



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

OSOW Webinar

June 1, 2023

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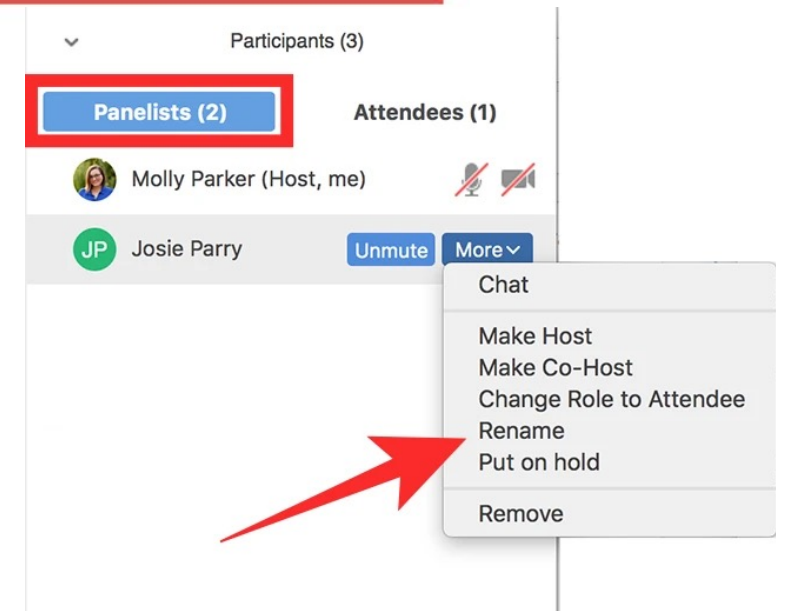
Please rename yourself with your team number and first and last name.

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.



2 In the "Participants" list on the right side of the Zoom window, hover over your name and click on the "Rename" button.



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

ncIMPACT/CX100 WEBINAR

SUPPORT THROUGH THE TRANSITION

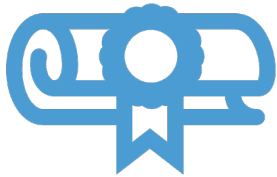
Preparing to Support

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

Preparing for Higher Education - Traditional College Students

Advocates/Supporters:

- School counselors
- Mentors
- Parents/guardians
- Role models
- College Coaches

SUPPORT THROUGH THE TRANSITION

**for 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)**
 - Job search classes including resume development, interviewing, developing a personal brand
 - Resume clinics
 - Employability skill development courses
 - Available at Wake Tech, Central Piedmont, Guilford Tech, Forsyth Tech to name a few.
- **Job Readiness Programs (Job Corp)**
 - 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.





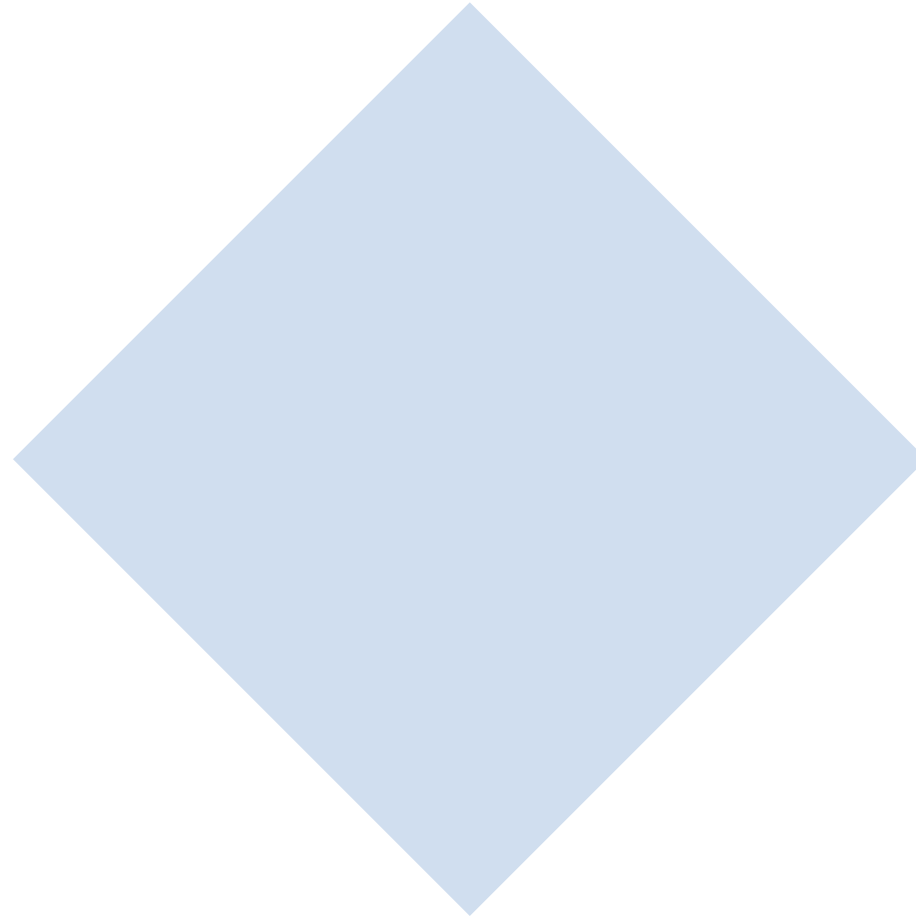
Personal Branding Incorporation

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.

Works Cited

American Association of Community Colleges. (n.d.). [Website]. Retrieved from <https://www.aacc.nche.edu/>

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Harvard University Pre-College Programs: <https://www.summer.harvard.edu/high-school-programs>

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National Center for Education Statistics. (n.d.). Digest of Education Statistics. Retrieved from <https://nces.ed.gov/programs/digest/>

Oliver, G. (2021). College Roadmap: Essential Tips for First Time College Students and Their Families. Greta Oliver Consulting.

Oliver, G. (2023). Career Roadmap: Setting Yourself Up to Reach Your Career Aspirations. Greta Oliver Consulting.

University of California, Berkeley College Outreach Program: <https://admissions.berkeley.edu/outreach>

University of California, Los Angeles First Year Experience Mentor Program: <https://www.firstyear.ucla.edu/mentor-program>

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

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Facilitator

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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

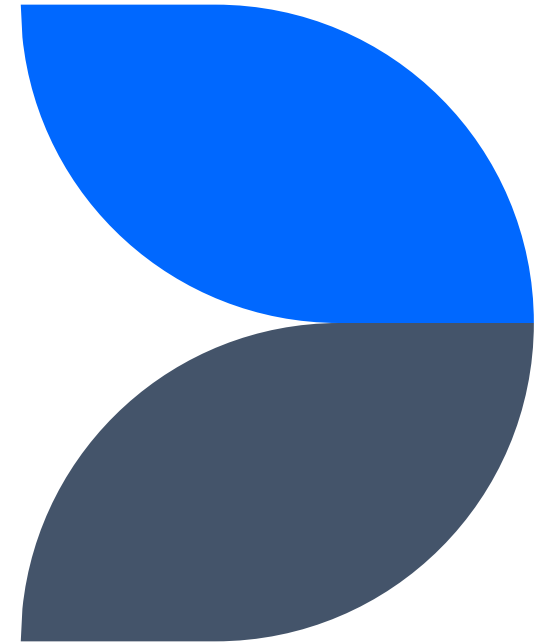
Title 3 —Wagner Peyser (traditional unemployment services)

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
- 2nd and 4th quarter employment
- Median earnings
- Effectiveness in serving employers

Data collected is also the same.

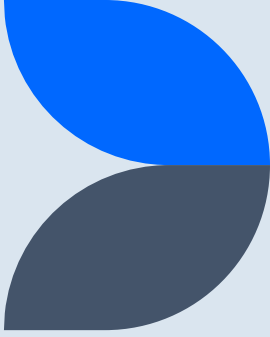
Purposes of Employment and Training programs (Title 1 WIOA) and Adult Literacy programs (Title 2 WIOA) are the same

- 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

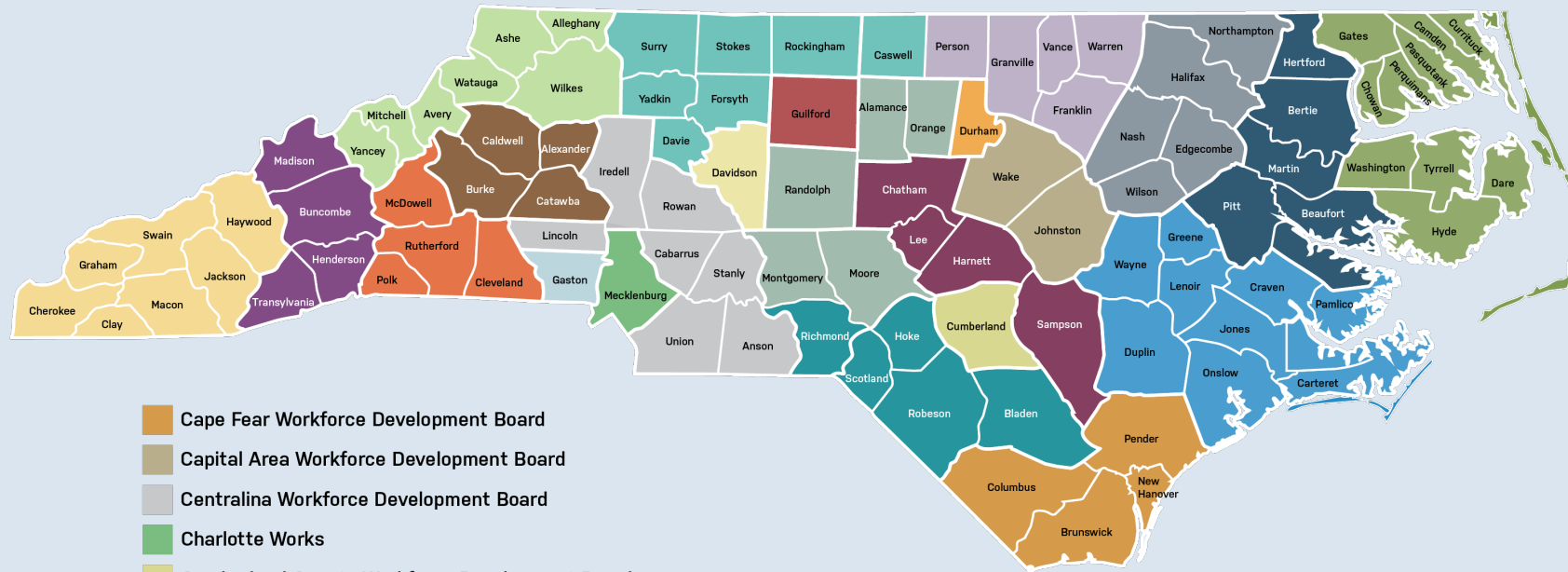
Employer Site classes, events, activities, industry tours

“

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.

”
https://wdr.doleta.gov/directives/attach/TEGL/TEGL_21-16.pdf, page 10

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



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How we get there

Become and 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!



THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL



Thank you so much!

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