

Designing Quality Programs that Promote Hope, Purpose and Future Readiness Among High Need, High Risk Youth

V. Scott H. Solberg



Objectives

High Need, High Opportunity Youth

Intersection with UN SDGs

Use Action Research as a Collaboration Strategy

Intersection with Individualized Learning Plans

HIGH NEED, HIGH OPPORTUNITY YOUTH

GLOBAL INDICATORS



**500
MILLION**

**15–24 YR OLDS
EARNING LESS
THAN \$2 USD
PER DAY**

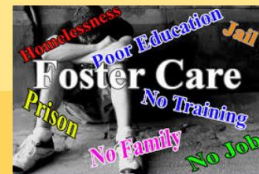
NEET YOUTH



**600
MILLION**

YOUTH WITH DISABILITIES

FOSTER CARE



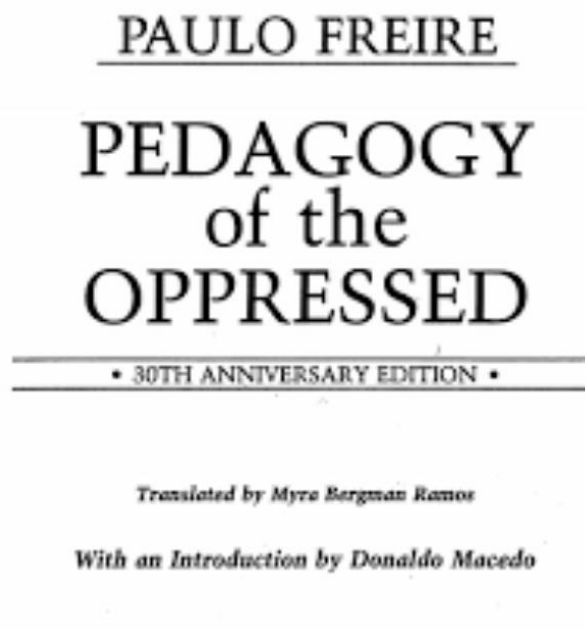
COURT-INVOLVED



WORKING WITH HN/HO YOUTH



**TRAUMA
INFORMED**



**CRITICAL
CONSCIOUSNESS**



**TRANSFORMATIVE
SEL**

Trauma Informed – Babcock, 2018

Brain Science

Executive Functioning, Future planning

Working Memory

Resiliency and Adaptability

Critical Consciousness

Awareness of Context Shaping UCS

Emancipatory Communitarianism

to redesign practice

Transformative SEL

Critically conscious mentors

Engaging with youth in

culturally relevant

project based learning efforts and

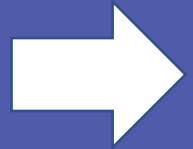
participatory action research

**Transformative Social and Emotional Learning
(SEL): Toward SEL in Service of Educational Equity
and Excellence**

Robert J. Jagers, Deborah Rivas-Drake & Brittney Williams

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Intersection with UN SDGs

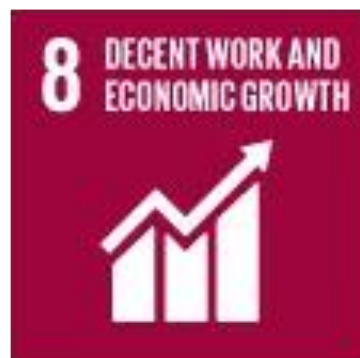
Use Action Research as a Collaboration Strategy

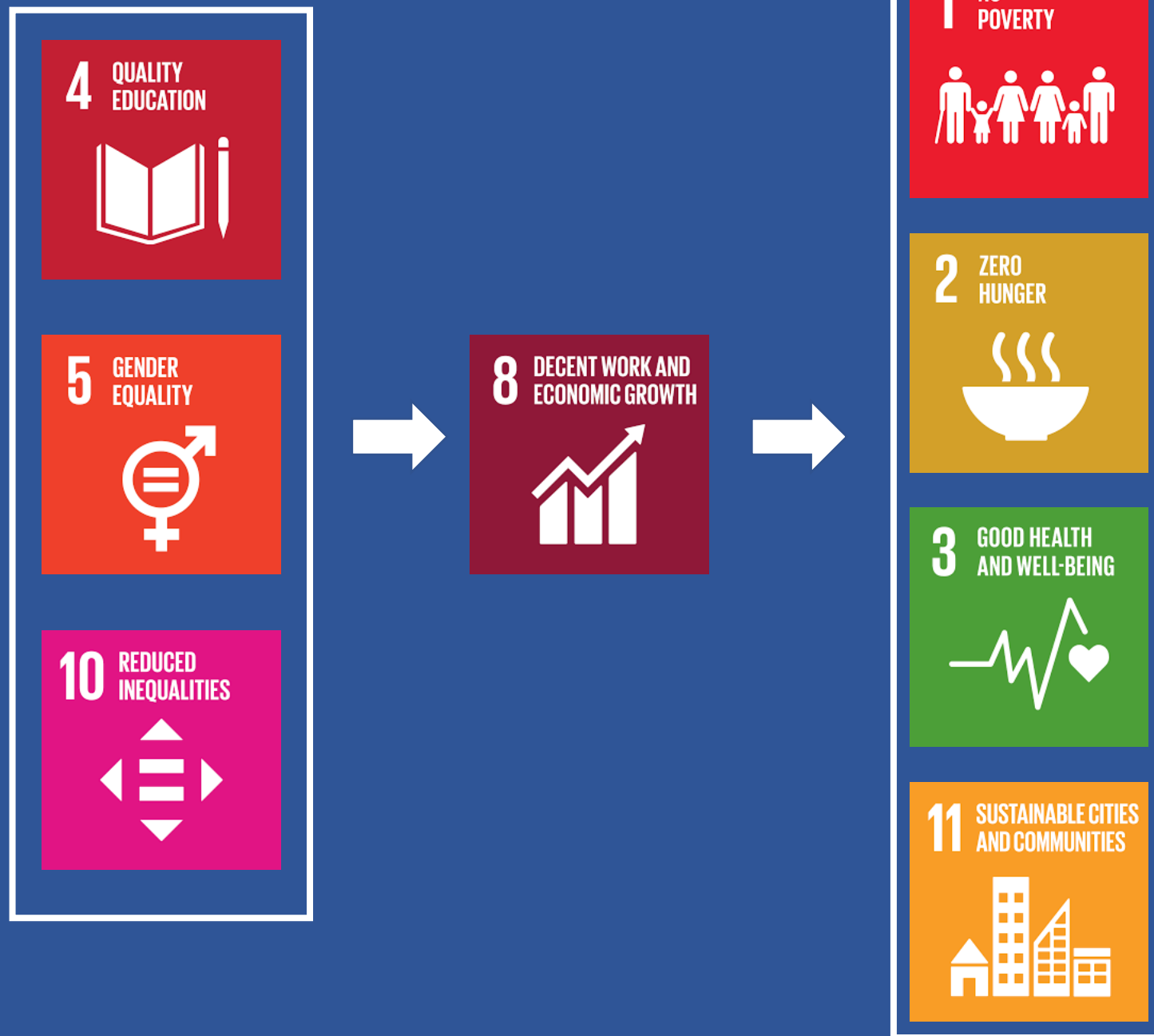
Intersection with Individualized Learning Plans



SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD





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Exemplarian Action Research

- Collaboration with NGOs and youth on using data to generate a common definition of the problem
- Co-design strategies to address the problem
- Implement and evaluate the impact of the program
- Use impact data as feedback to improve program implementation quality

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 Intersection with Individualized Learning Plans

Individualized Learning Plans (ILPs)

Youth-driven strategy designed to:

- Become aware of one's talent,
- Explore how one's talent aligns to the world of work
- Plan academic, workforce development, and tertiary pathways that align to personal future goals

Hong Kong Example:

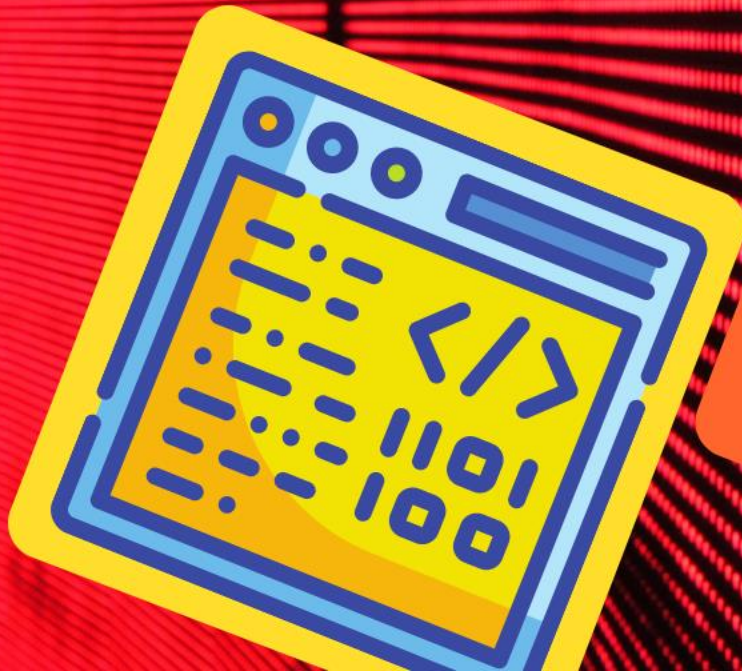
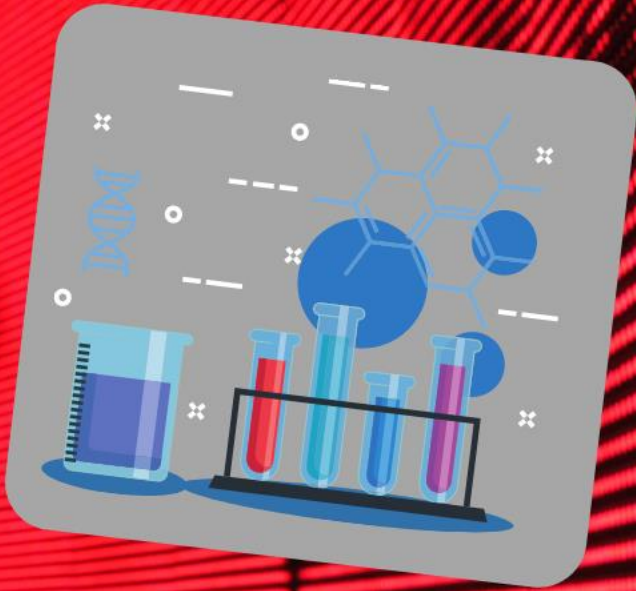


Design Recommendations

1. Identify Transferable and Resiliency Skills
2. Help Youth Become Aware of the Relevance of Their Transferable Skills to the World of Work
3. Use SEL Skills to Establish Future Ready Learning Objectives
4. Incorporate Trauma Informed Program Design Strategies
5. Address Inequity in STEM Occupations

GOT TALENT?

**READY FOR THE 4TH
INDUSTRIAL REVOLUTION?**





TEAMWORK



Empathy and Compassion

Complex Communication

Adaptability and Resilience

Financial Planning

Entrepreneurial Thinking

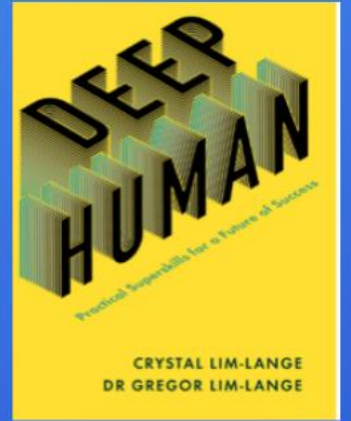
Critical Consciousness

Life Design

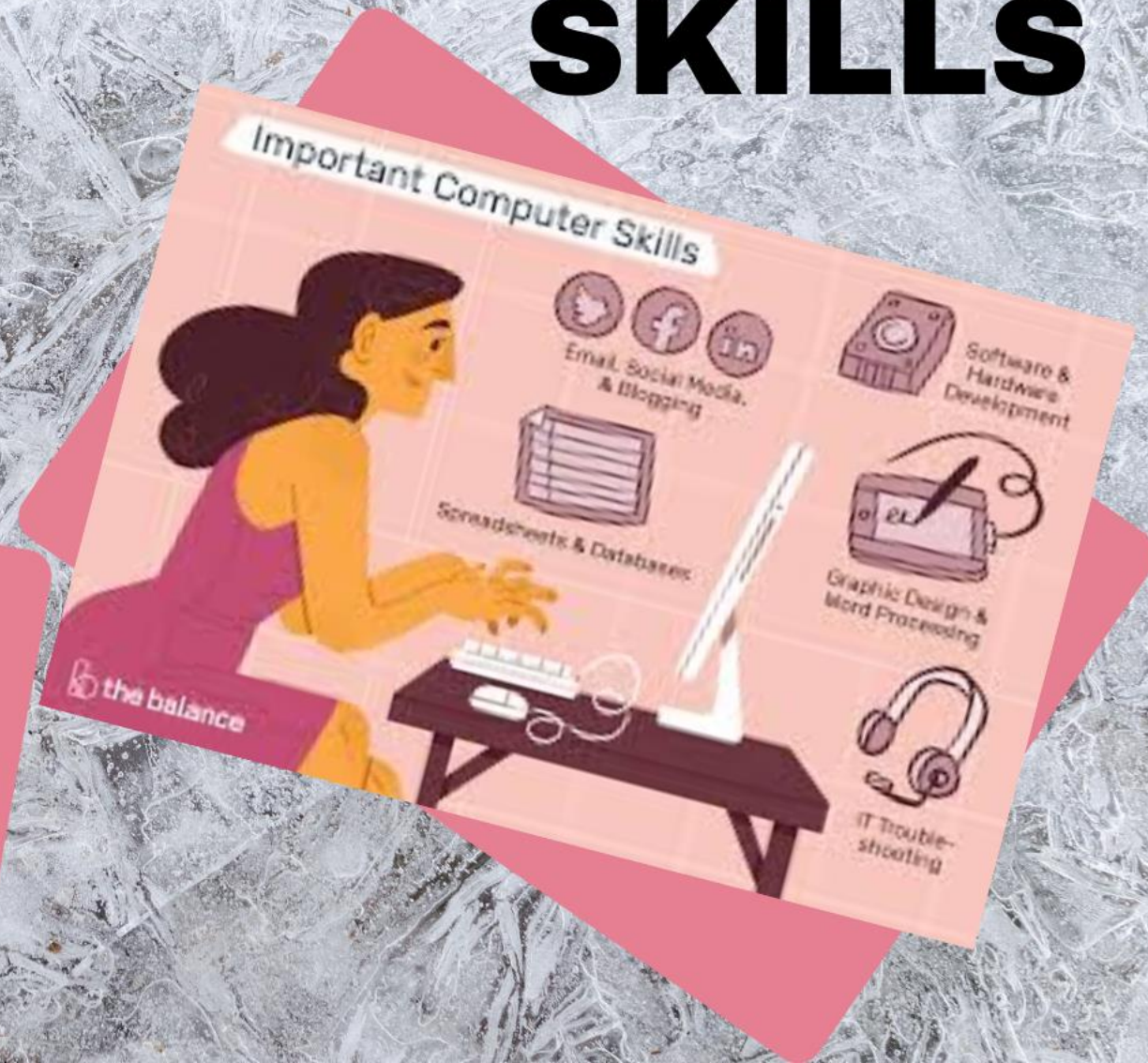
Social Capital

Personal Brand

Integrity



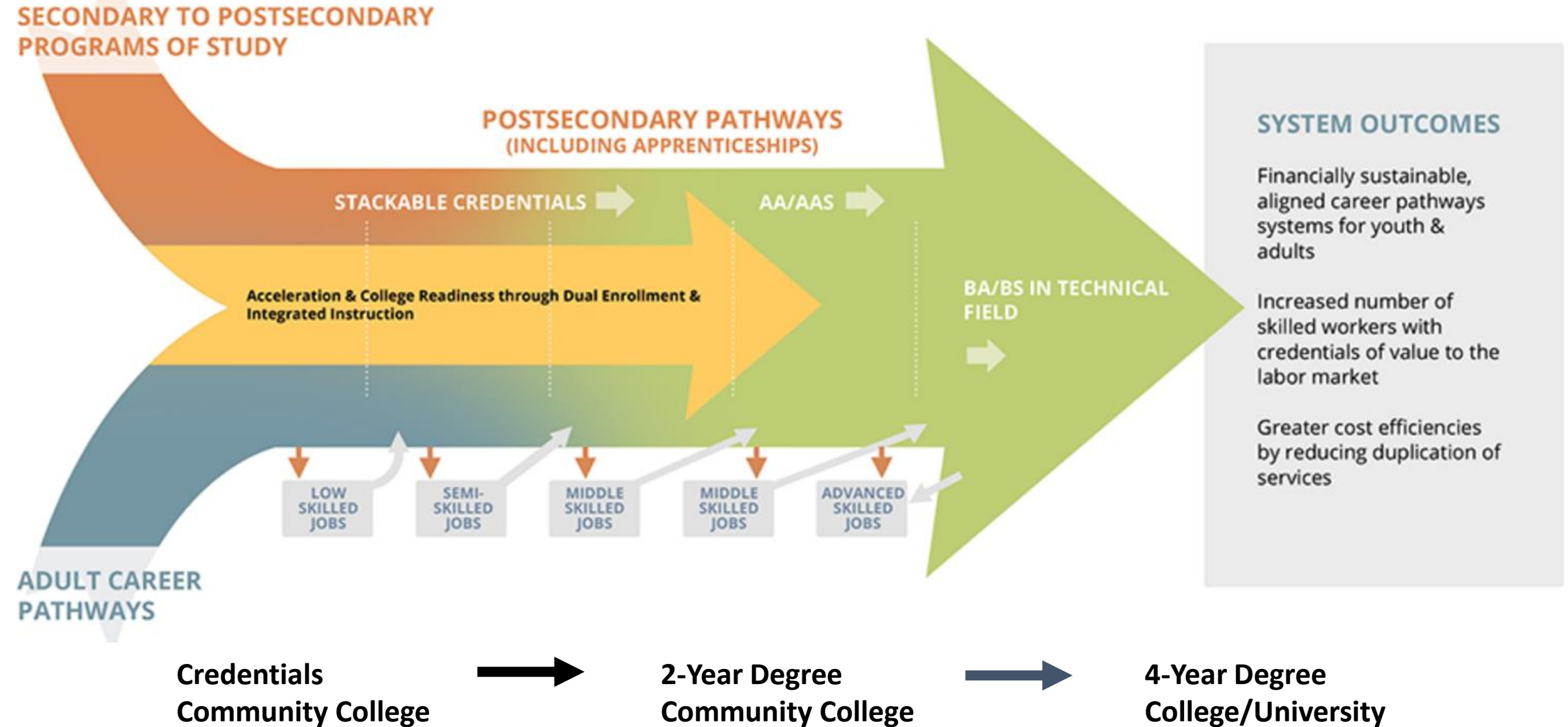
TECHNOLOGY SKILLS



GOT CAREER MANAGEMENT SKILLS?



DESIGN ON-RAMPS TO EXPAND FUTURE OPPORTUNITIES



Trauma, Equity and Inclusion

- Access to Encouraging, Critically Conscious Adults who can help youth feel safe and able to hope for a better future
- Awareness that our work is about helping high need, high opportunity youth develop a future ready identity whereby they feel confidence and belonging in the world of work
- Design begins with care providers who address the basic needs combined
- Design continues with providing access to work-based learning opportunities with industry mentors who actively encourage youth

謝謝

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Solberg, V. Scott H, Park, Chong Myung, & Marsay, Gloria. (2020). Designing Quality Programs that Promote Hope, Purpose and Future Readiness Among High Need, High Risk Youth: Recommendations for Shifting Perspective and Practice. *Journal of Career Assessment*, 106907272093864.

