



# Preparing Youth for PostSecondary Transition

Presented by: Cynthia Bell  
Numeracy & Youth Specialist  
Literacy Assistance Center

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# Objectives

- Discuss the importance of having a transition plan
- Learn strategies for developing employable habits
- Identify methods of motivating and preparing youth for transition
- Share various resources for youth transitioning

# Self Audit Activity

Answer one of the following questions, while thinking about yourself and your work:

1. What have I done at work, in the past month, to support the youth, I work with, to participate in a variety of options of their own choosing?
2. What have I done, in the past month, to support a youth that was a result of their own interests?
3. What have I done, in the past month, that was creative or innovative while working with my youth?

# Transition Planning

Should:

- Be youth (person) centered
- Be collaborative
- Build on partnerships and youth's support system

# 3 A's to Transition Planning

- Aspirations
- Activities
- Academics

# Aspirations



Your aspirations are  
your possibilities.

-Samuel Johnson

# GOAL SETTING

S

SPECIFIC

M

MEASURABLE

A

ATTAINABLE

R

RELEVANT

T

TIME-BOUND

## Goals

“Assisting youths to develop goals helps them to think about their future.”

[Life After High School Transition Tool Kit developed by PIC](#)



A group of students are sitting around a table in a classroom, looking at papers and talking. The scene is slightly blurred, suggesting a candid moment. A large black circle is overlaid on the center of the image, containing the text.

# Academics

Encourage youth to  
take more rigorous  
courses

# The “Gatekeeper”

What does “Gatekeeper” course mean to you?

- ❖ Algebra - studies show that learners who, successfully, take Algebra I, Geometry, Algebra II, and one additional high-level math are more likely to do well in college level math
- ❖ Algebra is not just for the college bound. It is essential to workplace skills. Studies show that youth headed for the workforce need the same level math skills as college freshmen. The same study also found that occupations, which pay family sustaining wages, but don’t require a college degree, require equivalent math and reading skills as a college freshmen



## Activities

- ★ Youth who are engaged in activities are associated with higher assessment scores
- ★ Infuse practices into your community/program that support the development of self-determination and self-advocacy skills for all youth

# Employable Skills



## What are Employability Skills?

“...employability skills are general skills and knowledge that are necessary for success in the labor market at all employment levels and in all sectors”

# Categories of Skills



**Effective Relationships**

**Applied Knowledge**

**Workplace Skills**

# The 9 Employability Skills

1. Applied Academic Skills
2. Critical Thinking Skills
3. Personal Qualities
4. Interpersonal Skills
5. Resource Management
6. Information Use
7. Communication Skills
8. Systems Thinking
9. Technology Use

# Being Intentional

- Explicit Embedment - does not require an inference
- Implicit Embedment - does require an inference





# Blending is the key

“ Blending career oriented and academic courses [activities or programs] could help...enable [youth] to see the practical application of academic subject matter.” (Oakes & Saunders, 2007)





# MOTIVATION

is the art of getting people to do what you  
want them to do because they want to do it

*Dwight D. Eisenhower* | [www.geckoandfly.com](http://www.geckoandfly.com)

# How to motivate

Motivate youth by giving them what they need

- ❖ Connection
- ❖ Capability
- ❖ Counting
- ❖ Courage

# Connection

- ❑ Bonding and connecting with others is a survival instinct
- ❑ It can help youth move from dependency to interdependency
- ❑ Youth who don't connect in meaningful and constructive ways feel more insecure, seek attention and are more susceptible to peer pressure

Source: Responsibility in the Classroom: A Teacher's Guide to Understanding & Motivating Students, Dr. Amy Lew & Dr. Betty Better

# Capable

Youth who believe they are capable...

- ❑ Feel competent
- ❑ Have self-control and self-discipline
- ❑ Assume responsibility
- ❑ Are self-reliant

Source: Responsibility in the Classroom: A Teacher's Guide to Understanding & Motivating Students, Dr. Amy Lew & Dr. Betty Better



# **Count - Feeling of Significance**

Youth who don't believe that they count through constructive means try to prove it through destructive means

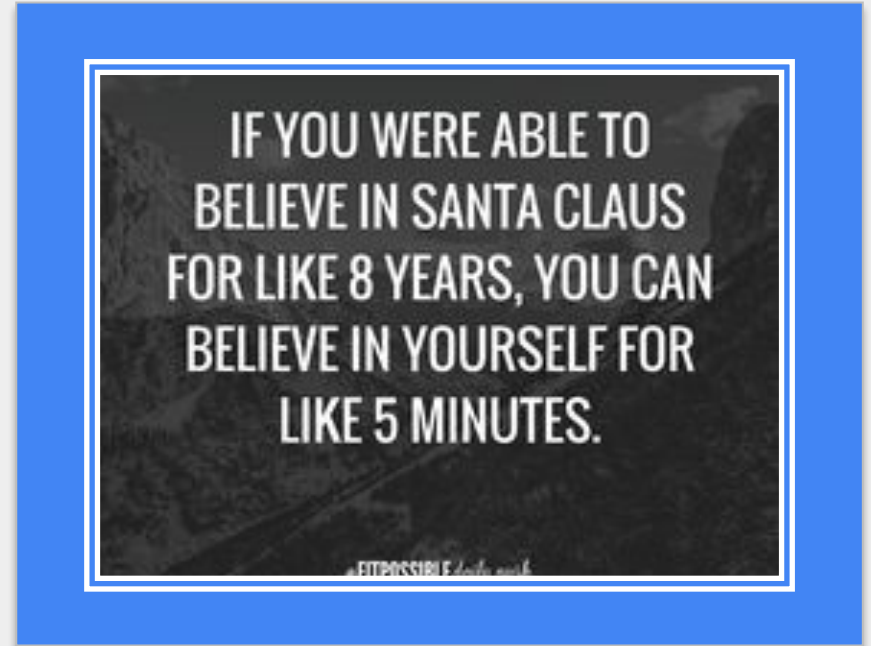
Source: Responsibility in the Classroom: A Teacher's Guide to Understanding & Motivating Students, Dr. Amy Lew & Dr. Betty Betther

# Courage

Youth with courage can overcome fear and anxiety.

They are willing to try for themselves and their aspirations.

They can be hopeful about the future.



# Group Activity

- After forming four groups
- Each group will be randomly given one of the four C's
- Each group will discuss, identify and list strategies, methods or practices which you can use to develop your given C in your youth
- Publish your list on the provide chart paper
- Each group will present their list to the at large group



# Want to know more...?

- ★ The full presentation resources for Understanding and Motivating Students can be access by clicking [here](#).
- ★ Access the teacher's guide to understanding and motivating students by clicking [here](#).

# Wrapping Up

- ❑ Please complete the evaluations
- ❑ If you would like to access the presentation and any resources please visit the OSY-ISY TA website

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# Contact Information

Cynthia Bell  
Numeracy & Youth Specialist  
Literacy Assistance Center  
Email: [cynthiab@lacnyc.org](mailto:cynthiab@lacnyc.org)



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