

Personal Competencies for College and Career Success



National Collaborative on Workforce & Disability for Youth
At the Institute for Educational Leadership

Presenters

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Who We Are

- Institute for Educational Leadership
- National Collaborative on Workforce & Disability for Youth, a national technical assistance center
- Focus on transition needs of ALL youth, including youth with disabilities and other disconnected youth
 - Improve state and local policy
 - Strengthen workforce development service delivery
 - Improve competencies of youth service professionals
 - Engage youth and families
- Supported by Office of Disability Employment Policy, U.S. Department of Labor



Session Agenda

- ▶ Journey Line Activity
- ▶ Guideposts for Success – Youth Development & Leadership
- ▶ What personal competencies matter for college & career success?
- ▶ What strategies can we use during and after high school to develop students' personal competencies?

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Journey Line Activity

- ▶ Complete the Journey Line of Self-Advocacy form.
- ▶ Pick one experience you documented on the Journey Line of Self-Advocacy form, and write a little more about it on an extra large sticky note.
- ▶ Share the experience you wrote on an extra large sticky note with someone.
- ▶ Place your extra large sticky note on the Journey Line that is on the wall.

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Guideposts for Success

5 Essentials for Successful Transition:

1. School-Based Preparatory Experiences
2. Career Preparation & Work-Based Learning
3. Youth Development & Leadership
4. Connecting Activities
5. Family Involvement & Supports



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

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Youth Development & Leadership (YD/L)

Youth development is a process that prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them *gain skills and competencies*.

Youth leadership is part of that process. In order to *control and direct their own lives based on informed decisions*, YD/L need to be included as core components of transition programming for all youth, including youth with disabilities.

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Personal Competencies include:

- Self-awareness
- Self-advocacy skills
- Self-management Skills
- Communication skills
- Decision-making skills
- Goal-setting & planning skills
- Problem Solving Skills

Personal Competencies for College & Career Success: What Colleges Can Do:
<http://www.ncwd-youth.info/PersonalCompetencies>

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Personal Competencies include:

- Leadership skills
- Ability to seek out and use assistance
- Ability to develop supportive relationships
- Confidence in one's abilities
- Perseverance

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**Disability-specific
Personal Competencies include:**

- Knowledge about disability rights & responsibilities
- Ability to determine whether, when, how to disclose one's disability in different situations
- Ability to find, request, & secure supports & accommodations in academic & work environments

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**Personal Competencies Overlap with the
Soft Skills that Employers Value**

Traits, work habits, and attitudes that all workers across all occupations must have in order to obtain, maintain, and progress in employment

- Communication
- Networking
- Enthusiasm and Attitude
- Teamwork
- Problem Solving & Critical Thinking
- Professionalism

ODEP's Skills to Pay the Bills Curriculum:

<http://www.dol.gov/odep/topics/youth/softskills/>

Videos:

<http://www.dol.gov/dol/media/webcast/20121015-softskills>

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Develop Personal Competencies through

Self-Assessment & Reflection Activities

- Develop self-awareness/ Self-knowledge
- Assess self in various domains: interests, skills, strengths, values, personality type, learning style, challenges, disability support needs
- Essential pre-step to goal setting & individualized planning
- Integrate into classes, counseling/advising, college orientation, peer group activities
- Ensure tools & activities are universally accessible and user-friendly

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Develop Personal Competencies through Individualized Planning

- Learn how to create and manage plans for achieving their self-defined goals
- Informed decision-making - Use self-exploration (assessment) & exploring options (career, education, other life areas) to guide decisions
- Defining specific goals (S.M.A.R.T. goals)
- Planning action steps/setting timeline
- Seeking assistance & support (self-advocacy)
- Following through, tracking progress, revising plan

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Develop Personal Competencies through Direct Training/Instruction with Opportunities to Practice Skills

- Secondary Transition instruction using evidence-based and promising practices (NTACT: <http://transitionta.org/evidencepractices> and <http://transitionta.org/effectivepractices>)
- Student success courses at college or as college prep
- Seminars & workshops at school & in community
- Use active learning methods – hands-on practice
- Use Universal Design for Learning (UDL) principles in curriculum development & instruction

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Training on Disability Rights & Disclosure

- Disclosure = Intentionally releasing personal information about yourself for a specific purpose
 - How your disability affects your capacity to learn and perform effectively
 - The environment, supports, and services you'll need in order to access, participate, and excel at work, school, and in social situations
- Critical for both youth with visible AND non-apparent disabilities
- Most of all, a PERSONAL decision
- Workbook: <http://www.ncwd-youth.info/411-on-disability-disclosure>

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Develop Personal Competencies through Getting Involved & Connected

- Develop supportive relationships, communication skills, confidence, & more
- Student organizations and clubs
- Athletics/ Recreation
- Campus-wide/School-wide events
- Networking activities
- Volunteering and Service Learning (NCWD/Youth guide: <http://www.ncwd-youth.info/fostering-inclusive-volunteering-and-service-learning>)

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Develop Personal Competencies through Mentoring & Peer-to-Peer Support

- Formal mentoring programs
 - Mentors with and without disabilities
- Peer support groups/activities
 - Opportunities to give and receive support
- Learning communities/Small cohorts

Program model example:
Ready to Achieve Mentoring Program (RAMP), <http://ramp.iel.org/>

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Develop Personal Competencies through Student Leadership Opportunities

- Partnerships between secondary schools & colleges
- Point out students' strengths
- Encourage students to volunteer for leadership roles
- Offer training workshops
- Include lessons on leadership in courses and discussions

Program model example:
Youth Action Council on Transition (YouthACT), <http://www.ncwd-youth.info/youth-act>

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Develop Personal Competencies through Work Experiences

- Internships, summer jobs/part-time jobs, youth-run enterprises, volunteer work, apprenticeship, co-op
- Provide job/internship search assistance
- Develop employer relationships through networking & informational interviewing
- Match work-based opportunities with students' interests & goals in individualized plan
- Discuss concerns about balancing work & academics/ time management

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Develop Personal Competencies through Community Resource Mapping

- Learning to seek out and use assistance – information gathering and asking for help
- Mapping identifies available resources related to particular needs & interests
- Done individually or with a group
- Competencies practiced include: goal-setting and planning, decision-making, & communication skills

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Resources

- **Making My Way through College: A Guide for Students with Disabilities**, <http://www.ncwd-youth.info/PostsecondaryGuide>
- **Hitting The Open Road After High School: How to Choose Your Own Adventure to Success!**, <http://www.ncwd-youth.info/hitting-the-open-road>
- **By Youth For Youth: Employment**, <http://www.ncwd-youth.info/by-youth-for-youth-employment>
- **The 411 on Disability Disclosure: A Workbook for Families, Educators, Youth Service Professionals, and Adult Allies Who Care About Youth with Disabilities**, <http://www.ncwd-youth.info/411-on-disability-disclosure-for-adults>

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Resources

- **Youth Development and Leadership: Connecting Competencies**, <http://www.ncwd-youth.info/innovative-strategies/practice-briefs/youth-development-and-leadership>
- **Paving the Way to Work: A Guide to Career-Focused Mentoring**, <http://www.ncwd-youth.info/paving-the-way-to-work>
- **Work-based Learning Jumpstart**, <http://www.ncwd-youth.info/work-based-learning>
- **Engaging Youth in Work Experiences**, <http://www.ncwd-youth.info/innovative-strategies/practice-briefs/engaging-youth-in-work-experiences>

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Resources

- **Self-Advocacy Handbook for Students with Disabilities**, *Colorado State University*, <http://accessproject.colostate.edu/sa/>
- **Guide to Internships for Students with Disabilities**, <http://ncld-youth.info/Downloads/intern-guide-final.pdf>
- **Community Mapping for Youth**, *Generation On*, http://www.generationon.org/files/flat-page/files/community_mapping_for_youth.pdf
- **Individualized Learning Plan How-to Guide**, <http://www.ncwd-youth.info/ilp/how-to-guide>

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