia has an approach, you're working with parent-to-parent, we've presented these approaches before, I'm wondering if you've started to receive any feedback from the field, how families are feeling about the work that's being done?

RITA:

I think it's a little too soon for us to be able to report on results right now we have four parent transition partners that have been hired four the participating districts for the E3 grant and so they're working on different activities transition etcetera within each district, and also what they'll be doing is supporting the VR staff and reaching out to our of school youth, and to the parents of out of school youth. So, we're trying new things, and each district, we're customizing it based upon the needs of the district. We have a parent engagement plan, that our pathways specialist they actually sit down and meet with the special education director with the parent

transition partner and they go over some of the suggested activities for the year and decide as a group what those could look like.

That's a good point, it is definitely a little bit early to understand how everything is going to be working across the board, but we look forward to that in a future meeting, and certainly there is some momentum since the last time we raised this, I think we presented to the group your plan, and the idea of hiring these transition partners, so that four are already out there, and beginning their work, that's great to see. I know that there are activities involved with outreach and one on one consultation and support as well as families will be interested in learning how it's all operating and it really does fit within other aspects of what I know about Georgia's program of the customized approach. We've been working closely with you through our Southeast ADA center to develop ADA advocacy modules for your educators and your transition coordinators, and others to be able to use with the youth, and it's involved the same way customized approach, and I think it's an effortful approach to customize, but that you're doing it across the board, with so many aspects of your project, is a really important one. I think there will be a lot of interesting information as your program continues to roll out

RITA:

Thank you Mira, and I have to say that the Southeast ADA center that you created had been very well received, so just know that, and it's already being rolled out in one of the school districts. I think we plan to train the trainer on Tuesday, and that Friday one of the school districts started rolling out the curriculum

Wow! That is fantastic!

MIRANDA:

Mira, this is Miranda Kennedy, with the Disability employment initiative, and it was great to be able to join today, we got four of our new DEI projects that were awarded in October that were youth projects and it takes a little while to get them up and running, but I'm going to certainly encourage them to join that practice, I understand that the information is open for that. In particular, we'll send out the web page that has the archives of the presentation, and encourage them to join the next one, but the information from today, was great, I know it will be well received, so I'm going to push that out. And I can even think off the top of my head, our Minnesota DEI7 project is a youth focused project, they've got such a wealth of background with career pathways in Minnesota, and their new project lead is fairly young himself, but he's quite a go-getter, and quite strategic, and he worked on an employment resource guide for successfully preparing students with disabilities for competitive integrated employment that is in its final stages and I know he'll be interested in seeing the information from today, we were just talking about intersectionality the other day, he wasn't able to join, but we'll be getting that out and I just wanted you to know we'll make an effort to get more folks on from our DEI especially since we do have more and more of our projects are youth projects, with that career pathways focus.

I think the idea that he's put together this employment resource guide, since we're all career pathways people, it'll be perfect timing

And they're all focused on workplace employment network, and ticketholders, so there can be a lot of other components, but other things we might explore in terms of, is there an outline of upcoming topics?

What we've been doing is taking it section by section, but certainly, I think now that we're ready to move into this next phase, that would be a nice approach, everybody is on the listserv, so certainly what I can do is generate out an email to list some of these issues and maybe everyone can chime in as well

I see that we're at the end and I just want to move to the next meeting is April 27, that's again a Thursday at noon.

MICHAEL:

I think today's presentation and discussion really were very rich, very deep, covered a lot of ground, I do like your suggestion Miranda, that we might build out the agenda for the next set of meetings every two months at least we could send out some proposed ideas. A lot of the individuals are probably recipients of SSI or SSDI, how does that fit in with ticket to work? I'd love to see us raise the topic of financial literacy help, whether its youth or some of the projects are a little bit older, young adults, and where's that intersect? And a third area is always an interesting transition between youth and adult services within the workforce development system and that including and integrating different collaborative partners outside the American job centers. Education, different types of community partners as well, I think are some of the topics we can bring on, but we'll also put the question out to you so you can give us some ideas, and we can put out between now and the April 27 next community practice. I think we're over

time at this point. Thank you Mira for facilitating, thank you to the folks at Onondaga Community College, the Georgia participants, and all of you from across the country who have come on. I think this is growing in importance, and I think we are adding depth, and Celestia will also send you material where all of this is being archived if you've missed prior communities of practice, I believe while we were on, we did get the PowerPoints today, thank you Celestia, and thank you all for this work, I think this is true pioneering, trail blazing work, and we look forward to having you be with us. February's call will move us next to April 27 at noon est.