HALLMARKS OF EFFECTIVE YOUTH EMPLOYMENT PROGRAMS FROM RESEARCH AND PROGRAMS ACROSS THE UNITED STATES: IMPLICATIONS FOR DETROIT

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ABSTRACT

This report makes recommendations to improve the operations and outcomes of *Grow Detroit's Young Talent* (GDYT). The evaluation team recommends that the revenue streams for GDYT be diversified and additional local and state streams of revenue be explored. The report also urges greater tailoring of program components and activities to meet the diverse needs of the thousands of youth who enroll in GDYT each year. A comprehensive tiered system is recommended and it is essential that a close ongoing relationship and coordination with all schools who serve Detroit youth be developed. Additionally, a coordinating body of stakeholders from the public, private, nonprofit, youth development, and education, health, and human services community should be convened to oversee the development and implementation of a common vision, synchronization, and facilitation of a stronger agenda for young people. Mentoring programs, alignment with youth development norms, wrap around services and engagement over multiple consecutive summers significantly enhance summer youth employment programs (SYEP) in other cities. Components of Boston and Hartford's summer youth employment programs, which align with educational systems, resulted in improved outcomes. Chicago's summer youth employment program led to sharp reductions in violent crime arrests by providing youth from high-crime neighborhoods with intensive mentoring and other supports. This suggests the potential value of services designed explicitly for high-risk youth. The report also highlights the need for greater private-sector involvement because it could help GDYT develop more job placements in the private, for-profit sector while placing older youth in permanent, unsubsidized jobs, as other cities have done. Attention should be paid to possible implicit bias in all efforts that prioritize the needs of marginalized youth; unfortunately, adolescence is often viewed negatively in our society and this may be complicated by disparaging racial and gender stereotypes. In addition, a comprehensive data system is essential in Detroit. Furthermore, this report recommends that evaluation be ongoing and a consistent and integrated programmatic element.

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EXECUTIVE SUMMARY

Meaningful work is good for both the economy and lifelong well-being, making the promotion of fair employment and decent work a central focus of policy agendas and strategies for cities and municipal partners around the world. Employment and working conditions have powerful effects on all aspects of an individual's and a community's life. Meaningful and affirming work and supportive working conditions provide income security, social status, personal development, social relations, self-esteem, builds community and connections and serves to protect from numerous physical and psychosocial hazards important for long-term well-being.[1] Work has a pivotal role in reducing gender, ethnic, racial, and other social inequities, and in promoting healthy and community outcomes. Unfortunately, research reveals the disempowerment of workers, unions, and those seeking work, job insecurity and precarious employment arrangements (such as informal work, temporary work, part-time work, and piecework), job losses, and a weakening of regulatory protections and a growth in health-damaging working arrangements and conditions has spurred the growth of negative individual and community consequences. Poor health and mental health outcomes are associated with precarious employment (e.g. informal work, non-fixed term temporary contracts, and part-time work).[2][3] Therefore, providing meaningful work experiences for youth, supporting their preparation for and transition to the labor force, and developing a foundation of positive experiences with the world of work is in the best interest of all, including young people, their communities, and the wider society.

Youth is society's future; individuals need to prepare and nurture them if they desire that future to be bright and productive. Moreover, deciding upon a career direction and entering the workforce is one of the most important markers of maturation. With numerous societal and industry changes, the overall employment prospects for many adults and youth has changed in many urban cores that had previously been strongholds of a manufacturing economy. Many youth are finding it hard to get work experience: the percentage of the overall national youth population with a job lingers close to 55%.[4] Many are not employed and neither looking for a job nor engaged in education or training. A large number of youth have already terminated their education, in many cases dropping out of high school, without making the transition to work or even into the labor market. When youth do not make smooth transitions through the educational system and into the workplace, they pay a price not only today, but also later in life. To the degree that youth lack sufficient education and work, they are likely to require public services and contribute minimally to tax revenues that support government services. There can be large social costs, from safety net expenses, substance use, illicit activities and other social and societal effects in addition to potential financial drains. These, *opportunity youth,* whose potential is not being fully realized--individuals' failure to harness that potential is an opportunity missed. These youth represent a social opportunity, but also an economic one. Thus there is an

[1] Marmot, M., R. G. Wilkinson, and E. Brunner. "Social determinants of health. 2006." *NY: Oxford University Press New York* 366.
[2] Artazcoz, Lucía, et al. "Social inequalities in the impact of flexible employment on different domains of psychosocial health." *Journal of Epidemiology and Community Health* 59.9 (2005): 761-767. Kim, Il-Ho, et al. "The relationship between nonstandard working and mental health in a representative sample of the South Korean population." *Social science & medicine* 63.3 (2006): 566-574.
[3] Ferrie, Jane Elizabeth, et al. "Effects of chronic job insecurity and change in job security on self-reported health, minor psychiatric morbidity, physiological measures, and health related behaviours in British civil servants: the Whitehall II study." *Journal of epidemiology and community health* 56.6 (2002): 450-454.
[4] https://www.bls.gov/news.release/youth.nr0.htm; US Dept of Labor; Bureau of Labor Statistics: Economic News Release: Employment and Unemployment Among Youth Summary

opportunity for raising future productivity through education and training, expanding economic growth through increased participation in the workplace, and relieving the burden to the taxpayer either through increased tax revenues or reduced reliance on public services.[5]

Youth summer jobs programs have experienced a resurgence of interest and investment since the Great Recession, driven by concerns about high unemployment rates among young people, particularly those who are low-income, black, or Hispanic. While there is a clear conceptual case for summer jobs programs—providing early work experience for those who might otherwise flounder in the labor market—*promoting employment and economic security among youths who have been traditionally marginalized[6] is not a straightforward proposition*. To succeed in today's economy and earn middle-class wages, a young person needs to 1) graduate from high school or earn an alternate credential, 2) enroll in and complete some post-secondary education or training, and 3) then enter the labor market with skills that match employer demand. The path above is rather straightforward but usually takes six years or more to complete however, there are many points along that pathway at which a young person can get off-track, particularly marginalized youth who may be from high-poverty neighborhoods, face language barriers, implicit bias or may be at educational disadvantage. However, a summer jobs program is a relatively short-term intervention that has value, and does not involve intensive services. Though of value, summer youth employment as a stand-alone intervention does not show long lasting results; *the promise lies in a continuum of summer youth employment experiences as a component of a comprehensive fabric of education, supportive programs, mentoring experiences and wrap-around services that have proven to be successful based on a range of international and national research*.[7]

This document highlights these broad international and national trends to a circumscribed focus on select US cities and implications for Detroit, Michigan. The monograph outlines research, program models, organizational components and promising practices of summer jobs programs in New York City, Boston, Hartford, Chicago, Philadelphia and others demonstrating the role that a summer jobs program can play in a young person's life.

Based on resurgence of interest even international research has taken summer youth employment models into consideration; a recent study by international scholars and the World Bank outlines evidence on the impact of youth employment programs on labor market outcomes. The analysis looks at the effectiveness of various interventions and the factors that influence program performance including country context, targeted beneficiaries, program design and implementation, and type of evaluation.[8] Overall, they found that about one-third of evaluation results from youth employment programs implemented worldwide show a significant positive impact on labor market outcomes – either employment rates or earnings. In general, programs have been most successful in middle- and low-income countries; this may be because these *programs' investments are especially helpful for the most vulnerable population groups* – low-skilled, low-income – that they target; and *innovations in program design and implementation matter*. In high-income countries, the role of intervention type is less decisive – *much depends on*

[5] Belfield, Clive R., Henry M. Levin, and Rachel Rosen. "The Economic Value of Opportunity Youth." *Corporation for National and Community Service* (2012).

[6] This terminology will be utilized throughout this monograph to include: youth of color, LGBT youth, immigrant and undocumented youth, youth in the juvenile justice system, pregnant and parenting youth, and youth in the child welfare system.

[7] M. Ross and R Kazis; Youth Summer Jobs Programs: Aligning ends and means, July 2016; Brookings, Washington D. C.

[8] Kluve, Jochen, et al. "Do Youth Employment Programs Improve Labor Market Outcomes? A Systematic Review." (2016).

context and how services are chosen and delivered, a result that holds across country types.
However, there is **strong evidence that programs that integrate multiple interventions are more likely to succeed because they are better able to respond to the different needs of beneficiaries**.[9] They also report evidence on the importance of targeting specific participants to specific services and determining the intensity of services (e.g. program duration). A key element of this is that the program collects detailed information and proactively assigns services and follow-up systems in determining program performance. There is also some evidence that points to the importance of incentive systems for services providers.[10] *This acknowledges the importance of program philosophy, approach, aligned structures, how programs are delivered, and the level of engagement of worksites in their endeavor to provide meaningful work. It also speaks to the pivotal role of data in informed decision making.*

Across the USA, summer youth employment programs are usually operated by community-based nonprofit organizations who recruit and connect youth and employers, provide job-related educational services to youth, and monitor youth worksites.[11] The increased attention and resources directed to summer jobs programs has been based on a thin body of research as to their effectiveness. In the past few years, however, several new evaluations have expanded the research base on summer jobs programs finding some distinct strengths. Though clearly not a panacea, summer jobs have many potential merits.[12] Studies of programs in Chicago and New York City found that participation in a summer jobs program led to reductions in violent crime arrests, incarceration, and mortality, as well as improved academic outcomes. Notably, however, the research to date has not found increases in earnings or employment rates.

There is promise in the research but it is critical to note that massive investments in one single strategy may not be entirely propitious. There is persuasive evidence that summer employment "works" – and that there is significant heterogeneity in the treatment effect. Yet, we know little about the underlying determinants of this heterogeneity. Are some jobs better than others? Do they reflect differences in the efficacy of the provider, the job itself, the mentoring experience, or the characteristics of the youth? Further research is needed; because limited resources are available for the provision of these programs, it is important to understand whether the positive impacts vary for participants and why. These findings will aid in targeting resources to the jobs or programs that are most effective, or to students who may benefit the most. These results, therefore, have the potential to maximize the benefits of summer youth employment programs to positively affect the educational outcomes of low-income youth, thereby reducing inequality in education (and potentially later outcomes) between low-income students and their higher-income peers.

A recent study using data from the New York City's Summer Youth Employment Program (SYEP) to study why summer jobs are more effective for some kids than others used the NYC data base where jobs to youth ages 14-24 are provided through a random lottery system, which creates a treatment and control group and allows the estimate of the causal effects of program

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[9] Needs of beneficiaries may range from varied learning styles and approaches, language barriers, social and economic challenges of inadequate food, clothing, shelter; health and/or mental health issues, etc.
[10] Kluve, Jochen, et al. "Do Youth Employment Programs Improve Labor Market Outcomes? A Systematic Review." (2016).
[11] Hossain, Farhana. "Assessing the Academic and Labor Market Impacts of New York City's Summer Youth Employment Program." *2016 Fall Conference: The Role of Research in Making Government More Effective.* Appam, 2016.
[12] Ross, Martha. "Building the Knowledge Base on the Effects of Summer Youth Employment Programs." *2016 Fall Conference: The Role of Research in Making Government More Effective.* Appam, 2016.

participation. Previous studies show larger effects for students participating in the second year and even larger effects for those in year three.[13] Summer youth employment programs have been found to not only provide many students with their first workplace experience but have also been found to improve educational achievement and future success.

With its inception in the mid-1990s, the Boston Summer Youth Employment Program (SYEP) has grown into a national model that relies on city, state, and private funding of nearly $10 million a year to employ about 10,000 city teens each summer with hundreds of local employers. Compared to other cities, the Boston SYEP also incorporates distinct program features that may further enhance youth outcomes:(1) a high share of job placements with private sector versus community-based employers, (2) a new career readiness curriculum designed to teach participants how to search and apply for a job, (3) a summer youth employment program that was initiated and designed by youth infusing youth voice and perspective throughout and 4) *a full time corporate liaison in every public high school in Boston who facilitates summer job placement, information about career trajectories, educational preparation, college and post-secondary options and the like.* Recent research on the academic, labor market, and behavioral outcomes of opportunity youth using a mixed-methods approach that combines administrative data on academic, economic, and behavioral outcomes with the responses from a survey that was conducted by the City of Boston during the summer of 2015 indicate that program participants reported significant increases in job readiness skills, financial literacy, community engagement, and college aspirations that were significantly different from the control group. In most cases, the largest gains were observed for youth of color suggesting that the program may have the capacity to reduce inequality across groups.[14]

Many of the strongest programs in the country were built over decades and trace their histories back to numerous federal funding streams and initiatives. Almost all have a collaborative leadership structure that includes senior officials in municipal government, youth development, education, human services, and the private sector. It is beneficial to develop a strong platform among employers that brings their depth of knowledge, contributions, emerging models, and sector analysis in order to develop a more intentional approach. The city of Hartford provides a prototype for this type of intentional metropolitan area process. Hartford developed a comprehensive collaborative regional model that includes all public schools (94% of Hartford youth attend public school), Capital Workforce, City of Hartford, business leaders, independent associations, Chamber of Commerce, funders, and academicians working together to develop comprehensive systems for youth. Central to the developmental process was the mayor, superintendent of schools and a couple of CEOs looking to develop a progressive structure. A sector analysis was conducted to look for growth areas and job mapping. Schools were aligned with each sector and each youth was expected to complete at least 3 summers of work ending in a capstone project that received academic credit toward graduation. Each middle and high school has a full time internship specialist who works with employers in crafting appropriate opportunities and in matching youth to job opportunities. The program is anecdotally credited with increased high school graduation rates, increased post-secondary school enrollment, and creates a valuable pipeline for the Central Connecticut business community. Intentional public

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[13] Schwartz, A.E., J. Leos-Urbel, M. Wiswall (2015). Making Summer Matter: The impact of youth employment on academic performance. Working Paper 21470, http://www.nber.org/papers/w21470.MA: National Bureau of Economic Research.
[14] Sasser Modestino, Alicia. "An Evaluation of the Boston Youth Summer Employment Program to Reduce Inequality Across Groups." *2016 Fall Conference: The Role of Research in Making Government More Effective*. Appam, 2016.

sector financing streams have been developed at the state and local levels in all of the five cities ensuring ongoing resources that underwrite the costs of year round staff and planning.

A similar intentional partnership could be developed between educational systems in Detroit, the Detroit workforce development system and business leaders. A sector analysis of present and anticipated growth areas, requisite skills and credentials, and anticipated salaries could serve to build a pipeline for children and youth, informing educational partners and youth employment programs. High growth high demand jobs would be featured; predictive analytics could be utilized to give appropriate lead time for youth to complete their educations. This type of insight could be aligned with all educational institutions that serve Detroit children and youth. A K to 12 model would include: field trips to worksites, visits by professionals to schools to expose children and youth to the broad range of employment options and the skills needed for those careers. This could be paired with more intentional training academies that might align their curriculum so that, throughout K to 12, youth would be better prepared for post-secondary opportunities. Additionally, for some entry level positions, it is possible that briefer six-to nine-month trainings could be fashioned to enable youth to graduate from high school, complete the 6- to 9-month training and move directly to full time work. Additionally, a more intentional system would include community colleges and four year institutions to provide a continuous structured pipeline to numerous employment options. Additional workforce preparation could be woven into the school curriculum so that youth would develop soft skills that are needed in the workplace including interview skills, completing a job application, writing a resume, or selecting appropriate workplace attire.

It is critical that an inclusive partnership with schools, employers, and the workforce development system be developed with particular sensitivity to the needs of youth who have been traditionally marginalized. This group may include youth from very poor neighborhoods, adjudicated youth, LGBTQ youth, disabled youth, youth in the child welfare system, homeless youth, and all other populations who have traditionally been unfortunately left at the margins. Additional training may be needed for teachers, administrators, employers, and others to directly overcome implicit and explicit bias.

Detroit has many strengths to build upon; *Grow Detroit's Young Talent* (GDYT) has grown to serve more than 8,000 youth in the summer of 2016. The mayor, the city, philanthropic partners, employers, and the Detroit Youth Employment Consortium (DYEC) have worked diligently over several years to build the infrastructure to support this significant program. Philanthropy has played a critical and catalytic role in the initiation of youth employment in Detroit. The generous contribution of philanthropy is outstanding and GDYT would not exist without the leadership, gravitas, and resourcefulness of philanthropic partners. The mayor's office has worked to raise the visibility of the program and formed central partnerships to build the engagement of senior leaders across the city. Employers are an essential partner and many have been at the table with funders since 2008.

Yet, Detroit faces many of the same challenges faced by other metropolitan areas including but not limited to a skilled labor shortage which simultaneously faces attrition and an aging workforce; and issues of a skills mismatch that highlights the need to improve basic skills within the current talent pool and job readiness. There is a wealth of information that can be gleaned

from the experiences of other cities as Detroit works to solidify its summer youth employment program.

RECOMMENDATIONS

- Have a clear mission and vision that everyone knows and can stand behind; the GDYT program is then refined to align with the clearly articulated priorities and theory of change.

- Establish/Confirm a collaborative leadership body with the authority to set and oversee policy, protocols, process, engagement, strategic communications, and partnerships/affiliation, comprised of those with authority to make the systemic and collaborative changes needed across requisite sectors.

- Define and implement clear, intentional and sustained links to education, post-secondary education, and other health and human services to create a comprehensive system of synergistic supports needed by all youth prioritizing the needs of opportunity youth. Include mentorship model design.

- Expand and solidify resource/revenue streams so there is sustainable funding thereby establishing continuity and building year-round capacity to crystallize the program model.

- Have a common data system that includes enrollment, matching, payroll, job descriptions, and follow-up. This will help streamline reports and evaluation.

- Engage youth directly in leadership, evaluation, and feedback of GDYT. Develop a youth advisory component comprised of and led by Detroit youth.

By identifying promising practices in other cities, this report aims to offer Detroit stakeholders, policymakers, and civic leaders with options to strengthen GDYT and ensure that an infrastructure is refined and constructed that endures over time with requisite protocols, systems, revenue streams, and capacity to promote the career, educational, and social development of Detroit youth.

INTRODUCTION

This document outlines the core components of strong and effective summer youth employment programs (SYEP) from the research literature and an initial review of select programs across the US. The document was developed to assist the city of Detroit as it solidifies its summer youth employment program to bolster the upcoming summer 2017 *Grow Detroit's Young Talent* Program (GDYT) and to provide long-term structural suggestions for the re-tooling of operations, structural, systemic, data usage, and programmatic SYEP-related endeavors in Detroit Michigan. The research team is sharing essential components and a variety of organizational models and program etiology in the interest of grounding this retrospective evaluation. Any project that takes place over an extended time period will experience change. A retrospective evaluation provides the opportunity to evaluate the impact of unplanned change and in determining the need for planned change. The evaluation process is iterative and

includes inputs from project management, partners, stakeholders and provides an opportunity for mid-course correction and input from a range of stakeholders across the country. This evaluation focuses on structural and organizational components primarily recognizing the rapid expansion and change in the *Grow Detroit's Young Talent Program* (GDYT). It also considers changes in the project environment - administrative, physical, and intellectual.

The evaluators have spoken with more than 60 stakeholders including a variety of researchers from Brandeis University as well and program leaders in the cities of New York, NY, Philadelphia, Pennsylvania, Boston, MA, Hartford, CT, and Chicago, IL. (Appendix 14: Key Informants who were included in the interview process)

EVALUATION CRITERIA

The document is a result of a retrospective review. Detroit Employment Solutions Corporation (DESC) requested this review on a very tight time frame (three and a half months) so that findings and recommendations might be used to inform the summer 2017 SYEP process. In the interest of providing necessary data in an immediate manner, this document provides an initial overview of both the GDYT program and national summer and youth employment programs and models that may be of interest. Brief interviews were conducted with key stakeholders in Detroit and national experts were consulted about a variety of program models across the US. Academic and government research on effective program models, components, and implementation was reviewed, and representatives of various cities were consulted on what is working in their respective municipalities. Moreover, the review includes discussion of a variety of planned and unplanned changes and external events. The initial data was reviewed to understand revenue streams including a comparison of expenditures against the budget and the rate of progress against the planned timeline.

REPORT OVERVIEW

A first job is more than a paycheck or "something to do" over the summer. This invaluable rite of passage to adulthood can mean a connection to a lifelong mentor, the ability to envision a career path, a boost in self-confidence, profound self-discovery, an appreciation for the value of education, a belief that you can be something, and sometimes an introduction to a world of promise that is far beyond one's daily routine. Identification of one's life's work is a significant developmental marker in the transition to adulthood.

How SYEPs are organized, staffed, developed, governed, conceptualized and their core components matter. The time and attention that is devoted to overall vision and mission, program development and alignment, implementation, evaluation, and ongoing fine-tuning make a substantial difference in the program's effectiveness and outcomes. This document provides a rich overview of the essential elements of strong and evidence-informed summer youth employment programs. Numerous cities across the United States have developed these programs; the development process takes time-- several have been refining models for more than 30 years. This document outlines the numerous elements which will need to be prioritized and customized to meet the specific interests and intentions of any city.

This is a cursory overview in the interest of capturing the essence of the subject matter. However, there is extensive information on most of the aspects included in this précis and we are happy to provide additional information on any aspect if there is interest. This monograph is organized as follows: a) The initial section of the report provides an overview of essential

program elements of SYEP. b) The second section outlines key programmatic suggestions for opportunity youth as prioritized by WIOA funding. This provides additional insight into the core elements of effective programs for a variety of diverse youth who have been traditionally marginalized; adjudicated youth, disabled youth, and youth in the child welfare system. This section was included for three important reasons, first, national data show that opportunity youth[15] are disproportionately unemployed or under-employed; there is a significant revenue stream supporting GDYT that comes from WIOA funds (2.9 million, nearly 1/3 of support) therefore meeting program's standards is essential, and third, WIOA has itself changed (from the Workforce Investment Act) to focus much more intentionally on out-of-school youth and serves young people up to age 24. c) The third section is an overview of implications for the city of Detroit highlighting the synthesis of informational interviews and document review. d) The final section is a comparative city review that provides a synthesis of the experiences of comparison cities, profiles a few city models, and provides recommendations for structural enhancements for Detroit. e) The appendices and attachments provide detailed city profiles and additional tools on collaboration, mentoring, apprenticeship, topics for further study and additional data on youth employment trends.

RECOMMENDATIONS:

Grow Detroit's Young Talent is notable for the depth of commitment and breadth of strong, varied, and creative programs. There is almost universal agreement on the importance of youth in Detroit, the value of youth employment and its nature as an important rite of passage to adulthood. Most stakeholders agree that it is critical to continue the work of GDYT, but also to continue to strengthen and refine operations to ensure we get it right. The willingness of partners to work VERY hard includes huge amounts of in-kind and voluntary work--even working over the entire weekend, well into the night, and being available whenever and wherever needed. Because some community partners have been doing this work very well for a while, there is potential for developing "train the trainer models" to share their expertise. This would strengthen the supportive elements of wrap-around supports requisite for the success of our most vulnerable youth.

This report makes several recommendations to improve the operations and outcomes of *Grow Detroit's Young Talent* (GDYT). In summary, the consultant team recommends the development of a thoughtful and intentional vision and mission of SYEP that clearly outlines the purpose of the program, necessary partners for full implementation, systems to be engaged, and desired outcomes. In addition, a centralized collaborative structure that houses all GDYT programs, administration, and revenue streams are essential and under development. The collaborative model would ultimately include a number of partners and facilitate efficiency, coordination, cooperation, and consolidate the numerous administrative and programmatic elements of the program. Additionally, the team recommends that additional viable revenue streams be explored and long term funding streams be solidified; many foundations have time limits on initiatives and additional long-term revenue sources provides for a sustainable process. Presently the program is deeply fragmented and operations are governed by numerous siloed financing streams. Moreover, a central fiscal managing function can be developed to manage, track, record, and monitor all financing streams. The report emphasizes the need for more comprehensive cross-sector engagement in the interest of developing shared consistent vision, goals, and supportive services for the youth of Detroit. These measures will strengthen the program, provide greater synergy, alignment, outcomes, and visibility to the nonprofit, public,

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[15] Important to note that more than 1/2 of the homeless population nationwide was in the foster care system at some point in time.

and private sectors in the interest of developing solid supports and job placements while helping to focus older youth on permanent, unsubsidized jobs, as other cities have done.

The report also urges greater tailoring of program components and activities to meet the diverse needs of the thousands of youth who enroll in GDYT each year. Older youth who are job-ready might benefit from an enhanced competitive, private-sector component of the program, based on the current Downtown Detroit Partnership model and evidence from other models in Boston, Hartford, and New York City. Additionally, a component of Chicago's summer youth employment program, which led to sharp reductions in violent crime arrests by providing youth from high-crime neighborhoods with intensive mentoring and other supports, suggests the potential of services designed explicitly for opportunity youth.

The concept of the Hub and Spoke Model works well in principle; there is value in having community-based partners and community leaders engaged in the recruitment of jobs and management of logistical aspects. If this model continues, however, there may need to be additional staff development and oversight to make sure all the pieces run smoothly. The role of the spokes may be enhanced to include further engagement, support, and mentoring of youth and uniform relationship building with worksites. Some programs have been around for a long time and developed innovative well-organized models, such as the Police and Fire Cadets. Elements of many programmatic models could be expanded for a more uniform program delivery model. This would provide a more equitable support model to all youth participants.

The payroll function should be centralized and handled by one partner in the interest of efficiency. It is critical that a database is structured that is capable of collecting critical demographic and identifying data on youth applications, participant youth, job descriptions, job assignments, employer responsibilities, payroll, bank accounts, and general program data for evaluative analysis. This centralized system will serve to reduce duplication, streamline program management, equity, timeliness, provide data for mid-course correction and evaluation, and ultimately would simplify and dramatically improve the payroll process.

GDYT's program structure (length of program, hours worked per week, and wage rates) is similar to that of summer youth programs in other cities, but some cities have more diversified program options and a more intentional job matching, placement, and supportive process both for job-ready youth and youth who are at high risk because they live in high-crime neighborhoods, are in foster care, or face other challenges. Many of the comparison cities studied include young people up to the age of 24 in their summer youth employment programs, as GDYT does. However, across the nation, the majority of SYEP participants are ages 14 to 19 years of age.

Several of the comparison cities studied in this report also benefited from more extensive private-sector involvement with youth. Notably, Boston has a private sector corporate official in every high school year round to personally assist with job recruitment, placement, and talent identification in unsubsidized private-sector positions that could lead to full-time employment.

Finally, it is strongly recommended that GDYT establish ongoing and much more detailed and timely documentation and a multi-year evaluation that is formally contracted no later than March 15 of each year to allow time for an evaluator to get up to speed with program specifics, and participate as a useful partner on the launch and evaluation of GDYT each year. Optimally, the evaluator would have a multi-year contract to facilitate longitudinal evaluations and program revisions.

GDYT is a critical program because of its important objectives, scope, and costs. GDYT seeks to give youth the opportunity to (1) earn money and gain meaningful work experience, (2) learn and develop the skills, attitudes, and commitment needed to succeed in the workforce, (3) explore career options, and (4) interact with professionals in a supportive work environment. DESC GDYT expenditures totaled approximately $10,732,051 in 2016 and the program anticipates a similar budget in 2017.[16]

GDYT has traditionally served 14- to 24-year-olds providing young adults with "meaningful work experience and individualized support that will help them to identify a career pathway." The high priority attached to GDYT, the rapid expansion of the program to include more than 8,000 Detroit youth in the summer of 2016. The transitioning from City Connect Detroit to DESC and internal DESC transitions have lead to a number of organizational challenges. By identifying promising practices in other cities, this report aims to offer Detroit stakeholders, policymakers, and civic leaders with options to strengthen GDYT and ensure that it meets its objectives of promoting the career, educational, and social development of Detroit youth.

Objectives

The team of Robinson, Shanks, and Meehan conducted an immediate retrospective review of GDYT in three months including some comparative data from summer youth employment programs in other large cities – including Boston, Chicago, New York, Philadelphia, Hartford and others in order to achieve the following three objectives:

1. To understand the different ways that summer youth employment programs are structured, financed, and administered;
2. To compare the design, eligibility requirements, activities and services, administrative structures, costs, revenue streams and results of summer youth employment programs in other cities to those in Detroit; and
3. To identify program changes that might help Detroit's GDYT summer youth employment program achieve its goals of providing youth with meaningful work experience, developing skills needed to succeed in the workplace, and interacting with professionals in a supportive work environment.

BACKGROUND: NATIONAL LABORFORCE DATA: YOUTH EMPLOYMENT AND SUMMER EMPLOYMENT[17]

US Department of Labor Data are included to affirm the importance of youth employment and summer youth employment as a national policy priority. From April to July 2016, the number of employed youth 16 to 24 years old increased by 1.9 million to 20.5 million. **In 2016, 53.2 percent of young people in the USA were employed in July**, little change from a year earlier. (The month of July typically is the summertime peak in youth employment.) Unemployment among youth rose by 611,000 from April to July 2016, compared with an increase of 654,000 for the same period in 2015. [18]

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[16] It is critical to note that GDYT is currently spread across two separate agencies; DESC and City Connect. The City Connect budget is not reflected in this budget total. The contract for this report was with DESC and most of the data utilized is based on DESC data though City Connect was consulted numerous times in the data collection and document preparation phase and was extremely helpful. Moreover, the Downtown Detroit Partnership contributions to GDYT are not included in the budget numbers. They provided invaluable time in recruiting job sites, underwriting the costs of more than 1,000 youth, and invaluable mentorship and support.

[17] https://www.bls.gov/news.release/youth.nr0.htm; US Dept of Labor; Bureau of Labor Statistics: Economic News Release: Employment and Unemployment Among Youth Summary

[18] This analysis focuses on the seasonal changes in youth employment and unemployment that occur each spring and summer, the

Labor Force: The youth labor force--16- to 24-year-olds working or actively looking for work-- grows sharply between April and July each year as large numbers of high school and college students search for or take summer jobs, and many graduates enter the labor market to look for or begin permanent employment.[19] This summer, the youth labor force grew by 2.6 million, or 12.4 percent, to a total of 23.1 million in July. (See Appendix 10.) The labor force participation rate for all youth was 60.1 percent in July, little changed from a year earlier. [20] (See table 2.) The summer labor force participation rate of youth has held fairly steady since July 2010, after trending downward for the prior two decades.[21]

 The July 2016 labor force participation rate for 16- to 24-year-old men was 62.4 percent, higher than the rate for young women at 57.7 percent. The national rates for men and women were little changed from last July. Whites had the highest youth labor force participation rate in July 2016 at 62.7 percent. The rate was 53.8 percent for Blacks, 43.1 percent for Asians, and 56.2 percent for Hispanics. The rate for Blacks declined by 2.6 percentage points from last July, while the rates for Whites, Asians, and Hispanics showed little or no change. The July 2016 employment-population ratios for young men (54.9 percent), women (51.5percent), Whites (56.5 percent), Blacks (42.7 percent), Asians (38.8 percent), and Hispanics (49.8 percent) showed little or no change from last July.[22] In July 2016, the largest percentage of employed youth worked in the leisure and hospitality industry (25 percent), which includes food services. An additional 18 percent of employed youth worked in the retail trade industry, and 13 percent worked in education and health services. (See table 3.)

Unemployment: The youth unemployment rate (11.5 percent) and the number of unemployed youth (2.6million) in July 2016 were little changed from a year earlier. Of those 2.6 million unemployed 16- to 24-year-olds, 1.9 million were looking for full-time work in July 2016, down 222,000 from July 2015. (See tables 1 and 2.) The July 2016 unemployment rates for young men (12.0 percent), women (10.8 percent), Whites (9.9 percent), Blacks (20.6 percent), Asians (10.0 percent), and Hispanics (11.3 percent) also showed little or no change from last July. (See table 2.)

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data are not seasonally adjusted.

[19] https://www.bls.gov/news.release/youth.nr0.htm; US Dept of Labor; Bureau of Labor Statistics: Economic News Release: Employment and Unemployment Among Youth Summary

[20] The labor force participation rate is the proportion of the civilian noninstitutional population that is working or looking and available for work.

[21] The summer youth labor force participation rate peaked at 77.5 percent in July 1989.

[22] https://www.bls.gov/news.release/youth.nr0.htm; US Dept of Labor; Bureau of Labor Statistics: Economic News Release: Employment and Unemployment Among Youth Summary

I. ESSENTIAL ELEMENTS OF EVIDENCE-INFORMED SUMMER YOUTH EMPLOYMENT PROGRAMS

This report reviews the philosophy, structure, eligibility rules, components and services, costs, and outcomes of summer youth employment programs nationally, in other large cities, and is part of a multi-part effort to conduct a retrospective review of GDYT and other summer youth employment programs. An overview of evidence-informed practices and policies follows.

PROGRAM DESIGN AND CONTENT:[23]

- **Clear Mission and Goals** - *The key to effectiveness is ensuring systemic alignment and synergy between a summer youth employment program's goals and activities.* This is a central hallmark of effective program organizational and systemic design in the strongest programs across the US. This includes a clear rationale as to what the focus and purpose of the program is (youth development, sector strategy, educational enhancement, employment and training, part of a continuum for opportunity youth, etc.), specification of who the key partners are, definition of which youth populations the program prioritizes, the outcomes it wants young people to achieve and the strategies utilized to attain these outcomes. This clarity serves to define requisite program components, the philosophy and approach of the program, and is the basis of staffing, alignment with other public sector partners such as schools, community colleges/technical colleges, wrap-around supports or other elements may be essential to the attainment of the desired outcomes.

- **Provide Comprehensive Services** - *Effective programs take a holistic approach to workforce development.* In addition to focusing on basic competencies and employability skills, programs also focus on developing the personal qualities (i.e. ability to work well with others, self- manage) and leadership skills of its participants. In order to develop all of the aforementioned skills, youth employment programs typically offer some of the following services: vocational training, academic instruction, counseling, health education courses, career exploration and guidance, mentoring, community service experience, job readiness workshops, work experience, co-ops, apprenticeships, and internships.

- **Alignment with a Youth Development Approach:** *Positive Experiences + Positive Relationships + Positive Environments = Positive Youth Development.* Positive youth development is an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build their leadership strengths.[24]

- **Focus on Basic Skills Competencies** - *Effective programs focus to include opportunities for mastery of fundamental subjects and 21st-century themes.* Disciplines include English, reading or language arts; world languages; arts; mathematics;

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[23] Ross, Martha, and Mala B. Thakur. "Improving Youth Programs and Outcomes in Washington, DC." (2014).
[24] Ibid

economics; science; geography; history; government and civics. In order to achieve this essential level of mastery; **educational systems must be involved**. *It is impossible for a brief 6-week summer program to provide the educational foundation laid in 10 plus years of school.* In addition to these subjects, schools in many areas of the US move beyond a focus on basic competency to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into curriculum: global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; and environmental literacy. In today's work climate; fostering a learning culture is a critical element. [25] Moreover, some of the most innovative models in the US (Hartford and Boston) have restructured their public school systems to align with workforce objectives and provide full-time workforce specialists in each public high school citywide.

- **Focus on Employability Skills** – Employability skills are transferable core skills that are necessary for career success. These skills can be grouped into three core areas: career development (i.e. identifying occupational interests, requisite competencies, etc.), job attainment (i.e. construct a resume, etc.), and job survival (i.e. demonstrate appropriate appearance, etc.). Effective programs focus on each of these areas to prepare its young people for employment.

Program Relevance

Employment builds upon an array of social-emotional skills including a sense of social belonging or social membership and is correlated with improved achievement, lower substance abuse, and lower delinquency.

- **Provide an Individual Focus and an Age/Stage Appropriate Approach** [26] – Effective youth employment programs acknowledge the distinct needs of youth at different ages and create opportunities that are developmentally appropriate. Effective programs are tiered to be aligned with age, maturity, experience, and developmental norms. (See Appendix 6: Hartford)

- Matching young people with age- and skill-appropriate opportunities differentiating by age, work readiness, and youth interests so that no one goes to a workplace unprepared to succeed.

- Have multi-sector and multi-tiered jobs available. Older participants 16-18 are generally put into nonprofit or government jobs. Younger workers are often put into project based learning or service learning activities.

- Staffing is required to provide support that participants need, and oversight to put them in fitting placements.

- Have specific programs for vulnerable youth (Section III: WIOA and Special Populations) or use the Chicago One Summer Program[1] as a model (Appendix 4: Chicago)

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[25] http://www.p21.org/our-work/p21-framework: Framework for 21st Century Learning: Accessed Nov. 4 2016.
[26] Collura, Jessica. "Best Practices for Youth Employment Programs."

- **Allow Opportunities for Youth Voice and Leadership** [27]– All youth are capable of actively contributing to their environment and should be involved in decision-making processes; a key component of leadership development. Effective programs provide opportunities for young people to take an active role in planning, implementing and assessing the programs and services designed for them. Some model programs have youth serve directly on their board of directors. A diverse range of youth voices is most propitious including youth who are disabled, engaged in the juvenile justice system, in the child welfare system, young parents, LGBTQ, and other opportunity youth. This thoughtful, inclusive and intentional approach shows that all youth matter, have value, and can lead. The Boston, MA program has a huge youth advisory group comprised of more than 100 youth members with several subcommittees. (Appendix 1)

Effective Collaboration

Effective collaboration is a vehicle that relies on mutual benefit, concerted action, and shared risks and accountability to produce meaningful results and rewards. Systems ranging from education to child welfare, workforce, and juvenile justice touch the lives of youth. In communities of high youth distress, many youths have multiple contacts with one or more system Therefore, *in strong summer youth employment programs, it is imperative for community and agency leadership, administrators and front-line staff to broker relationships – both programmatic and systemic in nature - to support young people in meeting their individual goals as well as the community in advancing youth outcomes.* (See Appendix 1, 3, 4, 5, and 6 for models in Boston, Hartford, Chicago, Philadelphia and New York City)

In the context of improving services for youth, the use of collaboration as a vehicle to move across systems is essential. Beyond partnership, collaboration must address turf, share resources, and acquire trust. Success is rooted in a communities' ability to navigate these terms and develop relationships that recognize the well-being of young people as the focal point of coming together.[28]

Key benefits to **cross-systems collaboration** aimed at advancing outcomes for struggling and disconnected students include:

- *Improved Access and Services* - effective systems collaboration allows communities to appropriately fill gaps in service and provide more comprehensive programming and interventions to address varying youth issues.

- *Leveraging Public and Private Resources* - cross-system collaboration results in more effective uses of public resources and increases a community's ability to attract and leverage private funding.

- *Cultivating the field* - cross-system initiatives support the development of policies and practices that improve service delivery quality, allow for sharing valuable information on best practices and promising strategies.[29] (See Attachment 2: Effective Collaboration)

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[27] Eccles, Jacquelynne, and Jennifer Appleton Gootman, eds. *Community programs to promote youth development*. National Academies Press, 2002.
[28] *Toolbox Overview for Building Needle-Moving Community Collaborations*. (n.d.). Retrieved October 27, 2016, from United We Serve - National and Community Service website: http://www.serve.gov/new-images/council/pdf/CommunityCollaborativeToolkit_all _materials.pdf
[29] National League of Cities, "Beyond City Limits: Cross-System Collaboration to Reengage Disconnected Youth," 2007.

SUMMER YOUTH EMPLOYMENT PROGRAM STRUCTURE AND OPERATIONS:

Program Delivery: Employers, and Youth

A brief outline of the critical program elements follows. The comparative city section and appendices include detail on each element and specific city models.

For Employers/Jobs:[30]
- Recruiting employers and worksites and sustaining their participation to provide the maximum number of job opportunities.[31] Promising practices include:
  - Backing and engagement by the Mayor's office.
  - Engaging private employers,
  - Securing entry-level or "internship like" placement makes it more likely that employers will pay wages,
  - Thorough screening of worksites - particularly in the private sector.
- Every youth position has a clear job description and a designated work supervisor who is responsible for orientation to the job and at least two performance assessment/feedback sessions.[32]
- Provide employees with meaningful and positive experiences with local youth[33]
- Support is available for employers and supervisors, including training, tools, and personal contacts.[34]

For Youth:
- Providing training and professional development on work readiness and other topics, including financial capability. (A set number of hours built into worker orientation and ongoing professional development). The curriculum for training should be based on authentic challenges and workplace conditions.
- Provide young participants with developmentally appropriate and incremental guidance that helps them develop soft skills, communication skills, higher thinking skills, positive self-concept, and self-control[35]
- Transitioning older youth into permanent work or other meaningful activities after the summer
- Ensuring a process to identify at-risk young people and channel them into opportunities providing more intensive mentoring and support or referrals to other services. [36]
- Each participant can clearly describe and document what he or she has learned from the work experience and each has secured the name and contact information of an adult who will serve as a professional reference.[37] Every participant will leave the program with documentation of their experience and skills, such as an up-to-date resume, template of a cover letter, or digital badge.[38]

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[30] A model worksite agreement is included in the attachments to this monograph.
[31] Metropolitan Policy Program. (2016). Youth Summer Jobs Programs: Aligning Ends and Means. Ross, M., Kazis, R.
[32] Ibid
[33] Metropolitan Policy Program. (2016). Youth Summer Jobs Programs: Aligning Ends and Means. Ross, M., Kazis, R.
[34] ibid
[35] ibid
[36] Ibid
[37] Ibid
[38] Ibid

- A set percentage of youth will be recruited from high school career and technical education programs and placed in summer jobs related to their field of study.[39]
- Introduction to careers and career pathways series might be developed.

Financial Literacy and development - developing partnerships with banks and financial institutions. Strong SYEP included financial literacy components where a set percentage of participants opened bank accounts[40] and use direct deposit.[41] This prepares young people to succeed and learn new skills by providing training and professional development on work readiness and other topics, including financial capability. (Look at the MyPath Savings program in San Francisco); Curriculum examples - Hartford, http://careercompetencies.org/. Chicago -http://mhalabs.org/.[42] National policy model: America Saves for Young Workers Program. https://www.americasavesforyoungworkers.org/.

Key findings for keeping youth engaged
- Provide opportunities for leadership development - almost all of the high-retention programs offer such opportunities.
- Foster a sense of community - shared norms, offering meaningful ways for peers to connect with each other.
- Opportunities to foster success and build skills that are of personal interest to them. Out of school programs (OST) can support youth in ways that schools cannot.
- Offer diverse and developmentally appropriate programming.
- Staff members staying connected to youth - through meetings one-on-one, contact with parents regularly, making school/work visits.
- Incorporate family engagement - events for parents, meetings with parents, provide courses for parents, send newsletters with community resources. Invite the entire family to the end of summer event and give notice of the date early on.

For Both Youth and Employers:
- Align program staffing and capacity with goals for scale, learning, and quality.[43]
- Offer win-win work experiences that have value for the employer and meet participants' developmental stage, interests, and skills. [44] Co-ops and internships are a potential model.
- Every participant will have at least one performance assessment against a set of skills and competencies, whether developed by the program or external sources, such as *WorkKeys*.[45]
- Deepen and extend services to both young people and employers, by providing more intensive services to participants when appropriate, linking participants to programs and services that extend beyond the summer, and maintaining strong relationships with employers throughout the year to better understand their needs and thus make better job matches. [46]
- Every worksite will have a clear job description and designated supervisor.[47]

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[39] Ibid
[40] ibid
[41] Ibid
[42] Ibid
[43] Ibid
[44] Ibid
[45] Ibid
[46] Ibid
[47] Ibid

- Stabilize, diversify, and expand the funding base, to include increased federal funding commitments, maximizing use of existing funding streams and sources, provide a more predictable funding cycle, and develop large-scale competitive programs for demonstrations and planning grants. [48]
- Supporting youth and supervisors to maximize learning and development by structuring the job placement and monitoring progress over the summer to address problems that arise and provide guidance to supervisors on working with young people. (Offering coaching and mentoring programs for supervisors and youth. Example: Boston - career specialists conduct regular check in with youth helping them adjust to the workplace (See Appendix 1))[49]
- Connecting the summer program to other year-round educational, employment, and youth development services so that the summer program both feeds into and draws from other community resources.
- Integrating with year-round programming - See NYC - Work, Learn, and Grow http://ccmnyc.org/programs/work-learn-and-grow-program-wlg. (Appendix 6)

Partnering with Career-Focused High School Programs. The Hartford Public Schools reconfigured from 3 to 4 large (1,000 plus students) high schools to about 12 small academies (200 to 300 students) based on the alignment with career pathways and sectors. The small academies such as health and biological sciences; science engineering, and technology; and culinary arts; are aligned with appropriate job sites and a progression of summer placements for each of 4 summers for all students. The model has led to improved academic outcomes, greater post-secondary education success; increase in the number of students who return to the area for full-time employment, and synergy with the corporate sector. (Appendix 3)

Across the Board Funding provides greater access to year round supports, services, and employment opportunities. [50] Continuity of funding is an essential element that permits the development of strong continuous program development.

Program Delivery: Staffing, Site Verification, and Preparation

- **Supportive Adult Relationships** – Research continuously recognizes that sustained relationships with caring, knowledgeable adults are critical for the healthy development of young people. Caring adults are critical for gaining a young person's trust and commitment to a program. Such adults may be mentors, teachers, counselors, program directors, employers or community members. (Attachment 3: Mentoring)
- **Well-trained, Committed Staff** – Effective programs develop and retain talented workers. Staff members with a deep knowledge of youth development, employment and training, and ongoing improvements in the field are very important.
- **Connections with Local Employers**: Staff members who have strong connections to potential employers are particularly valuable. Local businesses and public sector employers not only provide job opportunities, but may also help a program develop curriculum, allow them to borrow equipment, and serve as speakers.
- **Build a Sense of Self and Group** – Effective programs help young people develop a

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[48] Ibid
[49] Metropolitan Policy Program. (2016). Youth Summer Jobs Programs: Aligning Ends and Means. Ross, M., Kazis, R.
[50] Ibid

positive image of who they are. In order to do this, programs should provide youth with opportunities to showcase their work and skills, use journals, and engage in self-reflection. In addition to helping participants grow their personal identity, youth need to develop attachments to larger groups. Peers can be very influential in encouraging success and achievement; they also increase youth's attachment to a program.

- **Provide at least One Year of Follow-Up Services** – Programs should follow-up with their participants for at least one year after the young person completes the program. Some model programs create alumni networks to ensure participants remain continuously connected to their peers and the program. Best effects were with youth who attended 2 or 3 summers with ongoing follow up supports.
- **Early Intervention** – The earlier a youth becomes involved in effective employment programs, the more promising the results. Programs may consider targeting younger youth, ages 14-15. Obviously, older youth still need services, but programs should consider how to reach the population they target as early as possible.
- **Provide Financial Incentives for Youth**[51] – Successful youth employment programs offer financial incentives for young people. Financial incentives may differ; for example, incentives may include payments, allowances, monetary recognition, matched saving opportunities and/or contributions to college funds.

Staffing:

Staffing and Staff Development [52] **(At the administrative and program level)**
- Clear roles and expectations for staff
- The importance of hiring young assistant staff to relate to the youth and foster personal relationships with them. (Potential career opportunity for college-aged workers)
- Set dimension of standards that define high-quality programming - and sets staff's expectations
- Comprehensive training
- Hiring staff who can be successful in building and fostering collaborative relationships
- Mobilizing and effective use of volunteer staffing
- Ensuring sufficient staff capacity and capability to deliver critical program elements at a high level of quality, executing with clear roles, sufficient staff training, and coordination across partner organizations. (Staffing, with clearly designated roles for staff. **Year round staffing strengthens summer-only programs**- it leads to consistency - less strain to train seasonal workers that must constantly be replaced. Boston, Hartford, New York, Chicago, and Philadelphia are cities who employ several full-time staff members including account managers who secure private sector jobs)[53]
- Support is available for summer youth employees, through (1) regular check-ins with city-provided and -trained coaches/mentors on understanding the workplace, relating to supervisors and other workers, and dealing with performance challenges and fears; and (2) occasional facilitated meetings with peers to debrief on their experiences and begin to develop career plans.[54]

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[51] *Note:* Research demonstrates that financial incentives appear to work better for in-school youth than youth who left school, particularly those who have been out of school for a substantial amount of time.
[52] AfterZones: Creating a City-Wide System to Support and Sustain High Quality After-School Programs.
[53] Metropolitan Policy Program. (2016). Youth Summer Jobs Programs: Aligning Ends and Means. Ross, M., Kazis, R.
[54] Ibid

Staffing Arrangements:
- All sites hired temporary staffing, many cities borrow from other agencies or hire school teachers of school district staff for part-time summer work. [55]
- Partnering with other service organizations helps determine youth eligibility and frees up staff work time[56]
- Have clearly designated roles for staff and the intake process, and streamline this process with other agencies and use of cross-system data systems.[57]

Vet and Verify Worksite for Summer Employment:
- Consider the following for placements: government agencies, hospitals, community colleges, technical schools, community-based organizations, unions, public school systems[58]
- Sufficient vetting and training are required to ensure they can provide appropriate tasks and mentorship.
- Utilizing a Local Workforce Investment Board (LWIB) to assist in administration of SYEP[59]
- Build strong relationships between lead agency and providers. "Youth service coordinator" is designated to calling sites weekly.[60]
- Two main strategies used for employer recruitment (1) reaching out to employers who had existing relationships with the workforce investment system, and (2) promoting the SYEP more broadly to the employer community[61]
- Employer screening process includes three different steps, including an **application describing the potential** work experience and work environment, an **in-person visit** to the employer, and the signing of a **worksite agreement.[62]**
- Relationships between local staff and employers were critical to the success of youth's summer experiences.[63]
- Some cities felt that private sites were more likely to hire participants permanently[64]
- Option of using competitive procurement process[65]

Youth Work Readiness Training and Preparing Youth for Work:
- Orientation for new participants at the beginning of the initiative. The main goal of the orientation is to introduce the participants to staff, inform them of the initiative's requirements and expectations, and review a participant handbook.[66]
- Sites often conduct assessments that measured youths need for services as well as their preparedness for an interest in work. These needs assessments included career and academic interest inventories, needs assessments, skills assessments, and goal planning tools. Site staff often used the results of these tests to place youth in appropriate work

[55] Ibid
[56] Ibid
[57] Ibid
[58] Ibid
[59] Ibid
[60] Ibid
[61] Ibid
[62] Ibid
[63] Ibid
[64] Ibid
[65] Metropolitan Policy Program. (2016). Youth Summer Jobs Programs: Aligning Ends and Means. Ross, M., Kazis, R.
[66] Ibid

experiences or job readiness classes and to identify support services that might be needed.[67]

Outline some of the specific programs and models
- Cities use a broad range of curriculums for work readiness training, ranging from week-long training to one on one informal meetings, to weekend seminars in spring of the school year before the summer program begins.[68]
- Sites often use incentives to encourage youth to participate in training: wages, gift card, stipends.

Mentoring Matters:

Research Supporting Mentoring:
- Having one or more caring adults in a child's life increases the likelihood that they will flourish, and become productive adults themselves.[69]
- Children and adolescents who have a formal or informal "mentor-like" relationship with someone outside their home are less likely to have externalizing behavior problems (bullying) and internalizing problems (depression).[70]
- Mentored adolescents are more likely to complete tasks they start, remain calm in the face of challenges, show interest in learning new things, volunteer in the community, engage in physical activities, participate in out-of-school time activities, and be engaged in school.[71]
- Those who have a caring adult outside the home are more likely to talk with their parents about "things that really matter."[72]
- Compared with peers identical on all background characteristics but lacking a caring adult, children with a caring adult were 73 percent more likely to volunteer, 12 percent more likely to get frequent exercise, 11 percent more likely to stay calm and controlled, 10 percent more likely to show interest in learning or participate in after-school activities, 28 percent less likely to feel sad or depressed, and 21 percent less likely to have bullied in the past month.[73]
- Substantial disparities exist —by family income, race/Hispanic origin, parental education, and family structure—among children who have, or do not have, a mentor-like relationship.[74]
- On average, youth participating in mentoring programs have better emotional/psychological outcomes, feel more socially competent and have better academic/ educational outcomes than youth who do not participate[75]
- Strong evidence that community-based mentoring improved youth's emotional/psychological well-being.[76] (See Attachment 3: Mentoring for additional

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[67] Ibid

[68] Ibid

[69] Rhodes, Jean E., et al. "A model for the influence of mentoring relationships on youth development." *Journal of community psychology* 34.6 (2006): 691-707.

[70] Hurd, Noelle M., and Marc A. Zimmerman. "An analysis of natural mentoring relationship profiles and associations with mentees' mental health: Considering links via support from important others." *American journal of community psychology* 53.1-2 (2014): 25-36.

[71] Bayer, Amanda, Jean Baldwin Grossman, and David L. DuBois. "Using volunteer mentors to improve the academic outcomes of underserved students: The role of relationships." *Journal of Community Psychology* 43.4 (2015): 408-429.

[72] http://www.childtrends.org/wp-content/uploads/2013/12/2013-54CaringAdults.pdf

[73] http://www.childtrends.org/wp-content/uploads/2013/12/2013-54CaringAdults.pdf

[74] http://www.childtrends.org/wp-content/uploads/2013/12/2013-54CaringAdults.pdf

[75] http://www.childtrends.org/wp-content/uploads/2013/12/2013-54CaringAdults.pdf

[76] http://www.childtrends.org/wp-content/uploads/2013/12/2013-54CaringAdults.pdf

information)

RECOMMENDATIONS

There are numerous emerging endeavors that focus on summer youth employment, youth employment, job training and credentials, and a range of programs for youth. Detroit has tremendous potential; a cross cutting citywide coordinating effort could be established to Grow *Detroit's Young Talent* year-round, build upon numerous synergies, points of intersection and interest in the interest of building a comprehensive and coordinated system. Establishment of a citywide process to clarify the goals and objectives of GDYT, philosophy and approach, various elements, alignment with wrap-around services, alignment with employers, engagement of requisite partners, and essential program elements.

Strengthen the programmatic elements of GDYT including enhanced matching to ensure meaningful work, specified job descriptions accessible on-line, and stronger alignment with educational and human service partners.

Preparation of nonprofit partners and employers who are attuned to the developmental needs of youth at various stages. Tiered models are under development and will optimally be available for all youth to assure developmentally appropriate assignments aligned more closely with age and developmental trajectories for ALL youth and young adults in GDYT. The Police Cadet program has such an approach also see Appendix 3: Hartford.

Closer alignment with GDYT and all schools that serve Detroit students: private, public, charter and parochial schools as well as schools in adjoining communities that serve Detroit youth is important for long term success.

Develop a youth led and populated Youth Advisory body to promote youth leadership and be engaged in elements of program planning, administration and implementation.

City of Detroit develops a track record of work focused on youth development, youth employment, and other youth services that improves youth outcomes.

Stabilize, diversify, and expand the funding base for GDYT, including increased public sector streams, by maximizing use of existing funding streams and sources, providing a more predictable, stable, and multi-year funding cycle, and developing a large-scale competitive program for demonstrations and planning grants.

Connect the summer program to other year-round educational, employment, and youth development services so that the summer program both feeds into and draws from other community resources.

Invest in adult leadership and youth leadership. Build the skills of staff of programs and employers to be more attuned, knowledgeable, and familiar with the most recent trends in adolescent brain development, youth development, youth employment, and the promising supports for marginalized youth.

Develop an ongoing mentoring model to support youth through the summer and throughout the school year for maximum results. (See Appendices 1-7 for additional information on mentoring models and relationships)

PROGRAM ASSESSMENT AND QUALITY ASSURANCE

- **Ongoing Documentation is Essential:** As noted in several places in this document; communication is essential with so many partners, moving parts, and the aspirations of the program. *It is essential that all meetings have minutes, that agreements are placed in writing, and that decisions are distributed to all stakeholders in a timely manner. Often data at this level is needed for evaluation and mid-course correction.*
- **Document Competencies Gained** – Effective programs concentrate on helping youth acquire the multiple skills and competencies needed to succeed in the workforce. Programs also help youth understand the competencies they have gained and learn how to effectively communicate these skills to potential employers. There is no standard protocol for how competencies should be measured or recorded, however, portfolios may include items such as personal writing samples, resumes, cover letters, feedback from mock interviews, etc.
- **Continuous Improvement** - Effective programs establish systems that allow them to make fact-based decisions in planning, managing, budgeting and improving. Organizations may use multiple sources to inform their practice, such as survey data from young people and/or parents, employer feedback or reports; sector analysis; environmental scans, and participant portfolios. It's important to remember that young people can contribute to the improvement process. Youth can help develop, administer and analyze survey data or conduct interviews with program participants.

RECOMMENDATION: Include an implementation study that will provide important context for SYEP's impacts by describing the services that are delivered to youth, their experience with summer jobs, and the factors that influence program operations on the ground. Optimally, an evaluation would include observations from program development through launch, implementation and conclusion, a range of survey data from staff, program providers, employers, and youth during the summer through surveys, interviews, and focus groups to understand program services from all stakeholders; and a series of post program surveys, focus groups and objective data such as academic records, employment, graduation, etc. in the interest of assessing potential long-term effects. The results can provide lessons to practitioners and policymakers on a local, state, and national levels about running effective summer jobs programs and the types of summer work experiences that are most meaningful for youth.

DATA SYSTEMS

A comprehensive data management process and system would be of substantial value to GDYT in the interest of streamlining programmatic and administrative activity, consolidating information, developing consistent protocols, establishing and charting metrics, promulgating and analyzing assessment tools, matching youth to appropriate employment, and ensuring an accurate and timely payroll process. Moreover, a comprehensive data system would be invaluable to administrative partners in the transmittal of information, management of finances and accounts, assistance in fundraising and requisite reporting in the provision of information to youth, partners, employers, and the greater community.

All municipalities in the comparative review process indicated that they utilized a database system and related technical assistance in the interest of increasing efficiency, establishing eligibility, tracking financial matters, program accountability, reporting to funders and public sector entities, conducting evaluations and program assessments, and ongoing program

refinement among other uses. Presently GDYT serves more than 8,000 youth and receives initial interest from more than 25,000 youth. Moreover, GDYT is actively engaged with more than 700 partners including nonprofit organizations, funders, corporate employers, public sector offices, contractors, vendors, financial institutions and other stakeholders. There is a vast amount of data to collect, coordinate, reconcile, store, and potentially analyze for future usage.

Adolescent Development: Implicit Bias and Implications of Neuroscience and Brain Development for Youth Employment

As a society we disparage adolescence. For centuries adolescents have been stereotyped as rebellious, risky, and moody by teachers, parents, and adults.[77],[78],[79] The sheer ubiquity of beliefs about adolescents might suggest that adolescents are very likely to be typecast. If explicit, conscious beliefs about adolescents operate as labels, then the stereotypes also may operate "implicitly". There is a danger of compounding these generalizations with other common stereotypes involving ethnicity and gender; some of these types of labels are known to operate in the absence of the perceiver's intentions, conscious awareness, or control.[80] In research on stereotyping and prejudice toward African–Americans and women, for example, explicit and implicit attitudes may even operate with apparent independence.[81],[82],[83] The challenge of compounding the impacts of explicit and implicit bias are multiplied in employment programs. For example, the degree to which employers, administrators, staff, and/or participants unintentionally associate traditionally gendered vocations like nursing with women and construction with men may be unseen and can result in placements that are biased, program offerings that are skewed, and result in ways that curtail the talents of youth who may be of color, adjudicated, in the foster care system, disabled or those who are female.[84],[85]

Implicit bias theory has improved contemporary understanding of the dynamics of individual bias. Implicit bias research has also helped to explain the persistent racial disparities in many areas of public policy, including youth unemployment. Implicit bias theory, however, does not provide the foundation for a comprehensive analysis of racial inequality. Even if implicit racial biases exist pervasively, these biases alone do not explain broad societal tolerance of vast racial inequality. Instead, as social dominance theorists have found, a strong desire among powerful classes to preserve the benefits they receive from stratification leads to collective acceptance of group-based inequality. Because racial inequality within criminal law and enforcement reinforces the vulnerability of persons of color with rippling effects on employment and a range

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[77] Graham, Sandra, and Brian S. Lowery. "Priming unconscious racial stereotypes about adolescent offenders." *Law and human behavior* 28.5 (2004): 483.

[78] Stevenson, Howard C. "Boys in men's clothing: Racial socialization and neighborhood safety as buffers to hypervulnerability in African American adolescent males." *Adolescent boys: Exploring diverse cultures of boyhood* (2004): 59-77.

[79] Unks, Gerald. "Thinking about the gay teen." *The critical pedagogy reader* (2003): 322-330.

[80] Hofmann, Wilhelm, et al. "A meta-analysis on the correlation between the Implicit Association Test and explicit self-report measures." *Personality and Social Psychology Bulletin* 31.10 (2005): 1369-1385.

[81] Henry, Peter J., and Curtis D. Hardin. "The Contact Hypothesis Revisited Status Bias in the Reduction of Implicit Prejudice in the United States and Lebanon." *Psychological Science* 17.10 (2006): 862-868.

[82] Nosek, Brian A., Mahzarin R. Banaji, and Anthony G. Greenwald. "Math= male, me= female, therefore math≠ me." *Journal of personality and social psychology* 83.1 (2002): 44.

[83] Blair, Irene V., and Mahzarin R. Banaji. "Automatic and controlled processes in stereotype priming." *Journal of personality and social psychology* 70.6 (1996): 1142.

[84] Gross, Elisheva F., and Curtis D. Hardin. "Implicit and explicit stereotyping of adolescents." *Social Justice Research* 20.2 (2007): 140-160.

[85] Banaji, Mahzarin R., and Curtis D. Hardin. "Automatic stereotyping." *Psychological science* 7.3 (1996): 136-141.

of other issues, social dominance theory and practice allows for a rich discussion of these issues.[86]

Recommendation: Work to explicitly address implicit and explicit bias in all aspects of GDYT honoring the innate talents of all of the youth in the program. Work to consistently lift up assets, ways to accommodate or overcome challenges, and give hope and value to all of the youth in the program. This may require additional professional development for staff and employers.

Youth of the 20th century in industrial societies face the developmental task of preparing themselves for adult work without being able to rely on direct instructions of parents or other adults. This is said to be the main problem of contemporary adolescents. Erik Erikson, a preeminent developmental psychologist observed that "In most instances, it is the inability of an occupational identity which disturbs young people".[87] Because adolescence has emerged historically as the period in industrial societies when individuals must make the transition from childhood dependence to economic independence, the search for occupational identity can be considered a defining characteristic of contemporary adolescence. Since identity formation is one of the central pillars of adolescence, racial identity, career identity, gender identity are all intertwined in a complicated interface. Establishing one's identity with peers, adults, teachers, employers and others is a key aspect of this developmental process. It is important for SYEP to recognize the power of stereotypes, tracking, low expectations, and some of the negative messages youth of color may have received along the way about their lack of potential. As many developmentalists have documented, including Ferguson and Ogbu, students of color who excel in STEM, or other areas, may be labeled as "acting white".[88],[89]Racial identity is important and self-definition as well as the power of mentors who are from a similar racial, gender, or social class are even more important at this crucial developmental juncture. "Black kids don't get validation and are seen as trespassing when they exceed academic expectations," Professor Fordham said, echoing her initial research. "The kids turn on it, they sacrifice their spots in gifted and talented classes to belong to a group where they feel good."[90] For most of our nation's history, it was taken for granted that skill levels among some groups would be lower, on average, than for others. Unfortunately, a culture of low expectations has been woven into the fabric of our nation and has maintained a division of labor that often relegates people of color disproportionately to jobs in which academic skill are not a requirement.

Recommendation: A deep look at GDYT and the message of possibility, meaning, and worth of all youth. Work with staff, employers, nonprofits and educators to confront the pernicious effects of implicit and explicit bias. Work with youth to broaden the view of what is possible for them and to overcome deficiencies in education as is possible.

Moreover, adolescence is a time of great change; physical, emotional, and neurological development. There is now incontrovertible evidence about the fact that adolescence is a period of substantial brain maturation with respect to both structure and function resulting in major improvements in basic cognitive abilities and logical reasoning. Adolescence is a second sensitive developmental period (after the birth to five-year period) in which rapid brain maturation and puberty lead to

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[86] Hutchinson, Darren Lenard, 'Continually Reminded of Their Inferior Position': Social Dominance, Implicit Bias, Criminality, and Race (2014). Washington University Journal of Law and Policy, Vol. 46, No. 1, 2014. Available at SSRN: https://ssrn.com/abstract=2562110

[87] Erikson, Erik H. Identity: Youth and crisis. No. 7. WW Norton & Company, 1994.

[88] Ogbu, John U. "Collective identity and the burden of "acting White" in Black history, community, and education." The Urban Review 36.1 (2004): 1-35.

[89] Ferguson, Ronald F., Jens Ludwig, and Wilbur Rich. "A diagnostic analysis of black-white GPA disparities in Shaker Heights, Ohio." Brookings papers on education policy 4 (2001): 347-414.

[90] Fordham, Signithia, and John U. Ogbu. "Black students' school success: Coping with the "burden of 'acting white'"." *The urban review* 18.3

new sets of behaviors and capacities that trigger or enable transitions in personal development, family, peer, educational and workplace domains, and in health behaviors. These transitions modify childhood trajectories towards health and wellbeing. Nobel Laureate James Heckman urges policymakers to consider the sources of skill formation in a modern economy and emphasizes the importance of both cognitive and non-cognitive skills in producing economic and social success, and the importance of both formal academic institutions, families, and firms as sources of learning. [91] Skill formation is a dynamic process with strong synergistic components. Skill begets skill and early investment promotes later investment. Non-cognitive skills and motivation are important determinants of success and these can be improved more successfully and at later ages than basic cognitive skills. Methods currently used to evaluate educational interventions ignore these non-cognitive skills and therefore substantially understate the benefits of early intervention programs and mentoring and teenage motivation programs.[92] At current levels of investment, American society under-invests in the very young and over-invests in mature adults with low skills.[93] Factors operating during early childhood cumulate in adolescence in the form of crystallized cognitive abilities, attitudes, and social skills that explain inequalities in later socioeconomic attainment. This insight, says Heckman, should shape our understanding of the processes involved in skill formation and the policies most likely to be effective in raising the skill levels of the workforce and remedying past neglect.[94]

The most important conclusion to emerge from recent research is that important changes in brain anatomy and activity take place far longer into development than had been previously thought, reaching full maturation at age 25.[95] More efficient neural connections within the prefrontal cortex of the brain are important for higher-order cognitive functions such as; planning ahead, weighing risks and rewards, and making complicated decisions, among others. These are regulated by multiple prefrontal areas working in concert and important for emotion regulation and self-control. Adolescence is not just a time of tremendous change in the brain's anatomical structure but also a time of important changes in how the brain works. Before adulthood, there is less cross-talk between the brain systems that regulate rational decision making and those that regulate emotional arousal. During adolescence, very strong feelings are less likely to be modulated by the involvement of brain regions involved in controlling impulses, planning ahead, and comparing the costs and benefits of alternative courses of action. This is one reason why susceptibility to peer pressure declines as adolescents grow into adulthood; as they mature, individuals become better able to put the brakes on an impulse that is aroused by their friends. *Brain systems implicated in basic cognitive processes reach adult levels of maturity by mid-adolescence, whereas those that are active in self-regulation do not fully mature until late adolescence or even early adulthood. In other words, adolescents mature intellectually before they mature socially or emotionally, a fact that helps explain why teenagers who are so smart in some respects sometimes do surprisingly irresponsible things*.[96] The different timetables followed by these different brain systems create a vulnerability to risky and reckless behavior that is greater in middle adolescence than before or after. It's as if the brain's accelerator is pressed to the floor before a good braking system is in place. Given this, it's no surprise that the commission of crime peaks around age 17—as does first experimentation with alcohol and marijuana, automobile crashes, accidental drownings, and attempted suicide.[97]

[91] Heckman, James J. "Policies to foster human capital." *Research in economics* 54.1 (2000): 3-56.

[92] Heckman, James J. "Policies to foster human capital." *Research in economics* 54.1 (2000): 3-56.

[93] Carneiro, Pedro Manuel, and James J. Heckman. "Human capital policy." (2003).

[94] Heckman, James J. "Policies to foster human capital." *Research in economics* 54.1 (2000): 3-56.

[95] Steinberg, L. (2009). Should the science of adolescent brain development inform public policy?. *American Psychologist*, *64*(8), 739.

[96] Steinberg, L. (2009). Should the science of adolescent brain development inform public policy?. *American Psychologist*, *64*(8), 739.

[97] It is also known that the brain is malleable, and there is a good deal of evidence that adolescence is, in fact, a period of especially heightened neuroplasticity. That's one reason it is a period of such vulnerability to many forms of mental illness.

In sum, the consensus to emerge from recent research on the adolescent brain is that teenagers are not as mature in either brain structure or function as adults. It is critical in the realm of policy and program development to recognize the correlation between brain development and behavioral development. *The strongest youth employment programs in the US have been developed upon a scaffolding that includes: 1) a comprehensive cooperative vision that includes an understanding of adolescent development, education, meaningful work and introduction to the work world, workforce and family perspectives informed by active cooperation and collaboration with a range of supportive services. 2) Ongoing year-round commitments and supports (such as the placement of full-time staff members in every public school in Boston; or the complete revision of the educational system in Hartford; models of program and policy design that incorporate a depth of understanding of adolescent development). 3) The neuroscience again affirms that it is impossible for a temporary 6-week summer employment program to provide the depth, heft, and substance that is necessary to develop the cognitive, social/emotional and self-knowledge that is necessary.* These programs are important, necessary, but by no means sufficient.

Public policy debates about teenagers thus often turn on the question of when, exactly, certain areas of the brain develop, and so at what age children should be allowed to drive or marry or vote—or be held fully responsible for crimes. However, the new view of the adolescent brain isn't that the prefrontal lobes just fail to show up; it's that *they aren't properly instructed and exercised*. Simply increasing the driving age by a year or two doesn't have much influence on the accident rate, for example. <u>What does make a difference is having a graduated system in which teenagers slowly acquire both more skill and more freedom</u>—<u>a driving apprenticeship</u> for <u>example</u>. Instead of simply giving adolescents more and more school experiences, arranging graduated experiential learning, more opportunities for apprenticeships and introductions is especially promising. AmeriCorps, the federal community-service program for youth, is an excellent example of such a program model; it provides both challenging real-life experiences and a degree of protection and supervision.

Recommendations and Effective Practice

Recommendation: The development of reasonable expectations of all employment systems that are aligned with developmental trajectories is crucial in the achievement of successful outcomes. Tiered systems that have been developed in other cities provide a prototype. Additionally, evidence -informed employment models for youth, connected to schools and other developmentally supportive systems, result in stronger developmental outcomes and enhance adolescent well-being. The strongest city program models are nested in a continuum of developmentally aligned supports and structures from birth that are age appropriate across the life-cycle.

Youth Pipeline Programs and Apprenticeship

A fine example of supported employer-education partnerships is apprenticeship programs. These programs exemplify workforce and economic development collaboration because they involve on-the-job paid training paid by an employer who invests in the skill development of an employee to prepare him or her for a future in a field of study. According to DOL's definition, "apprenticeship is a combination of on-the- job training and related instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation."[98] While

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[98] "Apprenticeship," US Department of Labor, accessed December 19, 2016,

apprenticeships for youth and young adults have been studied less commonly than apprenticeships for the adult population, a number of youth apprenticeship programs have been shown to have a positive impact on college enrollment and completion.[99] Successful apprenticeship programs also increase the expected earnings and earnings growth for participants[100] and increase employer satisfaction.[101]

Apprenticeship Model:

For 100 years, the Wisconsin Registered Apprenticeship Program has provided training to rigorous industry standards in a variety of occupations.[102] The registered apprenticeship remains a proven on-the-job training option that benefits apprentices and employers alike. This nationally recognized program enables high school youth to gain academic and occupational skills that can lead to both a high school diploma and a Certificate of Completion in a specific career cluster. The statewide program was established in 1991 as part of a national movement to prepare youth for high-skill careers. The program provides all students with specific occupational skills, as well as valuable employability skills, interpersonal skills, and a general knowledge of the world of work. Students who successfully complete the program have the option of entering the workforce directly after high school, applying for a registered apprenticeship position or enrolling in a technical college or four-year university. To receive the credential, youth must complete: 450 hours of worksite hours plus 180 hours of related classroom instruction each year for four years or meet equivalent standards. This hands-on learning model may be most appropriate for varied learning styles and aligns completely with adolescent brain development in providing strong mentorship and one-on-one support. (See Appendix 7: Wisconsin Youth Apprenticeship Model).

Key Takeaways: Career pathways, educational incubators, and apprenticeship programs all demonstrate how workforce and economic development coordination can be achieved through state-supported workforce initiatives where employers and education and training providers are key collaborators. This collaboration can take various forms but requires a commitment to sustained collaboration, such as participation in statewide committees that provides regular access to public sector leadership and other important stakeholders. Finally, while employers and other economic development stakeholders have many time constraints, it is easier to maintain open lines of communication when employers feel their input is valued, and that partnership will be mutually beneficial for all parties involved.

Developing Sector Strategies for Joint Planning and Programming
An additional strategy that holds promise for municipalities and states seeking to link their economic development and workforce development efforts is the use of sectoral strategies. Sectoral, or "sector strategies" refers to employer-led partnerships that states or local workforce entities initiate to align available training that leads to high-quality jobs for in-demand occupations that meets employer demand.[103] While the efficacy of sector strategies in linking

https://www.dol.gov/general/topic/training/apprenticeship

[99] Alfeld, Corinne, Ivan Charner, Lisa Johnson, Eric Watts, FHI 360, National Institute for Work and Learning. February 2013. Atlanta, GA: National Research Center for Career and Technical Education. http://www.nrccte.org/sites/default/files/publication-files/nrccte _work-based_learning.pdf

[100] Alfeld, Corinne, Ivan Charner, Lisa Johnson, Eric Watts, FHI 360, National Institute for Work and Learning. February 2013. Atlanta, GA: National Research Center for Career and Technical Education. http://www.nrccte.org/sites/default/files/publication-files/nrccte _work-based_learning.pdf

[101] Alfeld, Corinne, Ivan Charner, Lisa Johnson, Eric Watts, FHI 360, National Institute for Work and Learning. February 2013. Atlanta, GA: National Research Center for Career and Technical Education. http://www.nrccte.org/sites/default/files/publication-files/nrccte _work-based_learning.pdf

[102] https://dwd.wisconsin.gov/apprenticeship/registered_apprenticeships.htm

[103] Woolsey, Lindsey and Garrett Groves. 2013. "State Sector Strategies Coming of Age: Implications for State Workforce

local and regional workforce and economic development efforts has been noted in the literature,[104] recent focus has shifted toward the role that states can play in fostering these strategies.[105] (See Appendix3:Hartford CT)

Programs to encourage labor market activity among youth, including public employment programs and wage subsidies like the Work Opportunity Tax Credit, can be supported by three broad rationales. They may (i) provide contemporaneous income support to participants; (ii) encourage work experience that improves future employment and/or educational outcomes of participants; and/or (iii) keep participants "out of trouble." A randomized study based on lottery data from the New York City (NYC) Summer Youth Employment Program (SYEP), the largest summer youth employment program in the United States, merged SYEP administrative data on 294,100 lottery participants to IRS data on the universe of U.S. tax records; to New York State administrative incarceration data; and to NYC administrative cause of death data. In assessing the three rationales, the researchers found that (i) SYEP participation causes average earnings and the probability of employment to increase in the year of program participation, with modest contemporaneous crowd out of other earnings and employment; (ii) SYEP participation causes a modest decrease in average earnings for three years following the program and has no impact on college enrollment; and (iii) SYEP participation decreases the probability of incarceration and decreases the probability of mortality, which has important and potentially pivotal implications for analyzing the net benefits of the program.[106]

Employer Perspective: U.S. Businesses spend $485 billion each year to educate and train employees each year.[107] The skills gap is greatest at entry-level positions despite a large population of motivated job seekers. Unfilled jobs limit the growth of U.S. businesses. The problem doesn't stop there. Barriers of education, preparation, and perception create an opportunity divide for 1 in 5 young Americans. As the labor market increasingly favors skilled workers, the increased social costs and lost revenues of not closing the opportunity divide are estimated to cost U.S. taxpayers $6.4 trillion each year.[108]However, employment pathways develop talent and close the opportunity divide. There are promising practices and models for talent recruitment that have been shown to create enduring value as well as measurable social impact. Successful models have been established in health care, retail, financial services, technology, and manufacturing.[109] Employment pathways produce a workforce with 21st and professional skills. When set on a path toward success, opportunity youth, bring along their resilience, diversity, and loyalty.

 While it is imperative for the public systems to educate, train, and prepare youth for the workforce, youth can never truly be ready for employment without actually having experienced employment in some way. Whether it's through internships, job shadowing, or another form of entry into the world of work, that experience cannot be gained without the engagement of employers; in the public, non-profit, and private sectors. Often, the workforce development and education systems work in silos developing a training curriculum for soft

Policymakers." Washington, DC: National Governors Association, Corporation for a Skilled Workforce, and National Skills Coalition. https://www.nga.org/files/live/sites/NGA/files/pdf/2013/1301NGASSSReport.pdf

[104] Schrock, Greg. 2013. "Reworking Workforce Development: Chicago's Sectoral Workforce Centers." Economic Development Quarterly 27 (3) 163-178. http://edq.sagepub.com/content/27/3/163.full.pdf +html

[105] Eyster, L., & Briggs, A. (2016). State Workforce and Economic Development.

[106] Gelber, Alexander, Adam Isen, and Judd B. Kessler. "The Effects of Youth Employment: Evidence from New York City Lotteries." *The Quarterly Journal of Economics* 131.1 (2016): 423-460.

[107] Carnevale, Anthony P., Nicole Smith, and Jeff Strohl. *Help wanted: Projections of job and education requirements through 2018.* Lumina Foundation, 2010.

[108] Belfield, Clive R., Henry M. Levin, and Rachel Rosen. "The Economic Value of Opportunity Youth." *Corporation for National and Community Service* (2012).

[109] Carnevale, Anthony P., Nicole Smith, and Jeff Strohl. *Help wanted: Projections of job and education requirements through 2018.* Lumina Foundation, 2010.

skills, work readiness, and work opportunities without seeking advice from the employers needed to place and hire their youth. At the same time, employers say they lack the supply of skilled workers necessary to fill positions. The lack of partnership and collaboration among these stakeholders creates a severe disconnect, ultimately hurting providers, young workers, and employers.

Across the country, workforce development systems recognize the need for increased employer participation to create opportunities for workplace and career exposure, hands-on experience, opportunities for applied learning, mentoring, role models, and ultimately successful transition to the workplace. To do so, workforce and youth development professionals along with educators must work to engage and get input from the public, non-profit, and private sectors to craft a quality pipeline model and support structure. There are several key roles employers can play in collaboration with the workforce, education, and youth providers to develop a pipeline of prepared workers, including:

- Participating in the customizing of training content/ assist teachers with contextual – hands-on learning
- Mentoring and coaching at workplace, E- mentoring (see separate section on Mentoring)
- Employer involvement in delivery of workshops and training
- Employers opening up workplaces for exploration, internships, on-the-job training, work experience
- Establishing workplace and occupational competencies and methods for documenting them
- Providing exposure for teachers to the business/industry sectors
- Providing access to full-time and part-time jobs
- Serving on Employer Advisory groups and serving as champions
- Assuring the quality of graduates and assuring their hire in the sector

Recommendation: Though beyond the purview of this report, it is recommended that Detroit begin a broader more inclusive process of engagement with employers. It is critical to develop a strong platform among employers that represents their insights, needs, contributions, emerging models, and develops a more intentional approach. The city of Hartford provides a prototype for this type of intentional metropolitan area process. (See Appendix 3: Hartford) Moreover, there are numerous initiatives being developed or that have been recently launched by the employer sector to build skills and competencies and create a stronger pipeline. Some stakeholders talked about developing pathways where there was close work with the education sector, college preparation and graduate school credentials.

II. WIOA AND SPECIAL POPULATIONS

The new law recognizes the need for a new game plan and reauthorizes the nation's employment, training, adult education, and vocational rehabilitation programs created under the Workforce Innovation and Opportunity Act. WIOA improves connections to employment and training opportunities that lead to economic prosperity for workers and their families. It strengthens existing workforce development and adult education programs in four ways that can benefit adults and youth with barriers to economic success. The law also substantially prioritizes and increases the focus on serving the most vulnerable workers—low-income adults and youth who have limited skills, lack work experience and face other barriers to economic success.

Programs in municipalities across the US utilize WIOA funding to support SYEP. Therefore, a few models of programs and programmatic elements are outlined below based on evidence-informed programs that work with child welfare, juvenile justice, and disabled youth. There is a growing body of research that can be utilized in establishing stronger programs that meet the unique needs of these crucial populations.

A. PARTNERING WITH CHILD WELFARE [110]

Youth involved in the foster care system face many challenges. They often move from placement to placement and from school to school, lacking a stable home environment and making it nearly impossible to stay on grade level. Once emancipated from the foster care system, problems can worsen. Many foster youths have serious difficulties finding and keeping jobs, getting an education, learning the skills necessary to live independently and maintaining stable housing – large numbers finding themselves homeless within the first year of leaving the system.[111] For these reasons, strong collaboration between the child welfare system and the workforce development system is critical to preparing and supporting youth who are transitioning out of the child welfare system and into a productive and healthy adulthood.[112]

A strong partnership between these two systems helps to create a true continuum of services and supports necessary to serve these youth as they move into independent living by creating a shared vision among leadership in both systems, aligning policies and practices, such as common outcomes and goals, and leveraging resources by joint contracts or sharing staff. Providing youth skills development, workforce preparation, and employment, along with transition planning and case management, are essential services to support youth in becoming self- sufficient adults and can be provided more effectively by the systems that have expertise in their respective areas. Many times, both systems try to do everything for these youth, often creating duplication of services and inefficiently utilizing resources. Both systems can work simultaneously with targeted services or create an appropriate "hand-off" from one system to the other.[113]

Not only do both systems reap the benefits of collaboration, but also the youth experience greater support (and much less confusion) as their transition out of the child welfare system and into adulthood is supported by a clear set of services and delivery models.[114]

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[110] Hastings, S., Tsoi-A-Fatt, R., & Harris, L. (2010, February). *Building a Comprehensive Youth Employment Delivery System: Examples of Effective Practice* (Issue brief). Retrieved October 21, 2016, from Policy solutions that work for low income people website: http://www.clasp.org/resources-and-publications/files/Youth-Employment-Systems-1.pdf

[111] San Pasqual Academy Web site, http://www.sanpasqualacademy.org/.

[112] Ibid

[113] Ibid

[114] Ibid

A set of services that should be provided to all youth, but especially foster youth, include: [115]

- Educational services: basic skills instruction, GED or alternative secondary educational services, contextualized learning opportunities, and educational supports.[116]

- Work readiness training: on-going work readiness through a sequenced continuum of options, soft skills instruction, and individual coaching and support.[117]

- Work preparation and work-based opportunities: internships, work experiences, job shadows, and community service.[118]

- Youth development services and individualized case management: mentoring, life skills, independent living skills, physical and mental-health related services, financial literacy, computer literacy, healthy decision-making and conflict management[119]

In addition to the services mentioned above, the service delivery model for transitioning youth should include:[120]

- Identifying educational barriers

- Collaboration with the secondary and postsecondary education systems

- Long-term mentoring

- Incentives to reinforce learning to encourage participation in activities and/or achievement of goals

- Individual service strategy with a youth- centered approach

- Follow-up services to assist youth sustaining a successful transition

Examples of Effective Practice:

San Diego's Programming for Foster Youth

With the leadership of the San Diego Youth Council, the San Diego Workforce Partnership made a strategic choice to concentrate funding and programming on targeted groups of at-risk youth, including foster and former foster youth transitioning to self-sufficiency. To carry this out, the Workforce Partnership and the County's Child Welfare Services began partnering in numerous ways. 1) The County engaged in a major redesign of the child welfare system and reached out to develop a stronger partnership with the San Diego Workforce Partnership. The Workforce Partnership was able to use a community planning grant as a large set-aside from the Workforce Partnership's WIA formula dollars to leverage with the County's Child Welfare Services resources to provide Independent Living Services that have a strong workforce, education and

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[115] Ibid
[116] Ibid
[117] Ibid
[118] Ibid
[119] Ibid
[120] Ibid

youth development focus to current and former foster youth as they transition out of the foster care system. 2) The leveraging of resources allowed the two systems to create one joint Request for Proposal (RFP) as a mechanism through which collaboration could occur. The County and Workforce Partnership now put out one RFP that results in two contracts: the Workforce Partnership holds one and the County holds the other. Both contracts have the same statement of work and both go through the same contracting process. Community-based organizations then must bid for both contracts and must either bring in a partner or demonstrate how they plan to provide both quality workforce development and Independent Living Services. 3) Monitors from both the Workforce Partnership and the County conduct site visits together for purposes of efficiency, to show providers system-cohesion, and to ensure providers are maximizing resources.[121],[122]

Baltimore
Partnering entities: Mayor's Office of Employment Development (MOED), Baltimore City Department of Social Services (BCDSS) and Youth Opportunity Baltimore (YO Baltimore)

Relationship of Partners: MOED received a grant from the Department of Labor, Licensing and Regulation to use Temporary Assistance to Needy Families (TANF) funds to serve foster youth aging out of the system. The grant funds a program liaison position to work closely with BCDSS case managers to identify foster care youth for targeted recruitment into the Youth Opportunity Bridge to Career Success program.

An example of model program: Youth Opportunity Bridge to Career Success provides a comprehensive menu of career development, job readiness, literacy and support services to 200 Baltimore City out of school Foster Care youth between the ages of 16-21 over a 16-month period.
Services to youth: Youth Opportunity Bridge to Career Success provides support to create a realistic "individual opportunity plan" for academic and employment goals, expanded life skills, including nutritional basics, communication skills, personal responsibility, and financial literacy as well as job readiness, physical and mental health services, GED preparation and support for college placement. Youth also acquire career preparation and work experience in several occupational areas with a focus on high growth industries.[123]

Hartford
Partnering entities: Our Piece of the Pie (OPP) and Department of Children and Families (DCF)

Relationship of Partners: OPP's Youth Development Specialists and DCF workers work collectively to provide updates and progress reports as well as overall general support in the area of case management. The youth development specialist provides the DCF worker and other care providers an assessment of career skills, interests and aptitudes of the youth to better assist in goal planning. This working relationship between the Youth Development Specialist and DCF worker continues to play an integral role in making sure foster care youth are successful in terms of reaching their outcome goals.

An example of model program: The CT Youth Opportunity Strategy offers youth ages 14-21 with present involvement in foster care support in making a successful transition to adulthood by providing them with opportunities through Opportunity Passport. Through the Opportunity Passport program, participants receive a match savings account, known as an Individual

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[121] San Diego Workforce Partnership, San Diego Youth Contract, program year 2007-2009
[122] San Diego Workforce Partnership Web site, http://www.sandiegoatwork.com/index.html.
[123] Youth Opportunity, "YO! Highlights, New Grant to Serve Foster Care Youth," December, 2008

Development Account (IDA), to be used for purchasing specific assets. The participants are also provided with a 1:1 match up to $1,000 and all participants receive financial literacy training which helps the youth become financially literate by gaining experience with the banking system, and saving money for education, housing, healthcare, and other life expenses.

Services to youth: The participants enrolled in OPP's CT Youth Opportunity Strategy program benefit from a menu of services and supports such as health care, housing, transportation assistance, health and wellness and mental health referrals, educational planning, connection to a caring adult, community service opportunities, case management services, financial counseling, referrals for internal and external programming, job placement assistance, pre-employment training, work readiness, internships and job retention with on-site job support, and monetary incentives for positive participation.[124]

B. PARTNERING WITH JUVENILE JUSTICE[125]

The gains from a well-connected juvenile justice system to the workforce system are numerous. The existence of strong collaboration results not only in a decrease in youth offender recidivism but also a smaller economic burden on the cost of youth offenders. Although the political and cultural differences of these youth-serving entities may present initial difficulties in creating partnerships, communities that have been successful at system- wide collaboration find that the rewards more than outweigh the challenges. The result is a smoother transition back into society for the young people they serve.

The specific aims of the juvenile justice system are to hold youths accountable for wrongdoing, prevent further offending, and treat offenders fairly. However, many jurisdictions are still operating under harsh laws passed in the 1990s that rejected the relevance of the developmental differences between adolescents and adults to justice policy. Research shows that an imbalance in developing brain systems is linked to adolescents' lack of mature capability for self-regulation, heightened sensitivity to external influences, and poorer ability to make decisions that require consideration of the future.[126]

In the strongest programs, the workforce system begins working with youth while they are still under the jurisdiction of the juvenile justice system or in pre-release from incarceration or a residential facility and they continue to work with and support youth on an on-going basis after release. In order to facilitate the transition, the workforce system should partner with all of the public entities involved in the young person's life; such as the parole or probation department, the court, the police department, the district attorney's office, the department of human services and the school district. The focus must be on a safe and healthy transition back into society and on continuing education and gaining workforce skills and employment.[127],[128]

A comprehensive re-entry model should include:[129]
- A focus on reintegration needs from the beginning of placement based on a single probation-driven plan[130]

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124 Our Piece of the Pie, "Opportunity Passport Program," provided by Our Piece of the Pie.
125 Hastings, S., Tsoi-A-Fatt, R., & Harris, L. (2010, February). *Building a Comprehensive Youth Employment Delivery System: Examples of Effective Practice* (Issue brief). Retrieved October 21, 2016, from Policy solutions that work for low income people website: http://www.clasp.org/resources-and-publications/files/Youth-Employment-Systems-1.pdf.
126 Bonnie, R. J., Johnson, R. L., Chemers, B. M., & Schuck, J. (Eds.). (2013). *Reforming juvenile justice: A developmental approach*. National Academies Press.
127 Harris, Linda. Making the Juvenile Justice–Workforce Connection for Re-entering Young Offenders: HA Guide for Local Practice. Center for Law and Social Policy, 2006,
128 National League of Cities, "Beyond City Limits: Cross-System Collaboration to Reengage Disconnected Youth," 2007.
129 "Summary of Philadelphia's Reintegration Initiative," provided by Candace Putter, Philadelphia Reintegration Initiative.

- A thorough assessment of the young person's social-emotional, academic, and workforce needs[131]

- Clear and on-going communication with the court about reintegration plans[132]

- A dedicated staff person who works closely with probation coordinates communication among all partners involved during and post- placement and provides case management[133]

- Family involvement and support and access to community resources.[134]

- A supported transition from placement into a program that provides academic support, connections to appropriate education options, workforce preparation and experience, and subsidized or unsubsidized employment.[135]

Sum et al. (2013) find that the Boston SYEP reduced violent, risky, and adverse social behaviors among economically disadvantaged youth from Boston's high crime neighborhoods.[136] Gelber, Isen, and Kessler (2014) find that the NYC SYEP program increases subsequent employment and average wages during the participation year while decreasing the probability of mortality and incarceration.[137] (Further detail on both models can be found in the comparative cities section of this document)

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[130]Harris, Linda. Making the Juvenile Justice–Workforce Connection for Re-entering Young Offenders: HA Guide for Local Practice. Center for Law and Social Policy, 2006

[131] Ibid

[132] Ibid

[133] Ibid

[134] Ibid

[135] Ibid

[136] Sum, Andrew, Mykhaylo Trubskyy, and Walter McHugh. 2013. "The Summer Employment Experiences and the Personal/ Social Behaviors of Youth Violence Prevention Employment Program Participants and Those of a Comparison Group Center for Labor Market Studies." Center for Labor Market Studies, Northeastern University, Boston, MA

[137] Gelber, A., Isen, A., & Kessler, J. B. (2014). The effects of youth employment: Evidence from new york city summer youth employment program lotteries (No. w20810). National Bureau of Economic Research.

Partnering Entities:
- School districts, Community-Based Centers, Probation Department, the Department of Human Services, residential providers, Mayor's office[138]

Relationship of Partners: Strong examples include:
- **Los Angeles** Youth Opportunity System (YOS) lead relationship-building efforts with the juvenile justice facilities through a juvenile referral mechanism; provide outreach and marketing of services to probation staff, youth, and parents and act as a bridge between probation, the city, and more than 50 contracted partners.[139][140]
- **Boston's** Youth Options Unlimited (YOU) connects youth with intensive case management, educational opportunities, and support, and employment year-round. It has a three-part service system: (1) intervention in detention facilities and referrals from law enforcement partners; (2) stabilization, case management and support services provided by YOU staff; and (3) education and employment readiness and placement support to get youth on the path to skill development and self-sustainability. [141],[142] (See Appendix 1 for more details)

Example of Model Programs: City examples

Philadelphia

Partnering entities: Philadelphia School District, Philadelphia Youth Network, Community-Based E3 Centers, Philadelphia's Probation Department, the Department of Human Services, and residential providers.

Relationship of Partners: In 2005, the partnering entities launched the Reintegration Initiative to enhance the support and supervision of youth reentering into the community from placement.

An example of model program: Community- Based E3 Centers serve as "step-down" programs to offer academic support, GED training, workforce preparation, job referral and placement, and life- skills training in addition to providing support related to the services to youth mentioned below.[143]

Services to youth: Reintegration Initiative partners focus on reintegration planning at the beginning of placement, clear communication of reintegration plans with the Court, reintegration workers who work with probation officers during and post-placement, and support in connecting services from multiple systems, such as education, workforce development, and behavioral health.[144]

Baltimore

Partnering entities: Mayor's Office of Employment Development (MOED), Baltimore City

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[138] Ibid
[139] Ibid
[140] Los Angeles Youth Opportunity Movement Web site, http://www.layo.org/.
[141] Ibid
[142] Youth Options Unlimited Web site, http://www.bostonredevelopmentauthority.org/yoboston/en/default.asp
[143] Philadelphia Youth Network Web site, http://www.pyninc.org/.
[144] Philadelphia Youth Network Web site, http://www.pyninc.org/.

Schools, YO Baltimore, Department of Juvenile Services (DJS)

Relationship of Partners: The United States Department of Labor awarded a discretionary grant for the Building School District-Based Strategies For Reducing Youth Involvement In Gangs And Violent Crime Through A Workforce Development Approach to reducing gang violence and crime by reducing the number of youth who drop out of school; Increasing school reengagement; Providing educational and workforce training; And supporting youth in the city who are most likely to become victims and perpetrators of violence and crime. The initiative supports the following objectives: 1) prevention and intervention; 2) recovery and remediation; and 3) reintegration efforts.[145]

An example of model program: There are two major components to the grant. The FUTURES Works program serves eighth and ninth grade students who are at least two years behind grade level and who are returning from detention with the Department of Juvenile Services (DJS) and offers youth follow-up support provided by Baltimore City Public School System. Youth Opportunity (YO!) Baltimore provides GED and pre-GED classes on- site, careers screenings, classes, and on-line courses to help these youth earn a diploma, life skills, job readiness classes and job placement services, career training in high-growth industries.[146]

One Summer **Chicago** Plus

Cities across the country invest in summer employment opportunities for youth. In Chicago, One Summer Chicago (OSC) provides jobs to thousands of youth as part of the city's anti-violence strategy **Chicago gave hundreds of high-risk kids a summer job. Violent crime arrests plummeted.**

A couple of years ago, the city of Chicago started a summer jobs program for teenagers attending high schools in some of the city's high-crime, low-income neighborhoods. The program was meant, to connect students to work, but officials also hoped that it might curb the kinds of problems — like higher crime — that arise when there's no work to be found. A randomized controlled trial conducted by Crime and Poverty Lab affiliate Sara Heller (University of Pennsylvania) found that Chicago's 2012 OSC program for at-risk youth reduced violent-crime arrests by 43 percent over 16 months.[147] The persistence of the impacts long after the program ended demonstrates the promise of this strategy for reducing violence and improving outcomes for youth. In February 2015, Chicago Mayor Rahm Emanuel announced a $10 million private investment to expand summer jobs programming over the following two years, to reach over 30,000 youth. The Crime and Poverty Labs continues to partner with the city to learn more about this promising model.[148], [149] (More detail in the Comparative City analysis and Chicago 4 of this document) That number is striking for a couple of reasons: 1) It implies that a relatively short (and inexpensive) intervention like an eight-week summer jobs program can have a lasting effect on teenage behavior; and 2) It lends empirical support to a popular refrain by advocates: "Nothing stops a bullet like a job."[150]

98Department of Labor, Employment and Training Administration, "School District Grant: Reducing Youth Involvement in Gangs," http://www.doleta.gov/PRI/PDF/City_Schools_One_Pager_Baltimore. pdf.

[146] Department of Labor, Employment and Training Administration, "School District Grant: Reducing Youth Involvement in Gangs," http://www.doleta.gov/PRI/PDF/City_Schools_One_Pager_Baltimore. pdf.

[147] Heller, S. B. (2014). Summer jobs reduce violence among disadvantaged youth. Science, 346(6214), 1219-1223. doi:10.1126/science.1257809.

[148] Ibid.

[149] https://www.washingtonpost.com/news/wonk/wp/2014/12/08/one-cheap-way-to-curb-crime-give-teens-a-summer-job/?utm_term=.f5f3e02d2c7f

[150] https://www.washingtonpost.com/news/wonk/wp/2014/12/08/one-cheap-way-to-curb-crime-give-teens-a-summer-job/?utm_term=.f5f3e02d2c7f

Potential Benefits of SYEP Mentoring[7]

-Research of the *One Summer Plus* program in **Chicago** showed a decrease in violent crime and among participants in the program. This reduction continued to drop months after the summer job concluded. Significantly, in the 8-week program, *all participants were assigned a job mentor*. This program maintained a 10 to 1 student/staff ratio.

-The study reveals that well targeted, low-cost employment policies can make a substantial difference even for a problem as complex as youth violence.[151]

General Services to Youth in Many Cities:
- Reintegration planning at the beginning of placement, clear communication of reintegration plans with the Court, support in connecting services from multiple systems, such as education, workforce development, and behavior health[152]
- Tutoring to in-school youth in math and reading and GED preparation. The YO! Baltimore Centers offer workforce development and support services such as clinicians on staff that works to increase mental health assessment and subsequent referrals, an internet-based curriculum integrated with an online assessment and prescriptive system as well as a full battery of screenings to find the right career area and support for youth who participate in the program.[153]
- Connect incarcerated and probation youth with resources to reduce participants' return to juvenile detention camps by referring youth to probationary conditions, tracking youth's educational plan (strive for high school diploma), referring to a vocational/post-secondary education training/program and linking youth to community activities.[154]

Expand and tailor services to the needs of youth with barriers to employment:
- Increase public-private investments and adopt policies and practices that target services to more youth of color, opportunity youth, and other youth who face obstacles to entering the labor force.
- Set benchmarks and service goals for opportunity youth and youth of color.[155]

C. CONSIDERATIONS FOR EMPLOYING DISABLED YOUTH[156]

Strategic Learning for the Workplace – Through strategic learning, youth with disabilities "learn how to learn." Youth are ultimately able to better understand new material and then apply those skills to new situations in a manner which best utilizes their strengths. These techniques go beyond remediation and, instead, instill youth with the critical thinking skills necessary for the demands of today's workplace.[157]
- A *Focus on Self-Determination and Leadership Skills* – These strategies address aspects of identity (sense of belonging, self-awareness, the perception of responsibility and autonomy) as well as areas of ability (health, employability, civic and social involvement). Strategies also help youth to become self-determined individuals in

[151] Heller, S. B. (2014). Summer jobs reduce violence among disadvantaged youth. Science, 346(6214), 1219-1223. doi:10.1126/science.1257809.
[152] Ibid
[153] Ibid
[154] Ibid
[155] Ibid
[156] Professional Development: Knowledge, Skills, & Abilities. (n.d.). Retrieved October 29, 2016, from http://www.ncwd-youth.info/ksa#chart
[157] *Helping Youth with Learning Disabilities Chart the Course: A Guide for Youth Service Professionals* (Issue brief). (2012, April). Retrieved October 21, 2016, from National Collaboration on Workforce and Disability website: http://www.ncwd-youth.info/sites/default/files/infobrief_issue32.pdf

charge of their own lives by building skills in self-awareness, goal-setting, and self-advocacy.[158]

- *Disclosure and Accommodation Strategies* – Disclosure refers to the process of discussing one's disability with others for the specific purpose of garnering understanding in school, work, and social settings. Accommodations are physical, environmental, or procedural changes made in a classroom, worksite, or assessment activity that help people with disabilities learn, work, or receive services.[159]
- *Assessment Domains and Testing*: Providing youth with assessments can lead to an understanding of their skills, abilities, and interests as they relate to employment. In the course of transition, it's beneficial for all youth to have access to a variety of vocational assessments such as interest inventories, aptitude testing, and functional capacities testing, as well as general work experiences that provide feedback on performance.[160]
- *Teaching Compensatory Techniques* that build upon a youth's strengths: One way to think of compensatory techniques is a set of tools the young person can use to self-accommodate his or her own disability. It would be beneficial to help youth become self-aware of their strengths and weaknesses, as well as which types of modifications and accommodations work best for them in a particular setting. [161]

Recommendations for an Intentional Program for Employment of Youth with Disabilities

1. Knowledge of the Field [162]
   a. Understanding of the values and history of the disability field
   b. Understanding of disability laws including 504, ADA, IDEA, and TWWIIA*
   c. Knowledge of key concepts and processes including IEP, IPE**, transition, due process procedures, parents' rights, informed choice, self-determination, universal access, and reasonable accommodations
   d. Understanding of privacy and confidentiality rights as they relate to disability disclosure

2. Communication with Youth[163]
   a. Knowledge of issues and trends affecting youth with disabilities (e.g. low expectations, attitudinal or environmental barriers, need for social integration)
   b. Understanding of disability awareness, sensitivity, and culture
   c. Understanding of how to communicate with youth with various physical, sensory, psychiatric, and cognitive disabilities

3. Assessment and Individualized Planning[164]
   a. Ability to ensure appropriate assessment of young people's' disabilities (in-house or through referrals, as necessary)
   b. Understanding how to use information from assessments and records and recognize implications for education and employment, including any potential need for accommodations and assistive technology

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[158] Ibid
[159] Ibid
[160] Ibid
[161] Ibid
[162] Professional Development: Knowledge, Skills, & Abilities. (n.d.). Retrieved October 29, 2016, from http://www.ncwd-youth.info/ksa#chart
[163] Professional Development: Knowledge, Skills, & Abilities. (n.d.). Retrieved October 29, 2016, from http://www.ncwd-youth.info/ksa#chart
[164] Ibid

      c. Ability to assess independent/ community living skills and needs, including accommodations and supports

      d. Understanding of benefits planning includes Social Security income and health benefits and their relation to working

4. Relationship to Family and Community [165]
      a. Involving families, guardians, and advocates, including connections to disabilities specific resources & groups
      b. Community resources, including disabilities specific resources and organizations

5. Workforce Preparation
      a. Ability to conduct job analysis, matching, customizing, and carving for youth with disabilities, including accommodations, supports, and modifications
      b. Knowledge of support required to place youth in jobs, including what employers need to know about reasonable accommodations, undue burden, assistive technology, funding streams, and tax incentives

6. Career Exploration
      a. Knowledge of workplace and labor market trends, including options for youth with disabilities such as supported employment, customized employment, or self-employment

7. Relationship with Employers and Between Employer and Employee[166]
      a. Ability to identify, recruit, and provide support to employers who hire youth with disabilities
      b. Ability to advocate for youth with disabilities with employers including negotiating job design, job customization, and job carving
      c. Ability to train employers and their staff in how to work with and support young people, including providing disability awareness training and information about universal access and design, reasonable accommodations, auxiliary aids and services for youth with disabilities

8. Connection to Resources [167]
      a. Knowledge of community intermediary organizations to assist with disability-specific supports and resources

9. Program Design and Delivery [168]
      a. Ability to access resources from special education, vocational rehabilitation, community rehabilitation programs, disability income support work incentives, and other disability-specific programs
      b. Knowledge of universal access and design, reasonable accommodation, auxiliary aids, and services

10. Administrative Skills [169]
      a. Ability to complete disability-specific referrals and service summaries, such as

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[165] Ibid
[166] Ibid
[167] Ibid
[168] Ibid
[169] Ibid

IEP, transition plan, IPE, and IWP***

A study focused on disabled students and aimed to examine school structural factors (i.e., free/reduced lunch percentage, proportion of minority student enrollment, and student–teacher ratio) that may contribute to employment outcomes for transitioning youth. The major types of disabilities for the student participants included learning disabilities (73.1%), emotional and behavioral disabilities (4.7%), sensory disabilities (2%), and others (20.2%). Around 41% of participants were female. The study found that employment outcomes (i.e., whether a participant secured a paid job and weekly job earnings) were primarily attributed to student individual factors rather than school structural factors, particularly prior paid work experience. The finding suggests the potential importance of effective transition interventions to improve employment outcomes for all youth with disabilities; summer employment is a possible transition intervention. Implications for rehabilitation professionals are discussed.[170]

Recommendation: A series of protocols should be developed for each population with an inclusive list of aligned enhancements so that the populations who have traditionally been marginalized might receive the requisite supports to accommodate need or strengthen their skill sets in the interest of improving outcomes across the city and region. Unfortunately, many of these youths remain un- or under-employed throughout their lives. Planning, added supports and enhancements promise to bolster workplace experiences for these youth so that they are connected to an array of aligned educational and other supports and their outcomes are strong.

Recommendation: Consider the development of a pilot program consisting of a subset of private, public, and nonprofit employers with special interest and skills in working with WIOA youth. Specific methodologies and strategies could be documented, categorized and made available to all programs in future years. A train-the-trainer model or loaned "WIOA expert" program could be developed to build capacity across the employer system to deepen the capacity of employers and enhance youth outcomes.

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[170] Dong, Shengli, Ellen Fabian, and Richard G. Luecking. "Impacts of School Structural Factors and Student Factors on Employment Outcomes for Youth With Disabilities in Transition A Secondary Data Analysis." *Rehabilitation Counseling Bulletin* 59.4 (2016): 224-234.

III. COMPARATIVE CITY REVIEW

METHODOLOGY AND OVERVIEW

The cities included in this review of summer youth employment programs were chosen based on the following characteristics: population, the size of the summer youth employment program, distinctive features of the program, geographical diversity, and stellar reputation.[171] For example, Hartford was selected because of its exemplary sector analysis, economic development model, school reconfiguration, and partnership innovation, however, we do not have all of the numerical data from Hartford at this time though the process and models developed are inspiring.(Appendix 3) New York City was chosen because it has the largest summer youth employment program in the nation, employing more than 1/2 of NYC youth 15 to 24, with a distinctive administrative structure, and partners with a broad range of diverse organizations allowing youth to explore a range of opportunities exemplifying the best in youth development in the nation (arts, science, music, dance, technology, etc.) (Appendix 6). In conducting this review we looked at a number of variables including the administrative and organizational structure of programs, partnerships, philosophies and approaches, links with other public sector partners (schools, human services, juvenile justice) and the progression of programs overtime in the interest of engaging youth from 14 years of age to 23 or 24.

In each city we gathered information and data about the summer youth employment program, collecting a range of written information on each city's summer youth program, drawing on diverse sources including websites of administering agencies, annual reports, press releases, budgets, policy briefs, publications, and evaluations. Second, staff conducted both in-person (when possible) and telephone interviews with officials involved in the summer youth employment program in each of the comparison cities. The interviews were used to clarify information drawn from the document review, to present a more timely overview as some online information is dated, and to fill in gaps. Third, the general relevant literature on youth development, adolescent neuroscience, youth employment, apprenticeship models, and employment trends was integrated to ensure that the document was based on the most recent and academically sound data and trends. The comparative analysis highlights a range of population trends across comparison cities: Boston, Chicago, Hartford, New York City, and Philadelphia. The insights from other municipalities serve to inform efforts in Detroit.

Program Size and Youth Engaged: Grow Detroit's Young Talent (GDYT) is notable for its broad scope serving a substantial number of youth. Boston and Detroit have similarly sized populations, Boston is a bit smaller and serves 2,000 more youth each summer in its SYEP. Hartford is a smaller city but illustrates some of the value of having a smaller metro area to work in. New York City operates the largest summer youth employment program in the nation, serving more than seven times as many youths (60,113) as GDYT served. Nevertheless, New York City's youth population is 10 times as large as Detroit's youth population and the program has been in operation since the 1980's.

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[171] Several elements of the format and methodology of this review are based on: Review of Summer Youth Employment Programs in Eight Major Cities and the District of Columbia; April 21, 2016; Audit Team: Jason Juffras, Audit Supervisor http://www.dcauditor.org/sites/default/files/DCA142016.pdf.

CITY	YOUTH POPULATION	SUMMER YOUTH EMPLOYED	AGE OF ELIGIBLE YOUTH[172]
Boston	15-19 years (49,829) 15-24 years (137,958)	10,436 (2016)	15 to 19 only (Older youth are referred to other options in the city)
Chicago	15-19 years (182,933) 15-24 years (405,960)	31,435(2016) 15 - 19 (65%) 19-24 (35%)	16 to 24
Detroit	15-19 years (65,632) 15-24 years (119,699)	8,157 (2016) 15 - 19 (79.5%) 19-24 (20.5%)	14 to 24
Hartford	15-19 years (11,593) 15-24 years (24,894)	4,921 (2015)	Not available
New York City	15-19 years (535,833) 15-24 years (1,178,418)	60,113 (2016) 15 - 19 (86%) 19-24 (14%)	14 to 24
Philadelphia	15-19 years (118,297) 15-22 (265,014)	Under 15 (1380) 15 -19 (5207) 19-22 (69) Not Specified 1230 7,886	10 to 22[173]

Number of Participants: In recent years, the trend has been for most large cities to expand the number of youth served in their summer employment programs. Detroit's GDYT program has also grown; it is a major initiative and high priority for Detroit policymakers and corporate leaders. Other cities have shown rapid growth in the last several years. For example, enrollment in New York's summer youth program grew 77 percent between 2012 and 2015 (from 30,628 youth to 54,263 youth). However, rapid growth requires the development of administrative capacity, data systems, staff development, and coordination in the interest of supporting an efficient and effective program. The long-term enrollment patterns in each city's summer youth employment program can can flunctaute considerably based on changing policy priorities and funding availability reflecting changing federal and state policies, local priorities, political changes, and economic conditions.

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[172] More than 75% of youth in SYEP programs in most cities are under the age of 19.
[173] The Philadelphia model is inclusive and younger youth are included in employment and other sponsored programs.

RAPID GROWTH IN SUMMER YOUTH EMPLOYMENT PROGRAMS IN SELECTED US CITIES

CITY	YOUTH IN SYEP	ENROLLMENT IN 2016
New York	47,126 in 2014	60,113 in 2016
Chicago	23,000 in 2014	31,435 in 2016
Detroit	5,594 in 2015	8,157 in 2016
Philadelphia	8,195 in 2014	7,886 in 2016
Boston	10,187 in 2014	10,436 in 2016
Hartford	5,025 in 2014	4,921 in 2015

Recommendation: Maintain the present size of GDYT (approximately 8,000 youth) in summer of 2017 and focus intentionally on administrative capacity building, strengthening partnerships, implementing a system-wide database, developing a comprehensive collaborative model, enhancing operations, and developing a seamless payroll process. Rapid growth without strengthening the system may result in negative perceptions among stakeholders - youth, parents, and sponsoring businesses. In future years, consideration of further enrollment expansion may be viable once systems and revenue streams are enhanced and solidified. The program may aspire to grow to 11,000 in the summer of 2019 pending the development of a comprehensive program structure and vision; refinement of data and payroll systems; and clarity around program operations.

Program Elements: Many of the key elements of GDYT are similar to those found in summer youth employment programs in the comparison cities. Programs usually last an average of six weeks; youth generally work 20 to 25 hours per week, and youth are paid the prevailing minimum wage in most cities. Specific program attributes, enhancements, and ancillary services are detailed throughout this report; mentoring, professional development and a range of supportive programs accounts for the range in per capital expenditures.

CITY	PROGRAM LENGTH	HOURS PER WEEK	HOURLY WAGES
Boston	6 TO 7 weeks	25	$9 to $11
Chicago	6 weeks	20-25	$8.25
Detroit	6 weeks	20	$7.50 to $8.15
New York City	6 weeks	20-25	$9 to $11
Philadelphia	6 weeks	20-25	$ 8.00 to $10.00
Hartford	6 weeks	20-25	$10.10

REVENUE STREAMS AND BUDGETS

Reflecting the broad scope of GDYT, Detroit's summer youth employment program budget was challenging to finalize. *It was difficult to compare Detroit's annual operating budget for GDYT to the budgets for summer youth employment programs in other cities because (1) some cities, did not itemize the budgets for their youth employment programs, (2) summer youth employment funding in some cities, was spread among as many as 12 agencies that provided some aspect of service or support for employed youth, with no citywide total for program funding, and (3) GDYT was spread across two agencies, City Connect and DESC, therefore the total costs of both agencies is not an accurate representation of true program costs as some functions are duplicated. Approximate totals for GDYT are included.* Nevertheless, the available data show that Detroit total spending is comparable with similarly-sized cities,

reflecting the stress that has been placed on many systems in Detroit. GDYT expenditures totaled approximately $10,732,051 in 2016 and the program anticipates a similar budget in 2017.[174] Total expenditures for 2016 of $10,732,051 include: City Connect GDYT expenditures of $2,326,500 and DESC GDYT expenditures of $8,405,571.

ROUGH ESTIMATES OF REVENUE STREAMS AND BUDGETS FOR SELECT CITIES

CITY	LOCAL	STATE	FEDERAL	PRIVATE	TOTAL
Boston[175]	~$4 million (city tax base)	~$2.9 million	~$1.5 million	~$1.3 million	~$10 million
Hartford	N/A	$5.6 million	N/A	$2.1 million (total private and public funds)	$7,721,661
New York City	$72.4 million (city tax base)	16 million	3 million	$2 million	$93.4 million
Detroit	0	$15,350[176]	$5,499,779[177]	$5,216,922[178]	$10,732,051
Chicago	50%	0	0	50%	$30 million[179]

[174] It is critical to note that GDYT is current spread across two separate agencies; DESC and City Connect. The City Connect budget is not reflected in this budget total. The contract for this report was with DESC and most of the data utilized is based on DESC data though City Connect was consulted numerous times in the data collection and document preparation phase and was extremely helpful. Moreover, the Downtown Detroit Partnership contributions to GDYT are not included in the budget numbers. They provided invaluable time in recruiting job sites, underwriting the costs of more than 1,000 youth, and invaluable mentorship and support.
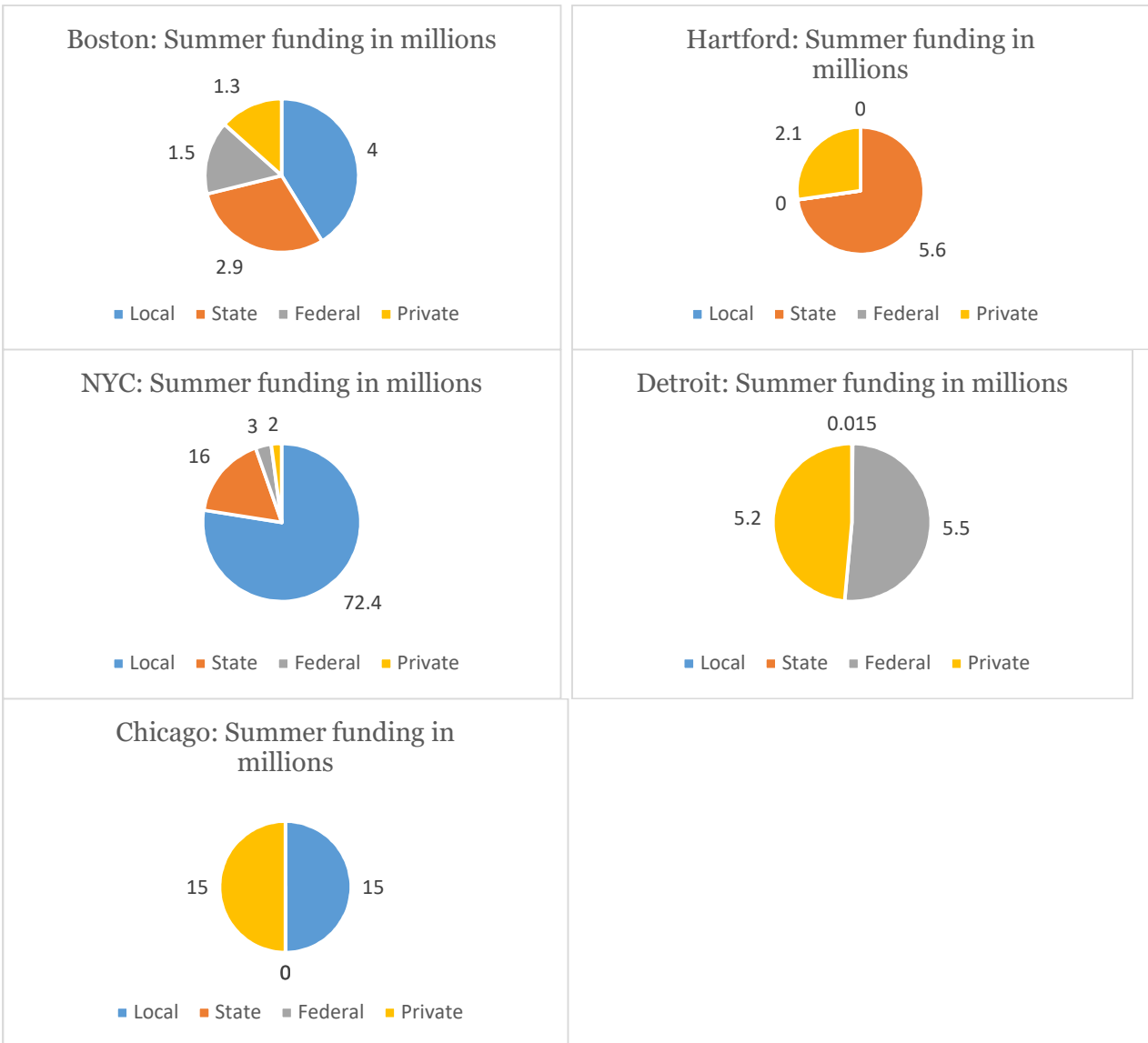
[175] The Boston program has 4 major partners with a variety of partners and the revenue streams are complex. City of Boston employs 3,066 youth; Non-profit partners 2265 youth, Private sector 4,758 youth, and public sector partners, 347 youth. Each has numerous revenue streams; the totals above are approximate.

[176] Michigan Dept National Resources

[177] WIOA (2.9 million), Community Development Block Grant, Summer Jobs and Beyond, DOL Demonstration Grant, Foster Care Money,

[178] From more than 280 private donors including: DTE; Kresge, City Connect; Detroit Pistons; Wilson Foundation, Detroit ZOO, Skillman Foundation, Community Found of Southeastern Michigan; and Jobs for America's graduates.

[179] The Department of Family and Support Services coordinates the program across partner agencies in Chicago and also administers some programming directly, about 8,000 of the 31,000 total program spots. In addition, the Chicago Park District, After School Matters, and the Chicago Public Schools (a few of the largest partners), all contribute but maintain their own budgets. Additionally, Chicago works to be seamless and the line between summer and year-round employment or other programming can blur somewhat.

Boston: Summer funding in millions

1.3 · 1.5 · 4 · 2.9

Local · State · Federal · Private

Hartford: Summer funding in millions

0 · 2.1 · 0 · 5.6

Local · State · Federal · Private

NYC: Summer funding in millions

3 · 2 · 16 · 72.4

Local · State · Federal · Private

Detroit: Summer funding in millions

0.015 · 5.2 · 5.5

Local · State · Federal · Private

Chicago: Summer funding in millions

15 · 15 · 0

Local · State · Federal · Private

Among the comparison cities, only Boston and New York City provided total expenditures for their summer youth employment programs (SYEP). As shown above, New York City[180] reported SYEP expenditures of $93.4 million in 2016, nine times as much as Detroit with a program that is year round and seven times as large. However, the NYC SYEP program is rich with supports and innovation. In terms of spending per youth participant, Detroit spent approximately $1,316

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[180] In New York City the city Department of Youth and Community Development (DYCD) in New York City selects the providers, administers the funding, and oversees the providers.

per youth; less than Philadelphia and less than New York City in 2016. Chicago, however, has the lowest cost per youth. In 2016, the DESC portion of GDYT was primarily funded by federal financing streams; private sector contributions, and foundation funds. Minimal state and local dollars were spent on GDYT. As shown above, long established public sector funding streams account for the majority of revenue streams in other cities. The bulk of New York City's non-local funding came from the state, New York City only drew on federal and private sources for 5 percent of its funding, compared to a much larger percentage for Detroit who depends on more than 5.2 million in private dollars to underwrite the cost of GDYT if the City Connect program is included. By comparison, New York City, draws on tax levy funds for more than 70% of its support. Hartford, Boston, and Philadelphia draw on a combination of substantial state and local tax resources to support their programs; a more descriptive overview of public revenue sources follows. These funding streams are part of the state and local tax formulas for all municipalities and have taken more than a decade to develop and systematize. However, each city receives several million dollars through statewide formulas that provide revenue streams for all municipalities statewide for youth employment. Some cities also include funds from other public program budgets such as education, human services, juvenile justice, child welfare and include these dollars as part of the budget of SYEP. Many cities use this methodology as a way of increasing local dollars. Interviews with stakeholders and the longevity of municipal and statewide support (10 to 30 years) reveal that the public sees the value in investing in the future of all youth and their success in attaining the skills necessary for gainful employment. **In any cost benefit analysis high costs must be evaluated against long term implications. The extreme monetary and social costs of incarceration, unemployment, health difficulties, justify significant expenditures on the front end and a public investment in the future of youth. Internationally, many cultures who invest in children and youth see much better outcomes in adulthood and significant cost savings overall.**

ROUGH ESTIMATES OF TOTAL EXPENDITURES BY SELECT CITIES ON SYEP

Note: The totals are all estimates. In many municipalities there is significant collaboration and school systems, afterschool systems, Departments of Parks and Recreation, Departments of Early Care and Education, and many others provide substantial revenue streams and underwrite a number of costs. It is recommended that additional research and time be devoted to this aspect to gain the level of specificity that may be of interest.

CITY	SUMMER YOUTH PROGRAM EXPENDITURES 2016	YOUTH POPULATION 2016	SUMMER YOUTH PROGRAM ENROLLMENT 2016	COST/YOUTH PARTICIPANT
Boston	10 million	15-24 years (137,958)		~$1,935
Detroit	$10,732,051 (2016)	15-24 years (119,699)	8,156	$1,315
Philadelphia	~$11 million	15-24 (265,014)	7,886	$1,800 to 2,084[181]
Hartford (2015 data)	7,721,661	15-24 years (36,847)	4,921	~$2,075
Chicago	30 million	15-24 years (405,960)	31,435	$954
New York City (2106)[182]	93.4 million	8	60,113	$1,547 [183]

In 2016, the DESC portion of GDYT was nearly equally divided by federal financing streams; and private sector contributions, and foundation funds. Minimal state and local dollars were spent on GDYT. Boston draws on substantial state revenue sources (such as the Commonwealth Corporation that provided more than $11 million to more than 31 cities and towns in Massachusetts in 2016 for youth employment endeavors, see Appendix 2) and local tax resources. There have been dedicated city and state funds as part of the budgetary process that have grown since 1993 for youth employment. SYEP programs in cities across the country rely on numerous revenue streams that have taken decades to build; several date back to the 1970's. Most cities are building upon infrastructure that was developed with substantial federal funds including but not limited to the Johnson-era War on Poverty, CEDA, JPTA, and WIA (Workforce Investment Act). Many cities built strong infrastructures that solidified program operations in the 80's or 90's using millions of federal dollars augmented by local and state tax revenues and levies.

Presently, many cities draw on several types of federal funding including federal workforce funds provided by the U.S. Department of Labor, which is the main source of federal support for youth employment programs (summer and year-round) nationwide. To help fund their summer employment programs, Detroit used Community Development Block Grant(CDBG) funds; New York City also used CDBG funds (and had used Department of Labor workforce funds in prior years), and many cities also used both Temporary Assistance to Needy Families funding and federal workforce development funding. The enactment of the federal Workforce Innovation and Opportunity Act or WIOA provides a reason for governments to use federal workforce dollars to help finance their summer youth employment programs. Among other changes, WIOA requires

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[181] Important to note an increase of about $150.00 per youth as Pennsylvania law now requires that CORI data be collected on every worksite, employer, provider, and all youth participants as a result of the recent events at Penn State.
[182] Top priority for Mayor DiBlasio
[183] This cost doesn't cover fixed DYCD admin like agency staff salaries

grantees to use at least 20 percent of their youth employment funding on work experience – a target that might be difficult to meet unless some of the money is used for summer employment. During the school year, youth have less time to gain work experience. The research identified other major sources of non-local funding for summer youth employment programs in other cities not explicitly in the comparison cities group. Examples of these non-local funding sources include:

- Hartford receives $1.5 million annually from WIOA funds as part of the statewide plan with the Connecticut Board of Labor. The statewide plan was developed years ago to be certain that all regions receive ongoing revenue. Additional public funds flow from the Department of Child Welfare. Hartford CT receives $250,000 to $350,000 per year from the Hartford Community Foundation, $75,000 from Traveler's Insurance, and support from People's Bank and Bank of America.
- *OneBaltimore,* a public-private partnership formed to rebuild communities following the April 2015 death of Freddie Gray in police custody, raised funds to help expand Baltimore's summer youth employment program to serve all 8,000 applicants in the summer of 2015 (up from 5,285 youth the previous year). This effort also received support from The Bank of America Charitable Foundation, Prince and the New Power Generation, The Annie E. Casey Foundation, the Harry and Jeanette Weinberg Foundation, the Abell Foundation, and the Archdiocese of Baltimore.
- Boston's summer youth employment program receives major in-kind support from the Boston Private Industry Council (PIC), which placed 3,310 youth in private-sector summer jobs in 2015 without receiving additional funding from the city (Boston's PIC receives funding from the city school system to place youth counselors in every Boston high school, but those counselors provide a range of services that are related to but not exclusive to the summer jobs program).
- Chicago received a $10 million grant over two years from Inner City Youth Empowerment, LLC, formed by Earvin "Magic" Johnson and Mark and Kimbra Walter, to expand the violence prevention component ("One Summer Chicago Plus") of the city's summer youth employment program. The grant was projected to fund 5,000 employment opportunities for Chicago youth during the two years, and to triple the size of One Summer Chicago Plus.
- In comparison, Detroit's summer youth employment program, *Grow Detroit's Young Talent*, raised more than $2.3 million (City Connect) in external funding for its 2016 program. Major sources included (in alphabetical order): Bank of America, Detroit Wayne Mental Health Authority, DTE Energy Foundation, JP Morgan Chase Foundation, Mrs. Marjorie S. Fisher Fund, the Skillman Foundation, and the W.K. Kellogg Foundation.

A key factor that is helpful in the generation of more private donations to support their summer youth employment programs is the presence of 501(c)(3) non-profit organization to accept the contributions. The Detroit Employment Solutions Corporation was established as a 501(c)(3)), City Connect Detroit is a well-respected 501(c)(3) and Los Angeles formed a 501(c)(3) subsidiary of the city's Workforce Development Board. Officials interviewed for this report expressed the view that forming a 501(c)(3) stimulates private donations because contributions to a 501(c)(3) are tax-exempt and are not directly managed by the government. Chicago has also used the McCormick Foundation as an intermediary for significant corporate contributions.

Recommendation: Presently Detroit leans very heavily on federal and private dollars; a process that is not likely to be sustainable over time. This in some ways helps explain the lack of sufficient overhead funding to build systemic enhancements as private dollars usually have much lower overhead allowances if not disallowances. Additionally, it is impossible to develop a

multi-year contract process without dedicated revenue streams. If possible, private funders might provide greater overhead funding or work in a collaborative manner to develop long-term public sources of revenue. Moreover, other cities are leveraging a much greater diversity of local and state dollars than Detroit. Detroit is urged to explore a wider set of local and state financing options. It is notable that the strongest SYEP have long term local and state sources of revenue.

Enrollment and Revenue Streams: A key consideration among summer youth employment programs in the comparison cities is whether they restrict summer youth employment programs to low-income and disadvantaged youth or allow all youth to participate. Detroit limits participation in its summer youth employment program based on income or other indicators of disadvantage, such as having a disability or being involved in the criminal justice system. Some cities limit eligibility to youths meeting federal Workforce and Innovation Act (WIOA) standards for low-income and other forms of disadvantage. Other comparison cities (Chicago, and New York City) mirror this policy in allowing all youth meeting age requirements regardless of income status, to participate. Boston follows a hybrid policy in which all youth meeting age requirements are eligible, except in one program component that serves low-income youth; this decision is in concert with having a corporate employment specialist as a full-time staff member in every public school in the city; equity is prioritized.

CITY	ELIGIBILITY RESTRICTIONS BASED ON INCOME OR OTHER INDICATORS OF NEED
Boston	No income restrictions but following: Full-time resident of Boston; legally permitted to work in the US; Must turn 15 by the start of the program and Cannot turn 19 before the end of the program.
Chicago	NONE
Detroit	WIOA RULES but flexibility with City Connect Detroit's private funds
New York City	NONE: Residency in NYC and age 14 to 24 only requirement
Philadelphia	All Philadelphia youth 14 to 21 with program restrictions; TANF households have priority.
Hartford	Not available

As noted above, Detroit draws nearly 1/3 of its support for GDYT from WIOA funds making it critical that WIOA standards be incorporated as part of the program.

WIOA STANDARDS: Out-of-school youth between the ages of 16 and 24, as well as in-school youths between the ages of 14 and 21, are eligible for employment and training services provided through WIOA grant funds. In addition, WIOA sets the following eligibility criteria that restrict federal funding to youth who are low-income or subject to other disadvantages:

- Out-of-school youth are eligible if they are not attending school and are either high school dropouts or recipients of a high school diploma, or its equivalent, but are still deficient in basic skills or an English language learner. In addition, out-of-school youth qualify for federal funding if they fall into any of the following categories:
  - o subject to the juvenile or adult justice systems,
  - o homeless or runaway youth,
  - o in foster care or have aged out of foster care,
  - o have a disability, or
  - o live in a low-income household.[184]

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[184] See section 129(a)(1)(B) of Public Law 113-128, the "Workforce Innovation and Opportunity Act." (29 U.S.C. § 3164(a)(1)(B))

- In-school youth must be attending school and living in a low-income household, and also must fall into any of the following categories:
  - deficient in basic skills,
  - English language learner,
  - an offender,
  - homeless or runaway,
  - in foster care or have aged out of foster care,
  - pregnant or parenting,
  - have a disability, or
  - need additional assistance to complete an educational program or to secure or maintain employment.[185]

To qualify as a low-income individual for youth services provided through WIOA funding, a youth must show that he or she receives public assistance from programs such as Temporary Assistance to Needy Families or the Supplemental Nutrition Assistance Program, or that he or she lives in a high-poverty area.[186] Determining eligibility allows usage of WIOA, Community Development Block Grant funding and other sources of revenue. It does increase the administrative burden, creates delays in receipt of public sector funds, some of which can only be accessed upon the completion of the summer program when reimbursement may be made (often months later) for youth participants. This creates a tremendous cash flow challenge.

Recommendation:
Detroit could establish a preference for low- income youth as well as youth who meet other criteria for disadvantage set forth in WIOA (those who are involved with the criminal justice system, are homeless or runaway, are in the foster care system or exited from it, have a disability, are pregnant or parenting, or are English language learners) and permit a bit more flexibility for inclusion. The employment experience is an important developmental event and many youths may be borderline but not eligible. In addition, it is important to fill the vacancies in the program and youth who meet some of the job criteria may not at times meet eligibility criteria. It is essential to keep in mind that some youth who have been traditionally marginalized may face additional barriers and need requisite supports.

Despite the general similarities among summer youth employment programs in large cities, several cities have implemented innovative program components targeted at youth who may have been traditionally marginalized. Because of their broad scope, summer youth employment programs such as GDYT serve many young people who are struggling in school or have dropped out, live in distressed neighborhoods with high levels of crime and lack family or community support. Summer youth programs, therefore, have the potential to help youth facing these risks by tailoring services to them and referring them to other forms of assistance, such as school-year employment or educational opportunities. SYEP is a strategy to address education and crime risk factors, which might also open the door for new sources of funding from education and criminal justice systems. For example, Boston, has embarked on a Pay for Success endeavor to access additional revenue. Several of the cities included in this study had developed innovative program components or policies to target youth at risk which might be usefully adapted by GDYT.

It is understood that the focus of GDYT and DESC is employment. However, the national research literature is clear that the strongest outcomes in youth development, educational attainment, and long-term well-being come from a comprehensive SYEP with strong partners

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[185] See section 129(a)(1)(C) of Public Law 113-128, the "Workforce Innovation and Opportunity Act." (29 U.S.C. § 3164(a)(1)(C))
[186] See section 129(a)(2) of Public Law 113-128, the "Workforce Innovation and Opportunity Act." (29 U.S.C. § 3164(a)(2))

and related supports. Youth without adequate social support and guidance are in need of a caring adult to provide requisite supports.

Recommendation: GDYT could work to assign youth to worksites where work placements provide the supports needed. Several non-profit worksites as well at the Police Cadet program are commendable because of the depth of understanding of youth development and requisite supports for homeless youth, foster youth, pregnant or parenting youth, or adjudicated youth. It is strongly recommended that program enhancements be made to recognize the diverse needs of Detroit's youth and to provide appropriate supports and guidance so they may be successful.

Staffing Patterns

Most cities across the US have youth employment offices that 1) are staffed full-time and full year to provide an array of connected and coordinated systemic functions related to improving youth outcomes; 2) are engaged with yearlong planning, programming, and coordination of programs and services that are focused on improving the outcomes of youth; 3) are intricately connected with public schools, public health, mental health, child welfare, juvenile justice, and disability offices; and 4) are primarily focused on youth development and improving youth outcomes and secondarily focused on employment matters. The majority of the staff understand the developmental trajectory of youth, the centrality of education, and the fact that youth employment programs, both summer and yearlong are merely a part of a constellation of important supportive services that improve youth outcomes along the developmental trajectory.

GENERAL STAFFING IN SELECT CITY-RUN SUMMER YOUTH EMPLOYMENT PROGRAMS[187]

CITY	FULL-TIME STAFF
Boston	Approximately 30 FTE spread across 3 organizations: City = 9.5 +PIC+ABCD [188]
New York	60 FTE + 48 PT summer
Hartford	40 FTE
Philadelphia[189]	50 FTE + 50 PT summer
Detroit[190]	DESC: 8 FTE FOR SUMMER: 1 Senior Program Director, 4 Program Associates, 1 Office Manager, 2 Summer Interns; PT support from finance, HR, and payroll City Connect: 8 FTE FOR SUMMER:1 Senior Program Director, 4 Program Associates: 2 College Interns 1 Administrative Associate; PT support from finance, HR, and payroll. Detroit Downtown Partnership 1 FTE FOR SUMMER: 1 Chief Recruitment Officer

Typical Staffing Patterns: It is challenging to present detailed information on staffing across all SYEPs; we have much more detail on Detroit than other cities. However, it is notable that all comparative cities in this review have at least five full-time dedicated staff including 1) full-time youth employment coordinator, 2) full-time administrative staff member, 3) full-time contracts manager, 4) full-time employer engagement manager and 5) a full-time coordinator with public schools and various city offices/departments that are related. There is a critical need for full-time year-long staffing to ensure continuity, and ongoing attention as various aspects are in need of attention. Planning for each summer should optimally begin at least 18 months in advance. Though the name does not imply it; the program requires a year-long focus. Presently in Detroit, responsibilities are spread across 3 different organizations and job descriptions were not closely analyzed for this review.

Recommendation: Consider the feasibility of a GDYT staffing of at least 6 full-time year-round staff members. There are numerous shared staffing procedures that could accommodate the partnerships that have naturally developed. Full-time staff would enable year-round programming, planning, development of protocols, data analysis, preparation, synergy, and

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[187] Please note that extensive information was available for Detroit staffing; there was not comparable information for the comparison cities. A closer looking at staffing could be the focus of a future report.

[188] under review

[189] Philadelphia Youth Network, a nonprofit manages all aspects of the summer youth employment program in Philadelphia. They are the largest youth serving non-profit in the city. There is not a dedicated summer youth employment team; SYEP is part of several job descriptions at the organization.

[190] There were numerous staff roles and partners throughout Detroit who spent significant time on GDYT; many were full-time during the summer of 2016. Additional staff roles include part-time engagement of: Accountant, Accounting Manager, Administrative Assistant, 2 Business Systems Analysts, Director of Finance, Director of Program Innovation and Service Implementation, Employer Engagement Specialist, DEO, Program Evaluator, Program Monitor, Contract Monitor, Project Manager, and System Support Specialist.

alignment with various systems, partnerships, and related endeavors.

Recommendation: Full-time staff would enhance the feasibility of being more intentionally linked with year-round youth employment efforts and strengthen the linkages with various aligned systems and other related workforce endeavors.

ORGANIZATIONAL INFRASTRUCTURE AND MODELS: A NATIONAL COMPARATIVE CITY STUDY

Summer Youth Programs Organizational Infrastructure: Systemic Model: Hartford
Many of the strongest programs in the country were built over decades and trace their histories back to number federal funding streams and initiatives including the War on Poverty, the Johnson Administration, CEDA, JPTA, and the Workforce Investment Act and numerous youth programs established in the 1980's. For example, in these legacy systems, Hartford received a federal Youth Opportunity Grant of $25 million, $5 million a year five-year grant in 2000. This funding was utilized thoughtfully and strategically to build the organizational capacity of Capital Workforce Partners, the city's workforce system, to review national, state, local, and school by school data, to develop a streamlined process with the public schools, to evaluate youth outcomes and do a thoughtful sector analysis. The support allowed for the development of a comprehensive collaborative regional model that includes the public schools, Capital Workforce, City of Hartford, business leaders, independent associations, Chamber of Commerce, funders, and academicians working together to develop comprehensive systems for youth. Central to the developmental process was the mayor, superintendent of schools and a couple of CEOs looking to develop a progressive structure on how to include summer as part of high school success and lead to a senior high school capstone project developed by all high-school youth. At the time of the initial support, there were 4 large comprehensive high schools. Now there are approximately 15 academies with specific focuses such as the arts, science, culinary arts, health, with approximately 200 students per academy aligned with an employment sector. Moreover, the smaller schools are consistent with the educational research that highlights the importance of school culture, school size, engagement, and academic success. Moreover, the academy structure allows youth to focus more intentionally on areas of interest. Each academy works with a set of summer job placements on a charted progressive process. Several youths return to the same job placement for consecutive summers in roles of increasing responsibility allowing for continuity, deepening of workplace relationships, and greater familiarity with workplace culture. Each Hartford Academy school has an appointed liaison who is responsible for developing internship opportunities. The internship specialists work with employers in crafting appropriate opportunities and in matching youth. The program is anecdotally credited with increased high school graduation rates, increased post-secondary school enrollment, and creates a valuable pipeline for the Central Connecticut business community. (See Appendix 3)

Program Enhancements: **Chicago** has implemented the One Summer Chicago Plus program, which connects youth who are identified to be at risk for involvement in violence with a 20-hour per week summer job, a mentor, and training in civic leadership, decision making, and job readiness. This program component targets 16- to 19-year-olds who are enrolled in public high schools located in high-crime areas and have missed six to eight weeks of school or have been involved in the juvenile justice system. Thanks to a two-year, $10 million grant from Inner City Youth Empowerment, LLC, formed by Earvin "Magic" Johnson and Mark and

Kimbra Walter, Chicago served 1,880 youth in One Summer Chicago Plus[191] in 2015 and plans to expand the program to 3,000 youth in 2016. In 2016, 697 youth participating in One Summer Chicago Plus were assigned to a "WPA-style infrastructure maintenance program" in which they painted more than 300 viaducts and infrastructure locations, including boarded-up houses. Another model of SYEP as a risk reduction model is bolstered by randomized, controlled study by the University of Chicago's Crime Lab and the University of Pennsylvania found that youth who participated in One Summer Chicago Plus experienced a 43 percent reduction in violent crime arrests over a 16-month period. The study also found "anecdotal evidence" that arrests fell by a larger percentage among youths at a higher risk of violence.[192]

Additionally, a national innovation model is being developed by former Secretary of Education Arnie Duncan and the Emerson Collective to focus exclusively on adjudicated youth. The Emerson Collaborative is dedicated to removing barriers to opportunity so people can live to their full potential. The work is centered on education, immigration reform, the environment and other social justice initiatives. A wide range of tools and strategies are used to partner with entrepreneurs and experts, parents and policymakers, advocates and administrators—to spur change and promote equality.[193] The year-round model in formation includes partnering with community-based organizations that are already tackling the problem, investing in entrepreneurs who can bring innovation and job growth to neglected neighborhoods, and collaborating with local leadership to expand the best solutions. They are actively engaging employers who are willing to "ban the box"; ignore incarceration and/ or arrest records and provide full-time work opportunities for young people. The broader goal is to explore factors in schools, homes, and communities that contribute to crime, joblessness, and social breakdown.[194] (See Appendix 4 for further details)

New York City also reserves summer youth employment positions for at- risk youth, although it does not restrict eligibility to low-income or disadvantaged youth. New York City selects most summer youth employment participants by a lottery, but reserves a small number of slots for runaway and homeless youth, foster care youth, and youth involved in the juvenile justice system (whom the city refers to as "vulnerable youth") and for youth with disabilities. Vulnerable youth, who are referred to the summer youth employment program by city agencies such as the Administration for Children's Services and the Department of Probation, receive specialized mentoring, counseling, and educational support. In 2016, New York City reported serving more than 2,500 vulnerable youth and more than 3,000 youth with disabilities.[195] (See Appendix 6 for further details)

In **Boston**, the Private Industry Council (PIC), a group of private sector corporate leaders has developed a model program where a corporate employee, known as a "career specialist", is located in every Boston Public high school. These career specialists work with high school students year-round to prepare them for paid employment. PIC staff identify students' interests, develop job descriptions with employers, and facilitate the interview and matching process. PIC staff support students and their supervisors on the job (see Appendix 1: Boston, for further detail).

Recommendation: Detroit policymakers should consider program and policy changes similar

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[191] A subset of the larger Chicago SYEP.

[192] Sara Heller, "Summer Jobs Reduce Violence Among Disadvantaged Youth," Science, Vol. 346, Issue 6214, December 5, 2014, p. 1220.

[193] http://www.emersoncollective.com/about

[194] http://www.chicagotribune.com/business/ct-arne-duncan-youth-jobs-initiative-0318-biz-20160317-story.html

[195] New York City Department of Youth and Community Services, "Summer Youth Employment Program: Annual Summary, 2015," pp. 5, 12.

to those adopted in Hartford, Chicago, Boston, and New York that provides specialized services or reserve slots for youth at risk of involvement in violence, youth in foster care, runaway, and homeless youth, pregnant and parenting youth and youth with disabilities. National research has indicated that these youth are at greatest risk for adverse outcomes and consistent with WIOA guidelines. Preventive measures may bolster them to overcome challenges. It is well understood that a balance of both intellectual capacity and social skills is most predictive of strong outcomes. Moreover, the comprehensive systemic reforms including schools and system reforms are the most powerful and long lasting.

Recommendation: Develop linkages with year round supports and deeper engagement of the school system. *It is impossible for a six-week employment program to provide the long-term basic skills requisite for post-secondary school, training, or employment in 2016/7.*

Private Sector: Several large cities have summer youth employment program components that are competitive and are designed to place older youth in private-sector internships that could lead to full-time employment. GDYT has a similar program through its Career Pathways initiative and the work of the Downtown Detroit Partnership. Although these programs are selective, smaller and involve a competitive application process, they may offer a valuable option for youth seeking a permanent foothold in the labor market.

A similar model, the "Ladders for Leaders" program in New York City offers high school and college students summer internships in the private and public sectors that may lead to permanent employment. Ladders for Leaders is a competitive program in which youth interview with employers and receive pre-employment training before reporting to a work site. A report on New York City's summer youth employment program (of which "Ladders for Leaders" is a part) states that 35 percent of Ladders for Leaders participants received an offer of employment at the end of the program and that 94 percent of participants rated the experience as positive. Described as a "program that offers outstanding high school and college students the opportunity to participate in paid professional summer internships with leading corporations, non-profit organizations and government agencies in New York City," Ladders for Leaders served 1,035 youth at 191 worksites (including 203 technology-sector internships) in 2015.[196] Many of the most elite organizations in the country are part of this program including: the Metropolitan Opera, Alvin Ailey Dance, Dance Theater of Harlem, The Metropolitan Museum of Art, The Guggenheim, Parsons School of Design, and many other venues of similar prestige. (See Appendix 6)

In the summer of 2016 Detroit Downtown Partnership in cooperation with DESC administered a private-sector placement effort, similar in many respects to the model described above, for as many as 1,250 summer youth participants each year. Youth aged 16 or older were screened and placed in a week of work readiness training before being assigned to a summer employer. Establishing a private-sector component of GDYT has broadened the range of work experiences available to participants. Officials in other cities who were interviewed for this report emphasized that private-sector employers will be reluctant to grant opportunities to youth without the screening and training that a private- sector strategy can provide. Establishing a private-sector component of GDYT has broadened the range of work experiences available to participants thereby improving their future employment prospects. Stronger private-sector involvement in several other cities has helped place some summer youth participants in unsubsidized positions. Developing unsubsidized positions not only saves money for the city

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[196] New York City Department of Youth and Community Services, "Summer Youth Employment Program: Annual Summary, 2015," p. 20.

governments but may also reflect more serious commitments by employers that could lead to permanent employment for youth.

Recommendation: Detroit may want to explore the option of introducing a modified version of unsubsidized summer placements to GDYT and to increase gradually the number and percentage of positions that are completely unsubsidized. Presently many of the Downtown Detroit Partnership positions are partly subsidized. However, it is critical that partnerships with education be strengthened to ensure that student participants are both work-ready and academically prepared for these opportunities. In addition, as stated above, including online job descriptions and a detailed application process for all youth helps to ensure that the criteria of employers are met, youth have a clearer idea of available jobs and pathways, and accountability is enhanced.

Recommendation: Develop a more intentional process to align with efforts of the Workforce Investment Board, corporate leaders, and the for-profit sector to establish priorities, agreements, and protocols that are aligned with the corporate sector. Alignment of GDYT with the larger interests of the Workforce Investment Board predicts smoother transitions, enhanced programs, and stronger capacity of workforce efforts across the city.

PERFORMANCE MEASURES

The main performance measures used for summer youth employment programs in large cities are (1) the number of youth who participate and (2) reported satisfaction among youth and employer participants.

The U.S. Department of Labor has established three common performance measures for youth employment and training programs – (1) attainment of a degree or certificate, (2) literacy and numeracy gains on basic skills tests, and (3) placement in employment or education. However, these measures are not as useful for many summer youth employment programs because of the short program time frame. Summer youth program officials who were interviewed for this report stated that it is hard to isolate the impact of their six-week programs, which are short-term interventions. It is very difficult to gain any type of certification or credential in six weeks unless the SYEP is part of a yearlong educational continuum. In addition, traditional youth employment performance indicators do not measure important aspects of summer youth employment programs, such as teaching youth how to conduct themselves in the workplace, cooperation with others, increased social skills, and other more qualitative measures. When approving supplemental funding for summer youth employment programs as part of the American Recovery and Reinvestment Act of 2009, Congress mandated that work readiness indicators would be the only measure of performance that states would have to report for their programs. It is important to note that any gains from SYEP from the 6-week exposure are likely to be lost if there is nothing during the school year to sustain and expand impact as integrated with career/college prep and planning.

Measuring the impact of summer youth employment programs is challenging; the comparison cities focused largely on enrollment levels. In addition, many programs surveyed youth and employers about their experiences in the summer program, but cities varied as to whether they (1) surveyed youth both before and after the summer program to try to gauge program impact, and (2) whether they included survey results in formal reports to the Mayor, Council, and general public.

CITY	YOUTH ENROLLMENT LEVELS	PROGRAM SURVEY DATA
Boston	Yes Report in agency annual operating budget	Yes Pre-and Post Program Surveys Conducted for Youth and Employers not formally reported; Ongoing for Pay for Performance;
Chicago	Yes Not Formally Reported	Yes Not Formally Reported
Detroit	Yes Not Formally Reported	Yes Exit Surveys Conducted for Youth and Employers; Employer and Partner surveys. However, Detroit has no formal overall evaluation plan
New York City	Yes Reported in Program's Annual Report and Mayor's Management Report	Yes Post-Program Surveys of Youth and Employers Are Conducted, But Not Formally Reported
Philadelphia	Yes	Yes

Youth and employer survey data generally show very positive results. For example:

- In Boston, 97 percent of summer youth participants surveyed in 2015 stated that they would recommend the program to a friend and that they felt better prepared to enter a new job, respectively. In addition, 80 percent of Boston youth stated that they considered an adult they had worked with to be a mentor and 93 percent said they had someone they could use as a job reference.
- In Chicago, 80 percent of youth participants in the 2015 "One Summer Chicago" program reported that they found a sense of purpose and meaning in their summer position, while 76 percent of employers stated that they would hire their youth employee if they had an open position.

The focus on enrollment levels leaves policymakers and the general public with meager information about the *quality* of summer youth employment programs and their impact. Youth and employer satisfaction rates provide valuable information but tell little about longer-term effects. To provide decision makers and the general public with a fuller picture of the quality of summer youth programs, agencies could track additional measures such as (1) program attrition, (2) longitudinal analysis that looks at school completion, attainment of a post-secondary credential, or other educational certificate, and (3) the number and percentage of unsubsidized or partly subsidized jobs. Moreover, there is a plethora of data and research about the significance of out-of-school time endeavors in solidifying positive outcomes, academic achievement, and future success. Alignment between youth employment and out-of-school time is a propitious angle for future evaluations of GDYT. If there are key outcomes that are emphasized by program leaders, such as financial capability, preparing for particular industries, offering needed supports, or avoidance of criminal activity, these things can be tracked as another way to document success.

Recommendation:
GDYT should expand the range of performance measures for GDYT by reporting annual data on program attrition, a longitudinal analysis that is correlated with education attainment, and the number of percentage of youth in unsubsidized or partly subsidized jobs. These measures would supplement the existing data on enrollment levels and youth and employer satisfaction. GDYT should expand its documentation and level of specificity. Document review proved to be

challenging as accurate records of meetings and decision process was not easily available.

Recommendations:

- Foster a learning culture that values data collection, analysis, and sharing; that sees evaluation as a way to not only demonstrate impact but improve practice.
- Involve stakeholders, including youth, in developing and answering research questions.
- Seek technical assistance in developing evaluation strategies.
- Ask the right questions: Who is the audience for the data? What are we measuring and why? What is success?
- Look at impacts for particular youth populations. What approaches work best for whom?
- Assess outcomes for: youth, employers, supervisors, mentors/coaches, families, public sector, and communities.
- Examine the relationship between program inputs and outcomes: program length, design, staffing, interface with various supportive endeavors.
- Document long-term impacts for investors, policymakers, and practitioners by tracking selected youth outcomes longitudinally.
- Build and strengthen the infrastructure for sharing metrics and data. Encourage the dissemination of data-sharing agreements so programs don't have to reinvent the wheel.
- Advocate for the use of common systems and software throughout the city to make data sharing more feasible, cost-effective and productive.[197]

Several other cities have commissioned independent evaluations of their summer youth employment programs, including studies that have randomly assigned youth to program and control groups in order to isolate the impact of the program on youth well-being. By contrast, Detroit has not commissioned a formal independent evaluation of GDYT. The retrospective review contracting process occurred at the very end of the summer of 2016; the GDYT program was over. Needless to say, there was no time to be engaged in planning; program design, or clarification of the desired outcome of such an evaluation. Additionally, it was much too late to make substantive changes for the following summer.

Moreover, any long-term commitment of public resources will need robust data to support the attainment of outcomes and return on investment. A robust evaluation plan is critical if sustained public funding streams are desired for GDYT.

Detroit may find the model used in **Los Angeles** of interest. The 2014 evaluation of the "Hire L.A. Youth" program included not only a pre-program and post-program survey of participating youth, but also a follow-up survey seven months after the program ended to gauge longer-term impacts and a series of focus groups with youth to probe their experiences in depth. The research performed by the CSU-Northridge researchers also included a post-program survey of employers, and the final evaluation report offered findings of program performance as well as recommendations about how to improve the program.[198]

Because **New York City** assigns youth to its summer youth employment program by a lottery, creating groups of participants and non-participants who are otherwise similar in their

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[197] Enough is Known for Action: http://cyc.brandeis.edu/Employ-educatesupport-youth/EnoughisKnownforAction.html.
[198] Richard Moore, Cristina Rubino, Akanksha Bedi, Daniel Blake, and Julie Coveney, "Hire LA: Summer Youth Employment Program Evaluation Report, 2014."

characteristics, the city's program has been a fertile ground for research on program impacts. A 2014 study published by the National Bureau of Economic Research, by Alexander Gelber, Adam Isen, and Judd Kessler, found that participation in the city's summer youth employment program increased earnings and employment during the year of participation, but led to a modest decrease in earnings in subsequent years while having no effect on college enrollment. Most encouraging, though, were findings that participation in the program led to lower rates of incarceration and mortality. The researchers stated that:

> *SYEP causes a decrease in the probability of incarceration of 0.10 percentage points, driven by a decrease among males. While this effect is small in percentage point terms, it represents a substantial 10.36 percent reduction relative to the baseline incarceration rate of 0.95 percent. The SYEP-induced decrease in mortality, also driven by males, is 0.08 percentage points, again small in percentage point terms but a substantial 19.92 percent of the 0.38 percent baseline mortality rate. Evidence from analyzing cause of death suggests that SYEP may prevent death by external causes. SYEP appears to put youth on a path that leads away from dangerous outcomes.*

The document estimates suggest that by October 2014, around 86 lives were saved by the four years of the SYEP program from 2005 to 2008.[199] Two additional studies took advantage of the random assignment of youth to New York City's summer youth employment program to estimate its impacts on academic outcomes. A study published in 2014 by Jacob Leos-Urbel found that students selected to participate in SYEP had higher school attendance rates (by approximately 1 to 2 percent, or two-three days) than those not selected, with a positive impact on attendance of 3 percent (four to five school days) for students aged 16 or older.[200] Another study published in 2015 by Amy Ellen Schwartz, Jacob Leos-Urbel, and Matthew Wiswall found that youth who were selected to participate in SYEP were more likely to take and pass New York State's Regents exams, a series of tests in different subjects aligned with New York State's learning standards.[201]Additionally, preliminary results also show that student characteristics make a difference, there is a consistent positive and significant impact for females and for Hispanic students in taking and passing the New York State Regents exams. The study uses student-level data from the New York City Department of Youth and Community Development (the SYEP administrating agency) and New York City Department of Education. Students who attended public schools between 2006 and 2009 were matched to SYEP applicant files giving us approximately 130,000 observations. Each observation has a unique identifier which allows the ability to track students over their tenure in NYC public schools. For each year in the dataset there is data on school, grade, enrollment in special programs, race/ethnicity, gender, eligibility for free or reduced price lunch and high school exam results by subject. In addition, there is SYEP data on the organization to which they applied, whether the applicant was chosen by the lottery, whether or not they accepted the offer, the number of hours worked each week, and the worksite to which they were assigned.[202] The Manpower Demonstration Research Corporation is presently studying the effect of New York City's summer youth employment program on academic and labor market outcomes.

Recommendation:

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[199] Alexander Gelber, Adam Isen, and Judd Kessler, "The Effects of Youth Employment: Evidence from New York City Summer Youth Employment Program Lotteries," 2014, p. 5.

[200] Jacob Leos-Urbel, "What Is a Summer Job Worth? The Impact of Summer Youth Employment on Academic Outcomes," Journal of Policy Analysis and Management, Fall 2014 (Volume 33, Number 4), pp. 891-911.

[201] Amy Ellen Schwartz, Jacob Leos-Urwel, and Matthew Wiswall, "Making Summer Matter: The Impact of Youth Employment on Academic Performance," National Bureau of Economic Research Working Paper 21470, August 2015.

[202] Schwartz, A.E., J. Leos-Urbel, M. Wiswall (2015). Making Summer Mater:The impact of youth employment on academic performance. Working Paper 21470, http://www.nber.org/papers/w21470.MA: National Bureau of Economic Research.

By contrast, Detroit has not commissioned ongoing independent evaluations of GDYT. Much more detailed records of process elements should be maintained in the emerging GDYT database. An independent ongoing evaluation should be commissioned with a group of researchers and optimally span 3 to 4 years to gather requisite data to make informed decisions on program administration, structure, functioning, youth outcomes, and employer perceptions.

CONCLUSION

Summers matter: summer jobs can be a critical facilitator of positive youth development and preparation for adulthood, e.g., can improve educational outcomes, minimize learning loss, contribute to the family budget; connect with positive role models and put youth on a productive track while building work-based competency; and contributing to the local economy through real work for pay. Yet, unemployment is high even though some jobs are going unfilled. Employers cannot find enough workers with demonstrated job competencies, including basic skills, to meet job demands. Youth want to work in meaningful jobs and contribute to family budgets but many lack the support and opportunities to assess, reflect on, document, and articulate their skill attainment to employers. Well-designed work-based learning can help close the "opportunity gap" between youth preparation and employer demand and provide outcomes that both youth and employers understand and value. There are many models of prototypes in other cities that can be utilized as Detroit strengthens GDYT. A systems approach to youth employability development is necessary and requires all sectors to participate and align efforts. Leadership is essential.[203]

RECOMMENDATIONS: ACTION STEPS

There is developing momentum for a Detroit movement that will help the community address some of the "upstream" and operational challenges and sustain youth-centered efforts in employment, education, and support.[204] A short list of promising developments includes:

- Enlist key champions especially policy and elected officials who can move things along
- Focus on healthy, results-oriented partnerships, adaptive leadership, and learning cultures.
- Bring youth voice forward and strengthen youth leadership.
- Recognize that administrative infrastructure, operations, data, direct service, and employer relationships are critical for success: connect the dots among local, state, and federal programs; nonprofits; philanthropy; the private sector; youth and families; grassroots leadership and advocacy; and systems and policy.
- Expand the discussion of sustainable revenue streams and options to continue and develop this work.
- Bring in intermediaries and technical assistance advisors to build capacity and strengthen partnerships.
- Build and continually strengthen evaluation capacity: generate consistent and reliable data for program improvement, effective messaging, and keeping partnerships strong.
- Make a strong shared case for GDYT and get the message out effectively.
- Engage and routinely inform funders and investors.
- Keep talking!

As mentioned throughout the report, Detroit has several strengths to build upon. For example, the extensive partner network and willingness to "do whatever it takes". The catalytic leadership, support and guidance provided by philanthropic partners, the leadership of the corporate sector and the strong work of creative and dedicated nonprofit leaders. Moreover, the Mayor has come on board as a true champion for GDYT. DYEC and the University of Michigan School of Social

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[203] Enough is Known for Action: http://cyc.brandeis.edu/Employ-educatesupport-youth/EnoughisKnownforAction.html.
[204] Ibid

Work continue to provide stellar guidance, insight, and advice.

The strongest determinants of adolescent well-being are structural factors such as national wealth, income inequality, and access to education. Furthermore, safe and supportive families, safe and supportive schools and communities, together with positive and supportive peers, and a promise of a future trajectory to meaningful work are crucial to helping young people develop to their full potential and attain their best in the transition to adulthood. Improving adolescent well-being requires improving young people's daily lives with families and peers, in schools and communities, by addressing risk and protective factors in the social environment at a population level, and focusing on factors that are protective across various domains. The research shows that the most effective interventions are structural changes to improve access to education and employment for young people. Other crucial aspects are ensuring participation of young people in policy and service development, and building capacity in personnel and data systems in a wide range of endeavors related to adolescent development.[205] The most effective summer programs demonstrate a clear understanding of mission and values, and communicate those values broadly to all stakeholders. Though of value, summer youth employment as a stand-alone intervention does not show long lasting results; the promise lies in a continuum of summer youth employment experiences as a component of a comprehensive fabric of education, supportive programs, mentoring experiences and wrap-around services that have proven to be successful based on a range of international and national research.[206]

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[205] Viner, Russell M., et al. "Adolescence and the social determinants of health." *The Lancet* 379.9826 (2012): 1641-1652.
[206] M. Ross and R Katvis; Youth Summer Jobs Programs: Aligning ends and means, July 2016; Brookings, Washington D. C.

APPENDICIES: SPECIFIC MODELS AND POSSIBLE LESSONS FROM SELECTED CITIES, TABLES OF YOUTH EMPLOYMENT INFORMATION, ATTACHMENTS, AND STAKEHOLDER INTERVIEWS

APPENDIX 1: Boston, MA Overview[207]

Strengths:
- Convening Body and Systemic Structure
- Partnership with Education
- Workforce and Employer Engagement
- Partnership with Juvenile Justice

City Challenges:

Boston faces the challenge of addressing barriers to education and employment for a significant number of disconnected youth. Every year between 1,500 and 2,000 youth drop out of school and approximately 11,000 youth ages 16 to 24 also are not attending school and not working.

Organizational and Structural Components:
A Strong example of strategic planning, capacity and partnerships supporting a comprehensive workforce development system for youth to help prepare them for successful adulthood are exemplified in Boston. Strategic planning around youth service delivery occurs within the **Workforce Investment Act Youth Council,** which is supported by the *Boston Private Industry Council (PIC).* The City of Boston, in partnership with Northeastern University and the Boston Bar Association, has sponsored the Mayor's Youth Council since 1994. The MYC meets twice a month to participate in team building trainings, leadership seminars and public speaking workshops. Forty representatives are appointed each spring for a one-year term. During the summer, they research youth programs available in their neighborhoods and conduct a survey of their peers to identify important issues affecting Boston's youth. Throughout the school year, they meet with each other and local youth organizations to discuss the issues identified from their survey. The mayor meets with the Council to listen and respond to their issues and regularly invites the Police Commissioner, Human Services Chief and School Superintendent to be part of these meetings so they can address issues immediately. There are affiliate members and well over 100 youth are actively engaged throughout the year. There are several subcommittees and youth are actively engaged in developing solutions to concerns.

The MYC's Fall Youth Forum is an opportunity for young people to bring their ideas and solutions directly to the mayor and other city officials. At the forum, the MYC sits down with the city's top authorities on an issue and asks questions based on their research, meetings, and personal experiences. Each year, the MYC plans a youth summit to gather young people from all over the city in celebration of their accomplishments. [208]

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[207] Synopsis based on: Hastings, S., Tsoi-A-Fatt, R., & Harris, L. (2010, February). Building a Comprehensive Youth Employment Delivery System: Examples of Effective Practice (Issue brief). Retrieved October 21, 2016, from Policy solutions that work for low-income people website: http://www.clasp.org/resources-and-publications/files/Youth-Employment-Systems-1.pdf

[208] The culmination of the MYC year is a trip Washington D.C. The MYC has discussed environmental concerns with the EPA, substance abuse with the White House Office of National Drug Control Policy, teen employment with the Secretary of Labor, justice issues with the Attorney General, ideas about education with the Secretary of Education, voting rights with MA Senators and local funding with MA Congressmen.

The PIC is the intermediary organization connecting education, workforce development, and business. A subcommittee of the Council is the *Youth Transitions Task Force*. Youth Transitions Task Force, organized by the PIC, is made up of youth, state agencies, local alternative education and youth development providers, and state and school officials working to raise awareness of the dropout crisis and its impact on youth and the community. The Youth Transitions Task Force is focused on an overall goal of lowering the high school dropout rate and could be seen as *the research body for youth development and service delivery in Boston*. The WIA Youth Council advises the Youth Transitions Task Force through collaborative strategic planning and assessments on overall youth service delivery.

The *Mayor's Office of Jobs and Community Services (OJCS)* is the City's workforce development *agency responsible for administering a number of federal, state and local grant programs*. OJCS manages the grants, and *monitors and provides technical assistance for alternative education, career exploration, summer employment, and youth development providers funded by the federal WIA, the HUD-funded Community Development Block Grant, state Youthworks, and City funds*. OJCS also operates programs that provide direct service to young people, including Youth Options Unlimited, which serves young adults involved in the juvenile justice system, and Read Boston and Write Boston, and various programs designed to improve the literacy and numeracy skills of youth in the public school system. Approximately 400 youth are enrolled in education and workforce development contracts administered by OJCS. About 10,000 youth are connected with summer employment through a combination of city, state, federal, and private funds. OJCS' Youth Options Unlimited program serves approximately 350 young people involved in the juvenile and adult justice systems. Finally, an additional 49,000 youth are served through various programs year round by the Community Development Block Grant, Read Boston, and Write Boston. This provides continuity and assures access to the year-round support of basic skill development for Boston youth.

OJCS embeds case management into its education and workforce development contracts, including summer jobs. Whether the grant is for alternative education, career exploration, training or other workforce development activities, case management is a strong component of each contract.

Programs funded with federal workforce funds have designated case management staff who work with youth to develop individual case plans articulating personal, education, and career goals. These programs are required to provide ongoing follow-up service for at least 12 months after program completion. In Boston, a host of community providers are vendors for OJCS and provide comprehensive workforce and youth development services at their sites. The Boston Youth Service Network (BYSN) is the network of non-profit service providers who offer alternative education, career exploration, and summer job programs for youth at risk. OJCS funds these organizations and works with them on program development and policy development. Three one-stop career centers in the city staff one full-time person in each center devoted to working with young adults to provide information and support in accessing education and career development opportunities, including secondary and postsecondary options and skills training programs.

Major Accomplishments

Education
The aforementioned Youth Transitions Task Force has been working hard to raise awareness of

and develop solutions to the dropout crisis. The Task Force began an advocacy campaign, informing key decision makers and the public on the issue by releasing the publication *Too Big to Be Seen: The Invisible Dropout Crisis in Boston and America.* The Task Force also drafted and helped pass legislation that addresses dropout prevention and recovery. The creation of such an effective coalition required collaboration among key state agencies, such as Public Health, Public Safety, Labor and Workforce Development and Education, and local school officials and community organizations9. The Task Force, in partnership with the school system, created a dropout recovery program in which dropout outreach specialists get a list of all the youth in the city who have dropped out, find them and reconnect them to education or training opportunities.

Within Boston's leadership, the Mayor's commitment to education was made clear by his declaration of support to double the college graduation rate for Boston Public Schools and is devoting funding to support this new goal and has a plan for tuition-free entry to community colleges throughout the city. The Youth Council Chair was strategically appointed by the mayor to also sit on the school committee - fostering an important relationship that brings workforce development knowledge into educational decision making. Also, the new superintendent of Boston Public Schools has reorganized the cabinet and has three deputies, one focused solely on high schools. The high school deputy understands the importance of the alternative education system and offering more vocational programs and activities. The school system has a history of supporting alternative education options, but with the new leadership, it has renewed energy.

Workforce Preparation and Employer Engagement
There are several layers to employer engagement in Boston. Within Boston's School-to-Career (STC) strategy, the Boston Private Industry Council places a career specialist in every school to work with high school students year-round to prepare them for paid employment. PIC career specialists identify students' interests, develop job descriptions with employers, and facilitate the interview and matching process. PIC staff support students and their supervisors on the job10. The relationship with the career specialist is a key component to the summer youth employment program, Summer of Work and Learning, and makes a strong effort to match student's career interests with their summer job placement.

Also, every high school (as well as elementary and middle school) has at least one corporate or employer partner that sponsors the school and supports workforce preparation and career development by supporting job shadow days and career fairs, serving on advisory panels, organizing volunteers to tutor or mentor students. Employer engagement in education and workforce preparation for youth is now institutionalized in the city.

Youth Options Unlimited (YOU), Boston's comprehensive reentry program supported by the Mayor's Office, offers a Multi-Tier Transitional Employment Approach to gaining workforce skills and employment.

> *Level One (Pre-Placement)*: The first level job readiness training and professional development tracks are offered for youth during summer and for year round groups. This paid two-week pre- employment series focuses on communication (with peers and supervisor) decision-making, conflict resolution, teamwork, maintaining a positive attitude, and defining success. These topics are explored and examined through role plays and an interactive curriculum based on the issues youth struggle with when in the work environment and other areas of their lives. The completion of the Pre- Placement curriculum is critical to future retention within the YOU employment continuum.

Level Two (Bridge): This second level gives young people a chance to improve workplace behavior and their academic skills. The Bridge Program takes a small group of youth, partners with agencies/ organizations to help young people develop in a particular skill area, continues to develop youth professionally and adds an academic component. Reading and math skills development is infused into the model.

Level Three (Individual Placement-IP): The third level offers employment placement and career counseling support once young people have acquired the fundamentals. Individual youth are matched with a community partner in a position that allows for more independence than the Bridge team and the opportunity for increased hours (up to 25 per week). YOU, with the support of its partner agencies, offers GED classes and a high school diploma curriculum at the YOU Center. The GEDPlus program is housed at YOU, as the Community Transition School, a collaboration between the Boston Public Schools and the Department of Youth Services offering education services to young people re-entering the community from long-term treatment.

Level three also provides youth placement in entry-level employment with support from career development staff that help youth focus on increasing skill development, acquiring further credentials and placement in positions that allow for personal growth and expanding opportunities. Placements for older youth are in primary labor- market positions in the private sector or long-term occupational skills training programs. Career Specialists provide advice and support to individuals at this level, with a view to bringing youth to a point where they can compete independently in the labor marketed.

Juvenile Justice
The Mayor's Office of Jobs and Community Services and the City of Boston have made consistent decisions to develop and implement comprehensive service provision for the most disconnected youth, specifically targeting juvenile justice involved youth. The partners in Boston's justice initiatives include the Boston Private Industry Council, Mayor's Office of Jobs and Community Services, Youth Options Unlimited Boston, Boston Police Department, Boston Redevelopment Authority (housing), Department of Probation, Suffolk County House of Correction, Boston's Center for Youth and Families, Department of Youth Services, Boston Public Schools, and the Department of Children and Families.

YOU is an example of a city-wide program helping young court-involved and gang-affiliated young people turn toward a positive, self-sufficient future. It is a strong example of partnerships among workforce development, juvenile justice, law enforcement, and other youth-serving systems described above. YOU connects youth with intensive case management, educational opportunities, and support, and employment year-round. It has a three- part service system: (1) intervention in detention facilities and referrals from law enforcement partners; (2) stabilization, case management and support services provided by YOU staff; and (3) education and employment readiness and placement support to get youth on the path to skill development and self-sustainability. Since 2005, YOU has served exclusively court-involved youth and is sustaining its efforts with the support of the state Shannon Anti- Gang grant - a program that requires multi- disciplinary approaches to combating gang violence through law enforcement initiatives such as the targeting of enforcement resources to programs aimed at successful reintegration of released inmates and youth from juvenile detention, and programs that provide youth with supervised out-of-school activities, among others.

APPENDIX 2: Massachusetts statewide revenue stream

YouthWorks (formerly Summer Jobs for At-Risk Youth) is a summer and year-round jobs program for low-income and at-risk youth. Administered by the Commonwealth Corporation, YouthWorks provides job training and direct employment opportunities so that young people can explore new careers.

YouthWorks subsidizes jobs with public, private, and non-profit employers for youth ages 14-21 in cities with the highest number of youth in poverty. Participants work between 20 and 30 hours per week during the summer and/or year-round, depending on the program. Additionally, the youth must participate between 15 and 20 hours of job readiness training with a new state-mandated curriculum, Signaling Success. The curriculum focuses on key soft skills most sought by employers, particularly collaboration, dependability, and initiative.

Commonwealth Corporation, a quasi-public state agency within the Executive Office of Labor and Workforce Development, administers YouthWorks. Each year, Commonwealth Corporation sets an annual goal to serve teens and young adults who are court-involved, in foster care, or who are homeless. As part of a multi-faceted strategy for eliminating youth violence, YouthWorks serves teens and young adults living in targeted, high-risk cities across the Commonwealth. In 2014, YouthWorks provided 5,620 youth with employment across 31 cities in the state.

Funding is distributed through the state's 16 Workforce Investment Boards (comprised of business, government, education, labor, and community leaders) and legislation requires a $500,000 private sector match. Tracking funding changes for this program can be complicated as the Legislature often allows funding budgeted in one fiscal year to be spent in the next.[209]

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[209] http://commcorp.org/programs/youthworks/

Hartford's WIB – Capital Workforce Partners[210]

Hallmarks of the System:
- System-wide Career Pathway Development
  Exceptionally thoughtful and well organized regional sector-based model.

- Continuum of Career Pathway Steps
  Strong organizational infrastructure and governance structure (Board of Directors and Consortium of Chief Elected Officials are charged with steering the direction of the organization, in a policy making and fiduciary role. These entities include, and are engaged with, representatives of regional employers and other key stakeholder groups.
- Integrated Sector Strategies
- Supported Wrap-Around Services
- Most in Need Targeted
- Results Based Accountability Feedback facilitates access to evaluation findings

Priority Areas of Focus: Individuals

CWP focuses efforts on building a system that provides (adult and) youth job seekers with skills that will help them secure a job at wage levels leading to self-sufficiency while meeting employer needs for middle-skill workers. It focuses its resources and priority of services on the following populations:
- Low-literate/low income (including those receiving cash assistance)
- Ex-offenders
- Individuals with disabilities
- The system-building and service delivery enhancements begun under the Disability Program Navigator and Disability Employment Initiative focus on ensuring access to services, strengthening existing collaborations with vocational rehabilitation agencies, and connecting with youth transitioning from school to employment or postsecondary education.
- Out-of-school youth
- CWP has historically focused most or all of its youth resources and efforts on out-of-school youth, where the need is greatest and the resources are most limited. It plans on continuing to do so by dedicating 100 percent of its youth resources to this population.

Capital Workforce Partners (CWP) is an incorporated regional consortium that functions as the local workforce investment board for North Central Connecticut and coordinates comprehensive workforce development programming for youth provided through contracted private and public partners and service providers. CWP works to create a "workforce of the future" through the implementation of strategies and programming geared towards meeting the needs of youth, employers, and the local economy for over 3,000 young people served in a given year through summer youth employment, year-round employment programming, WIA youth, Job Corps, and

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[210] Synopsis based on: Hastings, S., Tsoi-A-Fatt, R., & Harris, L. (2010, February). Building a Comprehensive Youth Employment Delivery System: Examples of Effective Practice (Issue brief). Retrieved October 21, 2016, from Policy solutions that work for low-income people website: http://www.clasp.org/resources-and-publications/files/Youth-Employment-Systems-1.pdf

other programming.[211]

- CWP developed a comprehensive framework for competency attainment called the Career Competency System as the foundation for all youth programming and is a required model for all providers who are contracted through CWP. The Career Competency System is a tiered level design approach to education and workforce competency development. It was developed to help provide young people exposure to careers and career competencies, to design youth workforce development services that reflect the needs of regional growth industries, to document work readiness skills and collect data for outcomes analysis, and to be used as a model for quality and developmental service provision used by all providers.[212] The Youth Employment and Learning Program[213] is a year-round set of services in four progressive tiers targeted to youth ages 14-19:
  - o Tier I: Project-based learning and career exploration;
  - o Tier II: Supported work environments and career exploration;
  - o Tier III: Enhanced employability skills training and employment (ages 16+); and
  - o Tier IV: Career Connections (aimed at youth who have completed the above tiers or can demonstrate appropriate skills at this level).

Capital Workforce Partners(CWP), Hartford Office of Youth Services and its partners are able to track progress for youth through a web-based, program management tool for youth service organizations that captures data and reports information.[214] It has a multiple entity data sharing mechanism which allows for better sharing, tracking, and correlation of educational and youth development data.[215]

CWP contracts with up to 25-30 youth-serving agencies to track outcomes to ensure that:

- Youth will gain basic skills in reading and math.
- Youth will gain Career Competencies in appropriate Tier Level.

[211] http://capitalworkforce.org/youth-resources/2014-summer-youth-employment-and-learning-program/
[212] http://capitalworkforce.org/youth-resources/career-competencies-system/
[213] http://capitalworkforce.org/youth-resources/2014-summer-youth-employment-and-learning-program/
[214] A model of a comprehensive and collaborative network: Systems Buildings & Key Partners
Youth Services has developed partnerships that will be critical to overall systems reform in Hartford. Systems reforms include:
Hartford Public Schools – Youth Services Division partners with Hartford Public Schools around coordination of after-school and summer programming planning; development and implementation of Community Schools (places where services, supports, and opportunities lead to improved student learning, stronger families, and healthier communities.
Hartford Police – Youth Services Division has strong communication with the Hartford Police Department in order to effectively respond to violence affecting youth including the Peacebuilders initiative, a street intervention program aimed at youth involved in gun violence and on the Youth Police Initiative, a project that builds communication and understanding between police and the youth in the neighborhoods they work in.
Metro Hartford Information Services (MHIS) – Youth Services Division technology systems building. Hartford Connects II, powered by Efforts to Outcomes, is a web-based data management program being used by all Youth Services funded youth programs, and major city youth systems such as the Boys and Girls Club and Community Schools.
Hartford Health and Human Services Department –Youth Services Division works with the Health and Human Services Department to collaborate on providing services to city youth. This has included joint funding of youth programs, sharing of curricula and the provision of training and professional development opportunities for youth development staff.
Capital Workforce Partners (CWP) - Youth Services Division partners with CWP as the "resident experts" in youth workforce investment programming. These programs work with a range of youth, both those who are in school and those who are out of school and at increased risk for involvement in negative activities. Youth develop career skills and competencies by gaining early workforce exposure through various summer employment experiences and year round internships.
Department of Children and Families and Court Support Services Division - Youth Services Division partners with these two state agencies to support youth at risk of entering the juvenile justice system. One of these programs is the Juvenile Review Board (JRB), a diversionary mechanism for a first time offender that uses a model of Balanced and Restorative Justice (BARJ) as an alternative to involvement in the court system.

- Youth will acquire knowledge of career interests, of various careers and related educational pathways. Ninety percent of youth will complete a portfolio that includes resume, personal development profile, personal learning and career plan, and competency-based learning plan.
- Youth will acquire knowledge of personal development assets and how external and internal factors affect both learning and working.
- Youth will remain in school and progress into the next Tier level of programming.

Altogether, CWP tracks those participants through a multi-year programming sequence that assures graduation from high school with a full set of career competencies and 21st-century skill development necessary for the global economy. (See Hartford tiered diagram) The work and learn model includes one-on-one mentoring, educational classes and team building exercises. Subsequent to the program, students are placed in paid internships within area businesses such as Aetna. Aetna's partnership with Capital Workforce Partners begins with human resources being responsible for maintaining the relationship, identifying student supervisors/mentors, orchestrating selection and hiring of students and facilitating centralized hiring.

As Capital Workforce Partners works to create a "workforce of the future", it targets its training resources toward occupations in the region that have sustainable wages and high growth potential. CWP has identified clusters of industries in their area which includes; allied health, financial and insurance services, high technology manufacturing and retail/ hospitality and has begun to develop the appropriate relationships with those industry leaders in order to craft appropriate training and programming that will prepare youth for these industries as well as arranging formal and informal ways for employers to engage.

The Capital Workforce Partners Career Competency System mentioned above was developed with extensive input from employers to define not only the skills required for success in entry-level employment and/or postsecondary education but also how and at what stage employers should be involved. CWP integrated employer engagement activities into its four-tiered Career Competency System. The supervisor/mentor works to create a meaningful and productive work experience by providing coaching and feedback and promoting learning by sharing of experience. The intern is responsible for demonstrating a willingness to learn and be a member of the team, operating independently and demonstrating a degree of professionalism consistent with the role.

Prioritization of Sectors

CWP focuses on three main industry sectors: Healthcare/Insurance, Advanced Manufacturing, and Construction. However, it places the most emphasis on the Healthcare/Insurance industry, which is projected to have the strongest long- term growth in Hartford County (a proxy for CWP's 37 town region). CWP will continue to support the other two sectors through its convening, supporting, and backbone roles.

CWP's Goals

Improve employment outcomes for underserved populations.
Job training and preparation is needed for individuals of all ages, from youth through older adults, who need the right skills in order to be successful and gain meaningful employment. Skill development will be available to individuals through American Job Center services, and through other training and employment programs, CWP supports and manages.

Improve access to recognized post-secondary credentials.
Gaining post-secondary credentials is vital in career pathways development for both adults and opportunity youth (youth disconnected from education and employment) as credentials open doors to educational attainment and careers.

Collaborate regionally with partner organizations and employers to align programs and cultivate sector partnerships for in-demand industries.
CWP uses labor market information and local employment data to identify its targeted sectors: healthcare, advanced manufacturing, and construction/energy. Sector partnerships convened by CWP inform the design of employment and training services to assure that the region's businesses in those sectors get quality workers with the necessary career and occupational competencies.

Continue to build out employer-driven services (as system customers).
A demand-driven public workforce system contributes to a strong, growing economy by responding to the workforce needs of regional and local businesses to ensure positive employment outcomes for the employer and the job seeker.

Measure/report on programs and services to ensure transparency/accountability.
It is essential that the workforce system generates data (targeted labor market information and program/strategy- specific information) and analysis that has strategic value to inform effective planning and policy development. CWP will use its ETO Project Implementation and Coordination (EPIC 2) initiative to improve and align data collection and outcome measurement across all of CWP's adult, youth and employer services, leading to better-informed program decisions and strategies.

CWP's Role
CWP conducts its business on several levels through partnership and collaboration to achieve common outcomes and goals. CWP will occupy different roles within each partnership or collaboration, depending on need and which populations are being targeted. The roles CWP will take are as follows:

> *Leader*: CWP will lead efforts related to its targeted populations and sector work, resource development and systems alignment.
> *Convener:* CWP will bring together the relevant partners related to its sector work.
> *Supporter:* CWP will support initiatives of partner organizations by leveraging and aligning resources related to CWP's targeted populations.
> *Backbone:* CWP will continue to be the foundation for various initiatives with organizations and collaborators by providing strategy, coordination, and structural support as they related to CWP's targeted populations and sector work.

Results-Based Accountability (RBA)
The RBA model was adopted by CWP in 2009. RBA is a measurement approach that puts the focus on the ends – the quality of life results for a community – rather than the means – the output of a program or system. RBA enables program administrators to identify how well they are achieving a particular quality of life result and where they might need to make changes. The table below identifies those areas where CWP focuses its efforts in order to make an impact and targets its resources.

Results Based Accountability Framework yields: Community Level Quality of Life Results

Quality of Life Results in:
- Healthy: Self-Sufficient Adults
- Youth Prepared for Post-Secondary Education and Employment
- A Workforce that Meets the Needs of Employers

Education and Training Partnerships

Industry Sector Partnerships

Industry Sector Input (blue)

Industry Sector Input (green)

Education Options

- Further Postsecondary opportunities, college degrees
- Postsecondary Certification programs, College Community Colleges, Employer Training options

Program Entry Points* Determined During Assessment Process

- Level 3 — Certification programs, College courses
- Level 2 — Remediation, Transition Programs
- Level 1 — Basic Skills

*Workplace Competencies & Career Exploration occur at all levels

Assessment (Participant places into or advances through Levels 1 – 3)

Arrows (Industry Sector Input – blue):
- Progressive OJT, Opportunities for advancement, Tuition Reimbursement
- Apprenticeships, Internships, OJT, Employment

Arrows (Industry Sector Input – green):
- Industry Recognized Certification Applicable to local/regional employment
- Cross-Functional Workplace Competencies; Employment & Career Exploration
- Cross-Functional Workplace Competencies; Employment & Career Exploration
- Determine and Approve Employment Readiness criteria

Continue with established education connections for further education or enter employment with sector partnership employer

Collaborative programs created between Education Providers & Employers

Workplace Competencies & Career Exploration

Academic/ELL competencies specific to learner needs; short duration (3 – 4 weeks), or longer depending upon individual needs, contextualized with cross-functional Workplace Competencies

Workplace Competencies: Communication Skills, Teamwork, Reading and interpreting work orders and directions, Organizational skills, Creative Thinking, Problem Solving, Decision Making, Time management

Career Exploration: Exploring career options, starting points, career advancement, and Learning the Work that Goes with the Occupation

Academic programs (ABE, ELL, GED) contextualized with cross-functional Workplace Competencies

Workplace Competencies: Communication Skills, Teamwork, Reading and interpreting work orders and directions, Organizational skills, Creative Thinking, Problem Solving, Decision Making, Time management

Career Exploration: Exploring career options, starting points, career advancement, and Learning the Work that Goes with the Occupation

- CASAS English or Spanish
- English Language Proficiency
- College Readiness
- Determination of Skills, Attributes, Interests, & Motivation
- Employment Readiness
- Non-academic barriers
- Meet with Achievement Counselor to review and discuss assessment and placement determinations, service requirements
- Create initial Individualized Learning Plan (ILP)

Strengths:
- Convening Body and Systemic Structure
- Partnership with Juvenile Justice
- Strong Evidence Based Model
- Data Collection and Evaluation of Effectiveness

Evidence Based Model and Partnership with Juvenile Justice

Researcher Sara Heller (University of Pennsylvania) conducted a randomized control trial with the summer jobs program in Chicago, in partnership with the city. The study included 1,634 teens at 13 high schools. They were, on average, C students, almost all of them eligible for free or reduced-price lunch. Twenty percent of the group had already been arrested, and 20 percent had already been victims of crime.

Some of the students were given part-time jobs through the program, working 25 hours a week at minimum wage ($8.25 in Illinois) with government or non-profit employers. They worked as camp counselors, office assistants, or in community gardens, among other places. Other students in the treatment group worked 15 hours a week at similar jobs, but also received 10 hours a week of "social-emotional learning" time, where they learned skills to manage their emotions or behavior that might get in the way of employment. All of the students in the program received mentors as well. The teenagers in the control group participated in neither part of the program.

Heller used Chicago Police Department data to follow what happened to all of the students in the 16 months after the program began. In the crime data, there was no difference between the students who got the counseling and those who did not, suggesting that the group working 25 hours a week may have acquired some of the same social-emotional skills on the job. There was a big difference, though, in the violent crime arrest data between the teenagers who got jobs and those who did not: *"Summer jobs reduce violence among disadvantaged youth"* by S. Heller in the journal <u>Science</u> states that a lot of things could be going on here. Teenagers who might have committed a crime to get money would no longer need to when they have a job. If their added income allowed parents to work less, they may also have gotten more adult supervision. It's also possible that students who were busy working simply didn't have idle time over the summer to commit crime — but that theory doesn't explain the long-term declines in violent arrests that occurred well after the summer program was over.[216]

Heller, in fact, found that most of the decline came a few months later. That long-term benefit suggests that students who had access to jobs may have then found crime a less attractive alternative to work. Or perhaps their time on the job taught them how the labor market values education. Or maybe the work experience may have given them skills that enabled them to be more successful — and less prone to getting in trouble — back in school.

This one study can't identify exactly why a summer jobs program might change the trajectory of teens at risk of becoming violent. These results do suggest that cities could get a lot of payoff for the minimal cost of a summer-jobs program — particularly if it targets teens before they drop out of school. As Heller writes: *The results echo a common conclusion in education and health*

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[216] Heller, S. B. (2014). Summer jobs reduce violence among disadvantaged youth. *Science, 346*(6214), 1219-1223. doi:10.1126/science.1257809

research: that public programs might do more with less by shifting from remediation to prevention. The findings make clear that such programs need not be hugely costly to improve outcomes for disadvantaged youth; well-targeted, low-cost employment policies can make a substantial difference, even for a problem as destructive and complex as youth violence.

Strong Collaborative Model:
The *Chicago Opportunity Youth Working Group* was recently convened as a collective impact model staffed by Thrive Chicago (part of the University of Chicago Urban Labs) to develop a city-wide strategy for opportunity youth.

Overview
- *Goal of the group*: To develop a citywide OY strategy proposal that synthesizes baseline information about who opportunity youth (OY) in Chicago are, assesses who serves them, proposes a framework for aligning efforts, and proposes a process for engaging the broader OY stakeholder community.
- Goal of strategy: To ensure that opportunity youth in Chicago have access to meaningful pathways for re-engaging with work and school.
- *Deliverables*: 1) Shared OY definition 2) Segmentation analysis 3) Shared outcomes/metrics 4) Landscape scan 5) Gap analysis 6) Policy and program recommendations 7) Stakeholder engagement proposals (youth, providers, and employers)
- *Timeline*: July –November 2016

Membership
- Public Sector: Mayor's Office, Department of Family Social Services (DFSS), Cook County Workforce Partnership (CCWP), Chicago Public Schools (CPS), Sheriff's Office
- Research Institutions: University of Chicago Urban Labs, Chapin Hall
- Funders: Chicagoland Workforce Funder Alliance (CWFA), Emerson Collective, Chicago Community Trust (CCT), Chicago Beyond, Get IN Chicago
- Community Partners: Boys & Girls Club, SGA, KLEO Center, Dovetail Project
- Youth: Back of the Yards Neighborhood Council; My Block, My Hood, My City; Boys & Girls Club
- Collective Impact Backbone: Thrive

Preliminary Recommendations

Remove barriers	1.	Develop and launch citywide one-stop "hubs" to address difficulty OY face in navigating existing systems, providers, and resources in the city
	2.	Scale up investments in housing, childcare, transportation, and justice system barrier mitigation supports for all OY
Scale promising practices	3.	Identify existing resources to serve OY with high school diplomas, OY without high school diplomas, female OY and Hispanic OY; expand programmatic capacity where gaps exist
	4.	Invest in training of providers on trauma-informed service delivery, motivational interviewing, building trusting adult relationships, and other promising practices
	5.	Encourage funders to dedicate share of investments to OY providers on building internal capacity for case management
	6.	Pilot multiple "earn and learn" approaches like apprenticeships, transitional jobs, etc. to create more opportunities for OY to reconnect to school and work concurrently
Invest in data and technology	7.	Build data infrastructure to better understand OY needs and trends by securing data-sharing agreements, documenting programmatic data, and running relevant analytics
	8.	Invest in unified referral structures and tools that create better handoffs between and across systems and providers in the city
	9.	Deploy better outreach tools and technologies to reach and engage OY
Engage employers	10.	Partner with employers to develop consistent career pathways to better recruit, prepare, hire, retain, and advance OY

Deliberative and Predecisional   8

Thrive's collective impact process — thrivechicago

BUILD KNOWLEDGE & IDENTIFY STRATEGIES
Opportunity Youth Working Group

Define — Identify problem and goals

Measure — Understand who the population is and what they need

Analyze — Assess needs and service gaps

Design — Identify most effective interventions or design new ones

2016

IMPLEMENT INTERVENTION(S)
Action Teams

Do — Test intervention

Plan — Create plan to test intervention

Recruit — Recruit implementation team

Validate — Gather additional input from other stakeholders

Where we are right now in process

2017

Study — Measure progress against goals

Act — Scale interventions for citywide impact or refine
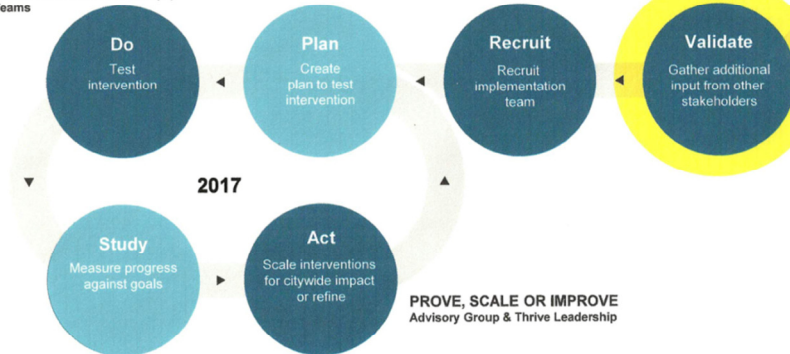
PROVE, SCALE OR IMPROVE
Advisory Group & Thrive Leadership

Deliberative and Predecisional

3

Strengths:
- Convening Body and Systemic Structure
- Workforce and Employer Engagement
- Partnership with Education
- Partnership with Juvenile Justice

City Challenges:
Thousands of young people in Philadelphia are disconnected from employment, education and social support systems; the Center for Labor Market Studies reports that more than 52,000 Philadelphians ages 16 to 24 are unemployed and not in school. At least 30,000 of them have not earned either a high school diploma or a GED. Philadelphia puts youth education and workforce development at the top of its agenda and is working hard to address these issues.

Organizational and Structural Components and Etiology:
Over the last ten years, the City of Philadelphia, the School District of Philadelphia, the Youth Council and the Workforce Investment Board (WIB) have analyzed data, designed models and built systems to address the needs of youth and young adults for high-quality education, training, and employment opportunities. In his inauguration speech in January 2008, Mayor Michael A. Nutter directly confronted issues of education and career preparation, pledging to reduce the high school dropout rate by 50 percent in 5 to7 years (or inversely raising the graduation rate to 80 percent), and to double the baccalaureate attainment rate of Philadelphians in eight to ten years20.

To lead these efforts, Mayor Nutter re-constituted the Youth Council as the Philadelphia Council for College and Career Success, appointed representatives from strategically important sectors in the Greater Philadelphia region to serve on the body, and made the Council responsible for leading efforts to accomplish the City's high school graduation and college completion goals. The Council is now actively engaged in a variety of strategies designed to build cross-sector approaches that address the needs of youth and young adults and is also developing, leveraging and aligning resources from diverse funding streams to support them.

The council is directed by a four-person Leadership Team, comprised of the mayor's chief education officer, a leading private sector employer, the superintendent of the School District of Philadelphia, and a president or provost of a local higher education institution. Council members include leaders in secondary education, higher education, the business community, critical public human service systems like child welfare and juvenile justice, nonprofit youth-serving agencies, youth advocates and other representatives from municipal government. The council works through three subcommittees that address critical elements of the city's goals: addressing the needs of disconnected and out-of- school youth; creating strategies to increase the work readiness and career preparation of Philadelphia's young people, and improving college preparation, access, and success. The strength and breadth of council membership help to foster strong relationships among systems and stakeholders across the city and to

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[217] Synopsis based on: Hastings, S., Tsoi-A-Fatt, R., & Harris, L. (2010, February). Building a Comprehensive Youth Employment Delivery System: Examples of Effective Practice (Issue brief). Retrieved October 21, 2016, from Policy solutions that work for low-income people website: http://www.clasp.org/resources-and-publications/files/Youth-Employment-Systems-1.pdf

build consensus approaches to address the city's goals.

The Council is staffed and supported by the Philadelphia Youth Network (PYN), a youth intermediary organization dedicated to ensuring that Philadelphia youth take their rightful places as full and contributing members of Philadelphia's regional economy. PYN also manages federal funds available to the Council, based on a competitively procured contract with the Philadelphia Workforce Investment Board.

Major Accomplishments
Workforce Preparation: After several years of experience overseeing youth workforce preparation programs funded through investments from government sources (the Workforce Investment Act, Temporary Assistance for Needy Families, the School District of Philadelphia and the Philadelphia Housing Authority), the Youth Council established WorkReady Philadelphia in 2003 to coordinate and expand opportunities for academically enriched summer and year-round career preparation experiences for young people. WorkReady Philadelphia offers a variety of program models, including private sector internships, service learning, subsidized employment in nonprofit organizations, and academic support, including college awareness exposure. Depending on funding levels, the program annually offers opportunities for between 7,500 and 9,000 young people. WorkReady programs are administered by the Philadelphia Youth Network and are supported by hundreds of employers, youth-serving organizations, public agencies, foundations, and individuals. Philadelphia also operates five community-based E3 Power (Education, Employment, and Empowerment) Centers, which offer skill-building experiences for out-of-school and other disconnected 14- to 21-year- old youth, and help them to achieve long-term goals in the areas of education, occupational skills, life skills and employment. The Philadelphia Youth Network contracts with youth-serving organizations to operate the centers, which are expansions of the city's three original Youth Opportunity Centers. E3 Centers offer GED preparation, job readiness, occupational skills training, job referral and placement, as well as a schedule of diverse activities. Advisors help center youth to stay focused on meeting their goals and to address any other challenging issues, such as child care, system involvement, and health care.

Juvenile Justice
A strong partnership has developed between the workforce, education and juvenile justice systems to support youth leaving delinquent placement by connecting them to the E3 Centers and the City's Reintegration Initiative. In the last several years, Philadelphia's juvenile justice work has focused on aligning and strengthening the career and occupational skills curricula at juvenile placement sites. Attention has been paid to a program of study for youth and a system through which they can continue their studies when they return to the community. Much of this is being done in partnership with the E3 Centers (serving as "step-down" programs to offer academic support, GED training, workforce preparation and job referral and placement, and life-skills training) and through a grant from the U.S. Department of Labor.

Strengths:
- Tiered System of Engagement
- Prioritize Opportunity Youth
- Evaluation and Assessment
- Fiscal Management and Payroll

A: Younger Youth
- Four-hour orientation to introduce first time workers to the program goals and expectations, work assignment, financial literacy, and information about workplace health and safety as well as labor laws for youth.
- Fifteen hours of work experience per week that may include service learning and community service projects
- Weekly five hours of educational services that incorporate one hour of reflection.

B: Vulnerable Youth
- Specialized employment services for justice-involved, foster care, runaway/homeless, and youth receiving preventative services from the NYC Administration for Children Services
- Orientations and weekly meetings with youth designed to provide mentoring, counseling and educational support.

C: Older Youth
- Eight-hour orientation focusing on work readiness, financial literacy, career exploration, health education, and preparing for higher education.
- Twenty-five hours a week of diverse and developmentally appropriate work experiences in the nonprofit, public, and private sectors.

D: Ladders for Leaders

- Professional employer-paid internship program ($9/hour to $25/hour) for high school and college students.
- Participants selected through a competitive application process by employers
- Advanced pre-employment training to prepare youth for interviews with prospective employers
- Participants: 1,035; Applicants: 2,787
- Worksites 191; Tech Sector: 203
- 35% of the youth received an offer to continue employment at the end of the program
- Salaries range from $8.75 to $25.00 per hour

Numbers:
- 9, 156 work sites (4,390 Nonprofit; 3,200 Private; 1,566 Public)
- 3,000 youth with disabilities
- 4,000 vulnerable youth (Foster Care, Justice Involved, Runaway/Homeless, Receiving ACS Preventive Services)

In May 2014, Mayor de Blasio and First Lady and Mayor's Fund Chair Chirlane McCray launched the NYC Center for Youth Employment as a public-private partnership dedicated to facilitating the coordination between city agencies and the private sector necessary to improve youth workforce opportunities. First, the Center for Youth Employment aims to make the involvement of private sector in existing youth employment programs more efficient and to offer

increased support for employers interested in hiring young people through these programs. Second, the Center will track and measure for the first time the return on the more than $100 million invested by the City each year in youth employment programs, to ensure resources are focused on best-in-class programs with the potential to scale.

Participants Pay:
- Visa branded card with fee-free store transactions
- Pay card usage instruction materials
- Online card activity information and end of program earnings statement
- Direct deposit available to all youth with bank accounts
- Split direct deposit and savings account options
- Accounts update via text message

Research: Additional research examines the impact of New York City's Summer Youth Employment Program (SYEP) and examination of the way in which the impact of SYEP varies with repeated program participation, and further, why SYEP appears to work "better" for some students. Data from SYEP was matched with student-level records on socio-demographic characteristics, educational programs, school attendance, test taking and performance and graduation. This sample includes 134,059 applications from 2005-2008, consisting of 95,948 unique applicants. Results indicate that SYEP increases the number of exams attempted, the number of exams passed, average score and graduation rate. These affects are larger for students participating a second time and third time. SYEP applicants apply directly to one of over 50 providers, and the provider then contracts with agencies to place participants in one of the hundreds of work sites. Researchers categorized providers into nine groups according to federal National Taxonomy of Exempt Entities codes, and classified job sites based on the organization description into eight categories. Preliminary results show significant variation: positive and significant impacts on education providers, and insignificant results on others. To some extent these differences are driven by the job sites; we find positive effects on almost all worksite categories. Mirroring previous findings, the results are stronger for those that apply to work a second and third year. [218]

[218] Schwartz, A. E. and Leos-Urbel, J. (2014). "Expanding Summer Employment Opportunities for Low-Income Youth." In M. S. Kearney and B. H. Harris (Eds.) The Hamilton Project: Policies to Address Poverty in America. (pp.55-66). Washington, D.C.: Brookings Institution Press.

APPENDIX 7: Outline of the Wisconsin Youth Apprenticeship Model[219]:

The Youth Apprenticeship (YA) model is a proven school-to-work program, which coordinates high school student learning and training in the classroom and at worksites using business developed state-standardized worksite skills. It is a work-based learning option available to high school students across the state of Wisconsin that addresses both educational and workforce need.

Financing, Administration:
- Biennial Budget supports the statewide initiative
- $2,233,700 per year available for grants to approved consortiums anywhere in the state.
- Consortium may consist of any local partnership: school, public agency, nonprofit organization, individuals, who have agreed to be responsible for implementing and coordinating a local youth apprenticeship program.
- $900 per student per year to underwrite additional educational, training, materials, etc. costs; minimum grant of $20,000 and minimum of 23 students per consortium
- At least 50% matching funds required

Consortium Statewide Model:
- Statewide school-to-work initiative
- Combines academic and technical instruction with mentored on-the-job training
- Available to ALL youth in participating districts (in and out of school; disabled youth; etc.)
- Presently 32 Youth Apprenticeship Consortiums in Wisconsin
- Each participating school district has a designated coordinator
- 270 out of 424 school districts currently participate; total of 2142 employers (corporate, small business, trades people and associations, etc.)

Administration:
- Three full-time staff at state level
- Housed at Wisconsin Workforce Development
- State develops program framework, policy, oversight of funding, RFP development, provide training to new regional coordinators
  OVERSITE
- Regional Coordinators
  - write annual RFP
  - recruit employers
  - provide community awareness
  - coordinate steering committee (community champions: school leaders, leaders from colleges, businesses, educational partners and workforce representatives)
- Local Oversight: YA Programs must be administered by a local consortium of partners representing school districts, technical college, employers and organized labor
- Local Coordinators(NOT employers of Wisconsin Workforce): Organize and implement the program, carry out the administrative policies of the consortium or steering committee and may work for a local school district, chamber of commerce, technical college, etc.
  - Responsive to local economy

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[219] A. Phillips and D. Burton: Youth Apprenticeship: Department of Workforce Development: Presentation in Chicago IL; November 1 and 2 , 2016; National Association of Workforce Development Professionals Annual Conference.

- Recruits and screens students
- Select appropriate curriculum

Program Structure and Guidance:
- Guided by National Career Clusters Framework: Guided by:
  - Agriculture, Food and Natural Resources
  - Architecture and Construction
  - Arts, A/V Technology, and Communications
  - Finance
  - Health Science
  - Hospitality and Tourism
  - Information Technology
  - Manufacturing
  - Science, Technology, Engineering and math
  - Transportation Distribution and Logistics

Required Related Instruction:
- Classroom instruction to supplement the learning of worksite competencies
- Defined in the learning objectives for each competency
- Can be delivered by:
  - High School
  - Technical College
  - Employer
  - Each program is required to follow an industry driven checklist: http://va.wi.govYouth Apprenticeship Skills Standards Checklists Backed by Curriculum

Skill Competencies:
- Developed by industry
- Simultaneous work and learning
- Learning objectives represent student knowledge
- Worksite competencies represent student skills and abilities
- Skill Types
  o Core Skills
  o Safety and Security Skills
  o Learning objectives represent student knowledge
  o Worksite competencies represent student's abilities

Student's Role:
- Academic role and attendance
- Progress Reviews
- Maturity and Responsibility to Employer

Parent Role
- Transportation
- Progress Review

K-12 Role
- Student Recruitment
- Coordinate Student Enrollment
- Integrate YA Program classroom and worksite training into student's educational program
- **Ensure 450 hours of worksite hours plus 180 hours of related classroom instruction each year**

- Progress Reviews
- Grant high school graduation credit

Employer's Role
- Participate in mentor training session
- Interview and hire YA students
- Provide at least 450 hours of on-the-job training to YA students
- Pay YA students at least minimum wage
- Progress Reviews
- Comply with Child Labor Laws

BENEFITS of Youth Apprenticeship Model:
- Hands-on applied real-world learning at worksites
- "Test" drive career path
- Provides youth post-secondary options
- Offers dual credit/technical college articulations
- Endorsed by business and industry

GOALS	OUTCOMES
Ease transition for students from high school into world of work	Graduate from high school with marketable skills
Provide/prepare more skilled and educated workforce for business	Advanced standing or transcripted credit at local technical college
Collaborate on dual program student enrollments (e.g. WIOA youth)	Certificate of Proficiency in a defined skill area
Receive enough training to earn above minimum wage upon graduation	Full or part-time employment upon graduation
	Career wise youth actively engaged in their future

Department of Workforce Development
Division of Employment and Training

SKILLS for the FUTURE
WISCONSIN
YOUTH APPRENTICESHIP

Health Science
Skill Standards Checklist

Student Name	YA Student ID Number
YA Coordinator	YA Consortium
School District	High School Graduation Date

Certification Areas Completed:

**Required Skills - For EACH Pathway
Check ✓ completed areas** *(p. 4)*
- ☐ Core Skills
- ☐ Safety & Security

Therapeutic Services Pathway
- ☐ Dental Assistant Unit *(p. 5)*
- ☐ Medical Assistant Unit *(p. 6)*
- ☐ Nursing Assistant Unit* *(p. 7)*
- ☐ Pharmacy Technician Unit *(p. 9)*

Health Informatics Pathway
- ☐ Medical Office Unit *(p. 10)*

Ambulatory/Support Services Pathway
- ☐ Ambulatory/Support Services Unit* *(p. 11)*

CHOICES: Dietary, Imaging, Laboratory, Optician/Optometry, Physical Therapy (PT)

Level One Requirements:

Students must complete ALL listed below
Check ✓ completed areas
- ☐ Required Skills
- ☐ Minimum of **ONE Unit**
- ☐ Minimum of 2 semesters related instruction
- ☐ Minimum of 450 work hours

Level Two Requirements:

Students must complete ALL listed below
Check ✓ completed areas
- ☐ Required Skills for EACH pathway
- ☐ Minimum of **TWO Units**
- ☐ Minimum of 4 semesters related instruction
- ☐ Minimum of 900 work hours

Unit can be completed two times for a Level Two as indicated on Unit Page

Total Hours Employed	Company Name	Telephone Number
		( )
		( )

DET-10208-E (R. 12/2016)

Instructions for the Worksite Mentor(s) and Instructor(s)

The Skill Standards Checklist is a list of the competencies (tasks) to be achieved through mentoring and training at the worksite.
- The worksite mentor should rate each competency as the student acquires and demonstrates the skill *according to the performance standards criteria.*
- A competency may be revisited and the score raised as the student becomes more proficient at the worksite.
- The mentor and student should go over this checklist together on a regular basis to record progress and plan future steps to complete the required competencies.

I certify that this student has successfully completed the competencies required in my department. Circle your YA role, sign and print your name, and complete with the date signed and the department name.

SIGN this page IF you have been a mentor, trainer, or instructor of this student

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature
Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Mentor/Trainer/Instructor Signature	Mentor/Trainer/Instructor Signature

Printed Name	Printed Name
Department	Department
Date Signed	Date Signed

Operational Program Notes for Skill Standards Checklist

1. **Health Science Youth Apprenticeship Curriculum**
   - Definitions:
     - Competency- The worksite skill to be performed.
     - Performance Standards- HOW to assess skill performance as applicable to worksite.
     - Learning Objectives- Content knowledge recommended to learn these skills; may be taught by the employer, school district, and/or technical college.
     - Skill Standards Checklist- The documented list of competencies completed by the YA student.
     - **W/S-** Listed after a skill indicates that skill performance may be learned and assessed at the worksite OR in the classroom in a simulated setting. However, a simulated setting should ONLY be used IF there is no possibility of skill performance at the worksite.
   - Performance Standards & Learning Objectives are located in the applicable Appendices of the **Program Guide for this Youth Apprenticeship.**

2. **ALL** Youth Apprentices **MUST** complete the Required Skills (Core Skills and Safety & Security) competencies **for EACH Pathway** they are enrolled in.
   - The Required Skills competencies may be completed concurrently with the Technical Skills competencies.
   - The Required Skills are common skills specific to all Health Science industry sub-sectors. These skills are *aligned with* the National Association of State Directors of Career & Technical Education (NASDCTEc) standards for Health Science and the Wisconsin Nurse Aide Candidate Handbook.

3. **Youth Apprenticeship choices** (depending on job placement)
   - Worksites can be chosen from any number of health, clinical, or ambulatory care settings which can train the required skills.

   - "Client" is used to refer to customers, residents, patients, and/or persons seeking services.

   - Competencies have been reviewed by the Department of Workforce Development for Child Labor Laws. Contact the Department of Workforce Development's Equal Rights Division/Labor Standards Bureau at 608-266-6860 for questions regarding child labor laws. SEE Appendix A for special Child Labor Law considerations in this YA Program.

   - Students will complete a **Minimum Rating** in the Required Skills and one pathway unit for a Level ONE Health Science YA and a **Minimum Rating** in the Required Skills and two pathway units for a Level TWO Health Science YA.

   - The Nursing Assistant Unit may be completed two times for a Level TWO program IF additional competencies are mastered. The Ambulatory/Support Services Unit may be completed two times for a Level TWO program as long as the student is placed in a different service area.

   - The Department of Workforce Development Occupational Certificate will indicate "Health Science" attained when the program is completed.

4. Competency Ratings

- Rate the student on the competencies regularly and revisit the competencies with the student periodically to offer the opportunity for an improved rating.
- Arrangements must be made to ensure that the student learns, practices, AND performs each competency **even if** that competency is not part of their regular job function.
- "Entry Level" criteria should be interpreted to mean "able to do the task satisfactorily."
- "Assist" in front of a skill indicates that the student should perform the skill *as indicated in the curriculum* "while assisting a worksite professional." Training should go beyond "observation only" for these skills. It will be up to the employer to determine the criticality of each specific task, training completed, and the actual level of supervision required. See curriculum details for requirements.

Required Skills

Required of **ALL** Health Science YA Students
Copy this page **FOR EACH** pathway to be completed

CORE SKILLS	Minimum rating of 2 for EACH **Check Rating**		
	1	**2**	**3**
1. Apply academic knowledge	☐	☐	☐
2. Apply career knowledge	☐	☐	☐
3. Apply Health Science industry knowledge	☐	☐	☐
4. Communicate effectively	☐	☐	☐
5. Act professionally	☐	☐	☐
6. Demonstrate customer service skills	☐	☐	☐
7. Cooperate with others in a team setting	☐	☐	☐
8. Think critically	☐	☐	☐
9. Exhibit regulatory & ethical responsibilities	☐	☐	☐
10. Use resources wisely	☐	☐	☐
11. Use basic technology	☐	☐	☐

SAFETY & SECURITY	Minimum rating of 2 for EACH **Check Rating**		
	1	**2**	**3**
1. Follow personal safety requirements	☐	☐	☐
2. Maintain a safe work environment	☐	☐	☐
3. Demonstrate professional role to be used in an emergency	☐	☐	☐
4. Follow security procedures	☐	☐	☐
5. Maintain confidentiality	☐	☐	☐

Rating Scale:
3 = Exceeds entry level criteria/Requires minimal supervision/Consistently displays this behavior
2 = Meets entry level criteria/Requires some supervision/Often displays this behavior
1 = Needs improvement/Requires much assistance & supervision/Rarely displays behavior

Additional Comments -

Therapeutic Services Pathway

Dental Assistant Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Use Standard Precautions & Infection Prevention	☐	☐	☐
Office	1	2	3
2. Create &/or maintain the client record	☐	☐	☐
3. Complete client identification labels	☐	☐	☐
4. Complete lab forms	☐	☐	☐
5. Assist to maintain emergency kit	☐	☐	☐
Lab	1	2	3
6. Mix dental materials	☐	☐	☐
7. Clean removable appliances	☐	☐	☐
8. Process dental radiographs	☐	☐	☐
9. Assist to evaluate radiographs for diagnostic quality	☐	☐	☐
10. Prepare procedural trays & set-ups	☐	☐	☐
11. Perform sterilization &/or disinfection procedures	☐	☐	☐
12. Prepare room for exam/procedures	☐	☐	☐
Clinical/Chairside	1	2	3
13. Receive & prepare client for treatment	☐	☐	☐
14. Transfer dental instruments	☐	☐	☐
15. Operate water/air syringe & suction	☐	☐	☐
16. Apply topical fluoride	☐	☐	☐
17. Chart dental conditions	☐	☐	☐
18. Assist with common clinical procedures	☐	☐	☐
19. Apply topical anesthetic to the injection site	☐	☐	☐
20. Measure vital signs (W/S)	☐	☐	☐
21. Provide client education & instructions	☐	☐	☐

W/S = Worksite Experience or In Simulation

Rating Scale:
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 1 = Needs improvement/Requires much assistance & supervision/Rarely displays behavior

Additional Comments -

Therapeutic Services Pathway

Clinical Setting:

Medical Assistant Unit	Minimum rating of 2 for EACH **Check Rating**		
	1	2	3
22. Use Standard Precautions & Infection Prevention	☐	☐	☐
Clerical	1	2	3
23. Manage client appointments	☐	☐	☐
24. Create &/or maintain the client record	☐	☐	☐
25. Complete client identification labels	☐	☐	☐
26. Verify client &/or insurance information	☐	☐	☐
27. Order & receive supplies &/or equipment	☐	☐	☐
Lab	1	2	3
28. Clean & prepare supplies &/or instruments	☐	☐	☐
29. Instruct clients in collection of specimens	☐	☐	☐
30. Process specimens for testing	☐	☐	☐
31. Assist in performing testing	☐	☐	☐
Clinical	1	2	3
32. Obtain/update client information	☐	☐	☐
33. Position client	☐	☐	☐
34. Measure height/weight	☐	☐	☐
35. Measure vital signs (W/S)	☐	☐	☐
36. Set up area for exam/procedures	☐	☐	☐
37. Assist with exam/procedures	☐	☐	☐
38. Assist with medication &/or immunization administration (W/S)	☐	☐	☐
39. Clean & restock after procedures	☐	☐	☐
40. Perform CPR (W/S)	☐	☐	☐
41. Use First Aid measures (W/S)	☐	☐	☐

W/S = Worksite Experience or In Simulation

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Additional Comments -

Therapeutic Services Pathway

Students *are required* to earn CNA certification through a DHFS approved CNA program with DHFS approved instructors.

CNA Registry Number: Clinical Setting:

Level One (one year program) = Required Skills + 8 Additional Skills
Level Two (two year program) = Required Skills + 16 Additional Skills

Nursing Assistant Unit	Minimum rating of 2 for EACH **Check Rating**		
Required Skills	1	2	3
1. Use Standard Precautions & Infection Prevention	☐	☐	☐
2. Clean room & change unoccupied bed linens	☐	☐	☐
3. Follow care plan	☐	☐	☐
4. Report client changes	☐	☐	☐
5. Position client	☐	☐	☐
6. Ambulate client	☐	☐	☐
7. Measure temperature, pulse, respirations	☐	☐	☐
8. Assist client with toileting	☐	☐	☐
9. Provide client comfort measures	☐	☐	☐
10. Perform CPR (W/S)	☐	☐	☐
Additional Skills	1	2	3
1. Transport client	☐	☐	☐
2. Assist to transfer client (W/S)	☐	☐	☐
3. Maintain inventory of supplies &/or equipment	☐	☐	☐
4. Manage client appointments	☐	☐	☐
5. Obtain/update client information	☐	☐	☐
6. Measure blood pressure	☐	☐	☐
7. Measure height/weight	☐	☐	☐
8. Measure pulse oximetry	☐	☐	☐
9. Measure fluid intake & output	☐	☐	☐
10. Measure EKG	☐	☐	☐

W/S = Worksite Experience or In Simulation

Continued on next page

Rating Scale:
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Additional Comments -

Therapeutic Services Pathway

Nursing Assistant Unit - continued	Minimum rating of 2 for EACH Check Rating		
Additional Skills - continued	1	2	3
11. Measure blood sugar	☐	☐	☐
12. Instruct clients in collection of specimens	☐	☐	☐
13. Process specimens for testing	☐	☐	☐
14. Perform phlebotomy	☐	☐	☐
15. Assist in performing testing	☐	☐	☐
16. Make occupied bed	☐	☐	☐
17. Provide client skin care	☐	☐	☐
18. Apply non-prescription topical medications	☐	☐	☐
19. Prepare &/or serve food	☐	☐	☐
20. Aid client with eating & hydration	☐	☐	☐
21. Aid client with oral hygiene	☐	☐	☐
22. Aid client with grooming- hair care	☐	☐	☐
23. Aid client with grooming- nail care	☐	☐	☐
24. Aid client with grooming- dress & undress	☐	☐	☐
25. Aid client with grooming- shaving	☐	☐	☐
26. Care for client with urinary catheter	☐	☐	☐
27. Provide ostomy care	☐	☐	☐
28. Aid client with bathing	☐	☐	☐
29. Give bedbath	☐	☐	☐
30. Apply TED (anti-embolism) stockings	☐	☐	☐
31. Aid client to perform range of motion exercises	☐	☐	☐
32. Set up area for exam/procedures	☐	☐	☐
33. Assist with exam/procedures	☐	☐	☐
34. Assist with medication &/or immunization administration	☐	☐	☐
35. Assist with care of client with dementia	☐	☐	☐
36. Use isolation techniques	☐	☐	☐
37. Perform choking maneuver (W/S)	☐	☐	☐
38. Use First Aid measures (W/S)	☐	☐	☐
39. Assist with post-mortem care (W/S)	☐	☐	☐

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Additional Comments -

Therapeutic Services Pathway

Pharmacy Technician Unit	Minimum rating of 2 for EACH Check Rating		
	1	2	3
1. Maintain pharmacy business documents	☐	☐	☐
2. Create &/or maintain the client record	☐	☐	☐
3. Obtain/update client information	☐	☐	☐
4. Verify client &/or insurance information	☐	☐	☐
5. Accept orders	☐	☐	☐
6. Use aseptic technique	☐	☐	☐
7. Clean & prepare supplies &/or instruments	☐	☐	☐
8. Process orders	☐	☐	☐
9. Generate medication labels	☐	☐	☐
10. Perform calculations for medication orders	☐	☐	☐
11. Weigh & measure accurately	☐	☐	☐
12. Assist to prepare topical &/or oral finished dose medications	☐	☐	☐
13. Assist to prepare compounded, diagnostic, &/or parenteral medications (W/S)	☐	☐	☐
14. Provide medication to client	☐	☐	☐
15. Order & receive supplies &/or equipment	☐	☐	☐
16. Perform inventory of supplies, equipment, &/or medications	☐	☐	☐
17. Manage cash drawer	☐	☐	☐
18. Merchandise retail items	☐	☐	☐
19. Participate in quality assurance practices	☐	☐	☐

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Additional Comments -

Health Informatics Pathway

Medical Office Setting:

Medical Office Unit	Minimum rating of 2 for EACH **Check Rating**		
	1	2	3
1. Maintain medical office correspondence	☐	☐	☐
2. Perform records management duties	☐	☐	☐
3. Locate information in the client record	☐	☐	☐
4. Create &/or maintain the client record	☐	☐	☐
5. Obtain/update client information	☐	☐	☐
6. Complete client identification labels	☐	☐	☐
7. File manual client records (W/S)	☐	☐	☐
8. Verify client &/or insurance information	☐	☐	☐
9. Process health information requests	☐	☐	☐
10. Manage client appointments	☐	☐	☐
11. Answer phones	☐	☐	☐
12. Assist with basic coding for client billing (W/S)	☐	☐	☐
13. Complete insurance & claim forms	☐	☐	☐
14. Perform basic bookkeeping duties (W/S)	☐	☐	☐
15. Use common office software applications	☐	☐	☐
16. Use database systems to process information	☐	☐	☐
17. Prepare reports	☐	☐	☐
18. Maintain office equipment	☐	☐	☐
19. Order & receive supplies &/or equipment	☐	☐	☐
20. Perform an inventory of supplies &/or equipment	☐	☐	☐

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Additional Comments -

Ambulatory/Support Services Pathway

Clinical Setting:
Level One (one year program) = General Skills + Skills from ONE Specific Service area
Level Two (two year program) = General Skills + Skills from TWO Specific Service areas

Ambulatory/Support Services Unit	Minimum rating of 2 for EACH Check Rating		
General Skills	1	2	3
1. Maintain department documents	☐	☐	☐
2. Create &/or maintain the client record	☐	☐	☐
3. Complete client identification labels	☐	☐	☐
4. Manage orders &/or appointments	☐	☐	☐
5. Use computer systems to process information (W/S)	☐	☐	☐
6. Prepare reports	☐	☐	☐
7. Order & receive supplies &/or equipment	☐	☐	☐
Specific Service- Dietary	1	2	3
1. Assist to plan menus based on nutritional needs	☐	☐	☐
2. Assist to prepare food	☐	☐	☐
3. Verify food content matches dietary restrictions	☐	☐	☐
4. Take food orders	☐	☐	☐
5. Serve food	☐	☐	☐
6. Measure/monitor food & fluid intake	☐	☐	☐
7. Aid client with eating & hydration (W/S)	☐	☐	☐
8. Perform choking maneuver (W/S)	☐	☐	☐
Specific Service- Imaging	1	2	3
1. Assist to prepare diagnostic agents	☐	☐	☐
2. Set up diagnostic area	☐	☐	☐
3. Assist to explain diagnostic procedure to client	☐	☐	☐
4. Assist client with dressing & undressing	☐	☐	☐
5. Position client	☐	☐	☐
6. Assist with diagnostic imaging (Simulate only)	☐	☐	☐
7. Clean & restock after procedure	☐	☐	☐

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Additional Comments -

Ambulatory/Support Services Pathway

Ambulatory/Support Services Unit- continued	Minimum rating of 2 for EACH **Check Rating**		
Specific Service- Laboratory	1	2	3
1. Use aseptic technique	☐	☐	☐
2. Clean & prepare glassware &/or instruments	☐	☐	☐
3. Weigh & measure accurately	☐	☐	☐
4. Perform calculations & conversions	☐	☐	☐
5. Prepare reagents, solutions, &/or buffers	☐	☐	☐
6. Operate lab equipment properly	☐	☐	☐
7. Conduct testing according to protocol	☐	☐	☐
8. Record & analyze test results	☐	☐	☐
Specific Service- Optician/Optometry	1	2	3
1. Obtain lens prescriptions	☐	☐	☐
2. Measure client eye lengths, centers, & distances	☐	☐	☐
3. Set up optometry area	☐	☐	☐
4. Assist to perform eye exam	☐	☐	☐
5. Instruct clients how to care for eyewear	☐	☐	☐
6. Order & purchase frames & lenses	☐	☐	☐
7. Fit glasses to clients	☐	☐	☐
Specific Service- Physical Therapy (PT)	1	2	3
1. Set up treatment area	☐	☐	☐
2. Assist to explain treatment to client	☐	☐	☐
3. Position clients on therapy equipment	☐	☐	☐
4. Measure vital signs	☐	☐	☐
5. Assist with application/adjustment of orthotic & assistive devices	☐	☐	☐
6. Assist client with performing range of motion exercise	☐	☐	☐
7. Assist client with prescribed exercise program	☐	☐	☐
8. Assist client with gait training	☐	☐	☐
9. Administer active & passive treatments	☐	☐	☐

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Additional Comments -

Additional Certifications, Training, Seminars and Projects

Please list in detail any additional certifications earned, any training and seminars attended, and/or any projects completed during the course of the Health Science Youth Apprenticeship.

Description		
Notes/Comments		
Date Completed	Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Signature	Date Signed

Description		
Notes/Comments		
Date Completed	Signature	Date Signed

Other Notes or Comments

Table 1. Employment status of the civilian noninstitutional population 16 to 24 years of age by sex, race, and Hispanic or Latino ethnicity, April-July 2016 [Numbers in thousands. Data are not seasonally adjusted.]

Employment status, sex, race, and Hispanic or Latino ethnicity	April	May	June	July	April-July changes	
					Number	Percent
TOTAL						
Civilian noninstitutional population	38,480	38,468	38,459	38,450	-30	-0.1
Civilian labor force	20,548	21,102	22,755	23,104	2,556	12.4
Participation rate	53.4	54.9	59.2	60.1	6.7	12.5
Employed	18,511	18,875	19,967	20,456	1,945	10.5
Employment-population ratio	48.1	49.1	51.9	53.2	5.1	10.6
Unemployed	2,037	2,227	2,789	2,648	611	30.0
Looking for full-time work	1,392	1,529	2,031	1,912	520	37.4
Looking for part-time work	645	699	757	736	91	14.1
Unemployment rate	9.9	10.6	12.3	11.5	1.6	16.2
Not in labor force	17,932	17,366	15,703	15,346	-2,586	-14.4
Men						
Civilian noninstitutional population	19,395	19,389	19,385	19,380	-15	-0.1
Civilian labor force	10,527	10,800	11,869	12,094	1,567	14.9
Participation rate	54.3	55.7	61.2	62.4	8.1	14.9
Employed	9,442	9,637	10,314	10,638	1,196	12.7
Employment-population ratio	48.7	49.7	53.2	54.9	6.2	12.7
Unemployed	1,085	1,163	1,555	1,455	370	34.1
Looking for full-time work	771	852	1,223	1,169	398	51.6
Looking for part-time work	314	311	332	286	-28	-8.9
Unemployment rate	10.3	10.8	13.1	12.0	1.7	16.5
Not in labor force	8,868	8,590	7,516	7,287	-1,581	-17.8
Women						
Civilian noninstitutional population	19,085	19,079	19,074	19,069	-16	-0.1
Civilian labor force	10,021	10,302	10,886	11,010	989	9.9
Participation rate	52.5	54.0	57.1	57.7	5.2	9.9
Employed	9,069	9,237	9,653	9,818	749	8.3
Employment-population ratio	47.5	48.4	50.6	51.5	4.0	8.4
Unemployed	952	1,065	1,234	1,193	241	25.3

Table 1. Employment status of the civilian noninstitutional population 16 to 24 years of age by sex, race, and Hispanic or Latino ethnicity, April-July 2016 [Numbers in thousands. Data are not seasonally adjusted.]

Employment status, sex, race, and Hispanic or Latino ethnicity	April	May	June	July	April-July changes	
					Number	Percent
Looking for full-time work	621	677	809	743	122	19.6
Looking for part-time work	331	388	425	450	119	36.0
Unemployment rate	9.5	10.3	11.3	10.8	1.3	13.7
Not in labor force	9,064	8,777	8,188	8,059	-1,005	-11.1
White						
Civilian noninstitutional population	28,335	28,321	28,309	28,297	-38	-0.1
Civilian labor force	15,652	16,116	17,402	17,734	2,082	13.3
Participation rate	55.2	56.9	61.5	62.7	7.5	13.6
Employed	14,352	14,653	15,552	15,981	1,629	11.4
Employment-population ratio	50.7	51.7	54.9	56.5	5.8	11.4
Unemployed	1,300	1,463	1,850	1,754	454	34.9
Looking for full-time work	894	962	1,296	1,222	328	36.7
Looking for part-time work	406	502	554	532	126	31.0
Unemployment rate	8.3	9.1	10.6	9.9	1.6	19.3
Not in labor force	12,684	12,205	10,907	10,562	-2,122	-16.7
Black or African American						
Civilian noninstitutional population	5,865	5,860	5,855	5,850	-15	-0.3
Civilian labor force	2,929	2,993	3,171	3,149	220	7.5
Participation rate	49.9	51.1	54.2	53.8	3.9	7.8
Employed	2,408	2,434	2,461	2,499	91	3.8
Employment-population ratio	41.1	41.5	42.0	42.7	1.6	3.9
Unemployed	522	559	710	650	128	24.5
Looking for full-time work	365	439	569	533	168	46.0
Looking for part-time work	157	121	141	117	-40	-25.5
Unemployment rate	17.8	18.7	22.4	20.6	2.8	15.7
Not in labor force	2,936	2,867	2,684	2,701	-235	-8.0
Asian						
Civilian noninstitutional population	2,157	2,158	2,179	2,212	55	2.5
Civilian labor force	831	844	956	954	123	14.8
Participation rate	38.5	39.1	43.9	43.1	4.6	11.9

Table 1. Employment status of the civilian noninstitutional population 16 to 24 years of age by sex, race, and Hispanic or Latino ethnicity, April-July 2016 [Numbers in thousands. Data are not seasonally adjusted.]

Employment status, sex, race, and Hispanic or Latino ethnicity	April	May	June	July	April-July changes	
					Number	Percent
Employed	765	775	874	859	94	12.3
Employment-population ratio	35.5	35.9	40.1	38.8	3.3	9.3
Unemployed	66	69	83	95	29	43.9
Looking for full-time work	48	47	61	65	17	35.4
Looking for part-time work	17	22	22	30	13	76.5
Unemployment rate	7.9	8.2	8.6	10.0	2.1	26.6
Not in labor force	1,326	1,313	1,222	1,258	-68	-5.1
Hispanic or Latino ethnicity						
Civilian noninstitutional population	8,469	8,478	8,488	8,497	28	0.3
Civilian labor force	4,458	4,615	4,750	4,776	318	7.1
Participation rate	52.6	54.4	56.0	56.2	3.6	6.8
Employed	4,017	4,144	4,167	4,235	218	5.4
Employment-population ratio	47.4	48.9	49.1	49.8	2.4	5.1
Unemployed	441	472	583	540	99	22.4
Looking for full-time work	329	323	443	385	56	17.0
Looking for part-time work	112	149	140	155	43	38.4
Unemployment rate	9.9	10.2	12.3	11.3	1.4	14.1
Not in labor force	4,011	3,863	3,738	3,721	-290	-7.2

NOTE: Estimates for the above race groups (White, Black or African American, and Asian) do not sum to totals because data are not presented for all races. Persons whose ethnicity is identified as Hispanic or Latino may be of any race. Updated population controls are introduced annually with the release of January data.

APPENDIX 9: Table 2. Employment status of the civilian noninstitutional population 16 to 24 years of age by sex, race, and Hispanic or Latino ethnicity, July 2013-2016

Table 2. Employment status of the civilian noninstitutional population 16 to 24 years of age by sex, race, and Hispanic or Latino ethnicity, July 2013-2016 [Numbers in thousands. Data are not seasonally adjusted.]

Employment status, sex, race, and Hispanic or Latino ethnicity	July 2013	July 2014	July 2015	July 2016
TOTAL				
Civilian noninstitutional population	38,861	38,735	38,589	38,450
Civilian labor force	23,506	23,437	23,162	23,104
Participation rate	60.5	60.5	60.0	60.1
Employed	19,684	20,085	20,333	20,456
Employment-population ratio	50.7	51.9	52.7	53.2
Unemployed	3,821	3,353	2,829	2,648
Looking for full-time work	2,819	2,460	2,134	1,912
Looking for part-time work	1,002	893	695	736
Unemployment rate	16.3	14.3	12.2	11.5
Not in labor force	15,355	15,298	15,426	15,346
Men				
Civilian noninstitutional population	19,587	19,527	19,442	19,380
Civilian labor force	12,283	12,335	12,011	12,094
Participation rate	62.7	63.2	61.8	62.4
Employed	10,127	10,470	10,488	10,638
Employment-population ratio	51.7	53.6	53.9	54.9
Unemployed	2,156	1,865	1,523	1,455
Looking for full-time work	1,665	1,437	1,195	1,169
Looking for part-time work	491	428	328	286
Unemployment rate	17.6	15.1	12.7	12.0
Not in labor force	7,303	7,191	7,431	7,287
Women				
Civilian noninstitutional population	19,274	19,208	19,147	19,069
Civilian labor force	11,223	11,102	11,151	11,010
Participation rate	58.2	57.8	58.2	57.7
Employed	9,557	9,614	9,846	9,818
Employment-population ratio	49.6	50.1	51.4	51.5
Unemployed	1,665	1,488	1,306	1,193

Table 2. Employment status of the civilian noninstitutional population 16 to 24 years of age by sex, race, and Hispanic or Latino ethnicity, July 2013-2016 [Numbers in thousands. Data are not seasonally adjusted.]

Employment status, sex, race, and Hispanic or Latino ethnicity	July 2013	July 2014	July 2015	July 2016
Looking for full-time work	1,154	1,023	939	743
Looking for part-time work	511	465	367	450
Unemployment rate	14.8	13.4	11.7	10.8
Not in labor force	8,052	8,106	7,996	8,059
White				
Civilian noninstitutional population	28,866	28,718	28,488	28,297
Civilian labor force	18,205	18,137	17,735	17,734
Participation rate	63.1	63.2	62.3	62.7
Employed	15,679	15,917	15,903	15,981
Employment-population ratio	54.3	55.4	55.8	56.5
Unemployed	2,525	2,220	1,832	1,754
Looking for full-time work	1,814	1,612	1,308	1,222
Looking for part-time work	711	607	524	532
Unemployment rate	13.9	12.2	10.3	9.9
Not in labor force	10,661	10,581	10,754	10,562
Black or African American				
Civilian noninstitutional population	5,997	5,973	5,916	5,850
Civilian labor force	3,225	3,160	3,337	3,149
Participation rate	53.8	52.9	56.4	53.8
Employed	2,315	2,376	2,645	2,499
Employment-population ratio	38.6	39.8	44.7	42.7
Unemployed	910	784	691	650
Looking for full-time work	771	591	604	533
Looking for part-time work	139	192	87	117
Unemployment rate	28.2	24.8	20.7	20.6
Not in labor force	2,772	2,813	2,580	2,701
Asian				
Civilian noninstitutional population	2,028	2,044	2,148	2,212
Civilian labor force	934	936	957	954
Participation rate	46.1	45.8	44.6	43.1
Employed	794	834	855	859

Table 2. Employment status of the civilian noninstitutional population 16 to 24 years of age by sex, race, and Hispanic or Latino ethnicity, July 2013-2016 [Numbers in thousands. Data are not seasonally adjusted.]

Employment status, sex, race, and Hispanic or Latino ethnicity	July 2013	July 2014	July 2015	July 2016
Employment-population ratio	39.2	40.8	39.8	38.8
Unemployed	140	102	102	95
Looking for full-time work	81	70	68	65
Looking for part-time work	59	32	34	30
Unemployment rate	15.0	10.9	10.7	10.0
Not in labor force	1,094	1,109	1,191	1,258
Hispanic or Latino ethnicity				
Civilian noninstitutional population	8,229	8,313	8,406	8,497
Civilian labor force	4,756	4,675	4,728	4,776
Participation rate	57.8	56.2	56.2	56.2
Employed	3,897	3,903	4,127	4,235
Employment-population ratio	47.4	47.0	49.1	49.8
Unemployed	859	772	601	540
Looking for full-time work	622	560	458	385
Looking for part-time work	238	212	143	155
Unemployment rate	18.1	16.5	12.7	11.3
Not in labor force	3,473	3,637	3,679	3,721

NOTE: Estimates for the above race groups (White, Black or African American, and Asian) do not sum to totals because data are not presented for all races. Persons whose ethnicity is identified as Hispanic or Latino may be of any race. Updated population controls are introduced annually with the release of January data.

APPENDIX 10: Table 3. Employed persons 16 to 24 years of age by industry, class of worker, race, and Hispanic or Latino ethnicity, July 2015-2016

Table 3. Employed persons 16 to 24 years of age by industry, class of worker, race, and Hispanic or Latino ethnicity, July 2015-2016 [Numbers in thousands. Data are not seasonally adjusted.]

Industry and class of worker	Total		White		Black or African American		Asian		Hispanic or Latino ethnicity	
	July 2015	July 2016	July 2015	July 2016	July 2015	July 2016	July 2015	July 2016	July 2015	July 2016
Total employed	20,333	20,456	15,903	15,981	2,645	2,499	855	859	4,127	4,235
Agriculture and related industries	309	320	294	302	7	5	1	4	47	74
Nonagricultural industries	20,024	20,136	15,609	15,678	2,638	2,493	853	855	4,079	4,162
Private wage and salary workers(1)	18,223	18,359	14,169	14,314	2,418	2,245	791	774	3,790	3,893
Mining, quarrying, and oil and gas extraction	75	39	68	25	0	13	3	0	9	15
Construction	883	991	799	934	36	24	1	8	267	304
Manufacturing	1,385	1,408	1,133	1,092	162	172	46	71	322	261
Durable goods	882	792	726	653	104	75	33	41	173	136
Nondurable goods	504	616	406	439	58	97	14	30	149	124
Wholesale trade	277	252	228	209	24	20	12	4	94	58
Retail trade	4,005	3,756	2,902	2,871	680	500	206	173	785	781
Transportation and utilities	447	434	337	278	73	100	13	30	133	81
Information	288	278	221	237	30	20	30	20	52	59
Financial activities	725	762	571	581	93	78	39	57	180	145
Professional and business services	1,547	1,690	1,228	1,324	158	189	75	99	332	399
Education and health services	2,236	2,607	1,664	1,951	331	391	137	133	368	497
Leisure and hospitality	5,437	5,213	4,234	4,072	762	638	196	138	1,098	1,104
Other services	918	929	784	741	68	98	33	40	150	190
Government wage and salary workers	1,403	1,395	1,091	1,042	195	221	47	68	189	177
Federal	114	158	82	112	14	23	9	14	3	8
State	541	510	414	366	77	82	19	36	80	58
Local	748	728	595	563	103	116	18	18	106	111
Self-employed, unincorporated, and unpaid family workers	398	382	349	322	26	28	16	14	100	91

Footnotes

(1) Includes self-employed workers whose businesses are incorporated.

NOTE: Estimates for the above race groups (White, Black or African American, and Asian) do not sum to totals because data are not presented for all races. Persons whose ethnicity is identified as Hispanic or Latino may be of any race. Updated population controls are introduced annually with the release of January data.

APPENDIX 11: Attachment 1: Worksite Agreement

WORKSITE AGREEMENT

Contract Code: _____
Start Date: _____
End Date: _____

THIS SECTION SHOULD BE COMPLETED BY PROVIDER (Please Print)

Provider Contact Name & Title: _____

E-mail: _____ Telephone: (_____) _____-_____

Payroll Data *(check the box that applies and record the hourly pay rate, if applicable)*

☐ Non-Paid Experience	Payroll Administered by PYN	Payroll Administered by Employer
	☐ Pay Rate: $ _____ per hour ☐ Incentive	☒ Pay Rate: $ 8.00 per hour ☐ Incentive

THIS SECTION SHOULD BE COMPLETED BY WORKSITE (Please Print)

Full Legal Name of Worksite: **Philadelphia Works**

Worksite Coordinator Name & Title: _____ Email: _____

Address: 1617 John F. Kennedy Boulevard, 13th floor City: Philadelphia State: Pa Zip Code: 19103

Telephone: (215) _____ Criminal Clearance: ☒ On file at PYN ☐ Attached in sealed envelope ☐ Completed Hirease

Worksite Classification *(check the box that applies)*	☐ Public	☐ Private	☒ Non-Profit	# of Employees: ☐1-50 ☒51-100 ☐101+

Industry Sector *(Check ONE sector which best classifies your Company/Organization)*

☐ Agriculture and Environmental Services	☐ Educational Services	☐ Municipal Services
☐ Architecture, Construction and Engineering	☐ Finance and Insurance	☒ Professional and Technical Services
☐ Arts, Entertainment and Recreation	☐ Healthcare, Life Sciences and Social Assistance	☐ Real Estate
☐ Automotive Technology	☐ Hospitality	☐ Retail Trade
☐ Communications and Media	☐ Information Technology	☐ Transportation and Logistics
☐ Community Development and Support	☐ Manufacturing	☐ Utilities

Job Code	# of Jobs (per code)	Is this a "Green Job?"		Supervisor's Name	Supervisor's E-mail
1	4	Yes	No	Suzanne Krasnisky	
1	4	Yes	No	Maria Morton	
1	2	Yes	No	Tiffany Jenkins	
		Yes	No		

(Please attach an additional agreement for more jobs)

GREEN JOB DEFINITION:
o Jobs in businesses that produce goods or provide services that benefit the environment or conserve natural resources.
o Jobs in which workers' duties involve making their establishment's production processes more environmentally friendly or use fewer natural resources.

JOB CODE KEY:

1	Administrative Support Assistant/Intern	12	Environmental Service Assistant/Intern	23	Marketing Assistant/Intern
2	Agricultural Assistant/Intern	13	Finance Assistant/Intern	24	Municipal Assistant/Intern
3	Architecture Assistant/Intern	14	Green Program Assistant/Intern	25	Technical Services Assistant/Intern
4	Arts Assistant/Intern	15	Health Care Assistant/Intern	26	Real Estate Assistant/Intern
5	Automotive Assistant/Intern	16	Hospitality Assistant/Intern	27	Recreation Assistant/Intern
6	Communications Assistant/Intern	17	Human Resources Assistant/Intern	28	Retail Trade Assistant/Intern
7	Community Development Assistant/Intern	18	Information Technology Assistant/Intern	29	Social Assistance Assistant/Intern
8	Construction Assistant/Intern	19	Insurance Assistant/Intern	30	Social Media Assistant/Intern
9	Educational Services Assistant/Intern	20	Life Sciences Assistant/Intern	31	Transportation Assistant/Intern
10	Engineering Assistant/Intern	21	Logistics Assistant/Intern	32	Utilities Assistant/Intern
11	Entertainment Assistant/Intern	22	Manufacturing Assistant/Intern		

Job Descriptions Available at: http://www.pyninc.org/worksitetoolkit/downloads/SampleJobDescriptions.pdf

QUALITY EXPERIENCE:
• Worksite must engage youth in meaningful work and provide tools and equipment necessary for youth to effectively carry out their duties.
• Worksite must have an alternative plan to ensure youth can make up work hours due to inclement weather.
• Worksite is not a home-based business.
• Worksite must not allow youth to construct, maintain, operate, or perform any activities in any part of the Worksite used for sectarian instruction or religious worship.
• Worksite agrees to be monitored by PYN (and Provider, if applicable) and must participate in periodic evaluations of youth assigned to this Worksite.
• Worksite must promptly notify PYN (and Provider, if applicable) regarding performance issues prior to removal of youth from the program.
• Worksite may interview, select and, if merited, recommend removal of youth from the program if the youth's work conduct is unsatisfactory to Worksite.

ADDITIONAL INFORMATION & SIGNATURE REQUIREMENTS ON BACK

Philadelphia Youth Network is the managing partner of WorkReady Philadelphia, Project U-Turn, and the E³ Centers. For more information on each initiative, please visit www.pyninc.org. Rev 12/12

Conditions Necessary for Thriving Collaborations [220]
- Supportive and Aligned Leadership - Supportive leadership can be defined as the active backing and participation of key decision-makers in program planning, implementation, assessment, and improvement. Aligned leadership, the *right people* at the table; includes those most affected, systems that can support, employers, funders, public sector leaders, non-profits, etc.
- Complementary Missions and Shared Values - The most effective summer programs demonstrate a clear understanding of mission and values, and communicate those values broadly to all stakeholders. These effective systems work consistently and seamlessly across various sectors including but not limited to: education, housing, economic security, child welfare, health, early care and education, food security, mental health, oral health, transportation, economic development, human services, juvenile justice, disability services, and employment and training.
- Formal and Informal Communication Structures - Communication might include the formal (a Memorandum of Understanding or MOU) or more informal—meetings, emails, and joint professional development opportunities.
- Multidimensional Relationships - Although leadership is often responsible for laying the foundation for strong linkages, relationships need to exist on all levels and among all staffs.
- Shared Systems and Data - The linkages between the program, school, and community can undoubtedly be strengthened by administrative systems, particularly when space or data are shared. Management information systems for data collection and sharing help secure the linkage and hold the program, schools, and community partners accountable to one another with respect to youth outcomes.
- Favorable Policy and Funding Climate - Local support can be critical to influencing the policy and funding decisions of board members and other local education decision-makers. (See Hartford Model: Appendix 3)

Core Principle of Needle-Moving Collaboratives[221]
- Commitment to long-term involvement. Successful collaborations make multi-year commitments because long-term change takes time. Even after meeting goals, a collaborative must work to sustain them.
- Involvement of key stakeholders across sectors. All relevant partners play a role, including decision-makers from the government (education, human services, public health, mental health, etc.), philanthropy, business, and nonprofits, as well as individuals and families. Funders need to be at the table from the beginning to help develop the goals and vision and, over time, align their funding with the collaborative's strategies.
- Use of shared data to set the agenda and improve over time. Data and clear metrics are central to collaborative work and are the guiding elements for collaborative decision-making.
- Engagement of community members as substantive partners. Community members are involved throughout the process in shaping services, offering

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[220] Ibid
[221] Ibid

perspectives, and providing services to each other, not just as focus group participants.

- Shared vision and agenda: finding the common denominator. Developing a common vision and agenda are two of the most time-consuming and challenging of all the tasks a community collaborative undertakes. They are also two of the most vital. Establishing quantifiable goals can catalyze support and build momentum, and developing a clear roadmap can help organizations look beyond narrow institutional interests to achieve community-wide goals.
- Effective leadership and governance: keeping decision makers at the table. Successful collaboratives need a strong leader to fully engage stakeholders, coordinate their efforts, and keep them at the table. In addition, the leader must work to create and maintain a diverse, inclusive table where both large organizations and small grassroots organizations have powerful voices.
- Alignment of resources toward what works: using data to adapt continually. Regardless of their breadth, successful collaboratives pursue a logical link among the goals they seek, the interventions they support, and what they measure to assess progress and success. Collaboratives are required to be adaptive, adjusting their approaches based on new information, changes in conditions, and data on progress toward goals.
- Dedicated staff capacity and appropriate structure: linking talk to action. Having dedicated staff is critical, as is having a staff structure appropriate to the collaborative's plan and goals.
- Sufficient funding: targeted investments to support what works. Collaboratives require funding both to maintain their dedicated staff and to ensure that nonprofits have the means to deliver high-quality services. Even though the first job of most collaboratives is to leverage existing resources, in every needle-moving collaborative studied, there is at least a modest investment in staff and infrastructure.

Stages of forming Collaboratives:

Development of the idea[222]
- Bringing key stakeholders to the table - from wide variety of sectors those who are potential collaborators.
- Address relevant political and cultural
- Frame the challenge and problems to be addressed in a compelling way
- Identify funding sources for dedicated capacity of the collaborative
- Secure the right leadership and operational structure for the collaborative
- Create a community engagement and participation plan - engage other potential stakeholders - nonprofits, community leaders, government agencies, advocates.
- Engage in peer learning and secure technical assistance

Planning[223]
- Bring additional people to the table, as needed and continue to engage the community. Determine further sectors that need to be involved. Proactively address any changes in community leadership. Review community engagement, and ensure that collaborative continues to invest in engaging

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[222] Ibid
[223] Ibid

youth and employers.
- Analyze and discuss the data around the problem
- Finalize Collaborative goals and build buy-in to the shared vision. What are the key goals for the community in the next 5 years? Finalized what metrics will be tracked and how. Create clear governance process.
- Develop a roadmap and create an action plan. Devise logic model for what it takes to achieve shared vision. Include milestone and metrics to help track successes over the next phase. Clarify accountability for organization goals.
- Understand evidence-based practices. Does our community use the best practices?
- Get commitment or common agreement from participants on a timeline. Ensure they are committed for the long term.
- Secure funding (or at least a committed private funder) for the next few years. What funding strategy will be used?
- Secure the key staff required to support the work
- Start to build out the data for continuous improvement. Determine what data needs to be collected to understand the community's progress against the goal.
- Develop a sustainability philosophy. Consider long-term options for the collaborative. Determine funding required to pursue the options considered.
- Launch a public campaign. Develop communications plan to guide how to build public interest and enthusiasm and manage perceptions. Develop related press materials.

Align Resources[224]
- Execute the action plan by aligning existing programs in the community against the roadmap and creating new programs if necessary. Schedule regular meetings with key stakeholders.
- Advocate for or enact policy change in the community to change systems. Include policymakers in the community to help influence the flow of resources.
- Test, refine, course-correct along the way. Review data points and determine what will be needed. Proactively address community leadership changes.
- Ensure the vision and agenda are evolving as the collaborative learns. Make leadership and governance structures clear to everyone and effective.
- Highlight early success, give credit strategically to bolster the collaborative. Determine how to share credit with specific organizations. Develop a communications plan and build in regular opportunities to celebrate the success of your work with the public.
- Ensure collaborative's culture is in place and being cultivated.

Reflect and Adopt
- Continue to coordinate and track data. Maintain effective tracking data and report back to collaborative planners and community.
- Complete the continuous improvement loop between data and programming. Use data actively to inform programming and make major decisions about the collaborative path forward.
- Develop a long-term plan specifically around sustainability.
- Ensure the community is actively engaged in formal and informal ways.

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[224] Ibid

Decide Next Steps
- Assess progress to-date. Determine if interventions are working and if goals are being achieved.
- If goals have been achieved, decide on a path forward. Determine how to processed over the next three to five years. Formally create a roadmap forward.
- Ensure that institutionalized efforts are being supported. Will funding, public support, efforts continue to live on in existing institutions?

Defining Characteristics of Healthy Collaborative Structures [225]

Structure of organization of the collaboration
- Strong "anchor organization" that has the trust and respect of the community. Seen as having no political ax to grind beyond serving the community, no preconceived agenda.
- Oversight committee formed, and holds meetings regularly (monthly).
- Decision making can be informal, but if so must be engulfed in a strong culture of trust and mutual accountability. Having alignment around a shared vision.
- Formation of subcommittees to focus on specific pathways to the broader goals.

Key's to Building Funding Collaboratives
- Anchor funders (long term commitment) are critical to initiating and innovating for long term-term impact. Establishing multi-year commitment and dedication of funds is essential.[226]
- Engaging both public and private funders leverages resources in complementary ways for long-term system change. Seeing how funding streams complement each other toward alignment with goals is key. It allows the organization to be deliberate in who it seeks to participate and how it works with different members. Having a full understanding of the different constraints of public and private funders is key to maximizing resources. [227]
- Focus on developing long-term sustainability early on, evolving the leadership and operation structure through an intentional business plan. [228]
- Facilitation and project management are necessary for maintaining focus and engagement to achieve action. Using the facilitator to play a variety of roles: developing draft agendas for leaders to weigh in on, applying rigor to move the discussions to well-articulated action steps, connecting dots between funders outside of formal meetings, building relationships in helping funders see the connection to their work, representing the Collaborative in the community and in developing partnerships, and providing continuity and structure for all meetings and communications. With a facilitator playing these essential roles, members are able to engage more with the limited time they have.
- For a system-level change, a collaborative endeavor must engage a broad range of stakeholders.

[225] *Toolbox Overview for Building Needle-Moving Community Collaborations*. (n.d.). Retrieved October 27, 2016, from United We Serve - National and Community Service website: http://www.serve.gov/new-images/council/pdf/CommunityCollaborativeToolkit_all _materials.pdf .
[226] Wolk, A. (n.d.). *A New Collaborative Model for Increased Social Impact: Public and Private Funder Alignment* (Rep.). Retrieved October 29, 2016, from Rootcause website: file:///C:/Users/matts/Downloads/YVP Collaborative Case Study.pdf
[227] Ibid
[228] Ibid

- Recognizing the multiple paths that exist to funder engagement. Funders will be most engaged if they can see how the work fits with their own grantmaking priorities and feel supported individually within the context of the broader work. Building relationships between funders must consistently be a priority as funders are very interested in knowing more about who is funding whom and why. Additionally, a collaborative can support engagement by providing access to practical information and tools that members can use and consider adapting to their own grantmaking processes.[229]

Keys to Aligning Goals [230]
- Evolving the shared leadership and operating structure for sustainability and shared commitment. Always moving to expand the collaborative. [231]
- Finalizing the common framework of practices, measures, and outcomes of all the key levers. [232]
- Encouraging programs to assess and align their activities with the framework, identify capacity needs and share feedback to continually improve the approach. With this information, funders will be able to provide capacity building support to drive improvements in program performance. [233]
- Continuously collaborating and aligning with other key initiatives in the neighborhoods doing similar and complementary work. [234]
- Implementing a strategic communications plan that raises the visibility of what foundations and businesses can specifically fund. Emphasize the need to create public urgency to address the issue.[235]

Dedicated Capacity[236]
- Having staff that can support the day-to-day work of the collaborative and help move the agenda forward.
- Roles generally required:
    - *Leader and Convener*: Brings key leaders to the collaborative and moves the group towards a cohesive, collective strategic direction.
    - *Director and Facilitator*: Manages the day-to-day work to support the community collaborative; accountable for getting things done between meetings. Guides the collaborative's meetings, with a specific eye towards moving the group to consensus and action. This person often has deep skills related to strategic planning, process improvement and/or stakeholder management.
    - *Data Analyst:* Supports continuous learning on the technical side by aggregating and analyzing data, finding trends and reporting back to groups. Rather than build this capacity, some collaboratives partner with researchers or an outside firm to play this role.
    - *Policy Analyst:* Monitors policy news and changes relevant to the collaborative's work, reports back to the collaborative on policy wins and obstacles, and helps determine opportunities for the collaborative to have influence on policy decisions Administrative support:

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[229] Ibid
[230] Ibid
[231] Ibid
[232] Ibid
[233] Ibid
[234] Ibid
[235] Ibid
[236] Ibid

Coordinates all meetings across the collaborative, ensuring that the groups are on track and committee meetings are run consistently.
- o *Communications Lead / Development Director*: Manages external communications to maximize the impact of the collaborative's work; ensures that the collaborative speaks as one entity when appropriate, coordinates with partners to ensure that their independent communications are aligned with the collaborative's agenda and maintains and develops relationships with funders.

Culture of the Collaborative
- The common strength of all great collaboratives, very powerful, but hard to define.
- All successful collaborative develop deep relationships and trust among partners. Authentic relationships are key.
- Lead conveners of successful collaborations place partners and the collaborative out front for publicity and credit. Giving credit to partners.
- In needle-moving collaborative participant willingly suppress their institution or individual agendas in support for the collective good. With money involved, this is a true test of trust.
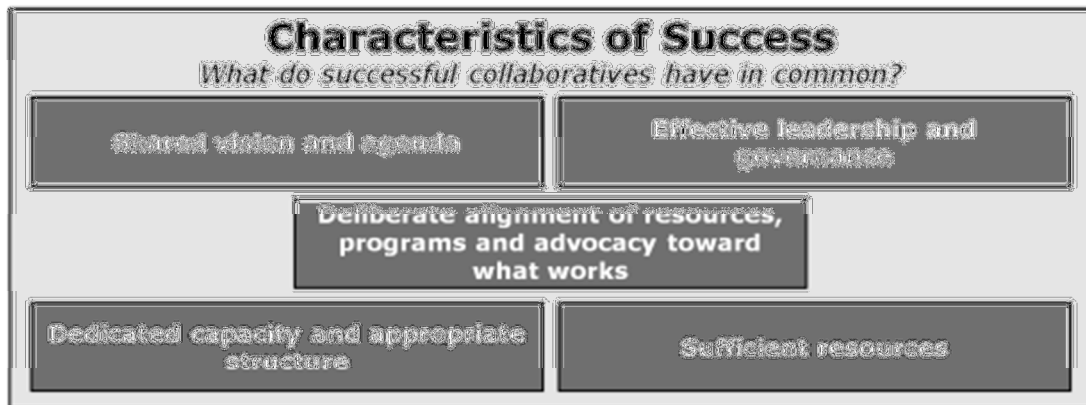
Using Data in Collaboratives
- Using data to set priorities, drive the collaborative process, and make decisions are key characteristics that needle-moving collaboratives share. Data is often used to:
  - o Understand the problem or issues that a collaborative is trying to address
  - o Gain alignment around what the data is saying
  - o Make specific decisions about the collaborative's agenda and roadmap
  - o Learn about what is working and not working
  - o Track the progress against community-wide goals, using relevant metrics
  - o Publicly highlight successes to increase community and stakeholder backing
  - o Attract funding by showing progress

Key Takeaways on Youth Collaborations and keeping Youth Engaged [237]
- Provide opportunities for leadership development - almost all high retention programs offer these opportunities.
- Staff members staying connected to youth - through meetings one-on-one, contact with parents regularly, making school/work visits.
- Fostering a sense of community - shared norms, offering meaningful ways for peers to connect with each other.
- Opportunities to foster success and build skills that are of personal interest to them. Out of school programs (OST) can support youth in ways that schools cannot.
- Offering diverse and developmentally appropriate programming.
- Incorporating family engagement - events for parents, meetings with parents,

[237] Deschenes, S., Arbreton, A., Little, P., Grossman, J., Weiss, H., & Lee, D. (2010, April). *Engaging Older Youth: Program and City -level Strategies to Support Sustained Participation in Out-of-School Time* [Scholarly project]. In *Harvard Family Research Project*. Retrieved October 12, 2016, from http://www.hfrp.org/out-of-school-time/publications-resources/engaging-older-youth-program-and-city-level-strategies-to-support-sustained-participation-in-out-of-school-time

provide courses for parents, send newsletters with community resources.

Characteristics of Success

What do successful collaboratives have in common?

Shared vision and agenda	Effective leadership and governance

Deliberate alignment of resources, programs and advocacy toward what works

Dedicated capacity and appropriate structure	Sufficient resources

Characteristics of a Strong Mentoring Relationship

Relational Dimensions
- Feelings of closeness in the relationship. Trusting and caring.
- The relationship is "youth centered" - youth-centered relationships are more likely to be sustained over time. mentor actively considers the youth's interests and is not preoccupied with achieving changes in the youth's behavior at the expense of developing a positive connection, [6]

Instrumental Dimensions
- Engaging in purposeful activities together can help to deepen the relationship and make it more meaningful.
- Introducing goals can help focus match activities on interests or areas of concern that are important for the young person's wellbeing or development.[6]

Match Training and Support practices[6]
1. Early-match training
   a. Two-hour minimum, group, in-person, curriculum-based training, before or within one month of the match's start date and Must include active/experiential learning and practice.
   b. Training includes skill building and topics of relevance to building strong relationship.
2. Ongoing match support
   a. Monthly contact with mentor, youth, and parent/guardian via phone or in person.
3. Match meeting frequency
   a. Matches asked to meet three or more times a month, with each contact lasting at least two hour.
4. Match length
   a. Mentors and youth/parents are asked to commit to 18 month engagement (See Appendix 13 for additional mentorship insights)

*The following is based on a report from the YouthBuild USA National Mentoring Alliance

1) **Developing partnerships that enhance programmatic sustainability**
   a. Programs must develop strategic community partnerships which will assist in providing long-term mentoring resources.
   b. Obtain a formal partnership commitment. Define the alignment, values, and philanthropic goals of the partner organization. Brief mentors/mentees on the partnership and its importance to the program. Provide adequate lead time to develop partnerships.

Practice Outcomes:
Youth provided with a caring and trained mentor.
- Raised community awareness and visibility of the program.
- Students receive mentors from the community.
- Program clearly identifies stakeholders. Mentoring enhances the overall program

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[238] http://youthbuildmentoringalliance.org/for-mentors

deliverables. - Identifies the benefits of long-term planning and implementation.
- A developed community partnership plan.

2) **Implementing the principles of mentoring into the core fabric of the organization.** [239]
   a. Mentoring is used to strengthen the overall effectiveness of the program.
   b. Educate senior management and program staff about the importance of mentoring and how it complements the organization's mission in order to guarantee that mentoring is supported agency-wide.
   c. Mentoring needs to be considered an integral part of services for youth.
   d. Train and orientate staff on the implementation of mentoring into your organization.

Implementation Steps:
- Define expectations.
- Provide orientation for leadership and staff.
- Develop mentoring organizational procedures and policies.
- Determine where staff can coordinate efforts and services to support students.
- Senior staff should promote the mentoring program throughout the organization, not as a separate program, but a part of how they do business.
- Monitor the effectiveness of mentoring and make necessary adjustments.

3) **Forming a mentoring advisory committee can strengthen program community**
   a. The advisory board is instrumental in working with the program in crafting and designing policies and procedures to integrate mentoring into the program.
   b. Advisory committee should have clear sense of purpose and goals.
   c. Strategically select individuals from the community to participate on the mentoring

Implementation steps:
- Defining the advisory committee's purpose, structure, and approach.
- Identify candidates or sources for potential committee candidates.
- Interview prospective advisory committee members.
- Provide orientation to each new member.
- Conduct regular advisory board meetings.
- Give advisory board members specific tasks and goals.

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[239] **Questions to consider:**
1. Does the organization have an institutional history or connection to mentoring (i.e., expertise in mentoring or connection to an established mentoring program)? How central is mentoring to the organization's mission and core capacities?
2. Does the organization have a governing body (i.e., a board)? Is the board invested in the mentoring program? Does the board offer significant help with fundraising for the program?
3. Is the staffing of the program adequate, with appropriate qualifications, roles, clinical expertise, etc.? Do staff have access to technical assistance, training and staff development opportunities that are applicable to the specific groups of youth with whom they are working?
4. Has the organization/program had significant issues with staff turnover, particularly recent turnover in key management positions? Does it have a clear plan for how to retain its staff and deal with turnover?
5. If you are funding growth or expansion in the program/organization, does the organization have the experience and capacity to manage this growth?
6. Does the organization have the experience, capacity and resources to manage finances effectively?
7. What is the relationship of the organization to the community? How is it viewed by the community? Are there "competing" organizations offering similar services?
8. *The questions above correlate with footnote

4) **Further list of best practices to use in implementation process**
    a. Well trained staff, mentors, and mentees.
    b. A program with strong youth development youth services.
    c. Develop program policy and procedures.
    d. Recruit, screen, orientate and train mentees/mentors.
    e. Develop the mentoring match procedures and guidelines.
    f. Develop a long-term program sustainability plan.
    g. Define expectations.
    h. Develop a customized policy and procedural manual using Mentoring Best Practices.
    i. Prepare a detailed implementation schedule.
    j. Orientate leadership and staff.
    k. Set milestone dates for implementation of the program.
    l. Evaluate progress and process.

APPENDIX 14: Additional Topics to be Explored

This report is extensive but there were a number of questions and sectors who posed questions and topics for review that were beyond the scope of this DESC retrospective evaluation. A brief outline of topics follows:

Employer Perspective:
- Needs and interests of employers in Detroit
- Activities underway to create pathways and opportunities for youth and young adults
- Cross city comparison of the engagement of employers, identification of jobs, and the process

Youth Perspective:
- Evaluation of process and impact on youth
- Youth perspective on program
- Formal analysis of youth surveys and comparison over years
- Link with other data sets
- Evaluation on the various programmatic elements of GDYT and their efficacy:
  - Specific job placements and surrounding supports
  - Mentorship
  - Youth engaged for multiple years
  - Efficacy of work readiness
- Youth outcomes over time

How to work with schools and civic organizations at the state, city, and district level to build a continuum of support.

Revenue Streams:
- Blending and braiding of public sector funds to underwrite costs of Summer Youth Employment
- Successful advocacy efforts to ensure public sector support of SYEP

Implicit Bias, Explicit Bias, and Stereotyping: Working to affirm the talents of all youth:
Model employment programs that intentionally work to overcome implicit and explicit bias and gender stereotyping in job assignment, employer mentoring, training, and expectations of adolescents from a broad range of backgrounds.

Adolescent development, race, gender, identity, and implications for career choices that may be limited by low expectations, limited understanding of options, and stereotypes.

APPENDIX 15: Stakeholder Interviews

Detroit:
1. Stephanie Nixon; Detroit Employment Solutions Corporation
2. Jose Reyes; Detroit Employment Solutions Corporation
3. Carla Phelps; Detroit Employment Solutions Corporation
4. Alesscia Baker-Giles; Detroit Employment Solutions Corporation
5. Dierk Hall; City Connect Detroit
6. Shuna Hayward; City Connect Detroit
7. Nikita Buchoy; City Connect Detroit
8. Alexis Wylie; Office of the Mayor of Detroit
9. Ricardo Marble; Office of the Mayor of Detroit
10. Jeff Donofrio Office of the Mayor of Detroit
11. Ed Duggan; Downtown Detroit Partnership
12. Fay Nelson; DTE Foundation
13. Tiffany Washington; DTE Energy Foundation
14. Jennifer Whitteaker; DTE Energy Foundation
15. Tiffany Douglas; Bank of America
16. Ed Egnatios; W.K. Kellogg Foundation
17. David McGhee; Skillman Foundation
18. Tosha Tabron; JP Morgan Chase
19. Sargent Perry; City of Detroit, Police Department Junior Police Cadet Corps/Traffic Safety
20. Sha-Nelle Lyons; City of Detroit, Police Department Junior Police Cadet Corps/Traffic Safety
21. Veronica Sanchez-Peavey; SER Metro Detroit
22. Misty Evans; SER Metro Detroit
23. Evelyn Chapa; SER Metro Detroit
24. Malik Riley; SER Metro Detroit
25. Cassandra Wallace; SER Metro
26. Jason Harper; SER Metro Detroit
27. Mariam Charara; SER Metro Detroit
28. Monique Marks; Franklin Wright Settlement
29. Khristi Miller; Focus Hope
30. Shellee Brooks; Next Level, Inc.
31. Reginald Williams; NSO
32. Trudy Matthews; Payneen Pulliam3
33. Robert Counts; Youth Development Commission, YDC
34. Alicia McCormick; United Neighborhood Initiatives
35. Ron Simkins; Wayne StateUniversity
36. Maria Colombo; Skillman Foundation
37. David McGhee; Skillman Foundation
38. Robert Thornton; Skillman Foundation
39. Lena Barkley; CVS Caremark
40. Devon Buskin; The Greening of Detroit
41. Sloan Gibson; The Greening of Detroit
42. Laura Foxworthy; The Greening of Detroit
43. Stacy Stevens; Michigan Roundtable for Diversity and Inclusion
44. David Egner; Wilson Foundation
45. Alice Thompson; Black Family Development

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