

# Pathways to Careers Community of Practice:

## Out-of-School Youth and Family Engagement



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## Welcome & Introductions

### Discussants

- Dean Tzivanis– OPC
- GVRA Team – E3
- Group

### Facilitate Discussion

- Michael Morris
- Meera Adya



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## 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

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## Out of School Youth: Background

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## Out-of-School Youth: National Statistics

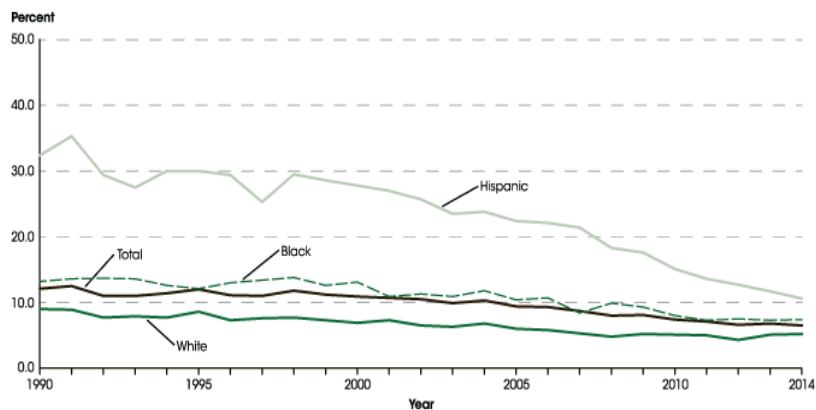
- Using data from the Current Population Survey, it's been determined that drop our rates of youth (16-24, not in school, no high school diploma or equivalency credential):
  - Dropped from 12.1% in 1990 to 10.9% in 2000 to 6.5% in 2014
  - Was higher for males (7.1%) than females (5.9%) in 2014
  - Was lower for White youth than Black youth, both of whom were lower than for Hispanic youth in each year from 1990-2014

<https://nces.ed.gov/fastfacts/display.asp?id=16>

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## Out-of-School Youth: National Statistics



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## Out-of-School Youth: National Statistics

- Employment Rate of Out of School Youth:

Year	Employed % (standard error)	Unemployed % (standard error)	Not in Labor Force % (standard error)
2010	45.8 (1.64)	18.7 (1.38)	35.5 (1.70)
2011	49.8 (1.77)	16.0 (1.33)	34.2 (1.69)
2012	44.8 (2.07)	18.1 (1.49)	37.1 (1.83)
2013	41.1 (2.01)	16.8 (1.58)	42.1 (1.84)
2014	44.7 (1.84)	17.0 (1.41)	38.3 (1.61)

[https://nces.ed.gov/programs/digest/d15/tables/dt15\\_219.75.asp](https://nces.ed.gov/programs/digest/d15/tables/dt15_219.75.asp)

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## Out-of-School Youth with Disabilities

- For students ages 14-21 served under IDEA during 2012-13:
  - 65% graduated with a regular high school diploma

	Race/Ethnicity	Disability Type
Highest	72% of White students	Visual Disabilities
Lowest	55% of Black students	Intellectual Disabilities

- 14% received an alternative certificate

	Race/Ethnicity	Disability Type
Highest	19% of Black students	Intellectual Disabilities
Lowest	9% of American Indian/Alaskan Native students	Speech or Language Disabilities

- 19% dropped out

	Race/Ethnicity	Disability Type
Highest	27% of American Indian / Alaskan Native students	Emotional Disabilities
Lowest	9% of Asian students	Autism

[http://nces.ed.gov/programs/coe/indicator\\_cgg.asp](http://nces.ed.gov/programs/coe/indicator_cgg.asp)

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# OPC Approach to Out of School Youth

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## OPC Strategies for Out of School Youth

- Transition Counselors in Syracuse City School District
  - primary feeder system into OCC at large
- Syracuse/SUNY Educational Opportunity Center
  - Syracuse EOC programs and courses are designed to prepare students to compete at the college level and in the workplace.
- Medicaid Service Coordinators
- Juvenile Justice Centers
- Youth Programs at Regional Employment Agencies/  
American Job Centers

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# Questions/Discussion

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# Georgia's E3 Model

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## Georgia's E3: Explore, Engage, Employ

- Target: 3,000 students over 5 years
- Goals:
  1. Increase the number of customized career pathways
  2. Increase the number of youth achieving competitive integrated employment
  3. Increase the average weekly wage and employer benefits of youth

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## Georgia's E3 Approach

- Supported Education using SAMHSA's Toolkit
- Strengths-Based Case Management
- Customized Apprenticeships and Paid Internships
- Active engagement of Parents/Families
- Student & Parent Advocacy Training

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# Georgia's E3 Approach to Out of School Youth

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## GA: E3 Approach – Out of School

- Develop a list of target organizations for outreach.
- Research and establish a baseline for the out of school census and establish the number of youth that are currently being served by GVRA in this category.
- Create a communication plan to include marketing collateral with the support of the External Affairs Department, the E<sup>3</sup> team and the Social Media Technologist. Further internal resources and staff will be assigned to engage organizations for presentations and follow-up.
- Develop a system to capture and track reasons services are being declined in agency's IT system.

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## GA: E3 Approach – Out of School

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- Adult Literacy Programs at Technical Schools
- Georgia Psychology Association
- Georgia Family Connections Partnership
- Citizen Advocacy
- Department of Juvenile Justice
- Mountain Education Center
- **Foothills, Catapult**
- Ombudsman offices
- Front desk school personnel
- Homeschool population
- Private schools
- Vendors and Providers of current services
- School counselors/ school personnel
- DFCS
- Public Health local offices
- Regional Boards
- Community Services Boards
- Fast Food establishments in participating districts for those “working but underemployed”
- Workforce Development (WIA)
- Children’s Homes (i.e. Methodist Children’s)
- Foster Parent associations
- Job Corp
- DFCS providers
- **Street Teams- “boots on the ground”**
- Developmental Disabilities Waiting List
- Law Enforcement Associations
- Social Workers in Schools
- Truancy officers
- Family Law Association
- Georgia Legal Aid
- Child Support Mentor Programs
- Armed Services

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## GA: E3 Approach – Out of School

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- Contact schools for information about students through the school system files.
- Students that discuss interest in dropping out, have a meeting with the counselor of the school, teacher, and administration to discuss other options or staying in school.
- Student and parent must be present at the meeting prior to signing student out of school.
- Student is presented a packet with community and program information for student and parent to discuss in their future.
- Student and parent sign information stating that counselors can follow up with them 3-5 months after student is signed out of

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## Students that are out of school

- Enrolling into the program through our website will create a profile with demographic information as well as school information.
- This information entered into the system will calculate dropout rates and unemployment by county and state.
- Counselors can get this information about persons within their catchment areas to reach out to client.
- Other access to the website will be resume building, job information, videos on exploration and employment,
- Client receives incentives on logging on to the systems to listen to webinars, completing applications, etc.

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## Other information

- For client to enroll into community agencies or other community programs: E3 create a document that will automatically be accepted by other programs to gain access to services because of the relationships made with other agencies. This may decrease wait periods and anxiety, client having to listen to repetitive information from agency to agency, client not having to repeat themselves about information that is already in a system...
- Easier ways to sign up to services (applications explained as client completes information online...audio).

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## Phased Approach

- **Phase 1**
- Create a communication plan to include marketing collateral with the support of the External Affairs Department, the E<sup>3</sup> team and the Social Media Technologist. Further internal resources and staff will be assigned to engage organizations for presentations and follow-up.
- Develop a system to capture and track reasons services are being declined in agency's IT system- create a tracking sheet for partner agencies to get basic information and have a section where if the youth declines services, why did they?
- Develop a MOU for the partner agencies.
- **Phase 2**
- Development of curriculum around career clusters for out of school youth.

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## Questions/Discussion

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# Family Engagement: Background / Recommendations

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## 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 5<sup>th</sup> 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.

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## 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.

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## OPC Strategies: Family Engagement

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## 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

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## Questions / Discussion

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# Georgia's E3 Approach: Family Engagement

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## 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.

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## New Members & Resources Are Welcome!

- Please send Meera ([madya@syr.edu](mailto: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.

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Burton Blatt Institute  
SYRACUSE UNIVERSITY



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COMMUNITY COLLEGE



## Next Meeting: Date & Topic

- Our meeting schedule will be every 2 months, the 4<sup>th</sup> Thursday of the month, from 12:00-1:00 EST.
  - So, our next meeting is September 22<sup>nd</sup>, 2016, Noon EST
- Topics to be addressed?

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