NOT JUST A SUMMER JOB:
EMPLOYING, EDUCATING, AND SUPPORTING YOUTH
During the Summer – and Year-Round

The Center for Youth and Communities at Brandeis University
&
The Chicago Department of Family & Support Services
October 29, 2013
WHAT YOU’LL GET FROM THIS WORKSHOP

- Evidence-based practices for employing, educating, and supporting vulnerable youth

- Examples from the Brandeis-Walmart Foundation 2013 Summer Youth Employability Initiative (SYEI) sites – Chicago, Detroit, Hartford, Houston, Philadelphia, Phoenix, San Diego
KEY ELEMENTS

Approaches and tools to consider for –

1. Vision and branding
2. Competencies and competency assessment
3. Work-readiness preparation
4. Reflection
5. Partnerships
6. Comprehensive services
“Youth development without work experience, or work experience without youth development, are recipes for failure.”

*Susan P. Curnan*
Director, Center for Youth and Communities
Heller School for Social Policy and Management
Brandeis University
YOUTH DEVELOPMENT PRINCIPLES

- Caring adults
- Safe places
- Health and mental health
- Opportunities to acquire marketable skills and competencies
- Opportunities to “give back”
YOUTH EMPLOYMENT DEVELOPMENTAL LEVELS

- Pre-Employable
- Nearly Employable
- Employable
1. VISION AND BRANDING

Lessons

- A clear vision
- Vision understood by all players
- All players articulate the vision consistently
VISION & BRANDING
CAPITAL WORKFORCE PARTNERSHIP (HARTFORD) EXAMPLE

- Youth employment programs integral part of city’s economic development strategy
- Summer jobs about learning and skill development—not just a paycheck
- Vision articulated by all players—mayor, business and other leaders, practitioners, youth
- Investment in user-friendly website(s) that address various stakeholder interests and needs
  - http://www.careercompetencies.org
  - http://www.capitalworkforce.org
2. COMPETENCIES & COMPETENCY ASSESSMENT

Lessons

- Not just about a job—about learning and skills attainment
- Clearly define competencies youth will gain
- Design program to enable youth to gain competencies
- Create developmentally-based system with age and stage appropriate activities (Hartford’s developmentally “tiered” system at http://www.careercompetencies.org)
COMPETENCIES & COMPETENCY ASSESSMENT

HARTFORD COMPETENCIES EXAMPLE

- Basic Skills
- Computer Literacy Skills
- Customer Service Skills
- Problem Solving and Decision Making Skills
- Interpersonal and Communication Skills
- Personal Qualities
- Job Seeking Skills
- Financial Literacy
COMPETENCIES & COMPETENCY ASSESSMENT

ARIZONA CALL-A-TEEN YOUTH RESOURCES (PHOENIX) COMPETENCIES EXAMPLE

Core Human Interaction Skills in the New Workplace
- Complex Communication
- Collaboration
- Expert Thinking

Developing the New Worker
- Professionalism
- Initiative and Self-Direction

Intergenerational and Cross-Cultural Competence
- Redefining the New Workplace
- Organizational Culture
- Legal and Ethical Practices
- Financial Practices
Lessons

- Measurement drives many program activities, but tools often too subjective
- Effective rubrics define youth learning and achievement in ways adults and youth can relate to and use labels and descriptions of achievement levels
COMPETENCIES & COMPETENCY ASSESSMENT

COMPETENCY ASSESSMENT TOOLS

- The *Competency Learning Plan*: Rubrics rating youth performance across 3 levels: Just Beginning, Needs Development, and Competent
  
  [http://www.careercompetencies.org](http://www.careercompetencies.org) (Click “Tools.” Choose “Competency learning Plan”)

- The *Massachusetts Work-Based Learning Plan*: Rubrics rating youth performance across 4 levels: Needs Development, Competent, Proficient, and Advanced
  
  [http://www.skillslibrary.com/wbl.htm](http://www.skillslibrary.com/wbl.htm)
3. WORK READINESS PREPARATION

Lessons

- About more than good work habits and job-seeking
- Prepares youth for long-term employability
- Engages youth in active learning
WORK READINESS PREPARATION
PHOENIX EXAMPLE

Arizona Call-A-Teen Youth Resources’ *Workforce Readiness Training* curriculum developed in partnership with community college partner for 2 college credits

- 24 hours in class at college over 6 days
- 22 youth in teams with peer support and instructor floating
- Networked laptop for each youth
- Time for youth to regularly share their work
- Reflection at the end of each class
4. REFLECTION

Lessons

- Key to youth learning and retention but often missed or left unstructured

- Can be inserted into youth activities at any point: pre-activity, mid-stream, “teachable moments,” post-activity
See Reflection section in CYC’s “Practical Advice Guides” at

http://www.cyc.brandeis.edu/pdfs/reports/cyc%20Practical%20Advice%20Guide.pdf

Guide includes helpful reflection resource from Phoenix: “Focused Conversation worksheet”
5. PARTNERSHIPS

Lessons

- Vital, contributing and multi-sector partnerships are crucial to developing employability of vulnerable youth
- Partnerships require considerable effort
- Partnerships among employers and colleges help youth develop credentials/certifications
PARTNERSHIPS
PUBLIC-PRIVATE PARTNERSHIPS
CITY CONNECT DETROIT EXAMPLE

- A partnership “broker”
- Helps institutions and individuals identify issues
- Develops collaboration and resources to address city issues
- Marshals and organizes stakeholders
- Helps with strategic planning and fundraising
- Staffs *Youth Employment Consortium* – city leaders spearheading youth workforce development initiatives
- Manages *Growing Detroit’s Young Talent* – summer youth employment program – totally privately funded
PARTNERSHIPS
CREDENTIALING
HOUSTON (GOODWILL INDUSTRIES OF HOUSTON) EXAMPLE

- Goodwill Industries of Houston partners with Houston Community College
- Summer program youth can earn the ACT National Career Readiness Certificate (NCRC) using the ACT WorkKeys Test online
- See: http://www.act.org/certificate/about.html
PARTNERSHIPS
EMPLOYER-PAID INTERNSHIPS
PHILADELPHIA YOUTH NETWORK EXAMPLE

- Partnering to stimulate economic development, Philadelphia Youth Network (PYN) devised a system of private-sector internships for young adults
- PYN screens and prepares older youth with capacity to succeed in unsubsidized jobs
- PYN trains and supports participating employers
- A $1 Million investment from 150+ employers at 200+ worksites supporting internships
PARTNERSHIPS
HOMELESS, FOSTER CARE, COURT-INVOLVED YOUTH
SAN DIEGO WORKFORCE PARTNERSHIP EXAMPLE

- San Diego Workforce Partnership partnered with youth development agencies specializing in services to youth in high-risk situations

San Pasqual Academy
http://www.sanpasqualacademy.org

South Bay Community Services
http://www.southbaycommunityservices.org/services/youth-family-development
CHICAGO: PULLING THIS TOGETHER IN 2013

ONE SUMMER CHICAGO 2013
OVERVIEW OF ONE SUMMER CHICAGO

- 21,744 youth hired to work in paid and volunteer positions (60K+ applications)
- Nearly 20,000 youth hired through OSC completed experience (91%)
- More than 280 youth received offers of employment
- Youth worked at more than 1800 worksites, including 260 private sector placements
- 10 City and County Partners oversee OSC
OSC PROGRAM COMPONENTS

- Integrated workforce platform with online application
- Unified assessment strategy for meaningful feedback to youth about 21st Century skill development
- Web-based financial literacy curriculum linked to digital badges and Chicago’s Summer of Learning
- Standardized training for mentors that incorporated trauma response
- Leveraged non-profit partners to expand experiences for youth
- De-escalation teams created in partnership with Chicago Public Schools resolve conflicts without police involvement
ONE SUMMER CHICAGO DFSS PROGRAMS

- Summer Youth Employment Program
- One Summer Chicago Plus
- Youth Working for Success
- GreenCorps Youth Program
- Summer Nutrition Program
- Civic Leadership Program
workforce.io

A training and development platform for the entry-level workforce market
Connect The Players...
We want to align and support the key players of the entry level work force market.
MHA Labs operates as a nonprofit public/private research and development program designing products and services for 21st century skills development.

With over 400 schools, organizations and workforce programs in its user base, MHA Labs innovates at the scale and diversity needed to turn promising practices into system solutions.

MHA researchers and users collaborate to better understand how 21st century skills develop across the cradle to career continuum.

MHA designers and users translate research findings into practical, meaningful products that improve individual and system outcomes.
MHA Labs Development/Tool System

MHA Labs first priority was to create common set of easy-to-understand 21st century skill targets. To achieve this goal, the MHA team built a 4000 item competency database from existing research and engaged over 100 subject matter experts, youth and parents to isolate 6 building block skill domains and 35 core skills.

MHA Labs Skill Building Blocks

- PERSONAL MINDSET
- PLANNING FOR SUCCESS
- SOCIAL AWARENESS
- VERBAL COMMUNICATION
- COLLABORATION
- PROBLEM SOLVING

Human Achievement Quotient™ (HAQ) Assessment
A formative, observed assessment used to measure 21st century skills in a “developmental” setting, whether in K-12 learning, college, or the workplace. The data is intended for formative use only.

Human Achievement College and Career (HACC) Assessment
A summative “point-in-time” observed assessment used to evaluate youth for workforce and college preparedness. This assessment can be used by employers and college admissions officers to screen potential candidates.

MHA Employee Appraisal (MEA)
A summative “point-in-time” observed assessment used to evaluate employee performance for promotion, retention and pay increase.
DFSS is committed to designing intervention programs that serve both the counseling AND skill-building needs of its participants. In 2013, 443 One Summer Chicago Plus participants received a formative 21st century skills assessment and developmental performance review from their SEL instructional leaders.

The chart on the right is a summary from MHA Labs Human Achievement Quotient (HAQ) assessment where participants were rated on 35 skills across six 21st century skill building blocks.
DFSS is committed to designing workforce programs that provide value to employers AND enhance the 21st century skills of its youth workers. In 2013, 525 One Summer Chicago Plus participants received an Employee Appraisal and performance debrief from their workplace supervisor.

The chart on the right is a summary from MHA Labs Employee Appraisal (MEA) where youth workers were rated on 35 skills across six 21st century skill building blocks.
In 2013, 525 One Summer Chicago Plus workplace supervisors completed an Employer Satisfaction survey.

- Question 1: “Employee performed as well or better than expected” addresses the issue of expectations. In the field of youth employment, employers often have lowered expectation for youth employees. This question was developed to test this perception.

- Question 2: “Employee outperformed compared to other employees in this position” addresses the issue of performance. In the field of youth employment, employers often view youth employees as inexperienced with limited performance capability. This question was developed to test this perception.

- Question 3: “I enjoyed supervising this employee” addresses the issue of employee-supervisor relations and the benefits that an employer can gain from managing a youth.

- Question 4: “If employee was an intern, I would consider hiring the intern part-time or full-time if there was an open position” addresses the overall issue of performance and perceived value. Hiring an employee is a greater investment than hiring an intern. This rating implies that the intern is qualified to be a paid employee in the company or organization.

### MHA Employee Appraisal (MEA) Employer Survey

- **Employee performed better than expected:**
  - Strongly disagree: 3%
  - Disagree: 6%
  - Neither agree nor disagree: 28%
  - Agree: 32%
  - Strongly agree: 36%

- **Employee outperformed compared to other employees in this position:**
  - Strongly disagree: 0%
  - Disagree: 4%
  - Neither agree nor disagree: 12%
  - Agree: 32%
  - Strongly agree: 31%

- **I enjoyed supervising this employee and personally benefited from the engagement:**
  - Strongly disagree: 0%
  - Disagree: 1%
  - Neither agree nor disagree: 4%
  - Agree: 22%
  - Strongly agree: 48%

- **If employee was an intern, I would consider hiring the intern part-time or full-time if there was an open position:**
  - Strongly disagree: 0%
  - Disagree: 3%
  - Neither agree nor disagree: 8%
  - Agree: 25%
  - Strongly agree: 36%
As a comparison group, 548 DFSS Summer Youth Employment Program workplace supervisors completed an MHA Labs Employee Appraisal. The participants in this program were not selected based on any specific intervention criteria such as incarceration or disciplinary data.
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ONE SUMMER CHICAGO PLUS

- 1000 young men (ages 16-23)
- Recruited with assistance from multiple justice systems (juvenile and adult)
- Randomized Control Trial evaluated by the Crime Lab
- Program Description
  - Six week paid work experience
  - 25 hours per week of experience (work + SEL/CBT)
  - Received 60 hours of Social Emotional Learning (SEL)
  - Mentors assigned at a 15:1 ratio
  - Completed an identified financial literacy curriculum
- 9 month extension providing ongoing mentoring and CBT supports for youth who completed summer program
THE VOICES OF OSC+

Youth Panelists

• Daniel Gardner, St. Sabina Employment Resource Center

• Deshawn Shepard, Phalanx Family Services

Mentor Panelist

• Mario Grayer, St. Sabina Employment Resource Center
CONNECTION WITH BRANDEIS

Brandeis will be offering a series of Management Academies that will delve deeper into the information presented here.

For more information – http://cyc.brandeis.edu

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Making Knowledge Productive for 30 Years