ENOUGH IS KNOWN FOR ACTION©

READY TO EMPLOY, EDUCATE, AND SUPPORT YOUTH©

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

U.S. Department of Labor
Employment and Training Administration, Division of Youth Services
College and Career Pathways Partnership

November 13, 2014
Local Context

• Hartford Public Schools Profile
  – 21,565 students
  – 14% Special Education and 18% English Language Learners
  – 86% Free and Reduced Lunch
  – 50% of students read proficiently
  – 33% of students proficient in math

• Hartford Public Schools Reform: Model Portfolio District
  – High-level options and choices for all families
  – School autonomy
  – Student-based funding
  – Talent Management approach
  – Theme-based partnerships
  – Performance-based accountability for schools
  – Extensive public engagement

• Today: Equity and Excellence.
  – Every Child Thrives. Every School is High Performing. No Exceptions.
**Local Context**

**Capital Workforce Partners** is responsible for coordinating a regional workforce system that supports job seekers’ entrance into employment, provides training and career competencies to increase preparation for the current and future workforce, and targets training and activities in sectors of future growth and demand.

Serves up to 25,000 job seekers in a given year, and about 3,000 youth, with over 2,000 youth involved in summer youth employment and learning.

**Adult Programs** support job seekers with employment and training that promotes economic self-sufficiency.

**Youth Programs** support increased numbers of youth completing high school with full set of college and career readiness skills, through promoting enhanced services to youth.

- **The Walmart Foundation Summer Youth Employability Initiative and The Brandeis Center for Youth and Communities** strengthening partnerships and adding capacity.
- **Career Competency System Model** provides a greater focus on College and Career Readiness (CCR).
- **Opportunity Youth Collaborative** serves disconnected and disengaged youth.
In Pursuit of Shared Mission

Understand the current/future workforce needs

Prepare youth with needed skills

Prepare students academically and CCR

Education

Workforce Development

Economic Development
An Expanded Vision and Shared Mission

• Vision: We believe that high school students who graduate college and career ready are best prepared to compete, thrive and contribute to their communities and the global economy.

• Mission: Our partnership will offer the full array of supports and opportunities students need to be college and career ready when they graduate from high school.
Be in the work together – with our youth at the center of all we do
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One Summer Chicago PLUS 2012 Context

Gun violence in Chicago (spiked in 2012; Hadiya Pendleton murder)

Opportunity:

- “One Summer Chicago”
  - City-County summer jobs initiative involving eight public agencies
  - 17,000 summer jobs in 2012 (24,000 jobs in 2015)

- Youth Guidance’s *Becoming A Man (B.A.M.*) Program*
  - Targeted at-risk boys in high school with group cognitive behavioral therapy
  - During school hours, once a week
  - 44% reduction in violent crime arrests

- University of Chicago Crime Lab
  - Offers research and insights on youth violence involvement
  - Offers pro bono assistance with program design
  - Offers to rigorously evaluate our youth programs
# One Summer Chicago PLUS

## The Basics

<table>
<thead>
<tr>
<th><strong>Target population</strong></th>
<th>Students in 13 high schools in high crime communities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of youth</strong></td>
<td>700</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>7 weeks (optional 8th week)</td>
</tr>
<tr>
<td><strong>Hours per week</strong></td>
<td>25 hours</td>
</tr>
<tr>
<td><strong>Wages</strong></td>
<td>$8.25 (Illinois minimum wage)</td>
</tr>
<tr>
<td><strong>Cost per youth</strong></td>
<td>$2,900</td>
</tr>
<tr>
<td><strong>Funding</strong></td>
<td>City of Chicago (67%), Brandeis University/Walmart Foundation (27%), Other (6%)</td>
</tr>
<tr>
<td><strong>Program Delivery</strong></td>
<td>3 youth employment organizations and 2 CBT/SEL providers</td>
</tr>
<tr>
<td><strong>Evaluation Design</strong></td>
<td>Randomized Control Trial</td>
</tr>
<tr>
<td><strong>Principal Investigator</strong></td>
<td>Sara Heller, University of Pennsylvania (for U of C Crime Lab)</td>
</tr>
</tbody>
</table>
One Summer Chicago PLUS Evaluation Results

75 percent of youth offered the program participated, and 90 percent of participants completed the full 7 weeks of the program.

Early results measured 9 months after the start of the program.

Fewer youth attended summer school (but no significant impact on grade retention, failure to re-enroll the following school year (nor in fall GPA or attendance).

No other school impacts.

But an enormous proportional decrease in violent-crime arrests. Participants experience 3.7 fewer arrests per 100 youth than their control group counterparts, a decrease of 51 percent.

Table 1: Pre-Program Characteristics of Study Youth

<table>
<thead>
<tr>
<th></th>
<th>Control Mean (N = 904)</th>
<th>Treatment Mean (N = 730)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demographics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>16.79</td>
<td>16.78</td>
</tr>
<tr>
<td>African-American</td>
<td>96%</td>
<td>94%</td>
</tr>
<tr>
<td>Grade</td>
<td>10.15</td>
<td>10.12</td>
</tr>
<tr>
<td>Male</td>
<td>34%</td>
<td>44%</td>
</tr>
<tr>
<td><strong>School and Crime</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Days Absent (AY 2011-12)</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>GPA (Cumulative as of Fall 2011)</td>
<td>2.30</td>
<td>2.25</td>
</tr>
<tr>
<td>Ever Arrested</td>
<td>19%</td>
<td>22%</td>
</tr>
<tr>
<td><strong>Neighborhood Characteristics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unemployment Rate</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Below Poverty Line</td>
<td>33%</td>
<td>35%</td>
</tr>
<tr>
<td>Violent Crime Rate (per 100,000)</td>
<td>2,128</td>
<td>2,136</td>
</tr>
</tbody>
</table>

Notes: Data from program applications, Chicago Public Schools records, Chicago Police Department arrest records, and the 2010 American Community Survey. None of the pre-program differences are significant.
NYC Summer Youth Employment Program

Goals
- Introduce youth and prepare them for the world of work
- Reduce overall youth unemployment in the city
- Keep youth engaged in productive and educational activities during the summer months

Structure
- 4 Service Options (Younger Youth, Older Youth, Vulnerable Youth & Ladders for Leaders)
- Program orientation followed by up to 6 weeks of paid work experience
- Open to all NYC residents 14-24 years old
- Program Period: July 7 through August 16

<table>
<thead>
<tr>
<th>Program Inception</th>
<th>1965</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants (2014)</td>
<td>47,126</td>
</tr>
<tr>
<td>Worksites (2014)</td>
<td>8,492</td>
</tr>
<tr>
<td>Hourly Wage</td>
<td>$8.00</td>
</tr>
<tr>
<td>Hours/Week</td>
<td>20-25</td>
</tr>
<tr>
<td>CBO Providers</td>
<td>50</td>
</tr>
<tr>
<td>Total Budget (2014)</td>
<td>$66.2M</td>
</tr>
<tr>
<td>Total Payroll (2014)</td>
<td>$44.1M</td>
</tr>
</tbody>
</table>
Vulnerable Youth Services

- Vulnerable Youth services were introduced in 2009 to specifically support court-involved, runaway and homeless, and foster care youth ages 14-24.

- Dedicated slots increased from 600 to 1,000 in 2013 to support youth receiving preventative services from the Administration for Children’s Services, NYC’s child welfare and juvenile justice agency.

- Services include:
  - Direct referrals from city agencies and service providers to SYEP
  - Coordinated case management
  - Program orientation and soft skills training
  - Individualized service strategy and job placement
  - Community service projects
  - Continuous feedback loop between employer, service provider and referral agency
  - Post program evaluation and surveys with youth

### 2014 Program Overview

<table>
<thead>
<tr>
<th>Employment Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Care</td>
</tr>
<tr>
<td>Justice-Involved</td>
</tr>
<tr>
<td>Runaway/Homeless</td>
</tr>
<tr>
<td>ACS Preventative Services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Slots</th>
<th>1,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Range</td>
<td>14-24</td>
</tr>
<tr>
<td>Hours/Week</td>
<td>25</td>
</tr>
<tr>
<td>Number of Weeks</td>
<td>6</td>
</tr>
<tr>
<td>Service Area</td>
<td>Citywide</td>
</tr>
</tbody>
</table>
Youth with Disability Services

- Youth with Disability (YWD) services are specifically for youth that are living with cognitive, emotional or physical disabilities to help ensure placement opportunities for these individuals.

- These services are available across the 4 SYEP Service Options.

- Youth self-identify but must provide proof of disability (medical note, IEP from school, etc.).

- Youth are selected and placed through separate lottery process from non-disabled youth.

- Worksites or providers may provide support staff, coaches, interpreters, etc. to provide assistance to youth throughout the program.

- Common job assignments include:
  - Administrative/Clerical
  - Camp Counselor-in-Training
  - Food Services
  - Janitorial/Landscaping/Beautification
  - Retail

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>3,812</td>
</tr>
<tr>
<td>2010</td>
<td>1,919</td>
</tr>
<tr>
<td>2011</td>
<td>1,897</td>
</tr>
<tr>
<td>2012</td>
<td>2,116</td>
</tr>
<tr>
<td>2013</td>
<td>2,457</td>
</tr>
<tr>
<td>2014</td>
<td>2,663</td>
</tr>
</tbody>
</table>
Benefits of Youth Employment

- Vulnerable and disabled youth have strong survival and self-advocacy skills as a result of the many challenges they have faced.
  - These characteristics can become unique strengths when youth become engaged with workforce development and supportive services.

- Work experience is especially important for vulnerable/disabled youth who face the greatest barriers to labor market entry.
  - Employment and work-related activities can help youth to validate their self-worth, as well as to explore their abilities and interests.

- Vulnerable/disabled youth who participate in youth development and youth leadership experiences are more likely to do well in school, be involved in their communities, and transition successfully through adolescence to adulthood.
  - An ongoing study by the New York University showed that getting a summer job led to increases in school attendance and improved school performance with largest improvements for students at greater educational risk.*

* More Than A Paycheck? The Impact of Summer Youth Employment on Students’ Educational Engagement and Success, Jacob Leos-Urbel, Amy Ellen Schwartz, Meryle Weinstein, Beth C. Weitzman for the Institute for Education and Social Policy, New York University, June 2012

“I developed a lot of excellent work skills such as communication and time management.”

Imani, 19
SYEP, 2013
BREAK
Summer Matters: How Summer Jobs Programs Can Employ, Educate and Support Youth

Stephanie Gambone
Executive Vice President
Philadelphia Youth Network

- Ages 16-22
- Special emphasis on foster-care and juvenile-justice systems

Walmart Foundation Investments

- 2013: $225,000
- 2012: $500,000

WorkReady Philadelphia
Infrastructure Supports:

- Payroll
- Professional Development
- Debit Cards

9,953 YOUTH SERVED

year-round and summer programs

*(unduplicated count)*

**IMPACT**

- **83%** summer participants were more interested in furthering their education
- **88%** summer participants were more confident in their ability to obtain a job
- **89%** summer participants eligible to receive elective credit (of those who received a grade for the contextual learning component)

**SKILL GAIN**

- **96%** in-school youth were promoted from 11th to 12th grade
- **38%** out-of-school youth increased by one or more Educational Functioning Levels (EFLs)
- **76%** summer participants showed gains in at least one 21st century skills area
ACYR
Mission: Transforming Lives, Building Futures, Strengthening Communities: Developing Our Greatest Natural Resource... Youth.

⇒ Established 1976

⇒ Education and workforce development – high quality, accountability, grounded in youth development practices and principles

- Workforce Development
- Leadership Development
- Charter High School
- Adult Education

⇒ Maricopa County youth ages 14-24
Population served

- Predominantly Hispanic
- Living in areas of high poverty and unemployment, high crime rates, and schools with low graduation rates
- Typically below poverty level and below 9th grade level academically
Integrated Work and Learning

- Meaningful work/learning experiences
- Youth led project-based learning
- Workplace readiness training
- Regular reflection and learning
- Enrichment workshops
- Electronic portfolios
- Academic credit
- Youth supports
## Participant Results

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td># served</td>
<td>329</td>
<td>150</td>
</tr>
<tr>
<td>% completed</td>
<td>90%</td>
<td>93%</td>
</tr>
<tr>
<td>% returning to school</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>% earning college credit</td>
<td>99%</td>
<td>94%</td>
</tr>
</tbody>
</table>
Detroit…
A Modern, Classic, 21st Century Story
Detroit’s reality is also a national story
How we began…

When?

With?

Where?

Who?

What?

How?
Detroit, MI - an important city, globally

Closest neighbor to North: Canada

Access to more fresh water than any other state in the union

MI ranks among top five states for number of engineering graduates & engineering patents awarded.

Shortest air routes to Asia

Core strengths: Manufacturing Engineering Technical Skill base

Closest neighbor to South: Canada

2 international border/trade crossings
A landscape rich for results...

Benefits of Work is not the Sole Result of a Job

- Teens want to work
- Decreases unproductive activities in which to pass time
- Teens want to test their aptitudes
- Encourages entrepreneurship
- Drives on time promotion
- Creates expectations as a citizen
- Demonstrates opportunity
- Skill development, Work Ethic

Supports future state of citizenship, attraction & global competitiveness
Need to respond cooperatively, immediately

Unemployment for youth leads to increased crime rates

Crime rates lead to poor outcomes

With negative impact on:
- Graduation rates
- Competitiveness
  - Attraction
  - Growth

6 in 10 jobs will require education beyond high school by 2025
The demonstrated voice...
Mobilization of a community…

Jose is a high school student in Detroit. He works at a local corporation that provides a real-life experience, builds knowledge, skills and self-confidence to be successful in higher education, in the workplace and life.
A Public Private Partnership for outcomes

Grow Detroit's Young Talent

DETROIT YOUTH
Employment Consortium

TEENS AT WORK
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