



Engaging Diverse Families in Youth Transition



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www.multiculturalfamilies.org

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Time: 12:00-1:30pm

Open Doors for Multicultural Families

We engage and partner with culturally and linguistically diverse individuals with developmental and/or intellectual disabilities and their families. We use a cultural brokerage model to navigate services, provide specialized programming and advocate for systems change



OBJECTIVES

A

Explore different diverse cultural perspectives of disabilities

B

Identify challenges and barriers culturally, linguistically diverse (CLD) families experienced

C

Generate strategies for supporting and increasing partnerships between CLD families and professionals

D

Identify strategies to help CLD families to understand that employment IS possible for their youth with high support needs

E

Showcase *Life After High School Transition Resource Guide & Videos* for CLD families that were modified and adapted based on Charting the Life Course Tools

FRAME WORKS FOR FAMILY ENGAGEMENT



References: [National Collaborative on Workforce and Disability. The Guidepost for Success](#)



A- Different diverse cultural perspectives of disabilities

- Cultural differences and norms imported from home country concerning persons with disAbilities and their abilities
- Viewed not as capable of being employed
- Bring shame and punishment on the family
- Seen as “Western Disease”





Source: Open Doors for Multicultural Families

Resource: Greene (2014) Transition of culturally and linguistically diverse youth with disabilities: Challenges and opportunities



B- Challenges and Barriers



Language Support

Did you know if language support was required?

- Is often unavailable; or
- variable, Interpreter skills and training in disability and rehabilitation terminology
- Families are unaware of their rights to interpreter services
- Quality of interpreters are approved by the parents

Service Providers (SP)

Lack of bilingual/bicultural SP

- Vocational Rehabilitation, Developmental Disability
- Supported Employment
- Schools
- Mainstream disabilities services agencies

System services vs families needs

Are the services matching the needs of the families

- Ethnic minorities belief in interdependence instead of independence for their children with disAbilities
- Few families wish to use Independent Living Centers (ILCs).
- Family preference of interdependent housing arrangement with their children with disAbilities

Challenges and Barriers



Transportation

- Families may have lack of transportation to attend appointments, meetings and trainings

Lack of understanding of systems

How the system operate and how can it help

- Families are unaware of how systems work
- Families are unable to access services without support
- Misunderstand what services can benefit their children
- Eg Fear of losing Supplemental Security Income (SSI or SSDI) is their child is employed



C- Help Families to envision EMPLOYMENT is POSSIBLE!

- Set high expectation
- Mentorship
- Invite role models to share successful stories
- Invite veteran parents to share successful stories
- Youth present their own person centered employment plan



D- Strategies for supporting and increasing partnerships between CLD families and professionals

Individual Level

Program Level

Systems Level

SOME EXAMPLES OF OUR PRACTICES, SERVICES AND PROGRAMS

INDIVIDUAL

- Connect with agencies and services
- Person Centered Planning tool

PROGRAMS

- Pre- Employment trainings; self-advocacy training
- Family system navigation; parent training; parent support groups
- After School Program; social emotional development
- TA: Life after High School transition resources in primary languages
- Youth re-engagement program; adult information and assistance

SYSTEMS

- Leadership and self advocacy training opportunities
- Employment Transition Resource Fairs
- Language Access Legislation; Legislative Forum
- Access Public Transportation

Youths with Employment

King County Developmental Disabilities and Early Childhood Supports Division

Funding employment support services for individuals with intellectual and developmental disabilities throughout King County



Employment support services create opportunities for people with developmental disabilities to work successfully in local businesses

30
service
providers

Nearly 30 supported employment providers offer services in King County

1,700+
individuals
working
annually

600+
King County
businesses

Over 600 King County businesses annually employ supported employees

Contact the DDECS Division at 206-263-9105
For more information www.kingcounty.gov/DDECS



Framework to Engage CLD Youth and Families for Post Secondary Employment Outcomes



Q: What strategies would you try to increase CLD youth's employment outcomes?

Share your knowledge, your wisdom, your passion, your experiences. Make a difference. Everyone is fascinating in their own way.

-Justin Cotillard

Share optimism. www.experienceoptimism.org



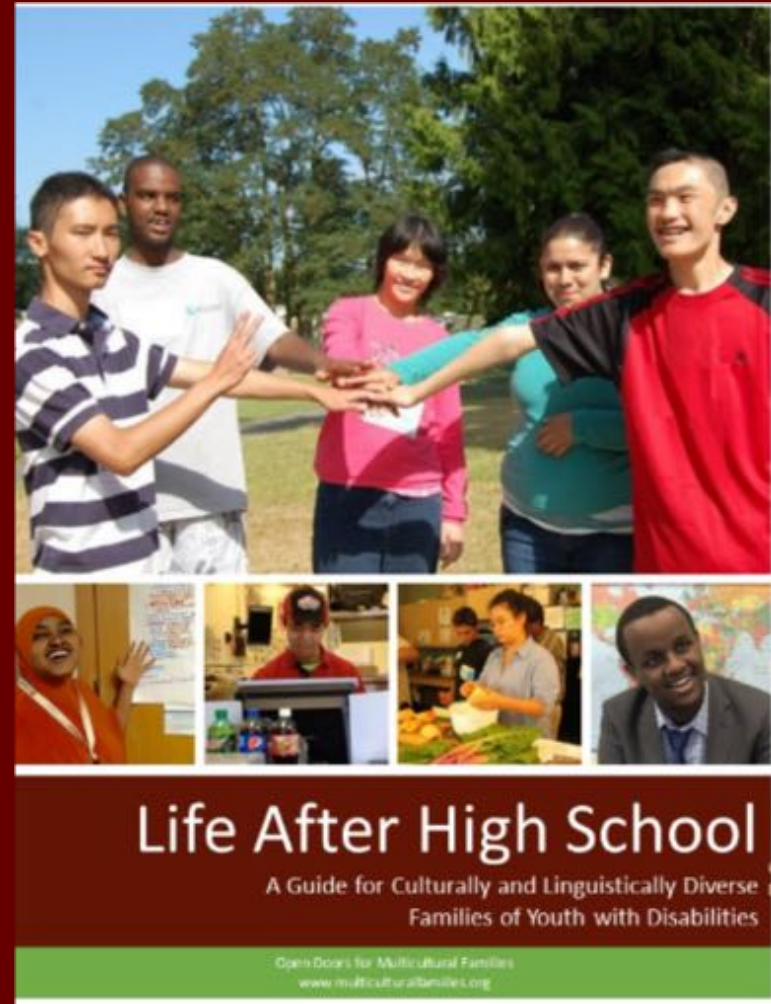
1. What strategies that you are currently using that work?
2. Any other strategies you would like to try?

E- Showcase *Life After High School Transition Resource Guide & Videos* for CLD families that were modified and adapted based on Charting the Life Course Tools

LIFE AFTER HIGH SCHOOL

“A Guide for Culturally and Linguistically Diverse Families of Youth with Disabilities”

- ❖ **Discovery & Decision Making**
Person-Centered Planning & Disability Disclosure
- ❖ **School-Based Transition**
Transition IEP and Services, Parent & Student Rights
- ❖ **Daily Life Options**
Employment, College, & Independent Living
- ❖ **Safety and Security**
Age of Majority, Alternatives to Guardianship, Financial Safety and Healthcare
- ❖ **Eligibility-Based Adult Services**
DDA, DVR and more!



Guide Breakdown

Section 1: Personal
Discovery and
Self-Advocacy

Section 2:
School Transition

Section 3: Daily
Life Options

Section 4: Safety
& Security

Appendix

Person Centered
Planning

Disability
Disclosure

Transition IEP
Services

Parent and Student
Rights

Employment

College

Independent Living

Age of Majority

Alternatives to
Guardianship

Financial Safety

Healthcare

Eligibility-Based
Adult Services

Additional
Resources



This guide was developed using the Charting the LifeCourse framework principles & graphics. Content from lifecoursetools.com. ©UMKC Institute for Human Development, Creative Commons BY-NC-SA 4.

Transition Guide: Employment Section

Options After High School: Employment

Why Employment?

Does getting a job help youth achieve their future goals? Does it help youth avoid what they don't want in their life? A good first step for discovering why employment may be right for a youth, and what type of work they may enjoy, is to complete a **Person Centered Plan** with them. Read more about Person Centered Planning in Section 1: Self-Discovery!

There are many reasons why a youth may want to get a job after high school!





الحياة بعد المرحلة الثانوية

I: Arabic



我的高中后生活

I: Chinese



Life After High School

I: English



고등학교 후의 생활

I: Korean



Ваша Жизнь После Школы

I: Russian



Nolasha Dugsiga Sare ka Dib

I: Somali



Vida després de la Escola Secundària

I: Spanish



Buhay Pagkatapos ng
Mataas na Paaralan (Hayskul)

I: Tagalog

Section 3: College

Options After High School: College and University

Many students with disabilities also consider attending college or university to study the subjects they are interested in, and to get a degree related to the job they want. When applying to college, it is important for students with disabilities to think about what accommodations they will need in their classes as well as the type of college environment that will best meet their needs as they work to meet their education and career goals.⁸

Helping Youth Prepare for College



Parents can help or encourage their student to:

- explore college as an option.
 - Start with **Person-Centered Planning**. Speak to the DDA Case Manager or DVR Counselor for funding options.
- find the right college to meet their support needs (program, disability resource center, campus environment, or assistive technology).
 - Some colleges and universities have programs for students with intellectual disabilities. Visit <http://www.thinkcollege.net>
- take challenging classes that prepare them for college.
- participate in community activities (e.g. volunteer, club, work study, or internship) and explore career interests.
- get support from school—talk to school counselors, IEP teacher, and other school professionals.
- practice self-advocacy and independent living skills, such as leading their IEP meetings, using public transportation, requesting accommodations, and scheduling their own appointments.

High School vs. College^{9,10,14}

This table explains some differences between high school and college:

High School	College/University
Law & Responsibility	
<ul style="list-style-type: none"> - Individuals with Disabilities Education Act (IDEA) is an entitlement law. - Schools will identify and evaluate student needs for support. - Schools will reach out if a student needs assistance to succeed. - Parents have access to student records, participate in meetings and share input. 	<ul style="list-style-type: none"> - Adults with Disability Act and Section 504 are non-discrimination laws. - Students must disclose and advocate for their needs for support. - Colleges do not reach out if a student needs assistance to succeed. - FERPA¹ prevents parents from accessing student records without the student's consent.
Instruction, Grades, Tests, & Tutoring	
<ul style="list-style-type: none"> - An IEP or 504 plan may include modifications for curriculum pace, testing, formatting, or grading that teachers must accommodate. - Students' coursework is chosen based on state requirements. - An IEP may include tutoring and study support. - Counselors are available to assist students with their course of study. 	<ul style="list-style-type: none"> - In college, instructors are not required to provide accommodations unless students have appropriate documentation for their disability. - Students choose classes that match their abilities and interests. - Students must seek tutoring services available to ALL students. - It is important to connect to the 504 coordinator.
Admission & Finance	
<ul style="list-style-type: none"> - Most students are placed in a high school based on where they live. - Schools provide educational services to students with disabilities at no cost to students or their families. 	<ul style="list-style-type: none"> - Students must apply for admission to the college/university of their choice. - Students pay tuition—a cost to attend college. It is important to apply for financial aid.

If students need accommodations, learn when and how to talk about their own disabilities with the Disability Resource Center at colleges and universities. To learn more, visit the [411 Disability Disclosure](#) website.

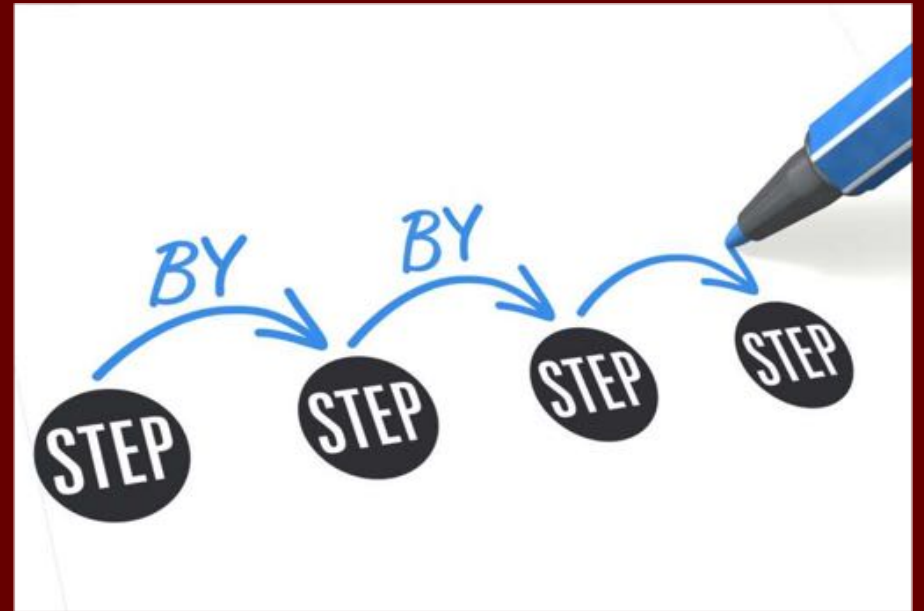
Colleges and universities that receive federal funds have an obligation to provide certain accommodations under Section 504 and Title II of the Adults with Disabilities Act. Learn more at: <https://www2.ed.gov/about/offices/list/ocr/docs/auxaids.html>

¹ Family Educational Rights and Privacy Act (FERPA) gives parents certain rights with respect to their children's education records. These rights transfer to the student when he/she reaches the age of 18 or attends a school beyond the high school level. Visit <https://www2.ed.gov/policy/gen/ese/ferpa/ferpaindex.html> to learn more.

How To Download the Guides

Step by step instructions

1. Go to multiculturalfamilies.org
2. Hover over Resources tab on top of screen
3. Click 'Transition Guide Download'
4. Select which guides you want
5. Click 'add to cart' for every Section
6. *Keep in mind Sections 2 &3 are together*
7. Once you are finished select 'Proceed to Checkout'
8. Fill out form
9. Place order
10. Save file to computer



HOW CAN THIS GUIDE HELP?



Answer: **REMOVING BARRIERS**

The image shows a screenshot of a YouTube channel page. At the top, the search bar contains the text "open doors for multicultural families". The channel banner features a stylized tree logo and the text "OPEN DOORS for MULTICULTURAL FAMILIES" with a subtitle: "...dedicated to the needs of diverse families who have loved ones with developmental disabilities and special health care needs." Below the banner, the channel name "Open Doors for Multicultural Families" is displayed with "28 subscribers" and a red "SUBSCRIBE 28" button. The navigation menu includes "HOME", "VIDEOS", "PLAYLISTS", "CHANNELS", "DISCUSSION", and "ABOUT". The left sidebar shows navigation options: Home, Trending, Subscriptions, Library, History, Watch later, and 1st dance.

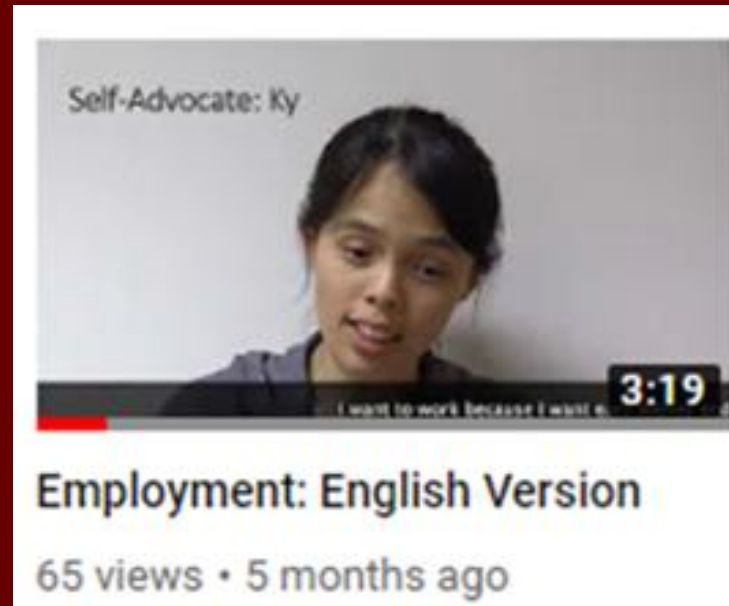
Alternative format for families with different literacy levels

Project objective

- Provide the information from the Resource Guides in alternative format for families with different literacy levels.
- Culturally and linguistically responsive support



Let's watch a more detailed look at Employment (English Version)

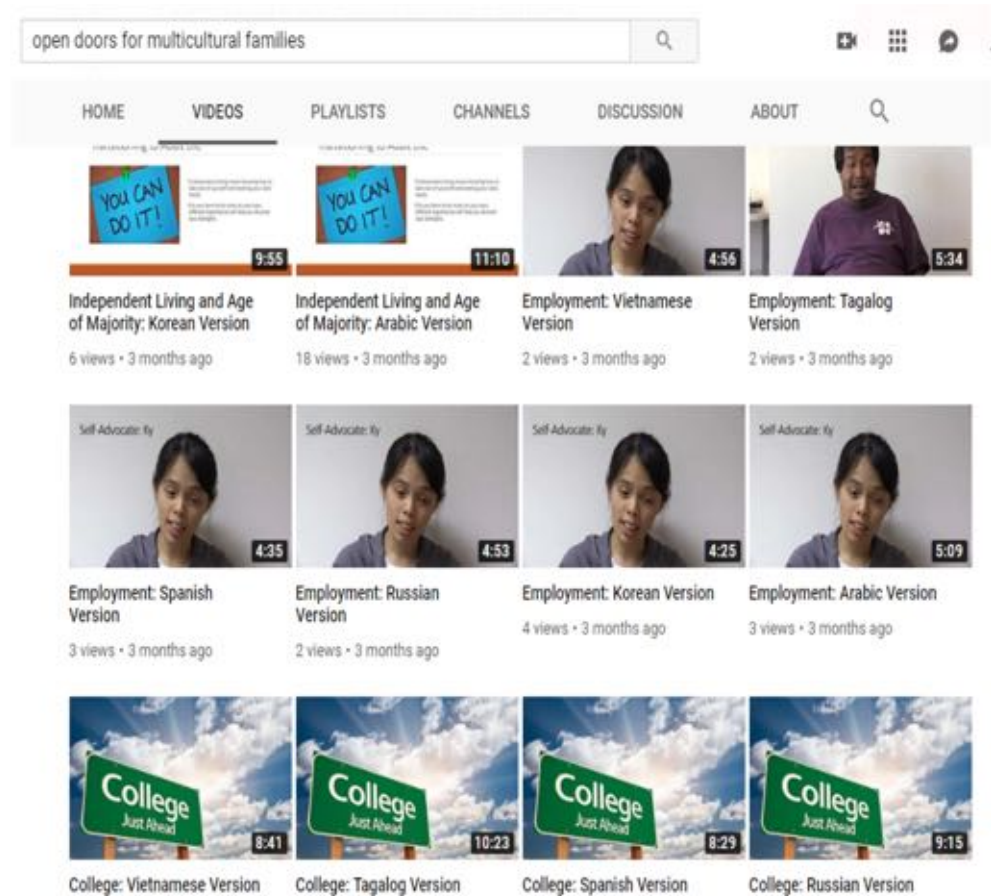


[YouTube: https://youtu.be/5aNswisy3Y8](https://youtu.be/5aNswisy3Y8)

Our YouTube page has
videos in 9 total languages

Add this tool to your
ToolKit!

Send links to your families!



Outcome for Families and Youth

With our Transition Resource Guides, we hope families and Youth will be able to:

- Communicate individual and family needs
- Work with the Transition team
- Complete applications for services before a Youth leaves school
- Make connections with people who support you and obtain important resources for life after school

Think About Your Toolbox



What tools do you have in your toolbox?



Maya Angelou

“I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

Questions?



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