

PATHWAYS TO CAREERS COMMUNITY OF PRACTICE MEETING

September 29, 2016

Audio Transcript

Rollcall: Meera Adya, Michael Morris, Pam Williamson, William Myhill, Dean Servanas. Rita Young and Laurie Tutin and more of Georgia team, Kentucky: Helga Gelgard, Nebraska: Mike Ruska and Zack Arter, David Mayer, Gordon Graff, Rachel Emerson, Berry Kralj?

Main speaker is Meera unless stated otherwise

Topics

How to engage out of school youth, how to access them and good recruiting points. Incentivize, get them to reconsider potential educational avenues that will lead them to a career pathway. Secondly how to engage family support. OPC Strategies. GVRA Approach & E3 Model

Background

Statistics about Out of School Youth: Dropout rates from 16-24yrs old (age overlaps with age range applicable to OPC project) those who are not in HS or don't have a HS diploma or equivalency credential. Rate remains higher for males rather than females, lower for white youth compared to black youth, both white and black youth lower compared to Hispanic youth over a 24yr period.

Employment Rate from past 5yrs: Reach out to those who are out of school and moving into some sort of employment situation, provide them with the incentive if not just looking for any job but pursuing a career. Approximately 1/5th unemployed 2/3rds not active in the labor force.

Students with Disabilities: Data including students between ages of 14-21yrs old. 65% graduated with regular diploma, highest for white students and lowest for black students; in terms of disability type, highest for visual disability and lowest for intellectual disability. 14% received alternative certificate, highest rate to black students and lowest rate to American Indian or Alaskan students; in terms of disability type, highest rates is for intellectual disability and lowest is for speech or language. There is about a 1/5th or 19% drop out rate, highest being with American Indian or Alaskan and lowest being with Asian students; in terms of disability types, highest was emotional disabilities and lowest was students with autism.

Thoughts?

William: Is there a way to define Drop out with consideration of phenomenon of the idea "push out" and high stakes testing?

Meera: For general national statistics it was just without a HS Diploma, not in HS, and no alternative certificate. Interest in sharing sources William has looked out to learn more about "push out."

Greg from Georgia: Do you have the employment statistics related to just the out of school youth with disabilities?

Meera: Does not, but will do more research on the topic.

OPC Presentation

Dean: We are a college support program for youth with disabilities up to the age of 24 at a community college, we are primarily getting students right out of high school. With the expenses of college we are trying to reach out and recruit students with the incentives of the Adult Career Continuing Education Agency, where the remaining balance of their tuition will be covered if the student and family earns less than 500% the poverty line. Benefit of potentially leaving college debt-free. Approximately 21 thousand students in Syracuse district, largest district in Onondaga County. 20% of which are receiving some sort of special education service. Graduation rates are approximately 60%. Potential to reach out to these students through counselors who occasionally keep touch with the students post-graduation, OPC has yet to utilize these yet. OPC has reached out to SUNY, looking at how they help students through their career technical programs; as well as reaching out to students who work with Medicaid service coordinators. Another area to explore is juvenile justice centers, working with Arise who focus on transition support for these students. Lastly, we are trying to engage out of school youth through regional employment agencies.

Thoughts?

Lori: Does anyone know if there has been any technical programs that have been modified for students with disabilities?...Assisting them with exams or certifications?

William: Often case to case based, can depend on entrance exams, which students will receive appropriate assistance and accommodations afterwards.

Georgia's Model

E3 Model

Lori: The E3 Model has the goal of 3000 students over 5yrs, increase the number of customized career pathways, increase the number of youth through integrated employment, and increase the average weekly wage. Recently had E3 Academy where they brought in all of the districts as well as educators and parents and discussed about their partners and made them familiar with the E3 Model.

Greg: Think a great way to get more students is to reach out to every school district in the state. Georgia ranked 3rd from the bottom in terms of high school and middle dropout rate for students with disability, high school being 64%. Part of the model is to really think outside the box and think what is really attractive to young people.

Out of School Youth

Charlotte Young

Ginera Kid?

Charlotte: Strategy is to first develop a list of target organizations for outreach, research and establish a baseline for the out for school centers and the number of youth that are currently being served by DBRA, we want to create a communication plan to include marketing collateral with the support of the external affairs department, the E3 team, the social media technologist, and further internal resources and staff will be assigned to engage organizations for presentations and follow ups.

Ginera: Strategies for out of school youth include continuing to follow up with councilors and teachers to target students who are thinking of dropping out and encourage a meeting with E3 members and councilors to discuss out of school options. Give them a break after meeting to think about it and decide for themselves. Ensure smooth communication between organizations to make sure it is easy for the client to sign up for their services.

Lori: Serving students in school as recipients, get in earlier to establish a relationship may be an opportunity to have a more successful outcome, and possibly prevent dropping out altogether.

Thoughts?

Dean: Scholars program at OPC aims at reaching out to HS seniors with disabilities, meets once a month on a Saturday for a couple of hours and cover a range of topics, such as career exploration or service learning projects, to help them feel a sense of confidence and belonging within a college environment.

Family Engagement

NCWD has developed guide post for success, one being the importance of family involvement, family members should have high expectations, help to get students to adulthood. Teach parents how to take an active role in transition planning, how to keep students from dropping out and how to get them to think beyond to further education and career pathways. Help them understand how their child's disabilities will affect their education or employment or options overall, understand rights and responsibilities through ADA and other legislation. E3 is working with ADA to create an advocacy center with training curriculum to teach students about their rights.

Dean: In terms of family engagement there are a variety of things, such as pre-enrollment into OPC, working more with family advocacy groups. Parents are kept involved in Scholars program through meetings of even casual conversation when picking up or dropping off their kids. Parents can opt to receive newsletter to learn about other initiatives and events that they can explore.

William: In response to guide post and family engagement, need to find and discuss what information students may or may not want to be discussed with their parents. It is a great

opportunity to engage with parents the first time students begin at OPC if not already involved in Scholars program. Offered family a survey to learn about their concerns, any supports they would especially like to learn about that they feel would benefit their kids. Have the hopes of using compiled surveys to generate an analysis of what parents are often concerned about.

Next Time: Feedback for Georgia on training manual.