

2013-14 ND COMMUNITIES TOPICAL CALL SERIES

CALL RECAP

PREPARING YOUTH FOR THE WORLD OF WORK: THREE PROGRAMS THAT TRANSITION YOUTH INTO WORK

THURSDAY, APRIL 3, 2014

- [CALL RECORDING](#) (ADOBE CONNECT)
- [CALL SLIDES](#) (PPTX)

While the first priority of programs for youth who are neglected or delinquent is to help them achieve academic outcomes similar to their non-N or D peers, this series of calls will explore the complimentary goal of preparing youth for meaningful employment. The [“Preparing Youth for the World of Work” topical call series](#) explores connecting N or D youth to two-year colleges, trade schools, and other vocational and career/technical (CTE) opportunities. The series addresses the national landscape of career/technical training, ways to enhance traditional CTE programs, and ways to connect youth to meaningful employment or further training after system involvement. This document provides a summary of the second topical call in this series.

OVERVIEW

This call featured the following three programs that transition youth into work:

- Climbing Hire at Logansport Juvenile Correctional Facility
Judy McIntosh, Transition Specialist/OWDS, TRANSED, LLC
Lindsey Pounds, Transition Specialist/OWDS-1, Logansport Juvenile Correctional Facility
- Arizona State University’s Project RISE (Re-entry, Intervention & Support for Engagement)
James Short, Project Manager
- Maricopa County Education Service Agency’s Transforming Juvenile through Successful Transition
Desmond Sweet, Transition Facilitator
Lloyd Hopkins, Transition Facilitator

TOOLS, TIPS AND TAKE-AWAYS

Climbing Hire at Logansport Juvenile Correctional Facility

- Climbing “Hire” is a direct service training that consists of two sessions that are 3 ½ hours in length. It is based on the National Institute of Corrections Career Planning Process.
- During the training each juvenile intake takes three assessments to learn about themselves (Skills and interest checklist, interest profiler, and work importance locator)

- At the beginning of the training each student receives a folder with the student's individual assessment score reports, interview evaluation sheet, their resumes printed on professional resume paper, and business cards in addition to information related to job hunting (i.e. Work One Information, Federal Student Aid Information, Worksheets on preparing for an interview) they get to take the folder
- As part of the training each student signs up for an email address, the transition coordinator is able to track students' progress (specifically employment and post-secondary education) via email and phone calls with students and parents.

Arizona State University's Project RISE (Re-entry, Intervention & Support for Engagement)

- The program is working to develop a successful model for transitioning youth with disabilities from facilities into community (employment, high school, post-secondary), specifically a model that is streamlined, client driven, individualized, involves investment from youth into transition plans, and is realistic.
- All children served by Project RISE have an active IEP. Each child is assigned an individualized case management worker within the first two weeks of entering the facilities and maintains relationship during transition and after reentering the community.
- The transition coordinator assist youth with vocational assessments, advocate for student while in facility to be able to take part in vocational training if desired, attends all IEP, MDT, and CFT meetings, create comprehensive individualized transition plan, go with student to help them enroll in school post release.
- The goals of the program are to reduce recidivism, increase high school graduation rates, increase number of youth enrolling in post-secondary and/or vocational training, bridging gap between stake holders in the community to streamline the transition process, want to create model that can be replicated

Maricopa County Education Service Agency's Transforming Juvenile through Successful Transition

- The mission of the program is to increase the number of juvenile successfully reintegrated into the community through a coordinated system and is based, in part, on the Transition Toolkit developed by NDTAC.
- The transition coordinator meets with the youth 2-3 times per week within the first 30 days after re-entry. The coordinator remains in contact with youth if they relapse and continues to work them. The program is geared towards mid to high risk youth who continually cycle through the system.
- The program tackles challenges that face youth during re-entry including transportation, negative peers, willingness to work, and readiness for employment. They utilize the following best practices: connect to community resources and access to transportation, educational goal planning, and creating shared vision with the family.
- The transition coordinators are focused on connecting the youth with appropriate people by going door to door, through references, finding potential employers in the areas where youth live, connect youth to YouthBuild, Workforce Investment Act, vocational schools, MCESA Youth Transition Advisory Council (MYTAC)

ADDITIONAL RESOURCES

- [John Holland's Theory and Career Choice](#) is a document that gives a summary of this seminal theory in the field of vocational and career choice.
- [O*NET Resource Center](#) is a source of occupational information that is available to the public, including the O*NET database, containing information on hundreds of standardized and occupation-specific descriptors.
- [Transition Toolkit 2.0: Meeting the educational needs of youth exposed to the juvenile justice system](#) brings together strategies, existing practices, and updated resources and documents on transition to enable administrators and service providers to provide high-quality transition services for children and youth moving into, through, and out of education programs within the juvenile justice system.
- [YouthBuild program](#) low-income young people ages 16 to 24 work full-time for 6 to 24 months toward their GEDs or high school diplomas while learning job skills by building affordable housing in their communities.
- [Workforce Investment Act](#) is intended to be customer-focused, to help Americans access the tools they need to manage their careers through information and high quality services, and to help U.S. companies find skilled workers.