



CAPE - Youth

CENTER FOR ADVANCING POLICY
ON EMPLOYMENT FOR YOUTH



Addressing the Needs of Youth with Disabilities and Other Intersecting Identities

Housekeeping

- Closed Captioning is available at <https://www.streamtext.net/player?event=CFI-CSG>
- Please submit any questions (including about technical issues) in the chat and Council of State Government (CSG) staff will get back to you as soon as possible

Opening Remarks



Taryn Williams

Assistant Secretary of the U.S. DOL Office
of Disability Employment Policy

Intersectionality Overview and Policy Considerations



Elise Gurney

Senior Policy Analyst, The Council of State
Governments

Understanding Intersectionality (1 of 3)

- Y&YADs are a diverse group
 - Disability type
 - Racial/ethnic background
 - Gender identity and sexual orientation
 - Socioeconomic status
 - Involvement in other systems (e.g., juvenile justice, foster care)

Race/Ethnicity	Youth Ages 14-24 with Any Disability
White	58.06%
Hispanic/Latino	16.82%
Black/African American	16.35%
Multiracial	4.93%
Asian	2.65%
American Indian/Alaskan Native	1.03%
Native Hawaiian/Pacific Islander	0.15%

Source: American Community Survey, 2020

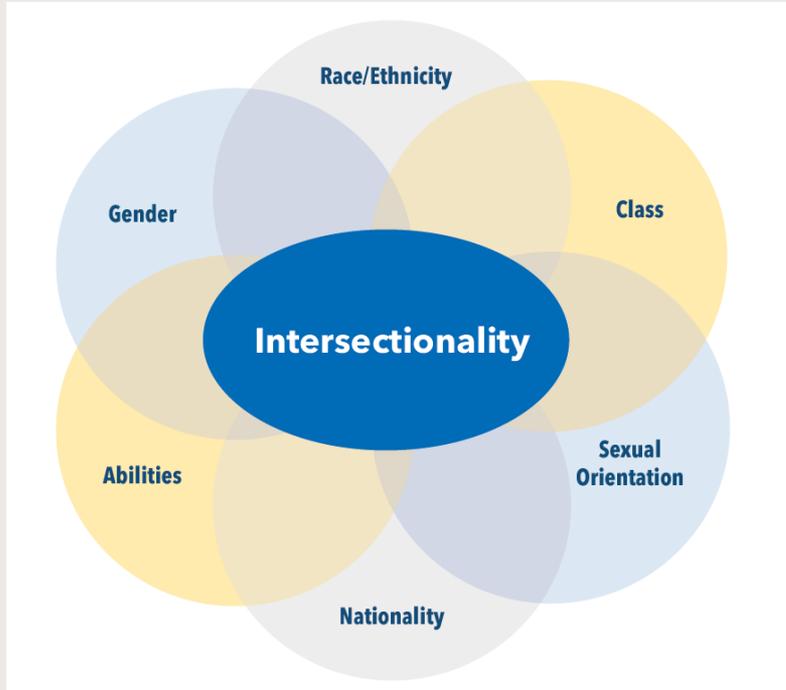
Understanding Intersectionality (2 of 3)

- Y&YADs experience different challenges and strengths based on their intersecting identities.

Employment Rates for People Aged 16-24 with a Disability, 2021				
	<i>Hispanic</i>	<i>White</i>	<i>Black</i>	<i>Other</i>
Labor Force Participation Rate	38.3%	39.5%	27.7%	35.0%
Employment-Population Ratio	29.7%	34.1%	20.8%	25.6%
Unemployment Rate	22.4%	13.8%	25.1%	26.8%

Source: Current Population Survey Monthly Datasets, Office of Disability Employment Policy

Understanding Intersectionality (3 of 3)



- Intersectionality
 - Coined by Kimberlé Crenshaw
 - Refers to how identities intersect in ways that can be empowering or oppressive

State Strategies for Serving Y&YADs with Intersecting Identities

- States can most effectively serve Y&YADs when they:
 - Acknowledge their unique identities;
 - Address their unique challenges; and
 - Leverage their unique strengths.
- Two phases to consider:
 - Program design
 - Program implementation

State Strategies for Serving Y&YADs with Intersecting Identities (cont'd)

CAPE -Youth
 CENTER FOR ADVANCING POLICY
 ON EMPLOYMENT FOR YOUTH

Addressing the Needs of Youth with Disabilities and Other Intersecting Identities: State Strategies for Program Implementation

Elise Gurney, Dina Klimkina, and Adene Karhan | February 2022

Summary

Youth and young adults with disabilities (Y&YADs) face significant barriers to accessing employment and are employed at lower rates than their peers without disabilities. Y&YADs with additional intersecting social identities (e.g., those who are experiencing homelessness or who belong to racial or ethnic minority groups) may experience even greater barriers to accessing employment supports and training and retraining employment. For Y&YADs can also experience protective factors as a result of these intersecting identities, or "compound" attributes in individuals, families and communities," that promote positive outcomes. Protective factors can include access to mentors and strong social support from adults, which youth belonging to certain communities may experience.¹ States have taken a number of approaches to address the challenges Y&YADs with intersecting identities face and to leverage the unique perspectives and experiences that identities can bring. By designing and implementing programs and services that meet the needs of Y&YADs who have intersecting identities, states are working to increase employment rates for Y&YADs and satisfy the Workforce Innovation and Opportunity Act's (WIOA) purpose to improve workforce services and outcomes for vulnerable populations.

This brief focuses specifically on how to implement programs and services to the needs of Y&YADs with intersecting identities.

1. Adapting existing workforce programs to serve Y&YADs with intersecting identities
2. Creating new workforce programs for Y&YADs with specific intersecting identities
3. Coordinating with community organizations to enhance serve Y&YADs with intersecting identities
4. Hiring more diverse and culture competent workforce system staff
5. Developing the cultural competency of existing workforce system staff

State Strategies

State policymakers can consider several strategies for implementing programs to address the needs of Y&YADs with intersecting identities.

1. Adapt existing workforce programs to serve Y&YADs with intersecting identities

States already offer a range of programs that serve Y&YADs, and they can modify these to better serve youth with specific identities. These modifications often take the form of adding barriers that specific communities face in accessing services. States can:

- Translate resources, tools and other materials into languages commonly used by a state's Y&YADs

The Rhode Island Office of Rehabilitation Services has made efforts to improve services with individuals who are minorities by providing an array of agency materials in accessible formats and translation into other languages.²

- Deliver existing services in non-traditional settings to meet Y&YADs with intersecting identities where they are

The West Virginia Division of Rehabilitation Services provides outreach and services for youth with disabilities in non-traditional settings, such as juvenile centers and facilities, and Youth Reporting Centers. The youth in these settings are afforded the same opportunities to receive WRS information and referrals to other support services as youth in traditional settings.³



• Staff programs with individuals who have language and other skills to engage to populations.

The Tennessee Disability Public/Private program provides information, resources, support and referrals to Tennesseans with disabilities. The program hires bilingual staff to improve services for Spanish-speaking consumers. It is a partnership between the state's Vocational Rehabilitation Services program and Vanderbilt University's Kennedy Center.⁴

4. Hire more diverse and culturally competent workforce system staff

States can develop the cultural competency of their workforce system staff by targeting their recruitment and hiring efforts toward individuals who often reflect the diversity of the target populations they will serve, or who have existing training around cultural competency and related topics. States can:

- Recruit candidates from Rehabilitation Counseling Programs that have diverse students and/or that focus on cultural competency

In Washington, D.C., the University of the District of Columbia's (UDC) Institute for Rehabilitation Counseling program prepares graduate students to meet the needs of a "culturally diverse community" by acquiring mastery of multicultural counseling competencies and providing courses in social and cultural foundations. The District works closely with the program to coordinate internship opportunities and hire VR specialists from the program.⁵

- Partner with state human resource divisions to increase the recruitment of minority and bilingual candidates

The Kentucky Office of Vocational Rehabilitation partners with human resources within the Personnel Cabinet and the agency's Human Resource Division to hire the most qualified individuals, with a focus on recruiting minority candidates, including those who are bilingual.

- Offer extra assignment pay for staff with language skills beyond English, as a way of attracting diverse staff

The Washington Division of Vocational Rehabilitation provides 14 staff with 70% extra assignment pay

for language skills, including for Spanish, Korean, Cambodian and Tagalog/Visayan, to continue targeting formerly underserved Hispanic, Asian and Asian communities.⁶

5. Develop the cultural competency of existing workforce system staff

In addition to hiring more diverse and culturally competent workforce staff, states can also enhance the cultural competency of existing workforce staff through ongoing training and other professional development opportunities related to cultural competency and sensitivity, multicultural competence and serving specific populations of Y&YADs. States can:

- Provide in-house trainings to workforce staff

The Florida Division of Vocational Rehabilitation includes a cultural competency as part of its professional development and training programs.

- Bring in external experts to train staff

The Maine Division of Vocational Rehabilitation brings in individuals from the state's tribal Vocational Rehabilitation programs to provide training and technical assistance on issues related to cultural competency and best practices in Native employment supports.⁷

- Support workforce staff in attending conferences and pursuing other professional development opportunities

The Illinois Division of Rehabilitation Services provides financial support to enable staff to attend the Association of Agencies and Community Organizations for Migrant Advocacy and the Latino Mental Health Conference.



Conclusion

Y&YADs are a diverse population. Y&YADs with overlapping social identities can face numerous barriers to accessing employment, as well as possess protective factors (e.g., strong support from their communities) that can offset their potential for successful employment. States can effectively serve Y&YADs with intersecting identities by implementing programs and services

that specifically address their unique needs and leverage their unique strengths. This includes adapting existing programs and creating new ones, coordinating with community organizations to enhance services and developing a more culturally responsive workforce staff through targeted hiring and training.

Acknowledgements

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This is one brief in a series on serving Y&YADs with intersecting identities.

Addressing the Needs of Youth with Disabilities and Other Intersecting Identities: State Strategies for Program Implementation

Program Design Considerations

- 1** Use data to identify the needs and barriers for youth with intersecting identities.
- 2** Develop strategies for directly engaging Y&YADs with intersecting identities and empowering them to participate in the design of youth-serving programs.
- 3** Engage in systems coordination and interagency collaboration to develop comprehensive programs for youth with intersecting identities.

Program Implementation Considerations

- 1** Adapt existing workforce programs to serve Y&YADs with intersecting identities.
- 2** Create new workforce programs for Y&YADs with specific intersecting identities.
- 3** Coordinate with community organizations to enhance services for Y&YADs with intersecting identities.
- 4** Hire more diverse and culturally competent workforce system staff.
- 5** Develop the cultural competency of existing workforce system staff.

Maine Tribal Initiatives



Darcy Gentle

Vocational Rehabilitation
Program Director, Houlton
Band of Maliseet Indians

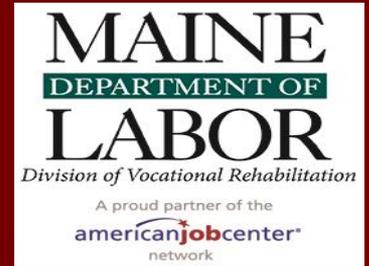


Libby Stone-Sterling

Director, Division of
Vocational Rehabilitation,
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Building Collaboration Between Wabanaki Vocational Rehabilitation and State VR Programs:

Maine's Experience



Wabanaki Vocational Rehabilitation Program

*Ensuring a secure future for
Maine's federally recognized tribal
members – living with disabilities*

Summary

- The Wabanaki VR Program provides onsite services to Maine's American Indians living with disabilities in each respective tribal community
- Providing accessible onsite services increases awareness of VR programs, allows immediate access to VR services, and removes barrier of transportation
- Native American client can be dual enrolled with WVRP and State VR services
- WVRP preserves each tribe's cultural heritage

AIVRS Purpose Statement

The purpose of this program is to assist tribal governments, to develop or increase their capacity to provide a program of Vocational Rehabilitation services, in a culturally relevant manner, to American Indians living with disabilities -residing on or near federal or state reservations. The program's goal is to enable these individuals, consistent with their individual strengths, resources, priorities, concerns, abilities, capabilities, and informed choice, to prepare for and engage in gainful employment. Program services are provided under an individualized plan for employment and may include native healing practices.

Rehabilitation Services Administration

U.S. Department of Education

Authorized by *Title I, part C, section 121 of the Rehabilitation Act of 1973, as amended, Part 371/361 Regulations*

American Indian Tribes

- Presently, there are over 574 Federally recognized tribes in the United States. Over half of these are Alaskan Native villages. Additionally, there are almost 245 non-Federally recognized tribes. Many of which are recognized by their States and are seeking Federal recognition.

Maine's Federal Tribes

1. Aroostook Band of Micmacs
2. Houlton Band of Maliseet Indians
3. Passamaquoddy Tribe (Indian Township)
4. Passamaquoddy Tribe (Pleasant Point)
5. Penobscot Nation



Foundations of Collaboration

- Development of a Memorandum of Understanding
 - Updated Annually
 - <https://www.maine.gov/rehab/mou/index.shtml>
- State Rehabilitation Council
 - Wabanaki VR Director sits on both Maine's SRC's.
- Cross-Cultural Training
 - New Counselor Training Session with Wabanaki VR
 - New Wabanaki VR counselors can also attend
 - Workforce System Training with Wabanaki VR

New Initiatives

- Pre-Employment Transition Services
 - Added language and strategies to reach “students with disabilities”
 - Opportunities for Work-Based Learning and Paid Work Experience
- Hiring Team Participation
 - Wabanaki VR has joined as a member of VR’s hiring team

Transition Planning: Collaborating with Stat VR and Schools to Coordinate Transition Services

Objectives

- Develop an awareness of transition services related to schools and other agencies
- Identify roles and responsibilities of planning transition outcomes for working age youth with disabilities graduating from high school
- Identify resources and key stakeholders who play a role in coordinating the transition for young adults into employment settings
- Provide examples of coordinated planning between schools, AIVRS, and State VR programs which provide services aimed at promoting successful transitions to employment

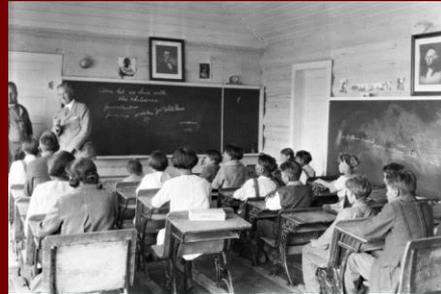
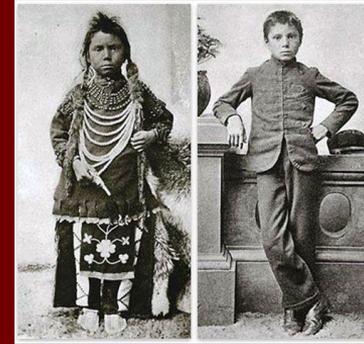
The Role of the State VR Program for Working Age Students in Transition

- **NOTE:** Pre-Employment Transition Services applies to Title 1 only. Pre-Employment Transition Services funding is not provided to 121 programs, as a result 121 programs are not responsible for providing Pre-Employment Transition Services.
- Lastly, the State VR can be involved with supporting transition planning for AI/AN students.

Native History

treatment toward indigenous people included:

- Genocide
- Boarding Schools
- Reservations
- Forced Assimilation
- Outlawing of Culture Practice



Trauma

Indigenous people were left with

Learned
Helplessness



Sadness



Cultural Components in Treatment

Smudging with Cedar, Sage, or Sweet grass



Sweat lodges



Talking Circles



Cultural Identity

Age is another cultural identity consideration.

Elders can be very traditional, while younger people can either be multicultural or non-traditional. In many communities, leaders and elders are worried about the loss of the use of the traditional language among children and young adults. Still, in other communities, young people are eagerly practicing the language and other cultural traditions and inspiring older generations who may have felt shame in their identity growing up as AI.

Etiquette Do's

- Learn how the community refers to itself as a group of people (e.g., Tribal name).
- Be honest and clear about your role and expectations and be willing to adapt to meet the needs of the community. Show respect by being open to other ways of thinking and behaving.
- Listen and observe more than you speak. Learn to be comfortable with silence or long pauses in conversation by observing community members' typical length of time between turns at talking.

Etiquette Do's (*Cont'd*)

- Be genuine and use self-disclosure (e.g., where you are from, general information about children or spouse, personal interests).
- Avoid jargon. An AI community member may nod their head politely, but not understand what you are saying.
- It is acceptable to admit limited knowledge of AI/cultures, and invite people to educate you.

Etiquette Don'ts

- Avoid stereotyping based on looks, language, dress, and other outward appearances.
- Avoid intrusive questions early in conversation.
- Do not interrupt others during conversation or interject during pauses or long silences.
- Be careful not to impose your personal values, morals, or beliefs.
- Avoid frequently looking at your watch and do not rush things.

Etiquette Don'ts

Do not touch sacred items, such as medicine bags, other ceremonial items, hair, jewelry, and other personal or cultural things.

Missouri Peer Mentoring Program



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Missouri VR Peer Mentoring Program

Amy Siekerman & Kristin Donze-Assistant
Director of Transition and Section 511

January 5, 2023

- The VR Pre-ETS Peer Mentoring Program was developed as a pilot program in 2019 in the Kansas City and Springfield MO areas.
 - Focuses on students with a disability ages 16-21 (or 14 and 15 if Pre-ETS is written into the IEP/504 plan) who are also involved in the:

- Juvenile Justice System

or

- Foster Care System

or

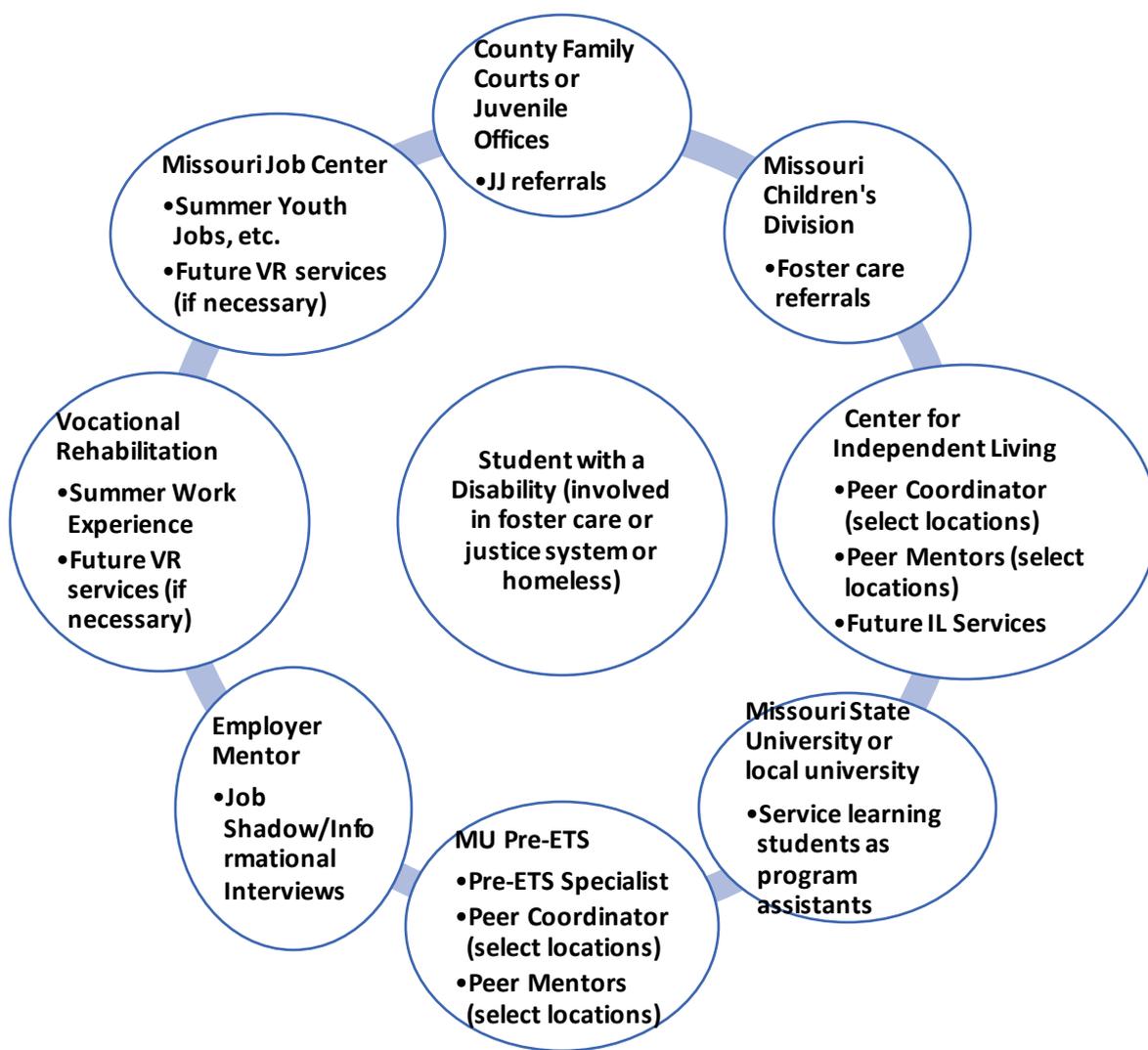
- Identified as Homeless/Housing In-Secure



- These students were often falling through the cracks and not accessing much needed VR services. This program was developed to reach out to these students and provide 1:1 peer supports to assist them in preparing for employment in the future.

- Missouri Vocational Rehabilitation partnered with Children's Division, Juvenile Justice System, Centers for Independent Living, Job Centers, MU Pre-ETS and the schools to refer students who meet the qualifications.
- Students referred are paired with a mentor 1:1 to meet with them and help the student develop future goals in the areas of employment, self-advocacy, etc.
- Students gain awareness of employment resources, become familiar with skills necessary for academic and employment settings, increase involvement in employment activities, build self-confidence and self-advocacy skills and identify resources for assistance with achieving goals.

- Students with disabilities, ages 16-21, who meet the requirements of being in the foster care, juvenile justice system or homeless are referred to the program through their caseworkers. Parents/guardians sign a release and permission form and are screened and admitted into the program. The release is also signed by the school or medical documentation is obtained for eligibility purposes.
- Students are then assigned a mentor to work with for a minimum of a year, meeting weekly up to 4 hours a week
- Students and mentors work on short term and long term goals, in the areas of Job Exploration, Work Based Learning, Work Readiness, Self-advocacy and Post Enrollment Counseling
- Students are also provided support from VR, CIL, local Job Center and MU Pre-ETS specialists.



- COVID shut down in person meetings in the first year-have developed virtual strategies for Peer Mentoring
- Staffing issues at partner agencies have led to referrals being slower than expected-continued outreach through various different agencies
- Students/schools/agencies have been overwhelmed due to COVID which has led to slower referrals-have started to improve
- Students are very transient in these populations and increased communication is necessary
- Students are more responsive, have better relationships if meetings occur at school or right after school
- Have now expanded to 6 programs across the state with 2 more in the process of beginning



Visit the website at:

<https://dese.mo.gov/adult-learning-rehabilitation-services/vocational-rehabilitation>

Phone [573-751-3251](tel:573-751-3251)

Toll Free [1-877-222-8963](tel:1-877-222-8963)

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Oregon Connecting Communities Program



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Oregon Latino Program



Connecting Communities Program & Oregon Vocational Rehabilitation

Overcoming Cultural Barriers
To Employment



WHY??

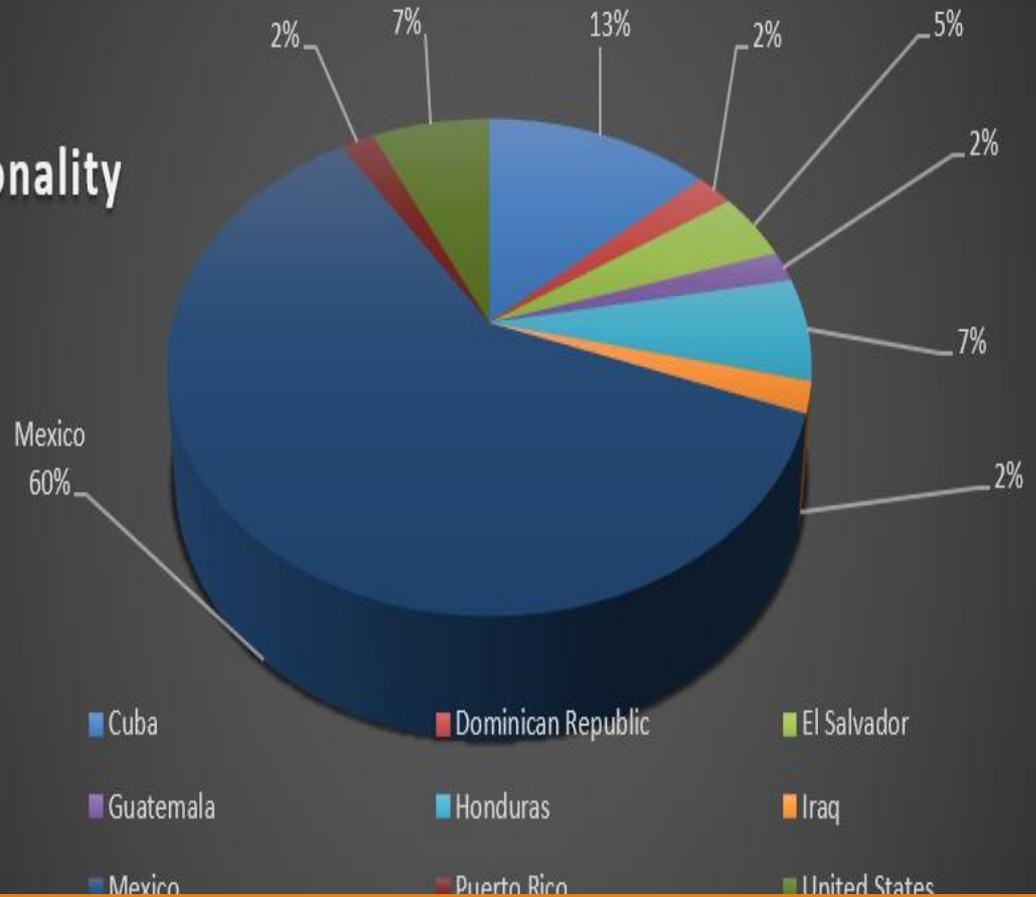
At 12.66% of the state's population, Latinos are the largest minority population in Oregon and is rapidly growing

[Oregon Population 2021/2022 \(populationu.com\)](https://populationu.com)

The native Latino population has grown by 21% compared to a 1% growth in the immigrant population [6]. In fact, nearly 2/3 of Oregon Latinos were born in the United States [6].

" The Oregon Community Foundation. Aug 2016: 1-36.

Nationality





OVRS

Employment First



Equal Opportunities



Equal Access to Services

According to figures collected by the president of the Federal District Human Rights Commission, 90% of people with disabilities in Mexico, confirm that they have been discriminated against; access to school, work or by the government, and consider that they have violated their own rights.





According to the Federal District Human Rights Commission (CDHDF), for every 100 people with disabilities, aged 15 or older:

- 33% are illiterate.
- Only 7% have completed basic education.
- Barely 5% have completed High School.
- Only 4% have higher education.

“The quality of teaching decreases in those schools where there are many children with disabilities.”

42% of people with disabilities in Mexico have been denied a job due to their condition.

Almost **83%** of the population with disabilities, experienced discrimination against their condition, associated with fewer job opportunities due to the fear that companies will reduce their productivity.

Connecting Communities Program

The program was created 19 years ago by Vocational Rehabilitation and Easter Seals Oregon to provide services to underserved populations in Oregon.

The Collaboration Between Easter Seals Oregon and Vocational Rehabilitation provides services to Latinos and other minorities that speak English as a second language with disabilities in Multnomah, Clackamas, Washington, Marion, Polk and Lane Counties. In this program, people learn to discover and appreciate their new abilities, understand cultural aspects of employment and life in general, gain confidence, believe in themselves and turn their new skills into employment or a trade which provides income.



In 2003 Easter Seals Oregon Latino program and VR served approximately 10 clients during the first year providing job development services only.

2003

The Easter Seals Oregon Connecting Communities Program is now serving more than 900 participants per year.

Currently

2008

During the period of 2008, the number of clients served grew from 10 to 195 participants!





Services offered through Easterseals Multilingual Contract

- **Outreach**
- **Networking events and community meetings**
- **Pre-eligibility Screening** for VR services by gathering information about disabilities, career goals, barriers to employment, and immigration status.
- **Referral Services**
- Referrals may also include a **coordination meeting between the referring VR Counselor, Participant, and Contractor representative.**
- **Orientations** regarding VR and Connecting Communities Services.
- **ESL and Computer Classes**- will include a combination of ESL, computer and software training, group classes with instructor.
- **One on One Classes** training with instructor, based on plan.
- **Portfolio Services** (Culturally Appropriate) –Resume, application, mock interviews
- **Work Readiness Workshops and Presentations** (Over 20 different topics as well as Community Resources and Exposure to Businesses/ Employers)



- Job/Resource Fairs
- Tour of Targeted Businesses
- Volunteer Opportunities
- Job Carving
 - Strategized Supportive Employment
 - Person Centered Planning
- Work Trial Experience
 - On the Job Training
 - Working Interview
- Job Search
 - Job Club
 - iMatch Skills Registration
 - Online Job Search Site Registration
 - Communication With Employers
 - Guidance Through Application/Hiring Process

How to understand the specific needs of communities that speak English as a second language..



Things to Consider...

The family may not only have immigrated to the United States, but may have also migrated from a rural to an urban setting.



The educational system is organized into four levels

1. Preschool (Kinder-Pre primaria)
2. Compulsory basic education (Primaria 1-6)
3. Upper secondary education and (Secundaria 7-9)
4. Higher education and postgraduate education. (Preparatoria 10-12)

Many Latinos who are insured through the **medical public insurance** system also pay out of pocket for private care to get better service.



Many people are unable to find **traditional employment**, and are forced to create their own opportunities by:

1. selling food, beverages, and small trinkets out their homes or on the streets.
2. In some cases, people are able to find employment working in fields or agricultural industries as well.



Questions?

THANK
YOU!



Gracias!

Magic City Acceptance Center (MCAC)



Amanda Keller

Founding Director, MCAC



THE MAGIC CITY
ACCEPTANCE CENTER

MCAC

Amanda Keller (she/her)



MAGIC CITY
Acceptance Center
A BAO Affiliated Program

ABOUT US

The Magic City Acceptance Center (MCAC) is a brave and affirming space for LGBTQ individuals located in Birmingham, Alabama. In 2020, MCAC shifted to provide state-wide programs to individuals in 40 counties across Alabama.

MCAC has provided social and supportive services to nearly 1,600 youth, ages 13-24 since opening in the spring of 2014.

NEURODIVERSITY AND LGBTQ YOUTH *(1 of 3)*

Neurodiversity refers to variations in social communication, learning, attention, and other brain functions.

Many people prefer the term neurodiverse over diagnostic labels because it does not pathologize or presume that a person has a deficit that needs to be “fixed.”



NEURODIVERSITY AND LGBTQ YOUTH *(2 of 3)*

We know there is an increasing correlation between neurodiversity and the LGBTQ community. Evidence suggests that neurodiverse people, particularly those on the autism spectrum, are more likely to be gender diverse and have a lesbian, gay, bisexual, queer, or asexual sexual orientation, compared to neurotypical people.

Over 80% of those we serve identify as trans and non-binary and have expressed a need for more sensory inclusive services.

NEURODIVERSITY AND LGBTQ YOUTH *(3 of 3)*

Best Practices:

- Mirror the language given to you to reflect that identity labels that each individual feels comfortable using.
- Hire LGBTQ Interpreters who know LGBTQ-specific ASL
- Use Alt-Text and Image Descriptions (IDs)
- Do not invalidate a person's identity by conflating their gender identity and neurodivergence.
- Advocate for accessible spaces including sensory spaces, "chill out corners," and sensory tools, or create a sensory kit to be carried at all times.



EXPRESSING SUPPORT

Name You Go By: _____

(If necessary) Legal Name: _____

Pronouns (she/her, they/them, etc.): _____

In order to be successful in this space, I need you to know that:

To use in a paper handout, include with intake paperwork, or
virtually via email, Google form, etc.!

INTERSECTIONALITY, POWER AND PRIVILEGE

Race, Disability, Culture, Religion, Socio-Economic status
and lots of other factors play a role in adding to the
experience of discrimination and oppression.

CREATE SPACE THAT ALLOWS THE WHOLE INDIVIDUAL TO SHOW
UP

INCLUSIVE SPACES

- Support individuals in their right to access safe restrooms that align with their gender identity.
- Support expression of inclusive dress codes.
- Be aware of your personal bias and how that may impact your interactions. visit implicit.harvard.edu
- Elevate the voices of marginalized folks.
- Be more approachable. Our community is always seeking explicit signs of expressed allyship and support.
- Most importantly, be you! Whether you're an ally or a member of the community, your authenticity and support matter

THANK YOU!

Contact me:

KELLER@MCAC-BAO.ORG

Find us on Facebook and instagram

[@MCACBHAM](#)



Panel Discussion





Audience Questions

Contact Us

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