Clearing the Path: Re-engaging Young Adults through Education and Employment

OSOW Webinar
June 1, 2023
Please rename yourself:

Please rename yourself with your team number and first and last name.

For example: Team 1-Chelsea Brock.

1. You can rename yourself after joining the Zoom by:
2. Clicking Participants
3. Hover your mouse over your name, then click the ellipses.
4. Click Rename.
5. A pop-up box will appear. In the pop-up box, enter your display name.
6. Click Change.
Agenda

- Evidence-based strategies for re-engagement through education: Dr. Greta Oliver
- Evidence-based strategies for re-engagement through employment, NextGen team: Lee Howell Jr. and Erica Ford
- Engaging with local businesses: Bettina Akukwe, OSOW Team 7
- Engaging with community colleges: Laurie Weston, OSOW Team 13
- Feedback session
Supporting Non-Traditional and Traditional Individuals through Education and Employment

Dr. Greta Oliver

Greta Oliver Consulting
Strategies for Success in Higher Learning
SUPPORT THROUGH THE TRANSITION

Our Audiences

• Traditional and non-traditional college bound students AND individuals looking to enter or reengage in the workforce

• BOTH audiences need support and help to move forward in their lives.
SUPPORT THROUGH THE TRANSITION

Preparing for Higher Education - Traditional College Bound Students

- Traditional college bound students - 18 - 24 yrs.
- High school graduate or GED certificate
- Transition between HS and HE typically occurs directly without significant gaps
SUPPORT THROUGH THE TRANSITION

Preparing for Higher Education - Non-Traditional College Bound Students

Non-Traditional college students - beyond the typical age of 18 - 24 years, up to any age.

Could be a high school graduate or GED certificate holder, working toward completion.
SUPPORT THROUGH THE TRANSITION

Advocates/Supporters:
• School counselors
• Mentors
• Parents/guardians
• Role models
• College Coaches

Preparing for Higher Education - Traditional College Students
Advocates/Supporters:
- Teachers
- Pipeline program directors (TRiO/UB, AVID, HCOP, Pathways)
- Dual Enrollment Program Administrators (completing college work while in HS)
- College Access Programs (POSSE Foundation, College Bound Program)
SUPPORT THROUGH THE TRANSITION

Other Supports/Programs - Secondary Level

- College Access Advocates (HS level)
- Mentors/Role Models
- College Nights, College Fairs
- College Tours
- Pre-College Programs, Summer Programs, Bridge Programs (TRiO/UB, HCOP etc.)
SUPPORT THROUGH THE TRANSITION

On Campus Advocates/Supports - Traditional Students

- College Administrators
- Program Directors
- Financial Aid Professionals
- Academic Advisors
- Health Service Professionals
- Professors/Instructors
- Resident Advisors
- Student Development Personnel
- Disability Services Personnel
SUPPORT THROUGH THE TRANSITION

Non-Traditional Students - other programs

• Community college HRD Departments (courses typically free of charge)
  o Job search classes including resume development, interviewing, developing a personal brand
  o Resume clinics
  o Employability skill development courses
    ▪ Available at Wake Tech, Central Piedmont, Guilford Tech, Forsyth Tech to name a few.

• Job Readiness Programs (Job Corp)
  o Available in Asheville, Durham, Wilmington to students in North Carolina to name a few.
Personal Branding Incorporation

An important part of this process is personal branding. Personal branding is a way for a prospective employee to truly begin to know who they are, their interests, strengths that they have and how they can use this newly discovered information about themselves to move them forward on the path to self discovery and positive growth.

Further, personal branding can be the one factor that separates one person from the crowd. Personal branding helps in the discovery of skills, values, and abilities to lead toward setting a person up to reach and exceed their goals.
The ability of the re-engaging employee to use assessments such as interest inventories, life skill training, and human resource development courses to be able to develop a brand that reflects themselves and how they want to be viewed by others is absolutely necessary.

This can improve the success for reengagement of populations into employment and or education which are not always mutually exclusive.
SUPPORT THROUGH THE TRANSITION

Non-Traditional Students - other programs
SUPPORT THROUGH THE TRANSITION

Non-Traditional Students - other supports

- Financial Aid Counseling
- Career Counseling
- Internship opportunities
- Job placement help
- Job fairs
SUPPORT THROUGH THE TRANSITION

Conclusion

Traditional and non-traditional members of our community need help with the transitions in their lives. This includes the transition to higher education and/or the workplace regardless of timing.

Advocates can provide information about education and job opportunities and aid in the development of the skills and experience needed to succeed in both.

It is important for all of these players to work together to help students and those entering or reengaging in the workplace to make informed decisions about both their post-secondary education and/or career paths.
<table>
<thead>
<tr>
<th>Works Cited</th>
</tr>
</thead>
<tbody>
<tr>
<td>City University of New York Scholarship Programs: <a href="https://www.cuny.edu/admissions/financial-aid/scholarships">https://www.cuny.edu/admissions/financial-aid/scholarships</a></td>
</tr>
<tr>
<td>Harvard University Pre-College Programs: <a href="https://www.summer.harvard.edu/high-school-programs">https://www.summer.harvard.edu/high-school-programs</a></td>
</tr>
<tr>
<td>University of California, Berkeley College Outreach Program: <a href="https://admissions.berkeley.edu/outreach">https://admissions.berkeley.edu/outreach</a></td>
</tr>
<tr>
<td>University of California, Los Angeles First Year Experience Mentor Program: <a href="https://www.firstyear.ucla.edu/mentor-program">https://www.firstyear.ucla.edu/mentor-program</a></td>
</tr>
</tbody>
</table>
NextGen

Lee Howell Jr. and Erica Ford

Prezi Presentation Link
Employer Engagement at Alamance Community College

Bettina Akukwe, OSOW Team 7

[Link to Canva Presentation]
WIOA Partnership

Community College, Adult Literacy, and Leveraging Collaboration

Laurie Weston
Youth Program Specialist
lweston@mideastcom.org

CCR Professional Development Facilitator
Laurie.Weston@beaufortccc.edu
Agenda

Introduction:
• WIOA--down and dirty

Primary goals:
• Why Collaborate
• Suggestions for collaborating with partners, community colleges, WDBs
WIOA—down and dirty

WIOA—4 titles
Title 1 —Adult and Youth Employment
Title 2 —Adult and Family Literacy
Title 3 —Wagner Peyser (traditional unemployment services)
Title 4 —Vocational Rehabilitation Services
All about training, employment, and sustainable wages
Primary goals

Why collaboration with WDB and Community Colleges?
Performance Metrics are the same

- EFL, MSG
- Credential Attainment/PSE
- 2\textsuperscript{nd} and 4\textsuperscript{th} quarter employment
- Median earnings
- Effectiveness in serving employers

Data collected is also the same.
Purposes of Employment and Training programs (Title 1 WIOA) and Adult Literacy programs (Title 2 WIOA) are the same

• Training
• Education
• Credential attainment
• Employment
• Sustainable wages
Focus of programs is the same

- IET-oriented
- Contextualized training and instruction
- Coordination with partners
- Local Labor Market-based
- Transitions to Post-Secondary
- Alignment with goals of the local WDB and One-Stop Centers
Possibilities

Career Academies/Cohorts that are co-enrolled
Pre-apprenticeships/apprenticeships
Paid IET options with partner employers
Extra support from each member of the collaborative and WIOA partners for retention, recruitment, outcomes
On Site classes, events, activities
Employer Site classes, events, activities, industry tours
When used together, these two funding sources [Title 1 and Title 2] can increase the capacity of programs to help [participants] meet their employment and educational goals.

North Carolina Workforce Development Boards

- Cape Fear Workforce Development Board
- Capital Area Workforce Development Board
- Centralina Workforce Development Board
- Charlotte Works
- Cumberland County Workforce Development Board
- DavidsonWorks Workforce Development Board
- Durham Workforce Development Board
- Eastern Carolina Workforce Development Board
- Gaston County Workforce Development Board
- Guilford Workforce Development Board
- High Country Workforce Development Board
- Kerr-Tar Workforce Development Board
- Lumber River Workforce Development Board
- Mountain Area Workforce Development Board
- Northeastern Workforce Development Board
- Piedmont Triad Regional Workforce Development Board
- Region C Workforce Development Board
- Regional Partnership Workforce Development Board
- Rivers East Workforce Development Board
- Southwestern Workforce Development Board
- Triangle South Workforce Development Board
- Turning Point Workforce Development Board
- Western Piedmont Workforce Development Board

Revised 3/5/2020
How we get there

Become an active partner with your WDB
Connect with Board Members (particularly those who represent agencies who serve similar populations (ie Title II))
Get on your WDB/CC advisory boards mailing list and attend meetings
Attend Partner meetings and events sponsored by your One-Stop

Include Title 1 providers on your advisory boards
Ask Title 1 providers to give presentations to your staff, your students, your advisory board
Invite Title 1 providers to orientations, classes
Give them opportunity to conduct work readiness activities with your programs, classes and participants

Sponsor/host networking activities
Collaborate on projects or innovative programs
Partner with Title 1 when working on IET, Basic Skills+, pre-apprenticeships and apprenticeships
Build relationships with your Title 1 and Title 2 providers
Summary

By establishing good, working relationships among your workforce development partners (one-stops, VR, Title 1, WDB, DSS, Literacy programs, community college colleagues across campuses, both cont. ed and curriculum), you have leverage to provide support, services, incentives (for youth), training, advising, on-the-job training, and employment for your students. Not an easy task, but well worth your effort!
Let's Talk

**Type:** Zoom Q&A feature

**Talk:** Please use raise hand function before coming off mute
Tell us about your experience today!
Thank you so much!

carolinaacross100.unc.edu | carolinaacross100@sog.unc.edu

#CarolinaAcross100