WHAT CAN WE DO TOGETHER NONE OF US CAN DO ALONE?
BUILDING NEW MODELS
for
A COMMUNITY-WIDE YOUTH EMPLOYABILITY SYSTEM

REQUIRES: youth-centered, results-oriented leadership teams that have technical, political, and visionary skills

REQUIRES: strategic impact investments to address youth at different levels of readiness and employers at different levels of readiness

“The logic of ideas should yield to the logic of realities.”
—Justice Louis Brandeis

THE CENTER FOR YOUTH AND COMMUNITIES — Making Knowledge Productive for 30+ Years

Brandeis University
RECALIBRATE THE SUPPLY-DEMAND PORTRAIT: TURN THE TRIANGLE UPSIDE DOWN – FROM MISMATCH TO REMATCH

- A flexible and varied program mix to address a spectrum of individual needs and skill levels and that has the means (through assessment) to identify those needs.
- The capacity to provide intensive and long-term programming, with appropriate interim outcomes, for those with the greatest deficiencies.
- An integrated and collaborative approach to provide an array of services.
- A graduated sequence of services extended over time to develop a hierarchy of skills and experience.

CHANGE IS INEVITABLE
PARTNERSHIP IS ESSENTIAL

Pre-Employable

Employable

Nearly Employable

Pre-Employable

Employable

Nearly Employable

Pre-Employable

**Brandeis University**
THREE LESSONS
DEVELOPING A COMMUNITY-WIDE SYSTEM FOR YEAR-ROUND YOUTH EMPLOYABILITY—

#1 – This is essentially a political task... the success or failure of which depends on the presence of strong local leaders and local with the will and capacity to define a common agenda, engage key stakeholders, define and negotiate common interests, and establish shared ownership and accountability across institutions.

Policy makers from all sectors need to recognize that the major challenges are the political tasks of building a shared vision and the ownership and will to implement an outcome-oriented plan.
THREE LESSONS
DEVELOPING A COMMUNITY-WIDE SYSTEM FOR YEAR-ROUND YOUTH EMPLOYABILITY—

#2 – Developing a community-wide system is hard. Most fail. It takes a long time. Money matters. Strategic impact investments are needed.

#3 – There is no one “right way” – no one model. Each community needs to define “the problem” it wants to solve, where to start, and the resulting strategies and outcomes in a way that best reflects local priorities and best engages community interest and commitment. Developing a theory of action and a logic model are useful & necessary tools to facilitate this process.
ONE CONTEMPORARY EXAMPLE: FIVE CONDITIONS OF COLLECTIVE IMPACT SUCCESS

- **Common Agenda:** All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions.

- **Shared Measurement:** Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.

- **Mutually Reinforcing Activities:** Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.

- **Continuous Communication:** Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and appreciate common motivation.

- **Backbone Organization:** Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies.

### SYSTEM-BUILDING: LEVERAGED ACTION FOR IMPACT

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<th>MOVING FROM</th>
<th>THROUGH, such things as-</th>
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<td>Innovative programs/ interventions</td>
<td>Resistance</td>
<td>Defining the problem and developing a shared vision, common goals</td>
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<td>Individual organizational and human efforts, ideas and frameworks</td>
<td>Competition</td>
<td>Leveraged actions and collective approach based on shared understanding of problem, shared vision and common goals</td>
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<td>Working in isolation</td>
<td>Different values and understandings of youth</td>
<td>Leveraged and coordinated action</td>
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<td>Search for the most effective program model or organization</td>
<td>Community tensions re: race, power, decision making, resource allocation</td>
<td>Broker or intermediary as facilitator</td>
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<td>Progress and success for individual youth in specific situations and circumstances (isolated impact)</td>
<td>Lack of political will</td>
<td>Bringing together the collective strengths skills, and capacities of all key players</td>
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<td>Control of local decision making</td>
<td>System-wide change</td>
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<td>Community level impact</td>
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<td>Stage of Employability Among Youth</td>
<td>Sample Services</td>
<td>Sample of Partnership Help Needed</td>
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| Employable (Mastering High School) | • Career awareness  
• Job search assistance  
• Placement  
• Apprenticeship  
• Community Service | Employment & Training:  
• Labor market exchange – job matching only  
• Education  
• Meaningful high school diplomas |  |
| Nearly Employable (Struggling to Make the Grade) | • 21st C SCANS skills development  
• Part-time employment or service learning  
• Basic education tutorials within schools and in workplaces  
• Integrated work and learning | Education:  
• Instructors for active-learning curriculum  
• Functional context curriculum development for employment competencies/SCANS skills  
• College campus worksites  
Private Sector Employers:  
• Quality “learning-rich” worksites for training  
• Effective supervision  
• Employment competency certification “work ready”  
Community Service:  
• Internships for service learning |  |
| Pre-Employable (Out-of-School Youth) | • Intensive work and learning with a competent adult as supervisor, guide, mentor (behavior/attitudes, work maturity)  
• Employment-related basic skills and SCANS skills  
• Counseling/Coaching/Support | Social Service:  
• Enhanced counseling capacity (family, drug abuse, etc.)  
• Transportation  
• Curriculum development for life skills  
Community-Based Organizations:  
• Comprehensive program operators  
Education:  
• Instructors for active-learning curriculum  
• Functional context curriculum development for employment competencies/SCAN skills development  
Employment and Training  
• Paid work experience, team-based |  |
FLAWED “STRATEGIC” THINKING

- Partnership Strategy
- Consensus-based Implementation Plan

Then a miracle occurs

Good work, but I think we need just a little more detail right here!

DOL/ETA
DHHS/ACF