

Transition & Employment for Culturally/Linguistically Diverse Students in Urban Contexts

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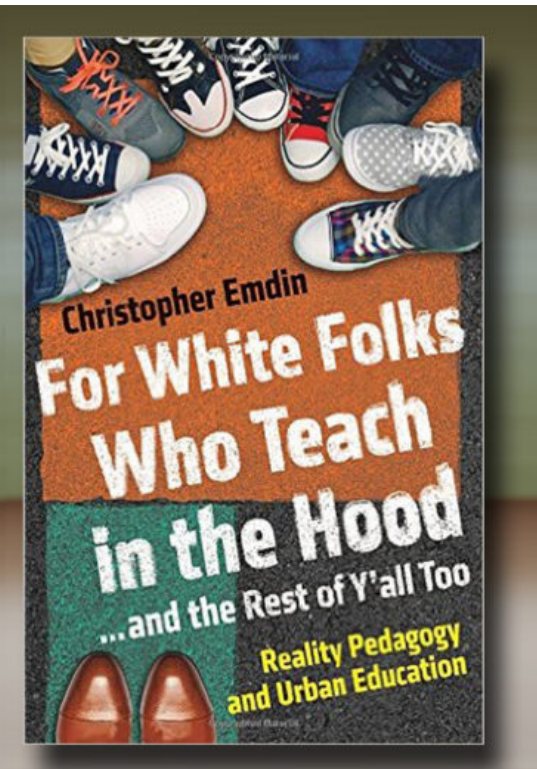


What do we mean by URBAN?

- Higher concentration & variety of jobs
- More transportation options
- More service providers
- Multiple post-secondary ed. options
- Richly diverse population
- High poverty rates & high income levels



Teaching Culturally & Linguistically Diverse (CLD) Youth



“Most schools comprised of majority black and brown students have 80–90% white teachers. These staff don’t typically live in the community, they don’t understand the community, and they have a perception about those students based upon where they come from.”

Chris Emdin





The Sad Facts:

- ▶ Overrepresentation of students of color in special education.
- ▶ Overrepresentation of students of color in school suspensions & expulsions:
 - ❖ **1 in 5 Black students in Marion County are suspended.**

(2016 School Corporation Annual Report)



The Sad Facts:

- ▶ Higher drop-out rates.
- ▶ School-to-prison pipeline: ~ 32% of prisoners and 40% of jail inmates have at least one dis/ability.



Barriers that CLD Youth & Families Experience:



- ▶ Lack of information about our culture.
- ▶ Lack of respect for us & our children.
- ▶ Lack of information about the legal requirements for Transition.
- ▶ Racial and cultural stereotypes and biases of professionals.

Gary Greene (2011)



More Barriers Experienced by CLD Youth & Families:

- ▶ **Language Differences** leading to communication issues.
- ▶ **Undocumented Youth** experience fear of deportation and trauma.





Post-school Outcomes for CLD Youth

- ▶ African American and Latinx individuals with dis/abilities:
 - **Were less likely to be employed** up to 8 years after graduating from high school;
 - Made **lower wages** and received **fewer benefits** (e.g., health insurance); and
 - Had **lower rates of postsecondary education** compared to their White peers with dis/abilities.

National Longitudinal Transition Study 2



Steps for Teachers/Administrators to Take During Transition Planning

- ▶ Demonstrate cultural competence;
- ▶ Involve families as co-equal members of transition planning teams;
- ▶ Support the values of the family when identifying transition goals & experiences;
- ▶ Support students to lead their own transition planning meeting aligned with their cultural practices and beliefs.

*Cote, Jones, Sparks & Aldridge
(2012)*



Steps for Teachers/Administrators to Take During Transition Planning

- ▶ Supreme Court ‘Endrew’ Ruling on IDEA: Schools must offer students with dis/abilities an “appropriate ambitious education program that allows students to meet challenging objectives” = **HIGHER EXPECTATIONS.**
- ▶ Implement school-wide **Positive Behavior Interventions & Supports (PBIS)** and use “trauma-informed” practices.





IUPUI - SITE

*Self-determination, Independence,
Transition, Employment*

- IUPUI & Indianapolis Public Schools partnership
- Transition from School to Adult Life for Students Ages 18–21



IUPUI



OUTCOMES: What a difference!

- ▶ Employment
- ▶ Navigation of campus & city
- ▶ Managing life & schedules



- ▶ Budgeting and finances
- ▶ Technology use
- ▶ Self-reliance



Outcomes

- ▶ Decision making/Problem-solving
- ▶ Pursuit of interests
- ▶ Confidence & independence
- ▶ Seamless transition
- ▶ Meaningful day



Creating Inclusive Job Training Opportunities



- ▶ Near co-workers vs. isolated.
- ▶ Individualized vs. congregated. Student – job task/environment match.
- ▶ “Dispersed cluster” sites in urban areas: Individualized placements in proximal departments or businesses (e.g., in office buildings, hotels, hospitals).
- ▶ Facilitate natural (co-worker) supports from Day 1.



Program Brochures

- ▶ Jargon free language.
- ▶ Employment vs. dis/ability focus.
- ▶ Describe customized services.
- ▶ Examples of other business partners.
- ▶ Status enhancing images.
- ▶ Clear and concise.
- ▶ Contact info.

JOB PLACEMENT Services



TDI is a local nonprofit agency specializing in working with area employers to help identify job placement and customized employment solutions that save them time and money. Our agency has access to a large pool of prescreened candidates who are motivated, reliable and dependable, and have demonstrated a true desire to go to work.

WHAT IS AN Employment Consultant

Employment Consultants are experts in identifying employment needs in various industries and matching them with prescreened candidates. Our specialists partner with you to identify your business needs and provide solutions that can save you time and money.

Additionally, employment consultants can also assist with training, developing workplace supports, follow up services, and employee development.

CUSTOMIZED Employment Strategies

TDI provides free consultations to local businesses and federal contractors who are interested in building a more diverse workforce. An Employment Consultant will visit your business and conduct a needs analysis identifying solutions that are customized to your organization.

WHO PAYS FOR Our Services

Through funding provided by the State of Florida, we empower both employers and employees by furnishing relevant career placement services that match current needs and demands. This unique initiative is designed in an effort to stimulate the economy and boost tax revenues through gainful employment. The services of The Diversity Initiative, Inc. are provided at no cost to the employer. Additionally, most companies will receive a \$2,400 federal tax credit per employee staffed through our agency.



OUR INSPIRING Testimonials



Hays and Associates, LLC - Plant City
James W. Hays, CPA, CFP

"Debra has proven to be everything I would want in an employee. She is always professional, well groomed, and pleasant with fellow employees and clients. She is reliable, honest, conscientious, and always uses good judgment in making decisions affecting the company. I am eternally grateful she was directed to my firm."

Braman Group - Largo
Adam Young

"Tony is a valued team player who displays a high sense of urgency. His organizational skills are an asset to our company"

Children's Medical Services - Tampa
Yesenia Rodriguez

"I would like to thank... The Diversity Initiative, Inc. for dedicating their professional career in providing young adults with disabilities, like Karlee... Karlee has shown to have potential abilities in attaining and carrying herself to achieve professional task performance, leadership skills and a team-oriented personality..."

Seminole Hard Rock Casino - Tampa
Darius Hilaive

"You've been very helpful to our company by bringing us such wonderful employees who are hard workers & understand the value of work."



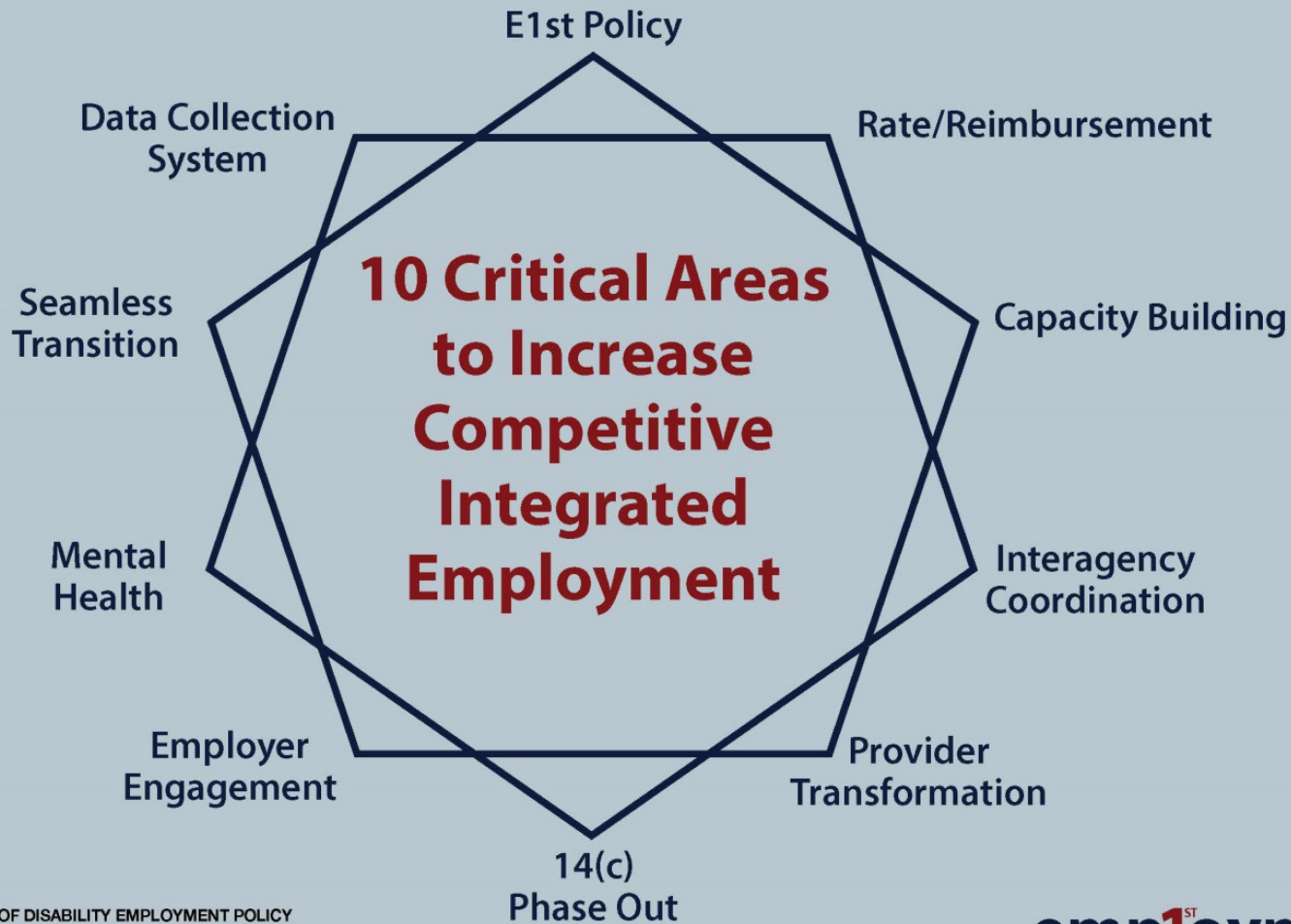


Customized Employment: Targeted Employer Contact

- ▶ Target employers based on each job seeker. Do your homework! Know the business.
- ▶ Informational Interviews: Learn about the work & workplace culture/climate.
 - Tell me about your business. What is most important to your company? What types of work are done here?
 - Are there tasks that you need to be completed more efficiently or in a more timely manner? Can I schedule a tour of your business?
- ▶ Networking: Use your connections!
- ▶ Discuss starting pay: AT LEAST Minimum Wage



State Transformation Activity Record (STAR)



OFFICE OF DISABILITY EMPLOYMENT POLICY
UNITED STATES DEPARTMENT OF LABOR

emp1SToyment



Factors That Promote Good Outcomes

- ❖ **Staff Expertise**
- ❖ **Positive Attitudes; High Expectations**
- ❖ **Strengths-based**
- ❖ **Sense of URGENCY**
- ❖ **Student – Family Centered**
- ❖ **Educate & Empower Families**
- ❖ **Student Self-determination**
- ❖ **Longitudinal Preparation
(Elementary – MS – High School)**



Factors That Promote Good Outcomes

- ❖ Systematic Community-based Instruction & Job Training
- ❖ Non-school Transition: Ages 18–21
- ❖ Team Collaboration (“Senders” & “Receivers”)
- ❖ Sufficient Supports
- ❖ Graduate Follow-up Data



Additional Resources

- ▶ Provide tips for transition planning for CLD youth with disabilities to staff and families:
<http://www.pacer.org/parent/php/PHP-c250.pdf>
- ▶ Understand how to design transition programs for CLD students with disabilities:
<https://eric.ed.gov/?id=EJ1014882>
- ▶ Understand how to work with diverse youth and families in transition and provide training:
<https://www.multiculturalfamilies.org/resources/professional-webinars/>
- ▶ PACER Center: Cultural Diversity Resources for Educators:
<http://www.pacer.org/culturaldiversity/resources-for-educators.asp>



Additional Resources

- ▶ *Quick Guide: CLD Youth–Secondary Transition*. National Technical Assistance Center on Transition: www.TransitionTA.org
- ▶ Greene, G. (2011). *Transition planning for culturally and linguistically diverse youth*. Baltimore, Maryland: Paul H. Brookes Publishing Co.
- ▶ ODEP Customized Employment: <https://www.dol.gov/odep/topics/CustomizeEmployment.htm>

