Maximizing Connections for Youth in Employment

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Equipping Leaders to Better Prepare Children & Youth for College, Careers, & Citizenship

The Institute for Educational Leadership (IEL) accomplished its work through three centers that address crucial pillars of success required for young people and their communities to succeed:

1. Connecting community with public education to support the learning and development of young people.
2. Building more effective pathways into the workforce to help all young people transition to adulthood.
3. Preparing generations of leaders to drive cooperative efforts at all levels.

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Overview of the Youth Focus Training and TA Centers
Our evaluation is designed to ensure that we are providing high quality training and technical assistance that offers information that will be useful in designing and implementing services for and with youth.

**We need your assistance in understanding:**

- The quality and relevance of our professional development session,
- Whether and how useful you believe the knowledge and skills you learned will support your work with youth
- What additional professional development opportunities you desire in providing high quality services for and with youth.
We will be asking the following questions at the conclusion of today’s session:

1. What is the most meaningful and useful information you learned in this session?

2. How will this information and these materials/activities help improve your knowledge and skills in working with all youth, including youth with disabilities and traditionally underserved youth in the Juvenile Justice and Foster Care systems?

3. What additional information would you like to learn about this topic or other topics related to your work with youth?

4. How can we improve the quality of today’s presentation?
**What is the Vocational Rehabilitation Youth Technical Assistance Center (Y-TAC)?**

Y-TAC is led by:

Y-TAC Partners with:

- Cornell University ILR School’s Yang-Tan Institute on Employment and Disability
- Boston University’s School of Education
- Subject Matter Experts from across the field
What are the Y-TAC’s Goals?

**Y-TAC** seeks to increase the capacity of state VR agencies to improve the postsecondary education and competitive integrated employment outcomes of youth with disabilities.

*In order to achieve this, state VR agencies will be supported in:*

- Identifying the needs of youth with disabilities (focusing on out of school youth);
- Establishing partnerships with state & local agencies; and
- Having effective outreach plans, training plans, & methods of delivering support services.
Participants will learn:
• Who opportunity youth are;

Participants will feel:
• Comfortable identifying opportunity youth;

Participants will be able to:
• Design strategies to support opportunity youth using customized employment concepts and Guideposts to Success.
Opportunity Youth

Office of Children and Family Services
Division of Criminal Justice Services

Who are they?
Where are they?
How can we support them?
Opportunity Youth

Out of School Youth (OSY)

- 16-24, not in school, not working
- School dropout
- Of compulsory age but has not attended school for the last quarter
- Has a diploma **AND** is low-income **AND** is basic skills deficient **OR** English Language Learner (ELL)

Opportunity Youth

Out of School Youth (OSY)

- Involved in juvenile or adult justice systems
- Homeless, foster care, aged out of foster care, Social Security Administration (SSA) eligible, OR out-of-home placement
- Pregnant or parenting
- Individual with a disability
- Low income AND requires additional assistance to enter or complete an educational program OR to secure/hold employment

Opportunity Youth

In School Youth (ISY)

- 14-21 and attending school
- Are a family that is low-income; **AND**
- Meets **one or more** of the following conditions:
  - Basic skills deficient
  - ELL
  - Involved in juvenile or adult justice systems
  - Homeless, foster care, aged out of foster care
  - Pregnant or parenting
  - Individual with a disability
  - Person who requires assistance to enter or complete an educational program **OR** to secure/hold employment

The WHOLE Youth

- **Physiological needs**: breathing, food, water, shelter, clothing, sleep
- **Safety and security**: health, employment, property, family and social stability
- **Love and belonging**: friendship, family, intimacy, sense of connection
- **Self-esteem**: confidence, achievement, respect of others, the need to be a unique individual
- **Self-actualization**: morality, creativity, spontaneity, acceptance, experience purpose, meaning and inner potential

[Image link: http://i.pinimg.com/736x/bf/e5/42/bfe5425e6b65394fda13418a8b517283.jpg]
Guideposts for Success

http://www.ncwd-youth.info/guideposts

- School-Based Preparatory Experiences
- Career Preparation and Work-Based Learning
- Youth Development and Leadership
- Connecting Activities
- Family Involvement and Supports
When does vocational development begin?
Youth Engagement and Support for Success

Customized Employment and Peer Mentoring
Customized Employment

- WIOA definition
- Flexibility
- Funding
- Outcome
Customized Employment Essential Elements

1. Overview of Customized Employment

2. Conducting Discovery and Creating Discovery Documents

3. Planning for Customized Employment

4. Employment Development Representation
Top Eight Essential Elements for Supporting Opportunity Youth

➢ What are the most critical and effective essential elements?

➢ How can we implement the elements in our work?
Top 8 Essential Elements

1. With assistance as necessary, the employment seeker should approve all aspects of the planning meeting and plan for customizing employment.

2. Employment specialists and the employment seeker, with support as necessary, should determine the individual’s essential and ideal features of employment.
Top 8 Essential Elements

3. Job development agents are used as necessary to represent the employment seeker.
4. Employment specialists should use all connections.
5. Develop mutually beneficial voluntary employment relationships.
6. Employment specialists should develop strategies for assisting employers to identify specific areas in which the business might benefit.

7. Employment specialists should ask for permission from the employment seeker to disclose personal factors.

8. Employment specialists should negotiate a support plan with employers.
Mentoring/Peer Mentoring

- Trust
- Formalized, structured activities
- Youth with caring individuals
- Guidance, support, and encouragement
- Competence and character
- Peer to peer

http://www.mentoring.org/why-mentoring/mentoring-impact/
1. National Consortium on Leadership and Disability for Youth
   http://ncld-youth.info/index.php?id=01

2. National Collaboration on Workforce and Disability
   http://www.ncwd-youth.info/
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References

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