



Supporting Postsecondary Transitions:

Making a Positive Impact on the Lives of Diverse Youth



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Minnesota State Colleges and Universities

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Your Presenters...

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Learning Objectives

- To understand the needs of the youth served
- To share and explore strategies for working with and serving youth from diverse backgrounds
- To provide useful resources

Understanding the work

What kind of services and/or programs do you provide for youth?

Are there any questions, issues or topics that you hope will be covered in this session?

Youth Lived Experiences

- My family lives with relatives across town
- I share a bedroom with three other siblings
- I am bussed 45 minutes away to my special school
- I work and take care of my younger siblings
- My parents are recent immigrants



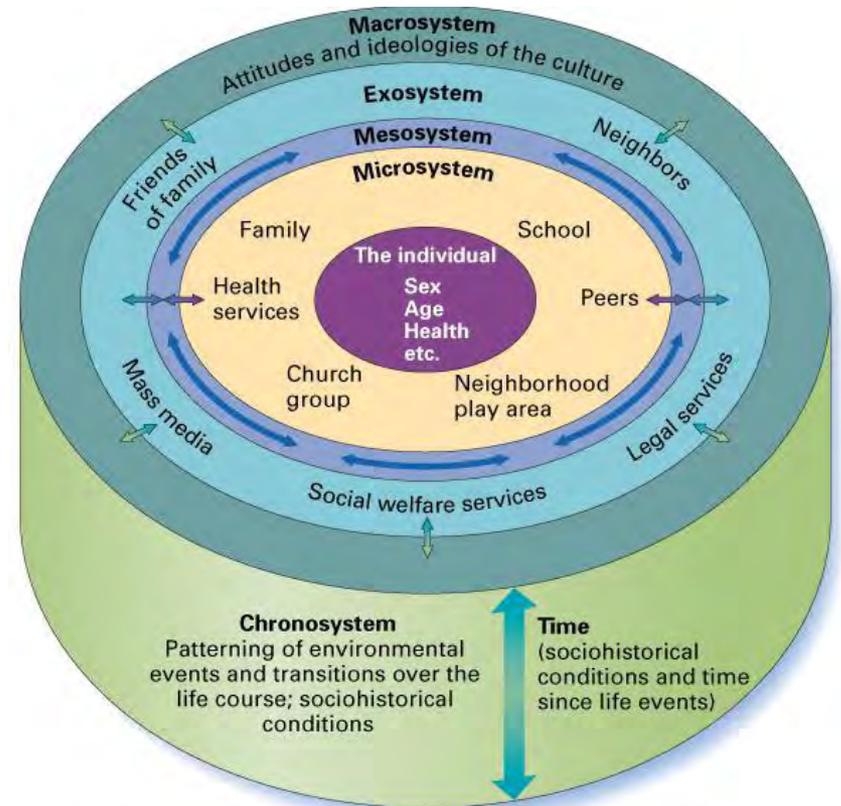
Shaping your future

- What comes up for you as you watch the video?
- How do these sisters and their families view education?
- What are assets that these students bring to their college experience?

[https://www.youtube.com/watch?v= d-i8 fYOfM](https://www.youtube.com/watch?v=d-i8_fYOfM)

Student Perspectives: Ecological Model of Human Development

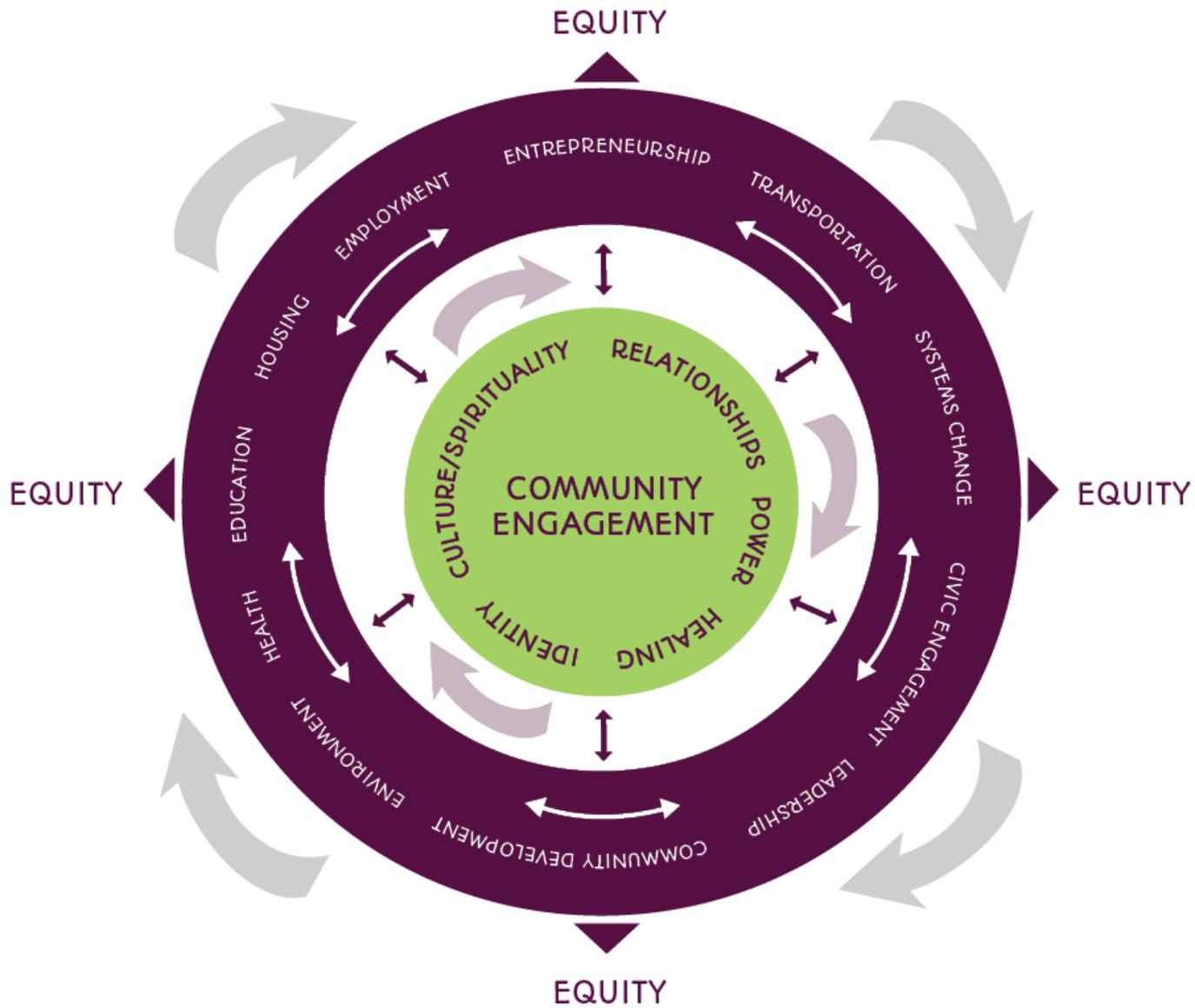
- Learning and development as a process
- Personal characteristics brought into a social situation
- Context
- Time



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Adapted from Bronfenbrenner, U. (1979). Ecological Model of Human Development.

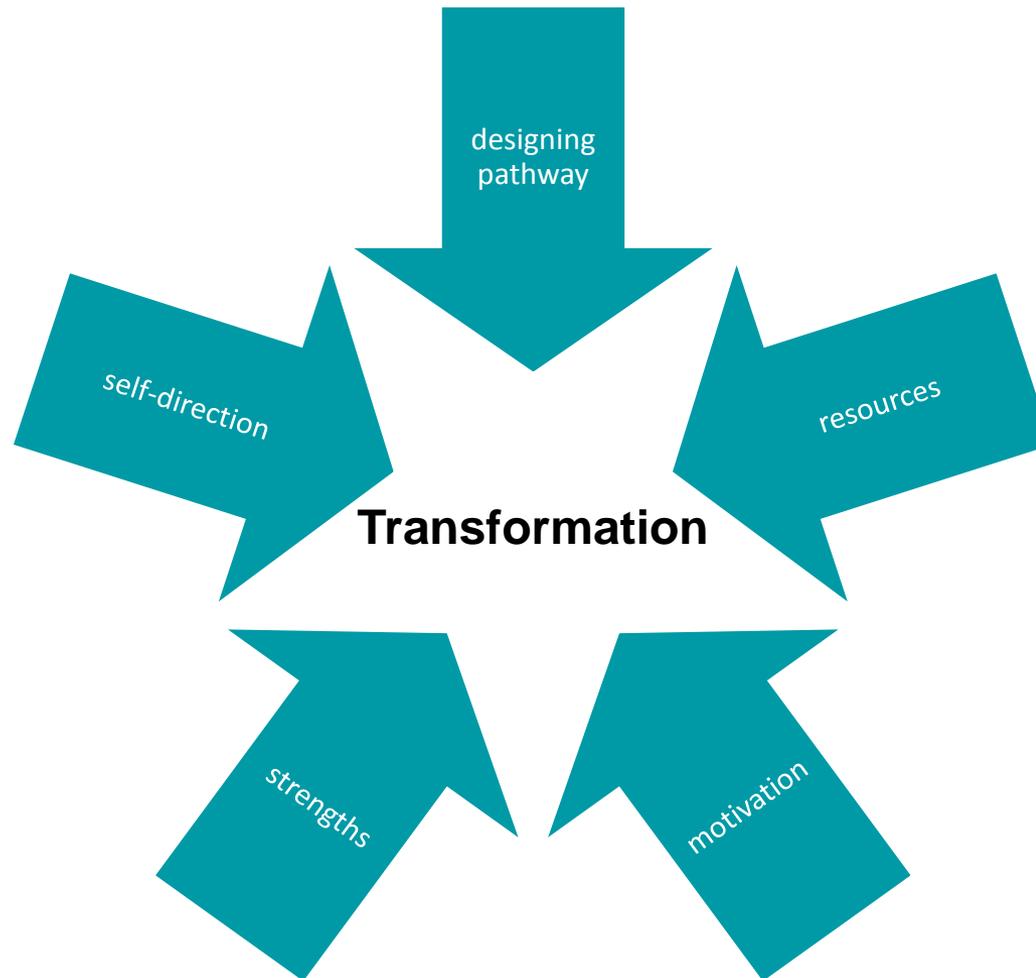
Addressing needs
Direct Service Strategies vs. Organizational
Strategies



Developing Relationships (DS)

- Engage in mutual learning
- Address student's needs
- Provide community and family education
- Utilize an engagement approach
- Be flexible
- Provide incentives

Supportive Coaching (DS)



Communicating Effectively (DS)

- Repetition of information
 - Applied, clear and relevant
 - Connecting with others for information
- Show-n-tell
 - Learn by seeing and doing
 - Lead by example
- Setting Goals
 - Motivational interviews
 - Manageable steps

Some adaptations from Beegle, Donna, See Poverty...Be the Difference, (2007)

Changing the Narrative... (DS)

Messages we may send...

- Education is readily available and accessible...if you want it.
- Just work hard and you can achieve getting out of poverty.
- It's okay if you don't go to college...it's not for everyone.
- Simply fill out these forms and talk to your parents...

Positive affirmations...

- “Let's talk about your goals and help you to create a plan to achieve it.”
- Let's find some helpful resources for you to accomplish your goals
- Postsecondary education is for everyone to obtain livable wages and beyond
- Let's go through these steps and explain how this process works.

When communicating, consider... (DS)

- ✓ Affirm youths for their **effort**, not by perceived attributes.
- ✓ Allow equitable **“wait time”** for youth to respond.
- ✓ Confirm understanding what a youth says **builds confidence**
- ✓ Provide words of encouragement or **acknowledgement** to the experiences of youth
- ✓ Do not assume ability based on gender but by skills and interests

Community Engagement as an OS

- Promotes the participation of residents in community life, especially those who are excluded and isolated, by engaging them in collective action to create a healthy community
- Fluid and dynamic – a process with the power to impact multiple systems and to create lasting community change

Organizational Strategies

- Welcoming environment
- Create linkages
- Meet immediate/perceived needs
- Family-driven services
- Flexible programming
- Promote culturally responsive approaches
- Transitional planning
- Gather and analyze data

Programs and Services are... (OS)

- Helpful, meaningful, and relevant
- Presented in a nonthreatening, non-judgmental way
- Allow [youth/families] to be present at the table and contribute
- Open to the voice of those that are directly impacted

Community liaisons and cultural brokers

- Community Liaisons and Cultural Brokers enhance the capacity of an organization:
 - Tailor approaches
 - Gain trust and access for collaboration
 - Provide knowledge
- What is a community liaison vs a cultural broker?

- What has been an approach or practice that worked well as you engage and work with diverse youth transitioning into higher education?
- Have you used any of the direct service or organizational strategies presented here? What worked well or what didn't?

Resources: Organizations

ISEEK

www.iseek.org

Public website, hosted by MnSCU that provides career resources, career assessments, postsecondary resources and occupational outlook information

Navigate Minnesota

www.navigatemn.org

NAVIGATE is a leadership development program for immigrant young adults in Minnesota facing financial, social and legal barriers to achieve their dreams through changing unjust systems. Through NAVIGATE, these young adults help their community and themselves by working to access college education, jobs and legal status.

Resources: Services to Disabilities

Postsecondary Resource Guide

http://www.normandale.edu/Documents/osd/Resource_Guide-Reduced_Size.pdf

*Developed in partnership with MnSCU campuses, system office staff and the MN Department of Education to assist those with disabilities. The guide provides high school students and older youth with planning tips, strategies, and tools for self-advocacy in making transitions to postsecondary education. **Alternative (friendlier) format:** www.normandale.edu/osd*

Tools for Your Future

www.mn.gov/ToolsForYourFuture

***Tools For Your Future** by the MN Department of Administration, STAR program is designed to help individuals transitioning to college, vocational school or other institutions of higher education, and employment. Using interactive training modules, this site provides information about accessing and using assistive technology in higher education and employment.*

- What can YOU do to help all youth become the best quality candidates prepared for work or postsecondary education?



Thank you

Q & A



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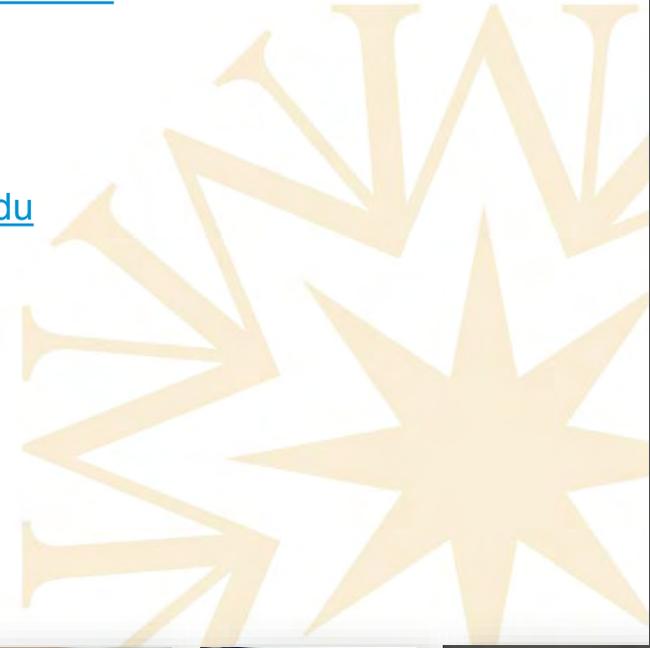
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