



PHILLIPS Career Partners: Changing the Employment Landscape for Youth Transitioning from School to Employment

DC SECONDARY TRANSITION INSTITUTE

JUNE 6, 2018

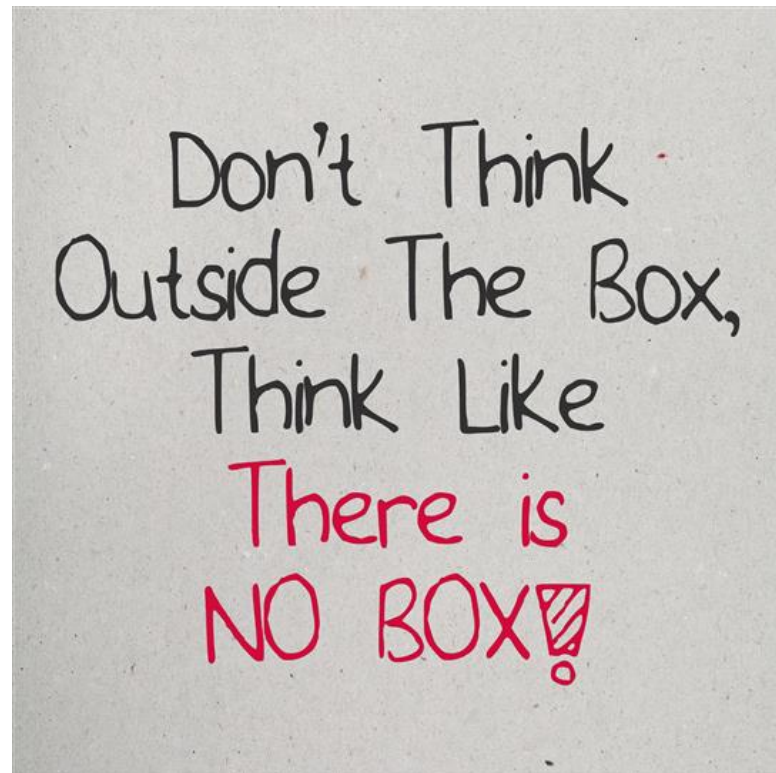
Changing the Employment Landscape



Changing the Employment Landscape

Innovation

Something new or
different introduced



Changing the Employment Landscape



- **Case Study: PHILLIPS CTE Programs**
- **New CTE Programs & Services: How to Get Started**
- **Innovation: Make it Happen**
- **What Dreams and Innovation Ideas do you have?**

PHILLIPS Programs

DC Secondary
Transition
Institute
6/6/2018



Mission:

PHILLIPS serves the needs of individuals with emotional and behavioral health needs and their families through education, family support services, community education and advocacy.

Currently serving over 500 children and their families.

Locations:

- ★ Annandale, VA
- ★ Fairfax, VA
- ★ Laurel, MD
- Leesburg, VA

- ★ Serves DC students & their families

PHILLIPS Programs

Core Values

DC Secondary
Transition
Institute
6/6/2018



- ✓ **Integrity:** We do what we say we will do.
- ✓ **Compassion:** We welcome & accept others.
- ✓ **Commitment:** We persevere.
- ✓ **Safety:** We are vigilant in promoting physical and emotional safety for all.
- ✓ **Individualization:** We build the program to fit the child and the family.
- ✓ **Effectiveness:** We aim for continuous improvement.
- ✓ **Community:** We include each other in decision making and problem solving

PHILLIPS Career Partners



Growing Futures



Designing Futures



Building Futures

Building Futures



Innovation: Don't think outside the box: Think like *There is no box*

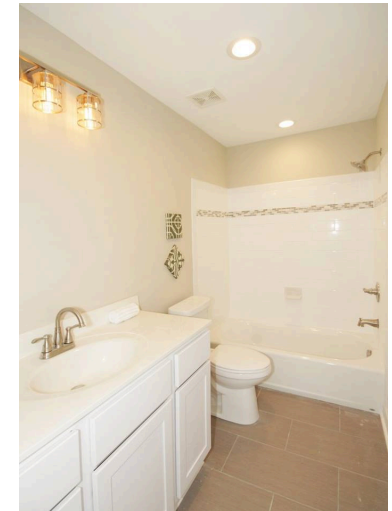
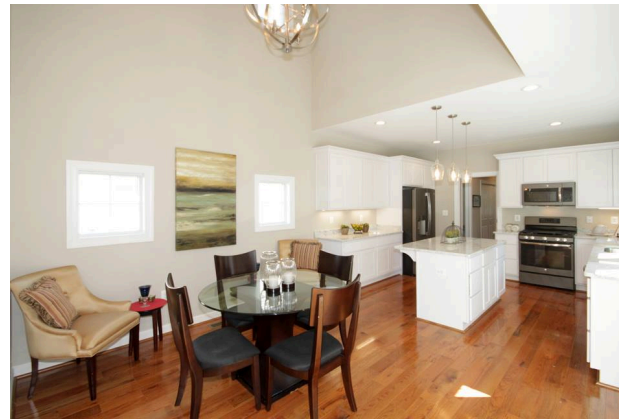
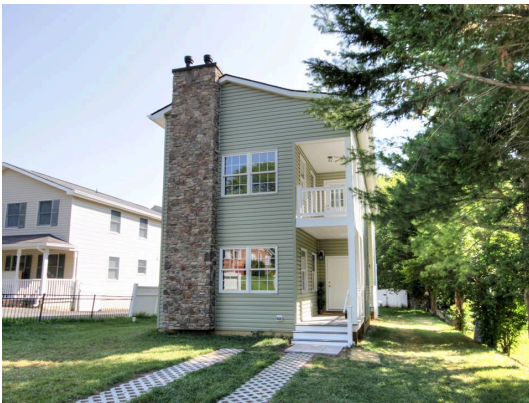
Building Futures



Ask "What If?"
What if we could
engage youth?



Building Futures



What if? What if we could make a difference?

Designing Futures 3D Design and Print



Partnering with Community Resources The YouthQuest Foundation



“Our signature STEAM education project uses 3D design and printing as a vehicle to teach at-risk youth about critical thinking, problem-solving, creativity and confidence”.

www.youthquestfoundation.org

Designing Futures



- Small pilot class
- Permission from student and families
- Program Evaluation
Built into the pilot
 - pre-post competency
 - change in behavior
 - focus group interviews including Youth Voice

Designing Futures

Expected Outcomes

All participants experienced positive change between pre & post test score in:

- ❖ Visualizing and thinking about objects in 3D
- ❖ Knowing how to use a 3D printer and understanding the printing process
- ❖ Having a good amount of knowledge on 3D design and print
- ❖ Knowing that they can do well in a 3D class.
- ❖ All students in the 3D program completed the course and earned their course certificate.

Designing Futures Unexpected Outcomes



- ❖ had increased opportunities to express their own creativity
- ❖ liked they could design their own products.
- ❖ increased their awareness that mistakes happen,
and that it is okay

Designing Futures Unexpected Outcomes



- ❖ Youth increased their sense of pride, self-esteem
- ❖ students were “better off” in several skill areas such as:
managing problems, having self-control, asking for help from others, problem solving, and being resilient, including not being afraid to fail and being more flexible in terms of making changes to their work plans

Designing Futures

Next steps:

- Offered the class to a new group of students the following school year
- expanded to another campus
- offered class to community

Future Plans:

- Formula and Program Model for Success

YouthQuest & PHILLIPS:

Strategy (Focus X Competence X Passion) = Success



Growing Futures

Farm to Table Culinary Arts and Urban Agriculture CTE Program



Growing Futures



What if?
What if youth could gain employment skills
while learning about health and nutrition?

Growing Futures How It Started



Have a conversation
Ask Questions
Listen



Growing Futures How It Started

Test Your Concept



Growing Futures How It Started

Develop Local Partners



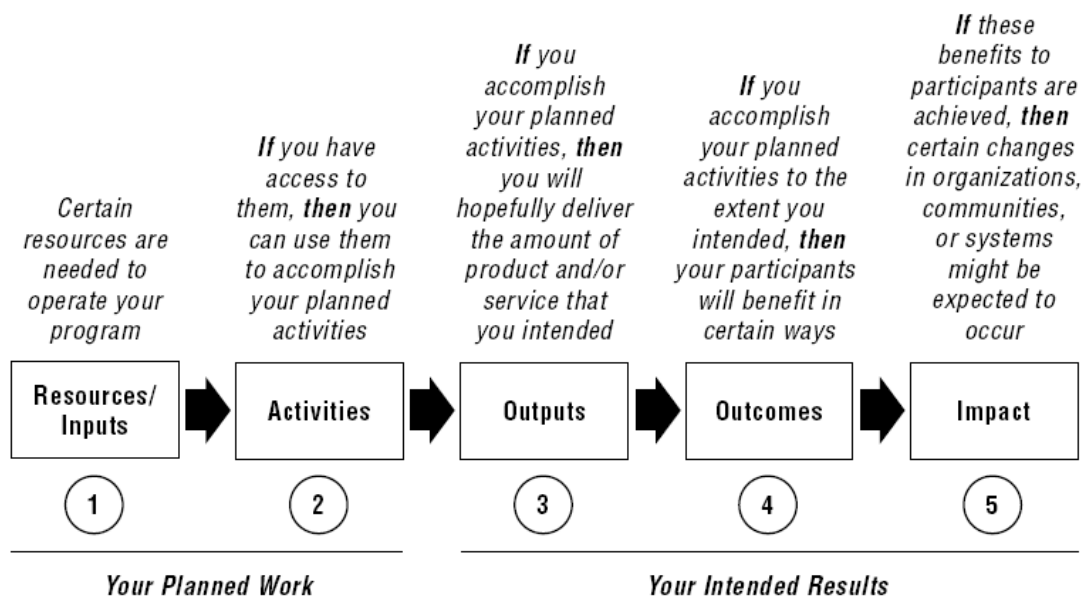
Charles Flowers High School Students



Learning from a Local Expert:
ModerNature

Growing Futures Make a Plan

Develop a Logic Model



Growing Futures Make a Plan

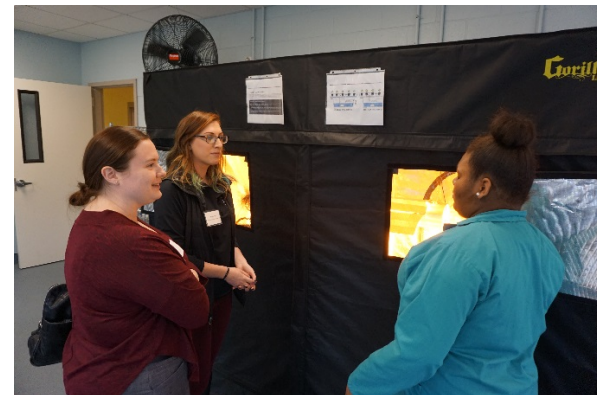
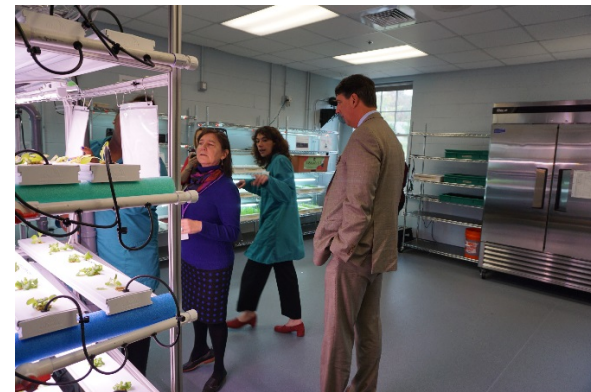
“A logic model is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve.” (W.K. Kellogg Foundation 2004)



Growing Futures Implementing the Vision

- Hands on work experience using contextualized teaching and learning (real life experiences that are meaningful and relevant to the students)
- Culinary Arts program to include health and wellness, nutrition concepts
- Incorporate fresh produce(microgreens, herbs, lettuce) grown by the students

Growing Futures Implementing the Vision



Growing Futures A Year Later



- **15 students enrolled in either Food Service Professional 1 or Culinary Basics**
- **1 student earned ServSafe Certification**
- ***Snip, Snap, Saute* created: an on site lunch pick up**
- **Relationships established w/ 3 local farms/nurseries & 3 local food establishments**

Growing Futures Outcomes, Impact & What's Next



Conducting outcome data now:

Competency records, behavioral data, student & staff focus groups, monkey survey, family input

What's Next:

Internship and employment connections,

PHILLIPS SpringForward: entrepreneurial business run by students

Growing Futures Outcomes, Impact & What's Next



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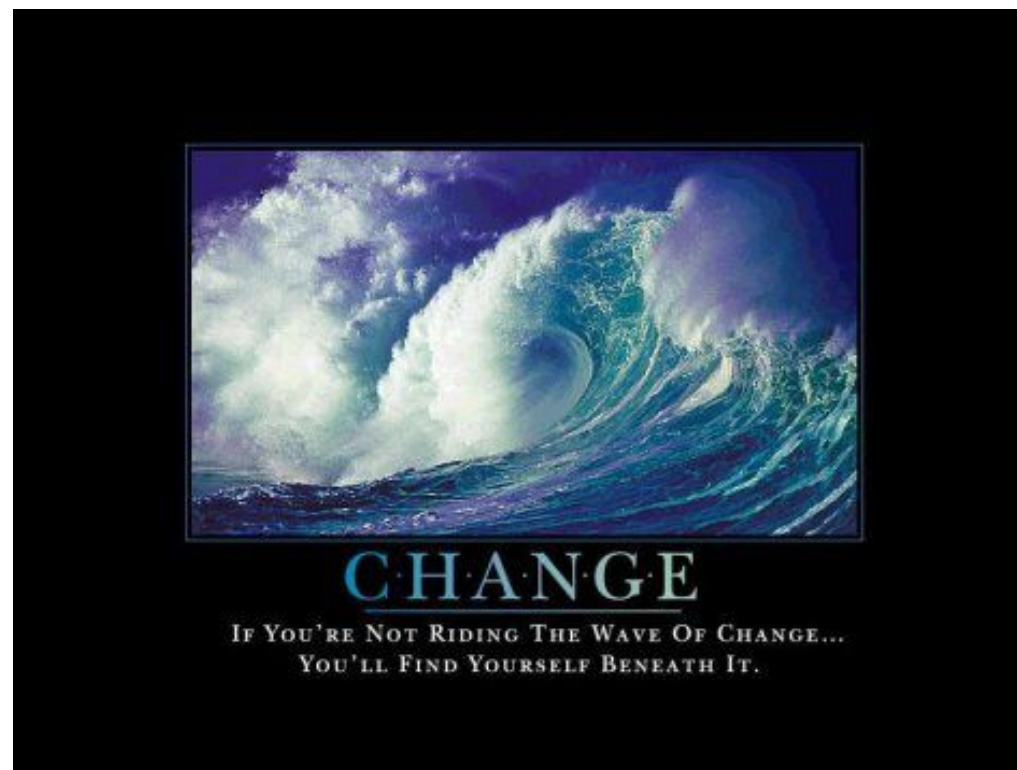
What's Next:

Pre-ETS Summer Program

Internship and employment connections,

PHILLIPS SpringForward: entrepreneurial business run by students

Innovation in CTE



<https://www.youtube.com/watch?v=wCzS2FZoB-I>

What will you do?

Lindsay Harris

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