The Family Guideposts: Engaging in Youth Transitions

Arizona Transition Conference
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Introductions
Y-TAC Facilitators

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The VR Youth Technical Assistance Center (Y-TAC)

Led by the Institute for Educational Leadership’s (IEL) Center for Workforce Development (CWD) in Partnership With:

• Cornell University’s K. Lisa Yang and Hock E. Tan Institute on Employment and Disability School of Industrial and Labor Relations (ILR);
• Boston University’s School of Education; and,
• Key Subject Matter Experts (SMEs) from across the country.

www.iel.org  202-822-8405
Institute for Educational Leadership (IEL)

• Equipping leaders to better prepare children and youth for college, careers, and citizenship
• Connecting community with resources to support the learning and development of young people
• Building more effective pathways into the workforce to help all young people transition to adulthood
• Preparing generations of leaders to drive cooperative efforts at all levels

• IEL Website: iel.org
Key Services of Y-TAC

Y-TAC provides training and technical assistance to State VR Agencies and their partners to:

• engage youth with disabilities who are not in special education
• engage youth who are no longer in school and not employed
  o Youth in the Juvenile Justice system
  o Youth in the Foster Care system
  o Youth who are experiencing homelessness
Other Youth-Focused TA Centers

National Collaborative on Workforce and Disability (NCWD/Youth)

The Promoting the Readiness of Minors in Supplemental Security Income (PROMISE) TA Center

The Workforce Innovation Technical Assistance Center (WINTAC)

The National Technical Assistance Center on Transition (NTACT)
Learning Objectives
Session Learning Objectives

The Family Guideposts: Engaging in Youth Transition, highlights specific action steps that parents and other adult caregivers can take to support their youth in transition across five key areas of their lives to maximize independence and success in adulthood. Participants will learn:

• actions families can take to become fully informed about options,
• support their youth to create and pursue their life goals,
• and advocate for improvements so that their youth and all youth benefit from high quality academic and career transition opportunities.
The Guideposts for Success

• School-Based Preparatory Experiences
• Career Preparation & Work-Based Learning
• Youth Development & Leadership
• Connecting Activities
• Family Involvement & Supports
Guideposts for Success 2.0

• Guideposts for Success 2.0: A Framework for Successful Youth Transition to Adulthood

• Guideposts for Success 2.0: Research Base Paper
NEW GUIDE: 
The Family Guideposts: 
Engaging in Youth Transitions
- Parent & Caregiver Edition
- Youth Program Edition

By Leuchovius, Pleet, Richards, & Wills (2019)
Co-developed with The PACER Center
Underlying Assumptions

• High expectations for all youth
• Equality of opportunity
• Full participation through informed choice, self-determination, & participation in decision-making
• Independent living
• Competitive employment and economic self-sufficiency
• Individualized, person-driven, culturally and linguistically appropriate transition planning
Underlying Assumptions, cont’d

• All families want the best for their youth
• All families have the capacity to support their children’s learning
• Parents and school staff should be equal partners
• Responsibility for building partnership between school and home rests with school staff/leaders
Key Actions for Families During the Transition Stage

• Become Fully **Informed**

• **Support** Youth with Navigating Transition

• **Advocate** for Improvement

Informed by framework from “It Takes a Parent” (Appleseed, 2007), W.K. Kellogg Foundation
Recommended Actions for Family-Serving Agencies/Programs

Support families by:
• Holding high expectations
• Remaining involved
• Taking an active role in transition planning

Support families with helping their youth to:
• access information
• access networks
• Understand and communicate regarding the impact of the youth’s disability
Recommended Actions for Family-Serving Agencies/Programs

**Support families with helping their youth to:**

- Learn about disability rights & responsibilities
- Learn about various agency & service options to access services
- Understand individualized planning tools
Guidepost 1: School-Based Preparatory Experiences

All Youth Need:

• Academic programs based on clear standards
• Career and technical education programs based on professional and industry standards
• Small and safe learning environments
• Support from highly qualified staff
• Graduation standards that include options
In Addition, Youth with Disabilities Need:

- To use individual transition plans to drive personal instruction
- To develop knowledge of reasonable accommodations they can request & control in educational settings
- To access specific & individual learning accommodations while in school
- To be supported by highly qualified transitional support staff that may or may not be school staff
Actions for Families, School-Based Preparatory Experiences

**Become Fully Informed:**
- High school program options, variety of assessments, and graduation requirements
- Youth’s disability and individual learning accommodations

**Provide Support:**
- Discuss youth’s strengths and interests, as well as post-high school goals
- Visit college campuses and post-secondary programs of interest

**Advocate:**
- Discuss youth’s interests and dreams with teachers/school staff
- Curriculum and program options based on universal design of learning experiences (differentiated instruction & interventions)

**NOTE:** More actions are described in the guide.
Guidepost 2: Career Preparation & Work-Based Learning

All Youth Need:

- Career assessments to identify preferences and interests
- Structured exposure to postsecondary education, other learning
- Exposure to careers that ultimately lead to a living wage
- Training to improve job-seeking skills & workplace basic skills
- Opportunities to engage in a range of work-based exploration activities such as site visits and job shadowing
- Multiple on-the-job training experiences, including service
- Opportunities to learn & practice work skills ("soft skills")
- Opportunities to learn first-hand about specific occupational skills related to a career pathway.
In Addition, Youth with Disabilities Need:

• To understand benefits planning
• To learn to communicate their disability-related work support and accommodation needs
• To learn to find, formally request, & secure supports and accommodations
Actions for Families,
Career Preparation & Work-based Learning

**Become Fully Informed:**
- Career preparation, assessments, and work-based learning experiences offered by school (including selection criteria)
- Relationship between benefits planning and career choice

**Provide Support:**
- Active role in career exploration and work-based experiences
- Use family and social networks to connect youth to opportunities

**Advocate:**
- Encourage personalized career development
- Strategies for when and how to disclose disability in the workplace setting, as well as how to ask for a reasonable accommodation

NOTE: More actions are described in the guide.
Learning Walk

• Time: 10 minutes

• Activity: Choose a partner and walk side-by-side outside the room and discuss key points you remember from the first two Guideposts (School-Based Preparatory Experiences, Career Preparation & Work-based Learning)

• Debrief: Be prepared to share key parts of your conversation with the large group when you return.

• Tip: Practice the art of “reflection for action” (IEL, 2019).
Guidepost 3: Youth Development & Leadership

All Youth Need:

• Mentoring activities to establish strong relationships with adults
• Peer-to-peer mentoring opportunities
• Exposure to role models in a variety of contexts
• Training in skills such as self-advocacy
• Exposure to personal leadership and youth development activities, including community service
In Addition, Youth with Disabilities Need:
• Mentors & role models including people with & without disabilities
• An understanding of disability history, culture, & disability public policy issues as well as their rights & responsibilities
Actions for Families,  
Youth Development and Leadership

Become Fully Informed:
• Identify Mentoring activities - clubs, sports, and community service projects
• Opportunities to develop leadership, self-determination and self-advocacy

Provide Support:
• Opportunities to practice decision-making and risk-taking
• Meaningful opportunities to be part of goal setting and planning

Advocate:
• Work with school to ensure all youth receive life skills training (financial literacy, nutrition, and transportation planning)
• School procedures for youth-led planning (IEP, ILP)

NOTE: More actions are described in the guide.
Guidepost 4: Connecting Activities

All Youth Need:

• Mental and physical health services
• Transportation & housing
• Tutoring
• Financial planning and management
• Connection to other services and opportunities (recreation, sports, faith-based organizations)
• AND MORE - Connection to other supportive services and opportunities relevant to individual needs & goals
Guidepost 4: Connecting Activities, cont’d

In Addition, Youth with Disabilities Need:
• Acquisition of appropriate assistive technologies
• Community orientation & mobility/ travel training
• Exposure to post-program supports such as independent living centers & other consumer drive community-based support service agencies
• Personal assistance services, including attendants, readers, interpreters, and others
• Benefits-planning counseling
Actions for Families,
Connecting Activities

Become Fully Informed:
• Available community services
• Family medical insurance coverage beyond 18/high school
• Special Ed - Summary of Performance including academic and functional

Provide Support:
• Public transportation options, how to use
• Managing money responsibly, financial aid

Advocate:
• For improved access and quality to needed services – family friendly practices & policies

NOTE: More actions are described in the guide.
Gallery Walk

• You have **FIVE MINUTES** to write one piece of advice under each Guidepost heading.

• Your advice can be:
  • something you knew before coming today, that you would like to share,
  • something you learned about, or were reminded of, today,
GET THE FREE GUIDE ONLINE:

by Fall 2019 at

www.ncwd-youth.info

The Family Guideposts:

Engaging in Youth Transitions

➢ Parent & Caregiver Edition

➢ Youth Program Edition
Acknowledgements

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• The guide was developed in partnership with The PACER Center, https://www.pacer.org/
NCWD/Youth Resources for Families

• Understanding the New Vision for Career Development—Role of Family
• Guideposts for Success—Framework for Families
• Helping Youth Build Work Skills for Job Success—Tips for Parents and Families
• Helping Youth Develop Soft Skills for Job Success—Tips for Parents and Families
• Tapping into the Power of Families: How Families of Youth with Disabilities Can Assist in Job Search and Retention
Arizona Resources for Families

Raising AZ Kids: Special Needs Resources in Arizona
Raising Special Kids: Transition to Adulthood
Arizona Department of Education: Exceptional Student Services (high school and post-high school)
Arizona Vocational Rehabilitation (VR) Transition Services
Arizona Department of Child Safety, Behavioral Health Services
Disability Benefits 101: Benefits for Young People, The Details
Arizona Statewide Independent Living Council
Arizona Youth Leadership Forum
Contact Us

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Learn more about Y-TAC and stay up to date on the latest news and resources in the VR world!
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