Engaging Urban Youth in the Transition to Adulthood

Rebecca L. Toporek, Ph.D.
Laura J. Alarcón, B.A.
San Francisco State University
Overview

- Introductions and Participant Interests
- Transition to Adulthood Programs for Urban Youth
  - Cultural and Socioeconomic Considerations
  - Exemplar Programs
- Development of the Partnership between San Francisco State University and 7 Tepees Youth Program
  - Case Study
  - Considerations for Partnerships between Universities and Community or K-12 Entities
- Future Strategies
Adulthood Transition

- Barriers and Supports for Transition of Minority Youth into Employment (Wentling & Waight, 2001)
- School to Work to Life Model (Solberg, Howard, Blustein, & Close, 2002)
- Model Programs (Solberg, Howard, Blustein, & Close, 2002)
  - Tools for Tomorrow
  - Achieving Success Identity Pathways
Barriers for Adulthood Transition

- Poverty
- School Personnel Resistance to Change
- Lack of Understanding of Other Cultures
- Lack of Relevant Curriculum
- Lack of Communication Between Businesses and Schools
Assists for Transition of Minority Youth into Employment

- Work-based learning
- An integrated and relevant curriculum
- Mentoring
- Career exploration and guidance
- Organizational policies that mandate fairness and equity for all employees
School to Work to Life Model for Urban Youth
(Solberg, Howard, Blustein, & Close, 2002)

- Develop coping strategies necessary for tackling the barriers of racism and poverty
- Develop meaningful relationships with other adults including school personnel
- Importance of creating successful learning experiences that will enrich student self-concept
- Development of a “Success Identity” and “Self Efficacy”
Success Identity and Self Efficacy

- **Success Identity**
  - Believe they possess the skills to adapt effectively to changing life circumstances and perceive potentially threatening situations as challenges to be overcome rather than barriers to be avoided

- **Self Efficacy**
  - One’s confidence in his or her ability to successfully execute or perform a specific behavior
Impact of Family and Other Factors
(Crysdale & MacKay as cited in Wentling & Waight, 2001)

- Influences and Implications for Programming
  - Family
  - Cultural activities
  - Recreation
  - Self concept assessments

- Other Influences and Implications
  - Acculturation
  - Geography and community resources
  - Language
  - Gender role expectations
  - Individualism and collectivism
Partnership between SFSU and 7 Tepees: Process

Process:
- Initial contact
- Introductions
- Establishing understanding of expectations, goals, and roles
- Developing preliminary information
- Recalibrating based on progress and revising expectations and goals

Variables affecting the process:
- Transitions in the agency
- New personnel working on the program
- Directions on transition to adulthood program
Partnership between SFSU and 7 Tepees: Shifting Goals and Potential

<table>
<thead>
<tr>
<th>University</th>
<th>Academic Consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Develop pool of mentors engaged in university didactic program</td>
<td>- Survey of best practices in Adulthood Transition Programs</td>
</tr>
<tr>
<td>- Develop master's level internships for agency and school career interventions</td>
<td>- Survey local area CBOs providing career interventions in schools</td>
</tr>
<tr>
<td></td>
<td>- Arrange motivational speaker for youth orientation</td>
</tr>
</tbody>
</table>
Partnership between SFSU and 7 Tepees: Shifting Goals and Potential (cont)

Program Development and Evaluation
- Develop career program components
- Develop career curriculum for agency and school intervention
- Develop program evaluation
- Develop training manual for interns on small group presentations and dynamics
Future Strategies and Recommendations

- Integration of participatory methodology
- Establishing consistent involvement and communication
- Clarify roles, resources and expectations
- Be clear about commitment of time and resources
- Develop understanding of organizational culture of each partner and how that influences the process
- Consider it a long term and dynamic process
References


Other Resources

- Seven Tepees Youth Program [http://www.7tepees.org](http://www.7tepees.org)