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Cybersecurity

Youth Apprenticeship Initiative

Bridging the Gap: Encouraging Equity in Registered Apprenticeships for Neurodiverse Youth & Adults

October 17, 2023

Pursuant to the National Apprenticeship Act, the Department of Labor works to expand opportunities related to apprenticeship programs. This project has been funded, either wholly or in part, with Federal funds from the Department of Labor, Employment & Training Administration under the contract number/work order DOL-OPS-16-A-0012/1605DC-18-F-00060. The contents of this publication do not necessarily reflect the views or policies of the Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement of same by the U.S. Government.

Welcome!

We will begin
shortly

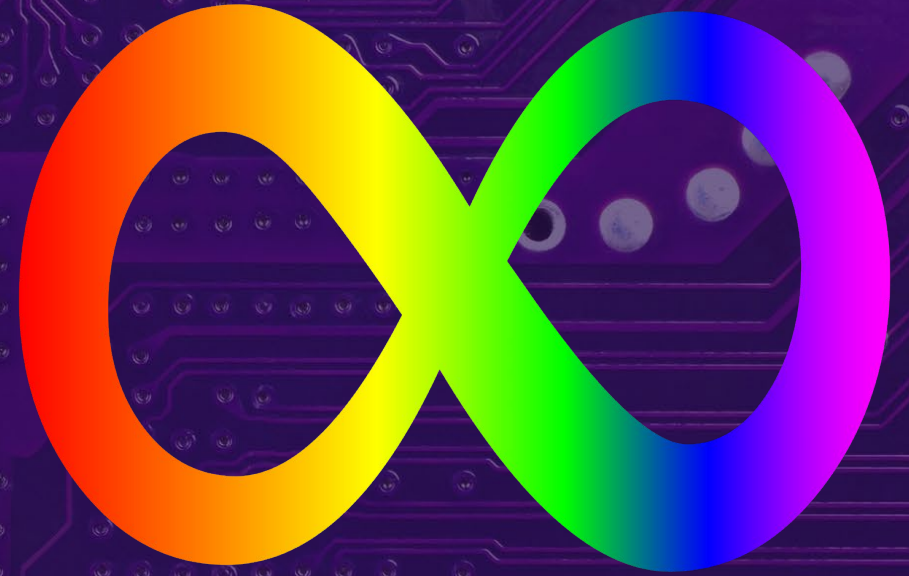
Introduce yourself in the
chat. Where are you
joining from today?

A couple of housekeeping guidelines:

- Please keep your microphone muted to ensure optimal quality for all participants.
- Ask questions using the Q&A feature. Presenters will review your questions and provide answers during the last section of the webinar.
- Join the conversation in the chat.
- This event is being recorded and will be posted to cyai2024.org

BRIDGING THE GAP:

Encouraging Equity in
Registered Apprenticeships
for Neurodiverse Youth & Adults



Danielle Chiaraluce
Senior Workforce Consultant

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Cybersecurity Youth Apprenticeship Initiative (CYAI) Overview



Youth Apprentice Target Demographics

- 16-21 Year Olds
- Female Youth
- Youth Minorities
- People with Disabilities
- Tribal Communities
- Youth enrolled at Alternative High Schools



Sample IT/Cybersecurity Occupations

- Computer Systems Analyst
- Database Administrator
- Information Security Analyst
- Software Developer

Danielle Chiaraluca
Senior Workforce Consultant
Danielle.Chiaraluca@icf.com

For a full list of resources and references, please visit <https://cyai2024.org/resource-library> for access to both toolkits: Disability Resource Bundle for Disability Practitioners and Disability Resource Bundle for RAP Sponsors.

Neurodiversity

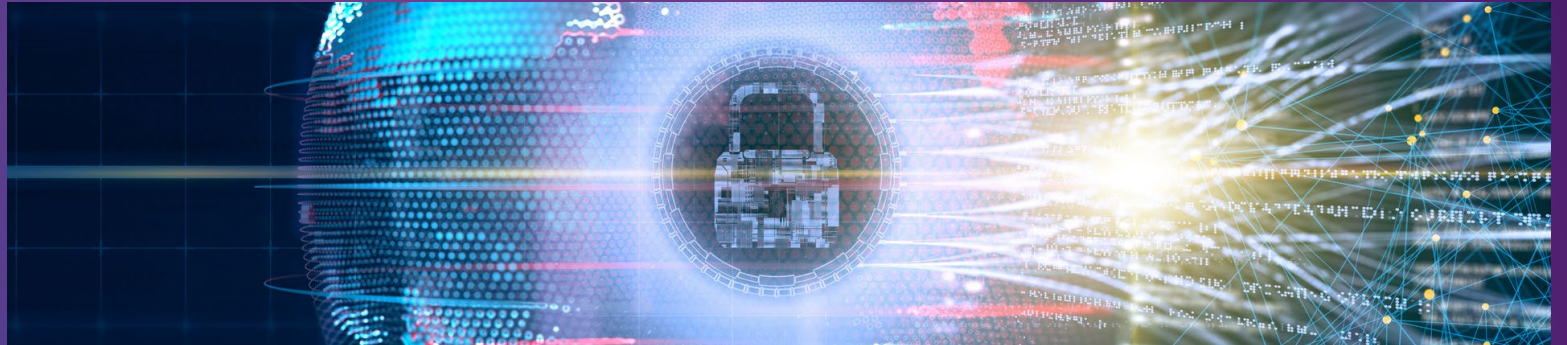
Neurodiverse youth are people aged 16-24 who possess unique strengths and experience challenges due to the way their brain processes information.



Neurodivergent is a term that describes an individual with less typical cognitive variation such as Autism, ADHD, Dyslexia, executive functioning challenges, developmental disabilities, and others.

Purpose

Despite opportunities to gain experience with core job skills, and gain industry specific knowledge while earning wages, Registered Apprenticeship Programs (RAPs) are traditionally underused as an employment option for neurodiverse youth and adults.



Neurodiverse Adults

- Neurodiverse adults contend with underemployment.
- 2.2% of Americans have an autism spectrum condition.
- Many neurodiverse adults are not in meaningful careers.
- RAPs offer a viable employment solution.

RAPs: Benefits to Employers

- Structured, Certified Training Program
- Provider Partnership
- Talent Pipeline
- Employee commitment



Research shows that hiring neurodiverse employees provides many benefits, including:

With the right support, neurodivergent apprentices are more likely to complete their training, develop strong relationships with their employer, and become a productive member of the workforce.

- Increased productivity.
- Decreased likelihood of employee turnover.
- A diversified workforce with innovative problem solving and an increased ability to respond to complex problems.



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Today's Panel

Terri Nelles, Certification Coordinator,
National APSE

Catherine Dart, CEES Program Coordinator,
University of Cincinnati Advancement and
Transition Services-CECH

Bailey Rinella, Director of Apprenticeship and
Training, CyberUp

Sterling Smith, Apprentice Alumni, CyberUp



The Association of People Supporting Employment First (APSE) is the only national membership organization focused exclusively on Employment First to facilitate the full inclusion of people with disabilities in the workplace and community. APSE members recognize that everyone has abilities to contribute, and their work should be recognized and rewarded with fair pay, creating inclusive workplaces. Employment enriches and adds meaning to every life, and workplaces and communities are enhanced when they embrace differences. recognized and rewarded with fair pay, creating inclusive workplaces. Employment enriches and adds meaning to every life, and workplaces and communities are enhanced when they embrace differences.

APSE currently has over 2100 professional and business memberships and over 2000 CESPTM (Certified Employment Support ProfessionalTM) from across the United States .



cesp@apse.org

www.apse.org

info@apse.org



The Role of Employment Support Professionals (ESPs) and Their Value in Designing and Enhancing RAP Success

Registered Apprenticeship Programs (RAPs) and job coaches serve different but highly complementary objectives in helping individuals develop their careers, particularly in skilled trades and vocational fields. Here's how they can work together to support apprentices:

- **Assessment and Entry:** Job coaches often play a role in assessing an individual's skills, interests, and needs before they enter a Registered Apprenticeship Program. This assessment can help identify suitable apprenticeship opportunities and ensure that the program aligns with the individual's career goals.
- **Preparation:** Job coaches can provide pre-apprenticeship training or readiness programs to prepare individuals for the demands of an apprenticeship. This training may include basic job skills, workplace etiquette, and soft skills development.
- **Job Matching:** Job coaches work with apprentices to match them with suitable apprenticeship opportunities within their chosen field. They assist in identifying openings, submitting applications, and preparing for interviews.

The Role of Employment Support Professionals (ESPs) and Their Value in Designing and Enhancing RAP Success

- **Transition into Apprenticeship:** Job coaches can help apprentices transition smoothly into their apprenticeship roles by providing orientation, introducing them to workplace expectations, and facilitating communication with employers.
- **On-the-Job Support:** Once an individual begins their apprenticeship, job coaches can continue to provide support. They may offer guidance on workplace accommodations, help with problem-solving, and assist in resolving any workplace issues that may arise.
- **Advocacy:** Job coaches may serve as advocates for the apprentices, ensuring that their rights and accommodations are respected in the workplace. They can mediate between the apprentice and the employer if conflicts or challenges arise.

The Role of Employment Support Professionals (ESPs) and Their Value in Designing and Enhancing RAP Success

- **Skill Development:** Job coaches can provide additional training or coaching in specific job-related skills if an apprentice faces challenges in mastering certain tasks or techniques.
- **Communication:** Job coaches facilitate communication between the apprentice, the employer, and the educational institution providing classroom instruction. They ensure that all parties are aligned in supporting the apprentice's progress.
- **Progress Monitoring:** Job coaches monitor the progress of apprentices throughout the program, tracking their skill development and addressing any concerns promptly.

The Role of Employment Support Professionals (ESPs) and Their Value in Designing and Enhancing RAP Success

- **Transition to Employment:** Once an apprenticeship is completed successfully, job coaches can assist with the transition to full-time employment in the chosen field. They may provide job search support, resume building, and interview preparation.
- **Long-Term Career Planning:** Job coaches can help individuals plan for long-term career advancement, including additional certifications, continuing education, or specialized training to enhance their skills and career prospects.

The Role of Employment Support Professionals (ESPs) and Their Value in Designing and Enhancing RAP Success

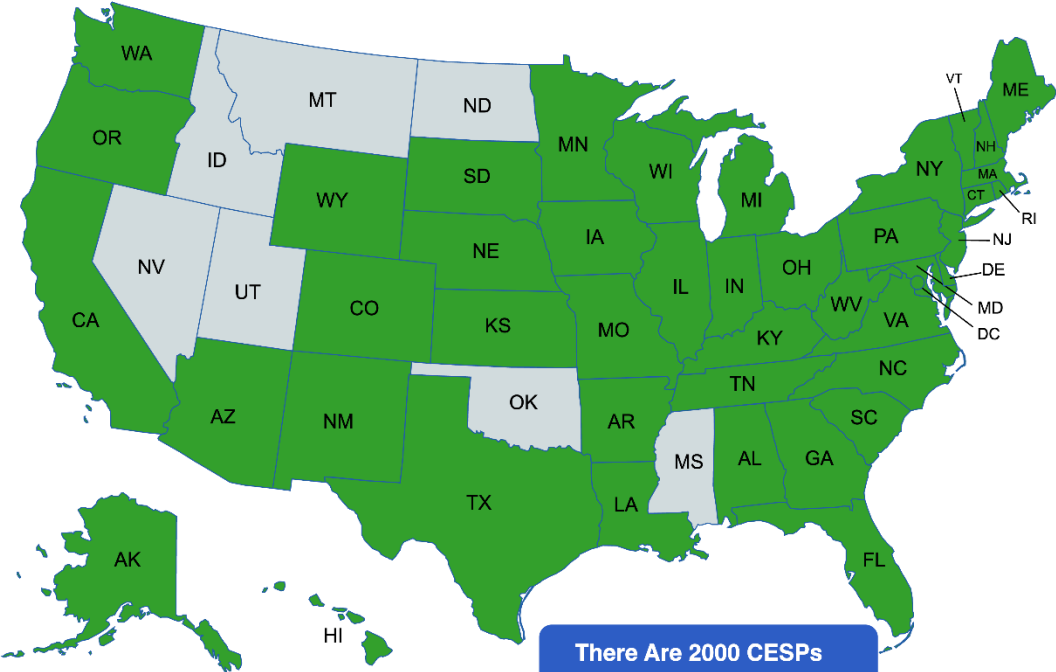
Job coaches play a critical role in supporting individuals before, during, and after their participation in Registered Apprenticeship Programs.

Their guidance and support are especially valuable for individuals with disabilities or those who may require additional assistance in navigating the apprenticeship journey.

Together, job coaches and RAPs can provide a comprehensive support system that maximizes an individual's chances of success in their chosen career path.

CESP = Best Practices

The CESP distinguishes itself as a certification initiative rather than a mere certificate program. It holds the distinction of being the first nationally accredited program (NCCA) tailored for employment support professionals.(ESPs, job coaches, job developers)



There Are 2000 CESP Available Across These 43 States



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FOR SERVICE PROVIDERS



Communicates to funding agencies that your staff are competent in best practices



Feel confident your staff are using best practices



Use as a tool for succession and leadership planning

FOR EMPLOYERS



Have help hiring talented employees that are a fit for your company culture and needs



Receive specialized support for job acquisition and retention of diverse employees



Feel confident that professionals have your business interests in mind

Exploring Competitive Integrated Employment & Employment First Principles, with a Focus on Discovery

Competitive Integrated Employment (CIE) and the Employment First principles are approaches aimed at promoting the full inclusion of individuals with disabilities in the workforce, with a focus on competitive and integrated employment. These approaches emphasize the importance of providing opportunities for individuals with disabilities to work in typical community jobs, earn competitive wages, and participate in the community like anyone else.

Exploring Competitive Integrated Employment & Employment First Principles, with a Focus on Discovery

Competitive Integrated Employment (CIE):

Definition: Competitive Integrated Employment refers to employment where individuals with disabilities are paid at or above the minimum wage, receive benefits on par with other employees, and work alongside colleagues without disabilities in community businesses.

- **Integration:** Individuals with disabilities are integrated into the workplace, interacting with coworkers without disabilities. This fosters a sense of belonging and promotes social inclusion.
- **Competitive Wages:** Employees with disabilities are paid at the prevailing wage for similar positions, ensuring financial independence and self-sufficiency.

Exploring Competitive Integrated Employment & Employment First Principles, with a Focus on Discovery

- **Career Growth:** CIE promotes opportunities for career advancement and growth within the organization based on an individual's skills, interests, and performance.
- **Equal Treatment and Benefits:** Employees with disabilities receive the same benefits and treatment as their non-disabled colleagues, fostering a sense of equality and inclusivity.
- **Reduced Reliance on Public Support:** By supporting individuals to secure competitive employment, reliance on public assistance and disability benefits can be reduced

Exploring Competitive Integrated Employment & Employment First Principles, with a Focus on Discovery

- **Strengths-Based Approach:** Focuses on identifying an individual's strengths, talents, and abilities rather than just their limitations.
- **Personalized Exploration:** Discovery involves one-on-one interviews, observations, and assessments to understand the individual's interests, values, work style, and contributions they can make to a job or workplace.
- **Community Engagement:** Encourages involvement in the community to understand potential job opportunities, employer needs, and establish connections for future employment.
- **Collaboration:** Often involves collaboration between job coaches, vocational rehabilitation counselors, and the individual to gather comprehensive information and insights to inform career planning.

Exploring Competitive Integrated Employment & Employment First Principles, with a Focus on Discovery



Employment First Principles:

Definition: The Employment First approach is a policy framework that prioritizes employment in the general workforce as the first option for individuals with disabilities, regardless of the type or severity of the disability. It advocates for shifting away from segregated settings like sheltered workshops or day programs towards CIE.

Exploring Competitive Integrated Employment & Employment First Principles, with a Focus on Discovery

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Exploring Competitive Integrated Employment & Employment First Principles, with a Focus on Discovery

- **Expectations and Beliefs:** Employment First starts with a shift in mindset, where it is expected that individuals with disabilities can and should work in integrated settings alongside their non-disabled peers.
- **Person-Centered Planning:** Customized, person-centered approaches are employed to identify an individual's strengths, interests, and employment goals. This process is known as Discovery
- **Career Growth:** CIE promotes opportunities for career advancement and growth within the organization based on an individual's skills, interests, and performance.

Exploring Competitive Integrated Employment & Employment First Principles, with a Focus on Discovery

Discovery

Definition: Discovery is a person-centered, strengths-based assessment process used in Employment First initiatives. It involves understanding an individual's unique strengths, skills, abilities, preferences, and support needs. The process helps in identifying suitable career paths and potential job matches based on the individual's characteristics and circumstances.



Exploring Competitive Integrated Employment & Employment First Principles, with a Focus on Discovery

Incorporating Discovery as a part of the Employment First approach allows for a more accurate and personalized approach to employment planning, aligning the individual's skills and preferences with suitable job opportunities in the community.



THANK

YOU

cesp@apse.org

www.apse.org

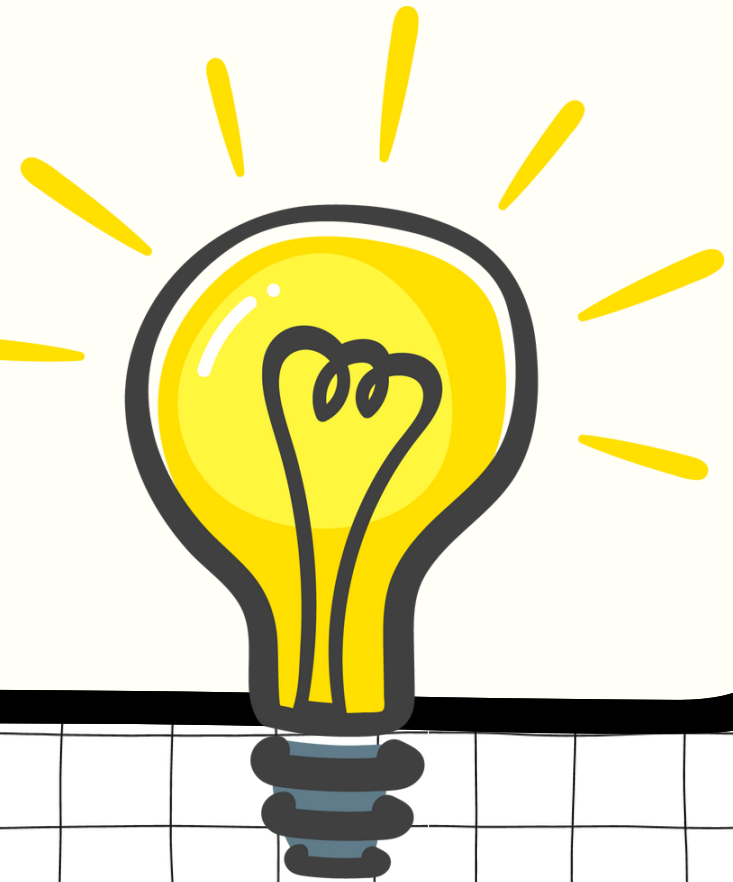
info@apse.org



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Access for ALL: How a High School Transition Program is Creating STEM Career Pathways for Individuals with IDD

Kate Doyle, Christi Carnahan, Cadi Dart





Outcomes



Outcome 1

Have a greater understanding of the current national state of STEM career pathways for individuals with IDD

Outcome 2

Be able to describe a high school transition program with a STEM emphasis



Outcome 3

Understand the strengths, challenges and components of a collaborative model between employers, IHE transition programs for individuals with IDD and key stakeholders which seek to diversify STEM pathways

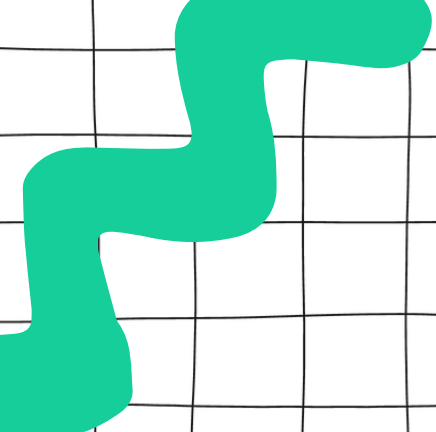
Outcome 4

Identify key priorities and barriers to broaden pathways to the STEM workforce for individuals with IDD



Outcome 1

Have a greater understanding of the current national state of STEM career pathways for individuals with IDD



The current national
state of STEM
career pathways for
individuals with IDD



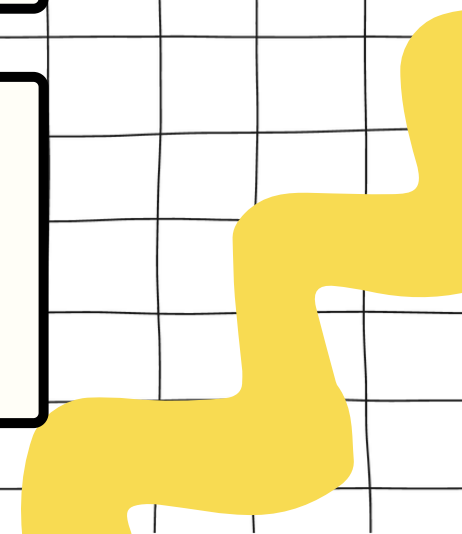
While billions of U.S. dollars have been applied to address diversity, equity, and inclusion to broaden the participation of underrepresented groups in STEM, one group noticeably missing from the conversation are individuals with IDD

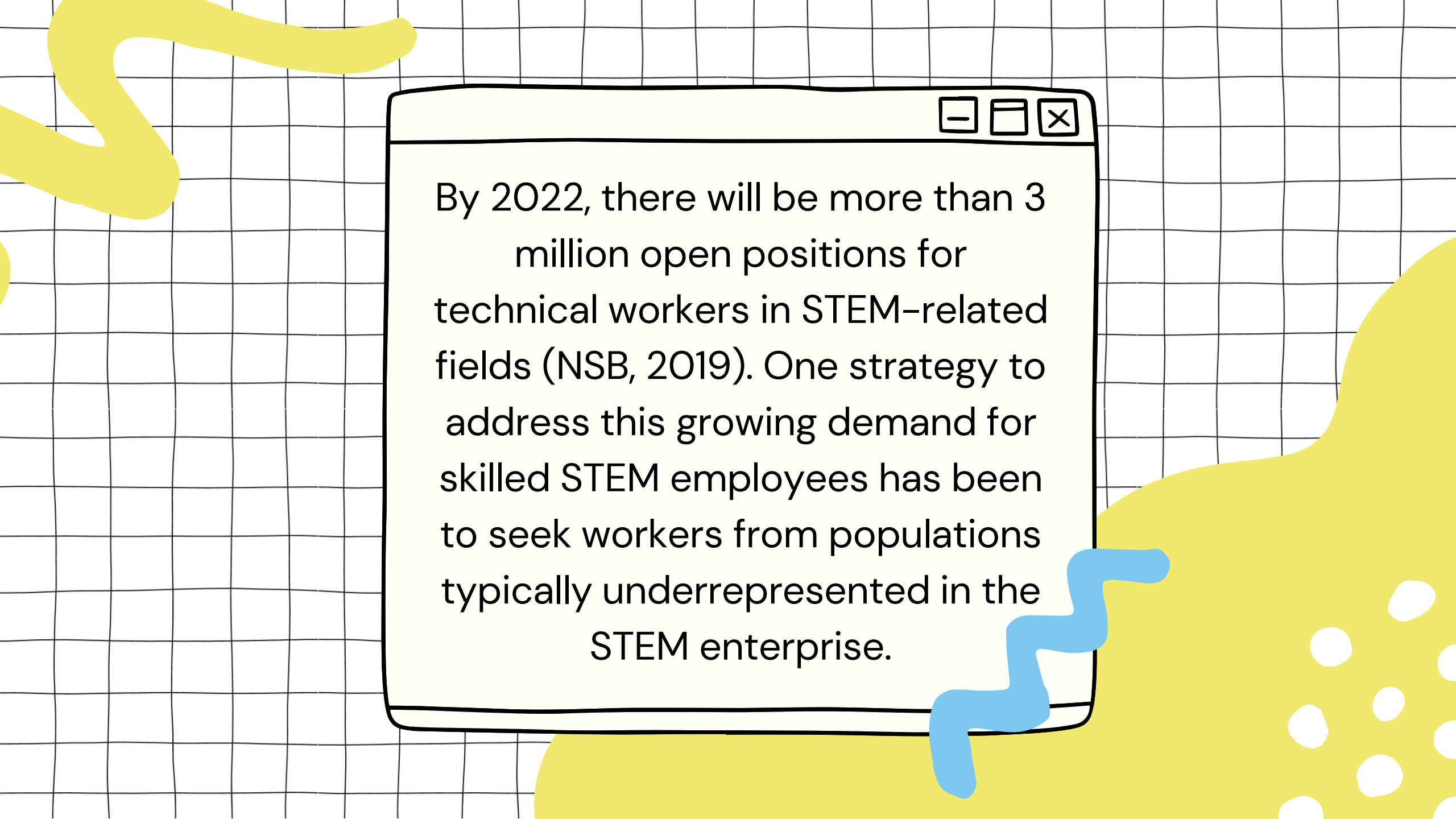


Feelings and colleagues (2017) postulated that the underrepresentation of individuals with IDD in STEM fields is related to limited awareness among individuals with IDD and their networks about these possibilities, and limited perspective by employers to see these individuals as able to be important contributors, especially given that most do not earn a postsecondary degree



While employment outcomes for young adults with intellectual and/or developmental disabilities (IDD) are slowly improving, many individuals are still being guided toward low-skill, low-paying jobs, under the false assumption that this is probably the best they can hope for.





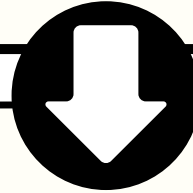
By 2022, there will be more than 3 million open positions for technical workers in STEM-related fields (NSB, 2019). One strategy to address this growing demand for skilled STEM employees has been to seek workers from populations typically underrepresented in the STEM enterprise.



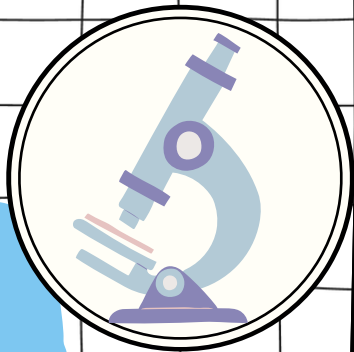
Outcome 2

Be able to describe a high school transition program with a STEM emphasis

What is CEES?

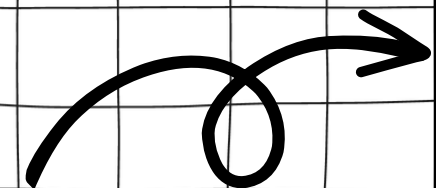


The Collaboration for Employment and Education Synergy (CEES), a program at the University of Cincinnati (UC), is designed to provide employment/social communication opportunities to adolescents with intellectual and developmental disabilities. Its purpose is to prepare students (ages 14-22) for success after high school through campus-based internships, rigorous curricula, and individualized instruction designed to teach students to set and achieve goals.






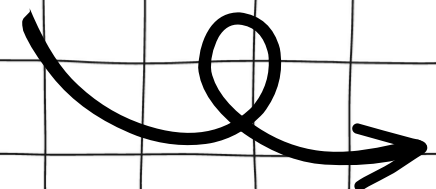
Project STEM



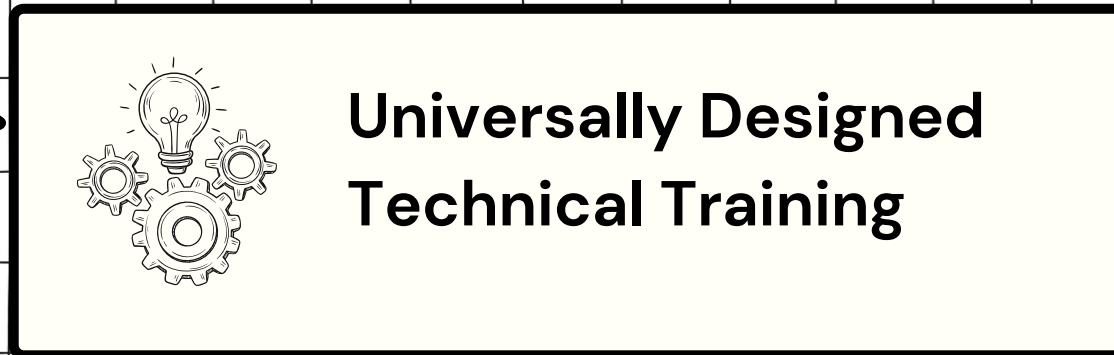
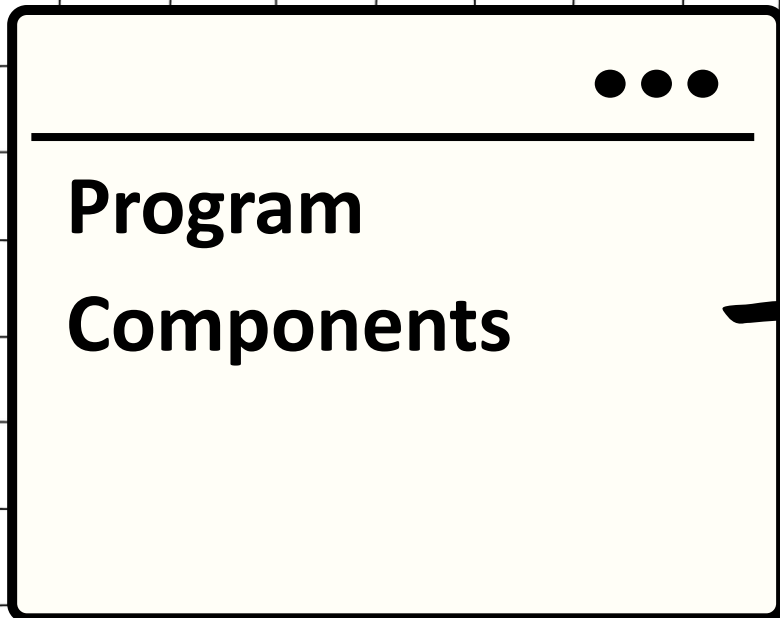
There is a great need in the Cincinnati area for high quality, evidence based inclusive Science, Technology, Engineering, and Math (STEM) career pathways that weave together evidence-based instruction with work-based learning experiences



Provide flexible opportunities for students to meet graduation requirements



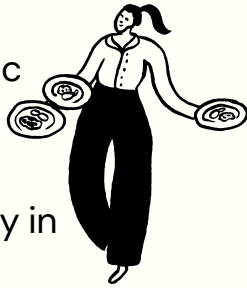
Develop the knowledge and skills necessary for students to not only enter, but also persist in jobs that provide a meaningful wage



3 Pathways

Hospitality

- Understand the basic structure of the hospitality industry.
- Communicate clearly in the workplace.
- Utilize computer-based applications to communicate efficiently.
- ServeSafe



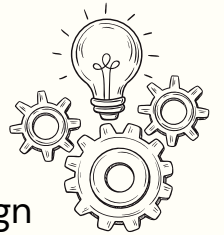
Computer Science

- Basic Desktop and Computer Skills
- Basics understanding of computer aided design (CAD)
- Fundamental of Information Technology
- Fundamentals of Computer Networking



Engineering

- Spatial Thinking and Reasoning
- Computer Aided Design
- Work-based learning opportunities with E-NABLE UC
- Developing an Engineering Portfolio

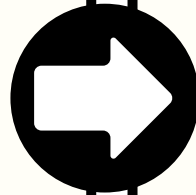




Outcome 3

Understand the strengths, challenges and components of a collaborative model between employers, IHE transition programs for individuals with IDD and key stakeholders which seek to diversify STEM pathways

Pre-Apprenticeship Benefits



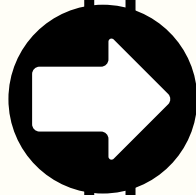
Serves as alternative pathway to graduation for struggling students.

Competencies completed during CEES will provide students with technical skills needed to be successful in jobs after high school.

Leveled entry points to CEES program allows for students to build skills and complete program at an appropriate pace with support.

Certifications can be added to student resumes/portfolios and demonstrate readiness to be employed

Pre-Apprenticeship Challenges



Finding industry
partners

Testing barriers

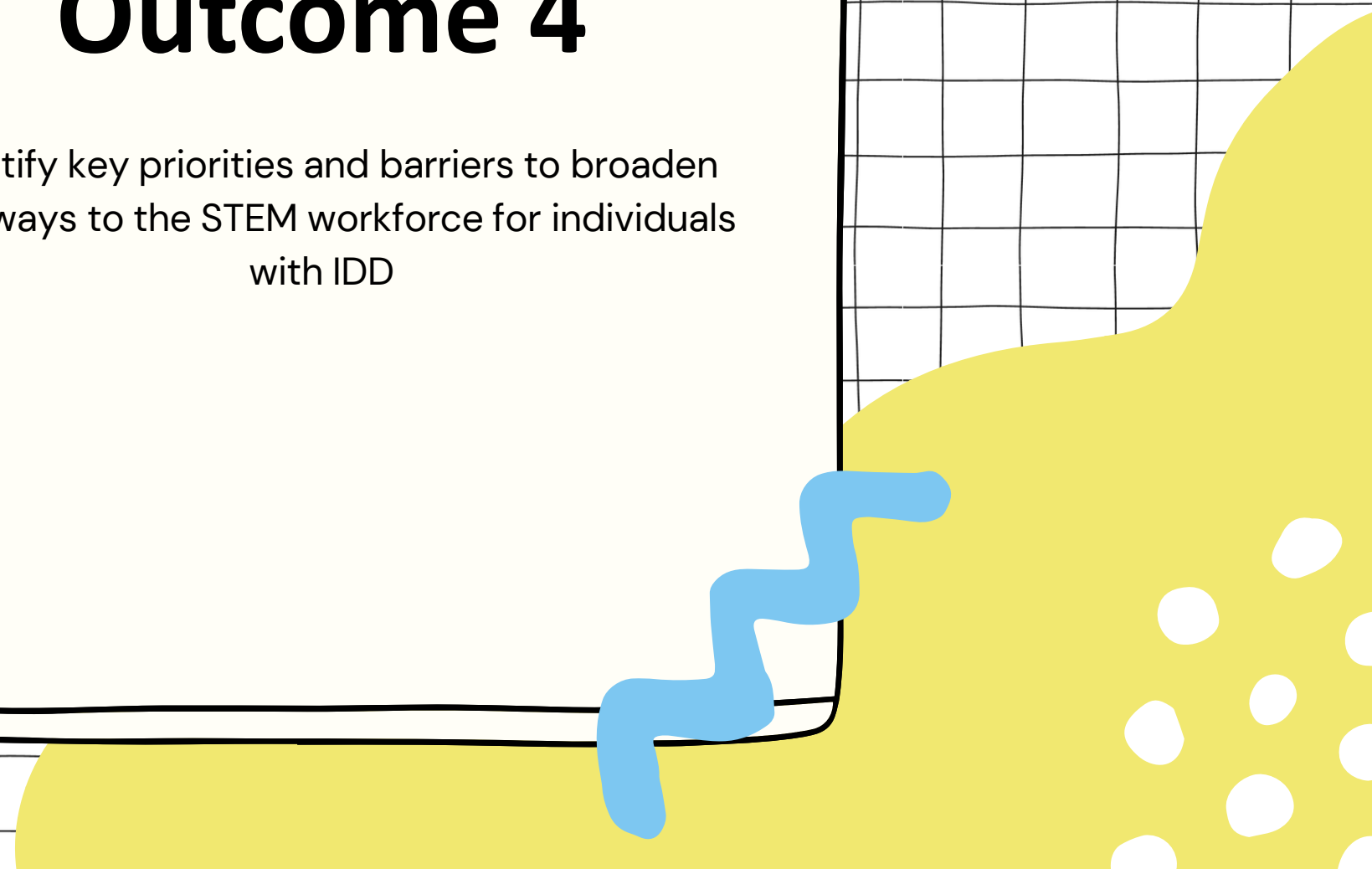
Staff turnover

Time!



Outcome 4

Identify key priorities and barriers to broaden pathways to the STEM workforce for individuals with IDD



Key Priorities

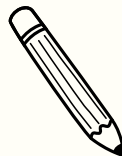
Industry Partners

Identify industry partners with initiatives of diversity, equity, and inclusion



Universally Designed Curriculum

Excellent STEM curriculum exists, but it is often not accessible



School Partners

Encouraging school partners to expose students with disabilities to STEM coursework





CyberUp's Pre-Apprenticeship Program

- CyberUp's purpose is to create accessible cybersecurity career pathways - one person, employer, and community at a time.
- CyberUp's LevelUp Training
 - Earn CompTIA Security+ certification
 - Adults 18+. Open to anyone in the St. Louis and Denver areas.
- Designing an inclusive and accessible Pre-RAP
 - Culture: Respectful, flexible staff and instructors
- Recruitment
 - Tailored onboarding: Assessment, 1:1s
 - Clear instructions
- Custom accommodations
 - Learning options
 - Additional study materials
 - Mentorship and peer support
 - Extended test-taking time
 - Job placement opportunities
- Celebrate success stories
 - Inspire future learners through real-life examples



CyberUp's Registered Apprenticeship Program

- CyberUp Apprenticeship
 - Paid job, related training instruction (continuous learning), mentorship
 - Adults 18+. Open to anyone.
- Partnerships
 - Employers: Welcoming, inclusive workplaces
 - Industry: CYAI
- Support
 - Mentors and peer network to help new employees navigate their roles
 - Regular check-ins
 - Option of multiple communication channels
 - Patience
- Professional Development and Recognition
 - Learning options
 - Additional study materials
 - Ownership
 - Celebrate growth and milestones



CyberUp Success Story

Sterling Smith, Security Engineer

- United States Army Veteran
- Semi-conductor industry for 10+ years
- CyberUp pre-apprenticeship graduate
- CyberUp + Centene Corporation apprenticeship alumni
- ADHD

Q & A



Thank You!

- Today's presentation slides and a recording of this webinar will be available on the CYAI website <https://cyai2024.org/>
- Answers to unanswered questions from the Q&A and chat will be posted on the CYAI website with the webinar materials
- If you would like more information about CYAI or the information shared in today's webinar, contact us at CYAI2024@icf.com

