**Creating Career Pathways for Youth with Mental Health Conditions**

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Text version of PowerPoint™ presentation for webcast sponsored by the American Institutes for Research (AIR) and SEDL, an Affiliate of AIR.

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Slide 1 (Title):

Creating Career Pathways for Youth with Mental Health Conditions

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Funded by NIDRR, US Department of Education, PR# H133A120012.

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Slide 2: Agenda

* Overview of Activity
* Presenters
* Discussion
* Wrap up

Slide 3: Overview

* What are the barriers to employment for youth with mental health conditions?
* What are the career pathways strategies to support the employment of youth with mental health conditions?
* How are these strategies being used in VR practices?
* What is the role of practice guidelines in supporting counselors to apply career pathway strategies?

Slide 4: Presenters

* Marsha Langer Ellison, PhD, Associate Professor at the Department of Psychiatry and Deputy Director, Transitions Research and  Training Center at the University of Massachusetts Medical School
* Sandra J. Miller, MS, Transition Coordinator at the Delaware Division of Vocational Rehabilitation.

Slide 5: Who are youth and young adults with serious mental health conditions (SMHC)?

* A diagnosis of either serious emotional disturbance (used by special education) or serious mental illness.
* Disorders may include: depression, anxiety, psychoses and/or eating disorders that start before the age of 24 and are likely to persist into adulthood.
* There are 6.5 million youth and young adults with SMHC in the USA
* SMHC are the cause of 45% of the burden of disability in this age range in the USA

Slide 6: What are the Career Outcomes of Individuals with Mental Health Conditions?

* More than 50% of students 14 years and older with a mental health condition drop out of high school1, the highest drop-out rate for students of any disability group2
* Students with mental health conditions who attend college experience longer delays in entering college4 and continue to show high dropout rates and low graduation rates5
* Students with mental health conditions have a post–high school employment rate of only 50%3
* Educational attainment is strongly linked with employment and wage earnings6 and predicts later employment among adults with mental health conditions7 - 9.

Slide 7: What is the Relationship of Education to Careers?

Slide 8: Unlabeled

Graphic of a paired bar chart is titled Earnings and unemployment rates by educational attainment. Education levels are listed down a vertical column as follows: Doctoral degree, professional degree, Master’s degree, bachelor’s degree, associate’s degree, some college - no degree, high school diploma, less than a high school diploma. Left side shows percent employment rate in 2014 by education level. Right side shows median weekly earnings in 2014 by education level. Unemployment rates by degree are: Doctoral degree – 2.1%; Professional degree – 1.9%; Master’s Degree – 2.8%; Bachelor’s degree – 3.5%; Associate’s degrees: 4.5%; Some college no degree – 6.0%; High school diploma – 6.0%; Less than a high school diploma – 9.0 %. Median weekly earnings in 2014 are: Doctoral degree – $1,591; Professional degree – $1,639; Master’s Degree – $1,326; Bachelor’s degree – $1,101; Associate’s degrees: $792; Some college no degree –$741; High school diploma – $668; Less than a high school diploma – $488.The unemployment rate across all workers is %5. The median weekly earnings of all workers in 2014 is $839. Data are for persons age 25 and over.

Slide 9: Barriers to career outcomes

Individual:

* Impairments due to mental health conditions and substance use
* Age typical difficulties
* Turbulent stage of life
* Trauma, child welfare, absence of role models

Structural, Systemic:

* Bi-furcation of child and adult services
* Services are tailored to an older population
* Stigma and discrimination
* Disability benefits
* Financial and transportation

Slide 10: Career Pathway Strategies

* Supported Employment
* Supported Education
* First episode combinations
* Internships and work experiences

NLTS2 findings for predictors of positive career outcomes for special education high school students with SED (serious emotional disturbance):

* Concentration of vocational credits
* Student led transition IEP meetings
* Participation of adult serving agencies and community colleges on transition teams.

Slide 11: Meeting the Unique Needs of Young Adults with SMHC

* Age Specific Programming
* Tolerance for Missed Appointments and Gaps in Services
* Protecting Non-Patient Role
* Adapting Practices to Fit Developmental Changes
* Continuous Support
* Focus on Both Work and School
* Youth-Oriented Engagement Practices

Slide 12: Skill-based needs

* Personal Skills
  + Coping
  + Financial literacy
  + Executive functioning
  + Time/task management and calendaring
  + Self-Advocacy
* Work skills
  + Interviewing
  + Work Behavior
  + Disclosure
* Educational skills
  + Accessing Resources
  + Applying for School
  + Financial Aid
  + Transition to College Stress
  + Acquiring Accommodations

Slide 13: Key Issues for Vocational Rehabilitation

* WIOA mandates for Pre-employment Transition Services
  + Job exploration and counseling
  + Work-based learning experiences
  + Counseling on post-secondary education
  + Workplace Readiness Training
  + Instruction in self-advocacy
* Transition planning with high schools
* Supporting Higher Education

Slide 14: References

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Slide 15: Acknowledgements

The Transitions RTC aims to improve the supports for youth and young adults, ages 14-30, with serious mental health conditions who are trying to successfully complete their schooling and training and move into rewarding work lives. We are located at the University of Massachusetts Medical School, Worcester, MA, Department of Psychiatry, Systems & Psychosocial Advances Research Center.

Visit us at:

[**http://www.umassmed.edu/transitionsRTC**](http://www.umassmed.edu/transitionsRTC)

*The contents of this presentation were developed with funding from the US Department of Education, National Institute on Disability, Independent Living, and Rehabilitation Research. The content of this presentation does not necessarily reflect the views of the funding agencies and you should not assume endorsement by the Federal Government.*

Slide 16: Overview of DE DVR

* Statewide transition services
  + VR Counselors assigned to all school districts, charter schools and private schools
  + School provides DVR with a referral and supporting documents
    - 2015 shift to working with Juniors
* College Counselor Pilot
  + College cases assigned to a specific counselor
  + VRC has office space at the community college
  + More emphasis on preparation and retention

Slide 17: Career Pathways Strategies

* + Increases opportunities for youth
  + Identifies strengths and challenges
  + Provides additional support
  + Engages youth in the planning process
  + Retains youth in services

Slide 18: Utilizing Career Pathways Strategies in VR Practices

* Supported Employment for youth
  + Early Start to Supported Employment
* Supported Education Program
  + Partnership with DVR and Delaware Technical and Community College
* Work-based Learning Experiences
  + Start on Success
  + Summer Pilot Programs
  + Internships and work experiences

Slide 19: Utilizing Career Pathways Strategies in VR Practice (Continued)

* Youth Oriented Engagement Practices
  + WIOA and Pre-employment Transition Services
    - VRC in high schools earlier
  + Delaware Young Adults Advisory Council (DYAAC)
  + Student Leadership Initiative (DOE/DVR)

Slide 20: Outcomes of Using Career Pathways Strategies

* Increasing engagement, exploration and planning
* Youth and young adults are more prepared for future
  + Summer pilot outcomes
  + Work-based learning experiences
  + Self determination and advocacy
* Services developed are relevant to needs

Slide 21: Challenges and Lessons Learned

* Multi-agency collaboration
* Increasing services with no additional resources
* Accessing youth and young adults
* Shift in services
* Training and planning
* Creativity and flexibility

Slide 22: Practice Guideline Questions

Slide 23: What type of information should the guideline include?

* Why this group of young adults is in need of special attention
* Best or promising practices and strategies, e.g.,
  + Outreach strategies
  + Skill development
    - Personal
    - Employment
    - Educational
* Models used by state VR agencies

Slide 24: Who should be involved in developing the practice guideline?

* Youth with mental health conditions
* VR practitioners and VR agencies
* VR researchers
* Youth organizations

Slide 25: Wrapping Up

Thank you for participating! We invite you to:

* Provide your input on today’s webcast
* Share your thoughts on future webcasts topics
* Participate in the Community of Practice to continue the dialogue
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