

Youth Ambassador

POSITION LOGISTICS

Up to 4 Youth Ambassador (YA) per technical assistance network or IU.

The position may be remote or in-person. Weekly hours may vary but will average 10 hours per week, but not exceed 20 hours per week. Hours must comply with child labor laws. YAs must be paid at least \$12.00 per hour.

QUALIFICATIONS:

1. Must be enrolled in final 2 years of high school and a current OVR customer.
2. Excellent human interaction skills to build cooperative working relationships with students as well as agency partners in the provision of services.
3. Strong self-advocate.
4. Interest/experience in working with youth.
5. Must be willing to travel as needed.
6. Must be able to pass a Criminal Background Check or Childline Clearance.
7. Must be proficient with PC, office equipment, related software programs, social media and the internet.
8. Students from a diversity of backgrounds and identities, such as people of color, LGBTQ+ individuals, English Language Learners, students from low-income backgrounds and students from rural and urban communities, are encouraged to apply.

POSITION OVERVIEW

The YA shall work collaboratively with teachers, Local Education Agencies (LEA) Transition Coordinators and OVR, PaTTAN and Bureau of Special Education (BSE) staff to improve the transition of students with disabilities from school to postsecondary education or an employment outcome.

YAs will participate in local and statewide meetings, assist with program development, assist in the development of youth engaging media and support students with disabilities in their communities. This position is designed to provide Pre-Employment Transition Services (Pre-ETS) as well as the practical application of learned skills.

POSITION DESCRIPTION

First Term

Pre-ETS Objectives

- Observe work tasks of interest in a realistic work environment by participating in up to 40 hours of job shadowing and informational interviewing.

- Learn basic components of becoming an effective self-advocate by participating in up to 90 hours of training and mentoring from T.E.A.M. Navigator, IU TAC, PYLN and PaTTAN Transition Leads to develop self-advocacy skills and work-place readiness training.
- Learn about specific types of soft skills (Ex: communication, teamwork, networking, critical thinking, professionalism, time management, accepting constructive feedback) and the type of behaviors associated with them.

YA Position Goals

- Participate in monthly virtual YA network meetings led by PaTTAN, IU TAC, PYLN and OVR Transition staff.
- Engage in PYLN training for onboarding affiliate sites.
- Give updates to State Leadership team.
- Review materials for the youth perspective.
- Participate in photos, trainings and webinars to speak about being a youth with a disability.
- Provide activity reports to the OVR Regional Transition Specialist and submit a Final Report at the end of school year.
- Meet at least three (3) times during the school year with the OVR Regional Transition Specialist and/or other appropriate OVR staff for monitoring.
- Attend local Transition Coordinating Council (TCC) meetings.
- Maintain regular contact and attend meetings with local DOs if invited.
- Encourage students to return OVR Transition Services customer satisfaction surveys.

Second Term

Pre-ETS Objectives

- Develop decision-making skills to make informed choices about their future training and employment.
- Be able to discuss how their disability impacts them (in school, work, home, community).
- Be able to model and demonstrate self-advocacy skills to other students with disabilities.
- Participate in work tasks in a realistic work environment of interest.
- Identify and practice work appropriate behaviors.

YA Position Goals

- Participate in monthly virtual YA network meetings led by PaTTAN, IU TAC, PYLN and OVR Transition staff.
- Provide the youth voice in directing and supporting the work of PDE/BSE, PaTTAN, Local Intermediate Units (LEAs), OVR and PYLN.
- Mentor other youth to develop and enhance leadership skills.

- Engage with PDE/BSE, PaTTAN, Local Intermediate Units, LEAs, OVR and PYLN to provide the perspectives of youth with disabilities and be informed by those perspectives.
- Provide a model to state and local teams regarding effective youth engagement strategies and activities.
- Assist in expanding the network of PYLN Affiliates across the state and engage in PYLN board meetings.
- Attend and collaborate in youth functions, including parent centers and agency partners.
- Give updates to State Leadership team.
- Participate in photos, trainings and webinars to speak about being a youth with a disability.
- Review materials for the youth perspective.
- Participate in trainings and webinars to speak about being a youth with a disability.
- Attend conferences and assist in facilitation of youth workshops and activities.
- With support of supervisor, research, develop and write blog entries, youth newsletters, social media posts or podcasts to engage youth in their community.
- Encourage students to return OVR Transition Services customer satisfaction surveys.