PRACTICAL ADVICE GUIDES

REVIEW COPY FOR COMMUNITY OF PRACTICE
WINTER 2013

Smart strategies to employ, educate and support youth in employability development programs

Prepared by
The Smart Summer 2012 National Program Office
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The Center for Youth and Communities: Making Knowledge Productive for 30 Years
FORWARD

This is a review copy of seven Practical Advice Guides on smart strategies to employ, educate and support youth in employability development programs. The guides are both by and for youth practitioners, managers, and worksite supervisors engaged in summer and year-round youth employment programs.

These guides would not have been possible without the generous support of The Walmart Foundation, which funded the Center for Youth and Communities at Brandeis University’s Heller School to serve as the National Program Office (NPO) for Smart Summer 2012, a $5 million summer jobs initiative that employed, educated, and supported more than 3,000 youth in seven cities. In partnership with other local agencies, schools, and nonprofits, program sites served low-income youth, including those who are especially vulnerable, and provided participants with meaningful jobs and work-based learning opportunities in nonprofit and public sector settings. As the NPO, the Center for Youth and Communities administered the regrants, worked closely with the seven communities to provide technical assistance, capacity building, and evaluation services, and collected data to assess program effectiveness.

We want to thank the Smart Summer communities for sharing their experiences and feedback with us (and with each other) in a remarkable Community of Practice. Following is a list of the communities and active members of the Community of Practice from each:

1. **Chicago, IL**: City of Chicago Department of Family and Support Services (Evelyn Diaz, Jennifer Welch, Andrew Fernandez)
2. **Detroit, MI**: City Connect Detroit (Dierk Hall, Shuna Hayward, Nikita Buckhoy)
3. **Hartford, CT**: Capital Workforce Partners (Jim Boucher, Dennis Mink, Julie Watson)
4. **Los Angeles, CA**: Los Angeles Area Chamber of Commerce (Alma Salazar, Maria Nieto)
5. **New York City, NY**: Department of Youth and Community Development (Suzanne Lynn, Andre White, Colette Grant)
6. **Philadelphia, PA**: Philadelphia Youth Network (Susan Lowry, Chekemma Fulmore-Townsend, Severin Tucker)
7. **Phoenix & Maricopa County, AZ**: Arizona Call-A-Teen/Youth Resources (Pam Smith, Sharlet Barnet, Anthony Rivera)

Finally, we want to acknowledge the assistance of Sheri Dursin and Jill Marcus in preparing these Guides and Anne Adams, Kate O’Sullivan, Lori Strumpf, and Mala Thakur, for serving on an expert review panel for the Smart Summer Initiative.

We invite you to be part of a virtual Community of Practice. Please let us know your feedback on this review copy. Comments and inquiry may be sent to Lanni Isenberg, CYC Senior Program Administrator – lanni@brandeis.edu

Thank you!

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PRACTICAL ADVICE GUIDES
for Youth Practitioners, Managers and Worksite Supervisors

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in employability development programs

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From Projects to Project-Based Learning: Making Summer Jobs Learning-Rich

Overview
The labor market has shifted toward organizing work around projects conceived and implemented by employee teams. Because of the real-world experiences they offer, summer youth employment programs are especially well suited to prepare young people for this project-based workplace.

Worksite supervisors are positioned to play key roles in effective project-based learning – acting as facilitators or coaches and guiding youth through the process of constructing their own knowledge and determining how to achieve project outcomes within given parameters.

This Practical Advice is meant for youth practitioners, employers, and worksite supervisors considering how to make young people’s summer work learning-rich and relevant to labor market demands through having youth tackle finite projects that produce tangible products during the summer.¹

Included:
- What is Project-Based Learning?
- Planning Learning-Rich Projects
- A Supervisor’s Role in Engaging Youth in Meaningful, Learning-Rich Work
- Attachment A: Essential Principles and Practices of Work Based Learning
- Attachment B: SCANS Skills and Competencies
- Attachment C: 21st Century Skills
- Attachment D: Examples of Learning-Rich Projects

¹The content is drawn from A Facilitator’s Guide to Project Based Learning and Summer Transitions: Lessons from a National Demonstration, Brandeis Center for Youth and Communities, 2001.
What is Project-Based Learning?

Effective project-based learning revolves around youth-driven processes and activities, with worksite supervisors, youth participants, and others working together to define and complete a learning-rich project. A learning-rich project:

- Results in tangible product(s), outcome(s), or results.
- Takes place within clear operating parameters.
- Is driven by clearly articulated learning objectives which correlate with on-the-job tasks.
- Must be completed within a set delivery schedule.
- Involves multiple, sometimes complex, steps to complete.

Worksite supervisors must be clear about the skills and knowledge they want youth to learn, and tie work tasks directly to those goals. Youth use, reflect on, and develop the following:

- Transferable skills and competencies.
- Basic and subject-specific academic skills.
- Technical and occupational skills.
- Employability skills.
- Life skills.
- Citizenship and community service skills.

An effective project-based learning experience is characterized by "teachable moments." Ideally, worksite supervisors provide a safe environment for trial and error; encourage young people to take risks, develop confidence, and build skills; and convey the notion that challenges are valuable experiences to be capitalized upon by discussing what can be learned from them.

What we call project-based learning is also known by other names, such as work-based learning or service-learning.

Attachment A ("Essential Principles and Practices of Work Based Learning," an excerpt from A Work-Based Learning Toolkit) provides additional information about project-based learning concepts.
Planning Learning-Rich Projects

It’s useful to think about two planning stages for project-based learning:

- **Advance Planning**: Worksite supervisors develop plans prior to the youths’ arrival.
- **Initial Work Planning to Engage Youth**: Youth develop an active work plan during the initial phases of their project.

The following suggestions, while not exhaustive, are based on effective practices from a variety of summer jobs programs carrying out successful project-based learning experiences.

**Advance Planning**

Certain considerations are important before youth participants begin the project:

- **Determine whether the allotted time and the skills of available youth are adequate to complete the project.** Consider the timeframe during which participants can work on the project as well as their skills and abilities. Include reflection time as part of project work (reflection is one of the most crucial project-based learning activities - See Guide on Reflection.) Subtract time that will not be available for project work (e.g., orientations, testing time, field trips, transportation time, and closing ceremonies).

- **Make sure that the project is interesting and learning-rich.** Plan ahead for ways to actively engage the participants in planning, problem-solving, implementing, and evaluating and to complement the necessary mundane tasks with interesting and challenging ones.

- **Determine the resources needed.** Anticipate needed materials, equipment, funding, personnel, tools, and skills. Decide which should be addressed prior to the youths’ arrival and which should be part of the youths’ responsibilities.

- **Determine whether regulations or laws affect the project, and decide how to handle those issues.** Research regulatory/legal issues. Among the most common challenges are child labor laws, union collective bargaining agreements and work rules, building codes, and school regulations.

- **Schedule an end-of-summer event.** Put this on the schedule as early as possible to give young people the opportunity to present their work, learning, and accomplishments to others and celebrate the summer’s work. See Guide on Portfolios.

**Initial Work Planning to Engage Youth**

The optimal way for youth to “own” a project is for them to collectively choose it. The more ownership youth have over the project design, the more commitment they will have to project activities and outcomes. Supervisors can maximize youth choice on Day One:

- Brainstorm potential projects that fit within the employer’s parameters.
- Research the logistics of the projects.
- Decide which projects are achievable within the available time and offer options for youth to choose from.
If adults must choose projects, they can stimulate a sense of ownership by enabling youth to have significant responsibility for planning, management, tasks, and evaluation. Youth can undertake and “own” a number of tasks. Some ideas:

• **Design and plan the project:**
  o Describe what the final product will look like.
  o Develop quality and outcome standards and parameters to work within.
  o Define learning goals (e.g., academic knowledge, SCANS/21st Century skills, occupational or employability skills, life skills) and how to assess whether these goals are met.
  o Identify, analyze, and organize all tasks needed to complete the project.
  o Define portfolio contents that may be generated.
  o Define questions to be answered throughout the project.
  o Identify internal and external personnel needed to complete the project.
  o Identify tools, materials, equipment, supplies, and funding needed.

• **Develop operating procedures:**
  o Develop ground rules for group, team, and individual behavior and actions.
  o Develop communication, problem-solving, and decision-making processes.
  o Describe roles and responsibilities of staff, participants, partners, and teams.
  o Develop project, team, and individual work plans, work distribution, and schedules.

• **Carry out work plans and engage in ongoing assessment/reflection:**
  o Collect needed information on any aspect of the project and present it to the group.
  o Revise questions, plans, and learning goals based on experience, information, and feedback.
  o Produce and deliver the final product or service.
  o Collect portfolio evidence of accomplishments.
  o Make decisions, and revise plans based on information and feedback.
  o Reflect on and document learning and outcomes through portfolios.
  o Design a celebration to showcase the accomplishments of all participants.

In addition, it is important to decide early on how important project completion is. A project that is not completed successfully and/or on schedule can offer lessons as well as reflect the imperfect nature of real work. Supervisors and youth might consider the following questions:

• What are the consequences to others of not completing the project?

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2 See Attachments B and C.
3 Begin implementation only after defining parameters and learning goals.
4 In most cases, youth should be allowed to carry out their decisions, even if their supervisor would have decided otherwise. Mistakes and confusion are part of learning and part of any job. However, a supervisor who believes that a decision will result in damage or in unacceptable time or financial losses can intervene by asking guiding questions that might help youth reconsider, or encouraging youth to practice negotiation skills by arguing their positions.
• Should we emphasize learning at the possible expense of project completion? Should we emphasize completion at the possible expense of learning?
• How could we turn an incomplete or “failed” project into a positive learning experience?

No formulas guide who controls which aspects of the project and who takes on which roles and responsibilities. However, clearly establishing the roles and responsibilities of all team members (supervisors, staff, and youth) from the beginning helps a project to run smoothly and to everyone’s benefit. It is also useful to keep in mind, as stated earlier, that the stronger the youths’ control of the project, the stronger their commitment, retention, and pride of accomplishment.

Attachment D offers examples of learning-rich projects in summer youth employment programs.

A Supervisor’s Role in Engaging Youth in Meaningful, Learning-Rich Work

The effectiveness of project-based learning relies upon supervisors’ rethinking their roles and their views of young people’s capacities, so that they can transition from a traditional hierarchical role to a facilitator/coach role. For project-based learning to be successful, adults need to avoid an adult-centered style where they make all or most key decisions and tell youth what to do and how to do it. Instead, adults should employ a student-centered style based on a view of youth as resources - with the assumption that youth have many assets to contribute to high-quality project completion and learning. In this view, youth are engaged in every stage of the project and exercise considerable control and ownership over the project and their learning.

The following chart displays some of the differences between these roles. Supervisors may take on a more traditional role to provide needed structure at a project’s outset; however, the goal is to shift responsibility to the youth.

Traditional Hierarchical Role vs. Facilitator or Coach Role

<table>
<thead>
<tr>
<th></th>
<th>Traditional Hierarchical Adult Supervisor as Authority Figure</th>
<th>Project-Based Adult Supervisor as Facilitator or Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSUMES</strong></td>
<td>Authority</td>
<td>Many diverse perspectives</td>
</tr>
<tr>
<td><strong>KNOWS</strong></td>
<td>What to do</td>
<td>How to do it (using participatory methods)</td>
</tr>
<tr>
<td><strong>SEEKS</strong></td>
<td>The right decisions</td>
<td>A youth-driven and youth-implemented decision</td>
</tr>
<tr>
<td><strong>RELIERS UPON</strong></td>
<td>Individual ability</td>
<td>Group ability</td>
</tr>
</tbody>
</table>
Supervisors interested in facilitating better youth work and learning can use the following chart to help them analyze their styles and consider ways to move from the left side of the matrix, where they act as “bosses,” to the right, where they act as facilitators, coaches, and resources. The youth-centered column can be viewed separately as a set of project-based learning guidelines.

<table>
<thead>
<tr>
<th>ADULT-CENTERED</th>
<th>THE MIDDLE GROUND</th>
<th>YOUTH-CENTERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults choose a project that meets requirements, then tell youth what to do.</td>
<td>Adults decide on a project that meets requirements, then allow youth to handle some details.</td>
<td>Adults give parameters, then encourage youth to develop a project.</td>
</tr>
<tr>
<td>Adults assume responsibility for the project, its products, and youth learning.</td>
<td>Adults hold youth accountable for adult-assigned tasks and products.</td>
<td>Youth and adults mutually define standards, responsibility, and accountability.</td>
</tr>
<tr>
<td>Adults assume control and make decisions about what ought to be done.</td>
<td>Adults assume control but allow youth to make some decisions, subject to adult approval.</td>
<td>Youth play a significant role in deciding what needs to be done, and when and how it will be done.</td>
</tr>
<tr>
<td>Adults regularly schedule young people’s tasks and assign youth to tasks and teams.</td>
<td>Youth make some plans, decisions, and self-assignments within adult-defined structures and ground rules.</td>
<td>With guidance, youth define their tasks, structure their time, and assign themselves to tasks and teams.</td>
</tr>
<tr>
<td>Adults have youth do tasks the adults’ way.</td>
<td>Adults assume that youth need advice about how to do things.</td>
<td>Youth define how they will do things and try out ways to do them.</td>
</tr>
<tr>
<td>Adults tell youth how to handle problems (or handle it for them).</td>
<td>Adults try to protect youth from making mistakes.</td>
<td>When youth struggle, adults let them work it out, or assist with Socratic questions.</td>
</tr>
<tr>
<td>When youth ask questions, adults answer them.</td>
<td>When youth ask questions, adults suggest where they might find answers.</td>
<td>When youth ask questions, adults often respond with other guiding questions.</td>
</tr>
<tr>
<td>When adults ask a question, they are seeking the “right” answer.</td>
<td>When adults ask a question, they hope for the “right” answer, but give youth some leeway.</td>
<td>Adults ask questions to stimulate thought and encourage youth to generate their own questions.</td>
</tr>
<tr>
<td>Adults set agendas for and lead meetings and planning sessions.</td>
<td>Adults allow youth input into agendas, and allow selected youth to lead parts of meetings.</td>
<td>Youth set agendas for and lead meetings and planning sessions, asking adults to assist as needed.</td>
</tr>
<tr>
<td>Adults believe they know a young person’s needs and how to address them.</td>
<td>Adults address youth needs that young people identify.</td>
<td>Adults encourage youth to identify their needs and seek ways to meet those needs.</td>
</tr>
<tr>
<td>Adults offer some reflection opportunities but control the process.</td>
<td>Adults regularly facilitate reflection because “it seems good for the kids.”</td>
<td>Youth lead their reflection processes.</td>
</tr>
</tbody>
</table>
ATTACHMENT A: Essential Principles and Practices of Work Based Learning


Meaningful Relationships with Skilled, Caring Adults
The relationship between youth and adult leaders as they work together to accomplish mutual goals is the foundation for academic, social, and emotional learning. Youth work in small teams (ideally six participants) with one skilled leader. This youth-adult ratio ensures that participants receive individualized attention and provides opportunities for them to form a personal relationship with a caring, responsible adult. The adult leader acts in the roles of supervisor, mentor, and instructor. Leaders demonstrate, encourage, challenge, teach, and work alongside the youths; over time, the goal is to help youth develop the knowledge, skills, attitudes, and habits required to succeed in the adult workplace.

Safe and Supportive Environment
Modeling an authentic workplace is balanced with the provision of a safe and supportive environment that is necessary for learning. A supportive environment allows mistakes to be learning opportunities and empowers participants to take risks that help them grow socially and emotionally.

Clear Expectations and Ongoing Assessment
Adult leaders establish clear guidelines for students’ participation and behavior. Using a benchmarking system (the basis for school-awarded academic credit), leaders regularly assess and document youth participants’ progress toward meeting industry-based standards of job skills, attitudes, and habits. With their leader, youth participants set individualized academic, social, and workplace goals; review progress; and set new goals.

Integrated and Applied Learning
Work projects require youth to integrate and apply their knowledge in ways that are not feasible in the confines of a classroom. On the job, participants use academic skills (e.g., reading, writing, math, science), social skills (e.g., communication, teamwork), and workplace skills (e.g., managing resources, time and money) to solve real problems. In this way, they practice transferring knowledge between school and the workplace and learn how academic subjects are relevant beyond the classroom.

Active Engagement with School and Service Providers
The Work-Based Learning provider actively engages school personnel, human service providers, and parents or guardians to support the participant’s learning goals and address issues that impede his or her ability to succeed.

Real Work
Young people are engaged in real work; they make products or are involved in projects that support, or are valued by, the community. When participants see that community members rely on them, they are inspired to produce quality work and meet adult expectations. Through their work, youth take an active role in the community, building relationships with adults that nurture their sense of belonging and encourage continued success.

Modeling the Employee/Employer Relationship
The relationship between youth and service provider is that of employee and employer. Youth voluntarily apply for the position, are compensated for their work, wear uniforms or job appropriate clothing, and are held to industry-based standards with real consequences for exceeding, meeting, or not meeting expectations. Work-Based Learning models the real workplace so that learners develop appropriate workplace attitudes and habits.

Distinct School/Service Provider Roles
A Work-Based Learning program augments but does not replace classroom learning. To ensure that students’ education spans all fields of knowledge and vital results (see Vermont’s Framework of Standards and Learning Opportunities), schools and service providers work together to balance school-based and Work-Based Learning. Collaborative agreements establish policies supporting each organization’s role – the school as education institution and the service provider as employer. Agreements address academic credit for Work-Based Learning, define real workplace consequences for failure to meet expectations, and establish a “no school, no work” policy.
ATTACHMENT B: SCANS Skills and Competencies

What workers need to survive and thrive in a high-performance workplace

<table>
<thead>
<tr>
<th>BASIC SKILLS:</th>
<th>INFORMATION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reads and writes competently</td>
<td>Acquires and evaluates information</td>
</tr>
<tr>
<td>Uses basic arithmetic and math competently</td>
<td>Organizes and maintains information</td>
</tr>
<tr>
<td>Listens effectively</td>
<td>Interprets and communicates information</td>
</tr>
<tr>
<td>Speaks clearly</td>
<td>Uses computers to process information</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THINKING:</th>
<th>INTERPERSONAL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinks creatively</td>
<td>Participates as a member of a team</td>
</tr>
<tr>
<td>Makes well-thought-out decisions</td>
<td>Teaches others</td>
</tr>
<tr>
<td>Solves problems</td>
<td>Serves clients/customers</td>
</tr>
<tr>
<td>Visions - &quot;Sees things in the mind's eye&quot;</td>
<td>Exercises leadership</td>
</tr>
<tr>
<td>Knows how to learn</td>
<td>Negotiates to arrive at a decision</td>
</tr>
<tr>
<td>Reasons</td>
<td>Works with cultural diversity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERSONAL QUALITIES:</th>
<th>SYSTEMS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates responsibility</td>
<td>Understands systems</td>
</tr>
<tr>
<td>Possesses self-esteem</td>
<td>Monitors and corrects performance</td>
</tr>
<tr>
<td>Demonstrates social skills</td>
<td>Improves and designs systems</td>
</tr>
<tr>
<td>Manages him/herself</td>
<td></td>
</tr>
<tr>
<td>Demonstrates integrity/honesty</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESOURCES:</th>
<th>TECHNOLOGY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocates time</td>
<td>Selects technology</td>
</tr>
<tr>
<td>Allocates money</td>
<td>Applies technology to task</td>
</tr>
<tr>
<td>Allocates material and facility resources</td>
<td>Maintains and troubleshoots technology</td>
</tr>
<tr>
<td>Allocates human resources</td>
<td></td>
</tr>
</tbody>
</table>

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## ATTACHMENT C: 21st Century Skills

*Learning for Life in Our Times*[^1]

<table>
<thead>
<tr>
<th>CORE SUBJECTS AND 21ST CENTURY THEMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- English reading or language arts</td>
</tr>
<tr>
<td>- World languages</td>
</tr>
<tr>
<td>- Art</td>
</tr>
<tr>
<td>- Mathematics</td>
</tr>
<tr>
<td>- Economics</td>
</tr>
<tr>
<td>- Science</td>
</tr>
<tr>
<td>- Geography</td>
</tr>
<tr>
<td>- History</td>
</tr>
<tr>
<td>- Government and civics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING AND INNOVATION SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Creativity and innovation</td>
</tr>
<tr>
<td>- Critical thinking and problem solving</td>
</tr>
<tr>
<td>- Communication and collaboration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INFORMATION, MEDIA, AND TECHNOLOGY SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Information literacy</td>
</tr>
<tr>
<td>- Media literacy</td>
</tr>
<tr>
<td>- Information, communications, and technology literacy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIFE AND CAREER SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Flexibility and adaptability</td>
</tr>
<tr>
<td>- Initiative and self-direction</td>
</tr>
<tr>
<td>- Social and cross cultural skills</td>
</tr>
<tr>
<td>- Productivity and accountability</td>
</tr>
<tr>
<td>- Leadership and responsibility</td>
</tr>
</tbody>
</table>

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Attachment D: Examples of Learning-Rich Work

Summer work projects can help youth develop skills and create tangible, valuable outcomes. This section first briefly describes a number of learning-rich projects that summer jobs programs have conducted in which youth played major planning, implementing, and evaluating roles and then offers more detailed examples of project-based learning.

Facilities Construction, Maintenance, and Improvement
- Convert a vacant lot or underutilized schoolyard into a softball field.
- Improve the grounds and buildings of a residential facility.
- Conduct an inventory of maintenance and improvement work needed at a school, public facility, or community organization.
- Build a safe playground.
- Renovate a room to turn it into a teen center.
- Conduct weatherization or insulation projects.
- Construct an outdoor amphitheater.
- Paint or renovate public housing, schools, gymnasiums, or other community facilities.
- Tackle a graffiti problem.

Environmental Protection and Renewal
- Create or rehabilitate a nature trail.
- Construct an outdoor environmental "teaching station."
- Conduct an environmental reclamation or erosion control project in a park.
- Analyze the effects of water temperature at a power plant outflow on fish and plants.
- Conduct a landscaping project at an urban park or arboretum.
- Plant community gardens and teach residents about gardening.
- Convert vacant lots into gardens.
- Design and construct a greenhouse to supply plants for public areas.
- Design a traffic flow plan for a congested intersection, and propose it to local leaders.
- Conduct a water survey, studying fluctuations in biodiversity and environmental influences, and present findings to the state environmental agency.
- Compare sites being proposed for a landfill and present findings to local leaders.

Elder Services
- Lead a "meals on wheels" project.
- Coordinate social visits to homebound elders or nursing home residents.
- Chat by phone and bond with elders while monitoring their well-being.
- Make improvements on and maintain elders’ homes and grounds.
- Construct an exercise course for elders.
- Interview elders to record community history.
Youth Services
- Organize and operate a youth sports league.
- Coordinate youth theater groups focusing on youth issues.
- Produce a video or public service announcement on a subject of interest to youth.
- Develop an anti-violence campaign.
- Convene diverse youth to learn about each other and fight stereotypes.
- Set up a tutoring system for local children.

Media and Communications
- Publish a student-led newsletter.
- Produce a video documentary highlighting work-based learning activities.
- Produce articles, documentaries, or video clips for local commercial, public, or cable television.
- Develop a yearbook.
- Create a visitors' guidebook highlighting local attractions.

Community and Civic Responsibility
- Develop a route for school buses transporting students from many neighborhoods to one citywide school.
- Produce a video or public service announcement.
- Assist with blood drives or immunization programs.
- Develop a neighborhood fair or festival.
- Organize a voter registration drive.
- Conduct a project to aid children and families in need.
- Conduct research on community issues and present results.
- Publish and market a newsletter or newspaper focusing on important local issues.
- Organize an important ceremony (e.g., a graduation ceremony for GED recipients).
- Restore discarded furniture and donate it to low-income families.
- Redesign toys so that disabled children can use them.
- Lead HIV/AIDS awareness programs.
- Design an interactive computer program to teach children about dental hygiene.
- Petition for mobile medical services for communities with limited access to health care.

Arts and Community Service
- Design and paint a public mural.
- Design and market a poster that conveys an important social message.
- Produce a quilt focusing on an important issue.
- Create paintings of community life and arrange a showing to display and sell them.
- Paint park or bus stop benches artistically.
• Analyze the architecture of historic buildings and present preservation recommendations to the historical society.
• Paint all or part of a historic structure according to historic preservation standards.
• Create a theater or dance production.
• Convert a Shakespeare play into modern "street language" and perform the play.
• Write and perform an original song on a chosen subject.

Entrepreneurship and Product Design
• Conduct a survey to identify businesses that residents want more of in their communities and present findings to the Chamber of Commerce.
• Design and implement a business plan focusing on a community need.
• Operate a custom, silkscreened T-shirt business.
• Run a used clothing store.
• Operate a business that sells and maintains small plants for office workers' desks.
• Run an environmentally-friendly landscaping business
• Make and sell baked goods.
• Operate a "Rent-A-Teen" odd job service.
• Research, identify, and sell a product using an original marketing approach.

DETAILED EXAMPLES OF PROJECT-BASED LEARNING

Philadelphia, PA (2012)
WorkReady Philadelphia offered team-based, learning-rich, service-learning projects for youth ages 14+. With adult guidance, participants conducted projects that benefitted their communities and learned valuable skills. Each week, youth engaged in 15 hours of service and 4 hours of reflection or other learning activities. At the end of the summer, the youth presented their projects at an EXPO. Two examples of summer projects:
● At the Gay and Lesbian Latino AIDS Education Initiative, two young mothers conducted research on and developed a booklet for other young people on sexually transmitted infections and diseases. They learned about research and writing as well as about the health and sexuality issues they were addressing.
● Three teams of foster care youth at the Achieving Independence Center developed logos for the organization’s Learn-And-Earn Program. One was selected as the official program logo.

Hartford, CT (2012)
In Hartford, Connecticut, learning-rich projects included:
● Developing a student-run, “cooking healthy” cafeteria.
● Addressing storm damage by identifying neighborhood problems with water levels, drainage, and flooding.
● Creating a train-the-trainer nonviolence curriculum.
- Creating a nature trail.
- Creating murals, greeting cards, ornaments, and self-portraits.
- Using music and video equipment to create public service announcements and documentaries.

Participants regularly reflected, often through journal writing, about the competencies they were using and about other learning; used Facebook and email to document and communicate their experiences; and included reflections about what they had learned during their capstone presentations.

**Detroit, MI (ARRA, 2009)**
The Conservation Leadership Corps, a public-private partnership, employed 110 youth in environmental stewardship and conservation projects such as tree planting, landscaping, native planting, trail development and maintenance, native timber bench construction, removing invasive species, repairing damaged and eroded areas, and constructing a greenhouse for an elementary school outdoor classroom.

In a separate project designed and managed by the Good Neighborhoods Technical Assistance Center at the University of Michigan’s School of Social Work, 60 young people conducted community asset surveys and focus groups to assess neighborhood assets and concerns and explore how safe, healthy, educated, and prepared for adulthood local youth were. Prior to data collection, youth participated in role plays to give them tools to help them recruit survey respondents and generated the focus group questions. They conducted basic asset mapping, compiled what they learned, and presented their findings to the Michigan Governor’s Council.

**Chicago, IL (ARRA, 2009)**
The Survey Lab at the University of Chicago’s Social Science Division employed five youth in a summer study of resources University-area neighborhoods. Youth underwent 12 hours of training on topics including an orientation to the Lab, confidentiality issues, work expectations, project purpose and goals, and communication and interpersonal skills. Next, in cooperation with University students, they documented the businesses and organizations at each address, checked them against the project database, and used a cell phone-based application to send updated information to the database. To reinforce high expectations and a sense of status, staff emphasized to youth that they represented the University. The youth selected which streets they would cover, explained the project to residents, learned about building a database, and improved their planning and communication skills as well as their understanding of the neighborhoods.

**Phoenix & Maricopa County, AZ (2012)**
Arizona Call-A-Teen Youth Resources (ACYR) instituted project-based learning (PBL) in its Smart Summer 2012 initiative, using a positive youth development approach (focusing on youth assets, not deficits) and using learning-rich, community service-oriented summer projects to
convey workforce and facilitative leadership skills. Project Leads served as facilitators/coaches and supported a PBL approach with 22 young people in four projects.

Young people began their experience with a four-day “Participatory Facilitation Methods” training (by Partners in Participation, LLC, http://partnersinparticipation.com) that teaches the techniques of facilitating a conversation, reaching consensus, and developing an action plan. Participants built on this to create action plans for and implement their projects. They met daily with Project Leads to reflect on progress, revisit plans, and ensure completion. From a set of topic areas devised by the Project Leads, youth developed four projects:

- **Community Health and Nutrition.** This team investigated how factors such as education, income, diet and nutrition, exercise, and leisure time activities and behavior influence community members’ health and well-being. The final presentation highlighted health challenges in the community, community-based options for continued learning about health issues, and choices for healthy changes.

- **Arizona Jobs for the Future.** This team’s goal was to provide information about the future of jobs in their community and the skills youth need for better employment opportunities. They collected data from local youth, human resource departments, and other sources to find out what jobs are needed. They also collected data on the importance of education, communication, finances, and technology in the local economy.

- **Artful and Meaningful Documentation.** This team’s mission was to establish the summer program’s online presence through Facebook, the web, art, photography, and music. Participants worked closely with the entire summer program to document events, successes, and community life. Among its products was the web page www.acyrpbldoc.wix.com/project-based-learning.

- **Sharing Findings with the Community.** This team designed, planned, publicized, and implemented the “End of Summer Celebration,” a participatory community event to present the four Summer 2012 projects’ findings and products to peers, family, and the community. They designed and implemented a marketing strategy and coordinated with community partners, speakers, and ACYR. They shared presentations and brochures about health, wellness, youth employment, healthy home tips, and STD and tobacco awareness; a video showing employer-youth interviews; and a slideshow of photos showing youth learning about event planning. Handcrafted projects and a “picture wall” demonstrated the youths’ summer journey. A DJ kept the music going, and all were invited to participate in a Zumba demonstration.

### Lessons Learned

- Project Leads need (1) group facilitation skills, to transition from a traditional supervision approach to the facilitating/coaching needed for PBL and (2) support to remember that youth leaders are more likely to emerge when one asks rather than tells. (They were often inclined to meet challenges with a quick fix – that is, telling youth what to do.) At the same time, youth need clarity about expectations and accountability.
• Building relationships is a key part of PBL and leads to more open communication. However, Project Leads worried about balancing work on products with the time needed to develop relationships with participants.

• Youth need to respect adults and adult ideas; however, pushback from them is healthy and they need to feel that they can often do it their way. For example, at first, youth were not keen on doing the research required for the projects; however, given the opportunity to define the projects further and encouragement to connect research and goals, they became more enthusiastic, creative, and productive.

• Project Leads and youth had to learn to “trust the process.” Positive discussions about the big picture helped, as did time: accomplishing worthwhile goals enabled youth to put frustrations in perspective.

• Tapping into youths’ intrinsic motivation to do something valuable and make a difference can enhance the PBL approach. Adults can help them tie their experience to employability and career paths.

• Reflection is important but not easy to facilitate. See Guide on Reflection.

ACYR is currently reworking its *Facilitators Guide to PBL* to add a section on being a supervisor in a project-based context and recognizes that adults and youth need significant training for PBL to work effectively.
RECOMMENDED RESOURCES REGARDING PROJECT-BASED LEARNING

If you wish to learn more about project-based learning, please explore the websites listed below (all available as of December 2012). Project-based learning shares many characteristics with other state-of-the-art educational concepts, such as work-based learning, service-learning, cooperative learning, competency education, and student-centered learning. Although many of the suggested resources were written for teachers, most ideas are applicable and transferable to summer youth employment programs.

This introductory video for teachers, worksite supervisors, and young people shows how project-based learning differs from traditional educational approaches. Buck Institute for Education (BIE). “Project Based Learning Explained.”
http://www.youtube.com/watch?v=LMCZvGesRz8

The Buck Institute’s website has lots of materials about project-based learning, such as:
Buck Institute for Education (BIE). “What is PBL?/Project Based Learning.”
http://www.bie.org/about/what_is-pbl

The following Buck Institute-related resource offers links concerning project design, instructional strategies, and other resources:
Buck Institute for Education (BIE). “Project Based Learning: The Online Resource for PBL.”
http://pbl-online.org

This website provides links, blogs, articles, videos, group discussions, and profiles:

Wikipedia has a decent encyclopedic piece on project-based learning – useful as a primer:
http://en.wikipedia.org/wiki/Project-based_learning

This detailed guide, although aimed at school teachers, contains excellent information transferable to summer programs:

These documents investigate student-centered education, competency education and mastery, and related learning approaches:
The Nellie Mae Educational Foundation. “Learning Can Be Flexible.”
http://www.nmefoundation.org
Website suggests several important publications: “Restructuring Schools to be Student-Centered,” “Competency Education in Action,” “Investing in Student-Centered Approaches.”
PRACTICAL ADVICE GUIDE
for Youth Practitioners, Managers and Worksite Supervisors

REFLECTION ON EMPLOYABILITY DEVELOPMENT

Making Summer Learning Meaningful

Overview
Summer youth employment programs are not just about jobs; they are also about having young people learn and enhance their employability. One way to dramatically increase young people’s learning is through reflection – that is, having the youth consider what they’re doing, how they do it, how they might improve it, what they’re learning, what their learning means (for them and others), and how and where they can apply their learning.

Young people who think about and verbalize the skills they are learning are much more likely to value and retain what they have learned. Formal, regular, and intentional reflection opportunities can transform an ordinary experience into one which raises a participant’s level of skill, competence, and confidence. These opportunities can be relatively easy to implement and do not have to take up much time (although allowing more time leads to better results).

This Practical Advice is meant for youth practitioners and worksite supervisors who wish to build structured reflection activities into their summer youth employment programs.

Included:
- What is Reflection and Why Should Youth Reflect?
- Suggestions for Organizing Reflection Activities
- Why Reflect Regularly?
What is Reflection and Why Should Youth Reflect?

Reflection is a process of thinking about an issue or activity, verbalizing what we are doing, and then drawing the learning out of it. When people reflect regularly, their learning improves. Reflection is especially needed in summer youth employment programs because:

- **Many young people need to be introduced to the importance of workplace skills and behaviors.** This includes learning about and improving both interpersonal skills (communication, teamwork, leadership, attitude, etc.) and intrapersonal skills (self esteem, self confidence, reliability, responsibility, etc.). Structured reflection helps young people to become aware of the value of these skills by providing opportunities to use, verbalize, and assess them.

- **Youth who use a skill aren’t necessarily aware that they are using it.** When focused on a complex task or activity, youth tend to pay more attention to the work being done than to the skills they are using or the learning that is taking place. Reflecting on the skills they are using will help them refine those skills.

- **Just because people use a skill doesn’t mean that they know how to use it well or improve it.** Young people who spend time identifying the behaviors and actions that comprise a skill, and questioning which components contribute to effective use of those skills, will enhance their skills.

- **Just because people use a skill in one context does not mean that they know where else they can apply it.** Considering the “transferability” of what they are learning – i.e., reflecting on additional situations in which a skill might also be used – deepens learning and ability. For example, a participant may use a skill like brainstorming in a group without recognizing that they could use this process in other work and even personal situations. The same applies to academic skills – when applied on the job, it is helpful to reflect on how this learning can be brought to other situations, such as classrooms.

- **Reflection can help young people learn to prioritize goals or tasks.** Reflection processes can easily incorporate a discussion of learning objectives at the beginning of a job. Workers who are aware of learning objectives are more likely to recognize where to focus their attention, especially important when time is limited.

- **Young people may not recognize the value of what they are doing.** When asked about the value of their work, youths may answer without clarity about why they are conducting particular tasks. Reflection in combination with a meaningful relationship with a skilled caring adult can deepen their understanding about the value of work and their place in the “world of work.”
Suggestions for Organizing Reflection Activities

Variety is helpful when it comes to engaging young people in reflection. Typically, participants tackle an aspect of their work (e.g., planning, implementing, evaluating, or problem solving) and then draw out the learning through reflection activities. Activities might include one-on-one discussions with the supervisor, one-on-one discussion with a peer, or group reflection experiences. Here are a few ideas:

- Reflection on a personal level about the knowledge, skills, and behaviors they are learning, with work supervisors, mentors, counselors, or other adults who work with them directly.
- Full group discussions where all participants focus on the same topic, such as developing a list of learning objectives or creating a rubric to assess the development of their skills.
- Subgroup or peer-to-peer discussions focusing on the same topic simultaneously and then (if appropriate) reporting out their conclusions to the full group.
- Subgroup or peer-to-peer discussions focusing on different topics and then (if appropriate) reporting out their conclusions to the full group.
- Participation in an activity that differs from previous activities, but uses the same skills, followed by a discussion that compares the activities and identifies the transferable skills.
- Brainstorming sessions generating possible effective practices for various skills.
- Daily and/or ongoing “reflective writing” of group or personal reflection experiences (e.g., keeping a job journal). Periodic private review of this reflective writing can be coupled with group discussions of important revelations and thoughts.
- Periodic public presentations.
- Reflection games (e.g., altering common board games so that learners must address reflection issues in order to advance).

Reflection Topics and Ideas

Consider the learning goals of your summer program and/or your worksite. What do you really want young people to learn? Reflection activities can focus on many different concepts. Open-ended questions are generally most useful for reflection. Following are suggestions for questions that you might ask young people:

Skills/content learning and labeling

- What knowledge, skills, and behaviors are you using to carry out each task?
- How does what you are learning in school apply to what you’re doing through your work tasks and vice versa? Specifically, what academic, technical, or vocational subjects (such as math) apply to your work tasks? How do they apply?
• What skills that would help you with a specific job or career are you addressing in your work?

Ongoing project benchmarking and continuous quality improvement
• How and in what ways are your tasks progressing?
• What's working and what's not?
• What problems are you encountering, and why? For example:
  o Which goals have you not reached, and why?
  o Is your project on schedule? Why or why not?
  o Are all of the people in your group pulling your weight?
  o Do you have all of the supplies and materials you need?
• What should you keep doing? Why?
• What should you change? How? Why?
• What might be done to improve your performance and learning? How? When? By whom?
• How do you feel while you are working on these tasks?

Transferable knowledge and skills
• Where else in your life might you use what you are learning and doing?
• In what careers might these skills and knowledge areas be particularly valuable?
• How might you connect the skills and knowledge you are gaining from the job to your educational or extracurricular activities?

Citizenship and community service skills
• How does it feel to perform this service or action?
• What are the benefits for you and for your community of your taking action to help or improve your community?
• What is the ideal role of a citizen in his/her community?

Why Reflect Regularly?
A key to successful reflection is to engage in it regularly and at the right time. Reflection time ideally occurs immediately before an action or activity, in the middle of the action/activity, as well as immediately after the action/activity.

  Example: If young people work on a project Monday through Friday, and don't reflect on the week’s events until Friday, the reflection process will be minimally helpful. The details of their Monday through Thursday experiences will have become foggy and it may be too late to capture important learning.
There are several common approaches to scheduling successful reflection time. The following are examples of effective practices:

- **Schedule formal reflection time each workday.** To the extent possible, set aside time before, during, and after the day’s work to discuss the work ahead while reflecting on previous activities. Consider productivity, talk about work-related problems, assign tasks and adjust work plans, and discuss academic/skills themes related to the work at hand.

- **Take advantage of informal reflection opportunities.** Look for informal "teachable moments" during the work activities and periodically ask participants about what's happening, what's working or not working, what's being learned, etc.

- **Use meals to reflect informally or formally as a group.** Build on the social nature of meals (if any) by engaging participants in discussions about work day events, and reflect on issues that surface.

- **Include ample reflection time in the project schedule.** It is better to reduce the scope of the work in advance than to lack adequate reflection time. Reflection will increase learning about the employability skills being gained – which, after all, is the main objective of the summer youth employment program.

Following is a quick and minimal set of reflection steps that you can add to the workday with young people:

- At the start of the workday, ask: What worked well on previous days that should be continued today? What might be done differently and better today, and why?

- In the middle of the workday, ask: How are things going? What’s working? What’s not? How can you improve?

- At the end of the workday, ask: What have you learned today? How do you feel about your accomplishments so far today? What did you learn about yourself? Where else might you use this learning?

**Example of Reflection Activities**

In the Phoenix/Maricopa County 2012 Smart Summer initiative, each young person completed a Daily Reflection Journal on topics such as effective communication, using PowerPoint, employability, customer service, prioritizing, time management, stress management, ethics, and self-marketing. On paydays, they participated in group reflection activities. The “Focused Conversation Worksheet” guided payday group reflection processes.
## Focused Conversation Worksheet (from Arizona Call-A-Teen Youth Resources, Phoenix, AZ)

**Summer Work Experience; Payday Reflection #1**

### Rational Aim: Intent or practical goal of the conversation:
To review and reflect on our summer work experience and on the significance and usefulness of these experiences for future work and life goals.

### Experiential Aim: (1) For participants to experience comfort, authenticity, and a deeper understanding of summer work experience to apply to remainder of summer, and (2) to create eagerness to come to upcoming Pay Day Workshop Reflections.

### Opening (set stage, introduce topic):
Let’s take the next 40 minutes to explore what we have been doing, experiencing and learning in our summer jobs and roles. Please be ready to share positive and challenging insights.

<table>
<thead>
<tr>
<th>Conversation ‘level’</th>
<th>Questions for each level</th>
<th>Sample follow-up questions</th>
</tr>
</thead>
</table>
| **OBJECTIVE** Facts and information | (Hear from each person on this level)  
What are one or two things you think about when you think about work?  
What else have you been doing at your summer work experience?  
What different types of people do you get to work with?  
What is one thing you’ve learned? | What is one word or phrase you remember?  
What is one thing you know about...  
What topics were covered today?  
Briefly describe the current situation?  
What specifically did you see?  
What caught your attention? |
| **REFLECTIVE** Personal reactions, internal responses, feeling, association | Anyone!  
What has been a challenge?  
What has been going well?  
What has been surprising?  
What about this work experience reminds you of another experience you have had? | What does this remind you of?  
What bothers you about....  
What do you like or appreciate?  
What challenges you?  
What is your gut reaction to...  
What questions are raised? |
| **INTERPRETIVE** Meaning, values, significance, implications | How is it different working with adults versus teens?  
What are you learning?  
How is this experience changing your thoughts about plans to reach your goals?  
How are you different because of this work experience? | What is really being said here?  
What values are emerging as we talk?  
What options are surfacing?  
What is one root cause?  
What might we have done differently?  
What is missing from this session? |
| **DECISIONAL** Resolution, consensus, decisions and future actions | What is one thing you have learned that you want to apply to your life now and in the future?  
Will you pursue this field as a career? What career options are you considering?  
Does this experience make you want to stay in school? If so, how?  
Are there any other action steps you plan to take? | What are next steps?  
How would you summarize our conversation today?  
Draw a picture of your work experience.  
What choices remain before us?  
How might we use this information?  
How can we prevent this from happening next time?  
What are you willing to commit to? |

### Closing:
Confirm individual or group resolve. Thank you!

### Tips:
- Be sure to have each person say something on the first question.
- No need to comment after people talk; use eyes and body language to let them know they are heard and affirmed.
- Silence is fine – particularly in a small group. Give people time to think!
Recommended Resources Regarding Reflection

If you are interested in delving deeper into the process of reflection, you might check out the following websites (as of December 2012):


A Primer on Motivation for Worksite Supervisors and Others Working with Youth

Overview

Providing an environment that motivates young people to achieve success in programs and services is a crucial aspect of summer youth employment programs. However, the concept of “motivation” – and how it can be fostered – is not well understood.

The key to a work and learning program that motivates youth is a youth-centered system that takes into account how young people learn and develop. Adults whose approach is deficit-based often say that “lack of motivation” is why some young people fail to thrive, even in good programs that offer many positive experiences. In contrast, those with an asset-driven approach ask, “How might we create conditions in which young people can enhance their motivation?”

This Practical Advice Guide discusses concepts that may help adults create conditions that enhance young people’s motivation, within the framework of an asset-driven approach.

It is meant for worksite supervisors and staff who wish to use an asset-driven approach to addressing youth motivation.

Included:

- Understanding Youth Motivation
- Unlocking Youth Motivation
Understanding Youth Motivation

What motivates young people to learn, work hard, and achieve? Efforts to develop motivation in youth should be firmly grounded in positive youth development practices that recognize that youth need the following to thrive:

- Relationships with competent, caring, positive adults
- Regular access to safe places
- Meaningful work and learning experiences enabling them to acquire marketable skills
- Access to resources that contribute to their physical and mental health
- Opportunities to serve others
- Age and stage appropriate placements and tasks
- High quality experiences that incorporate positive youth development principles

Further, learning and support strategies that help youth link their efforts to effective outcomes over time are more likely to have lasting effects on motivation. Research on learning and cognitive development suggests that “quick-fix” approaches alone are insufficient to change behavior or increase motivation. (Many of us have found that the “motivation” generated by even the most exciting motivational workshop deteriorates quickly.)

To have a chance for success, interventions with young people must occur in the context of the psychological, emotional, and social development that accompanies their passage through adolescence. Adolescents, especially younger ones, differ sharply from adults in learning styles and developmental needs. Adolescents are often exploring and defining their values, goals, and identities. They are not children, but they are not yet adults (although many have adult responsibilities). Young people often struggle with strong but dichotomous feelings that present both challenges and opportunities for programs, such as:

- Low self-esteem coupled with a desire to do well and be accepted.
- Negative attitudes toward classroom learning coupled with a desire to do meaningful work.
- Distrust of adults coupled with a desire to trust and look up to adults.
- Competitive attitudes toward peers coupled with strong peer loyalty.

The remainder of this section discusses three key concepts -- incentive, expectancy, and attribution – that help us to understand “motivation.”

- Incentive: Believing that the value of accomplishing a task exceeds the cost of the effort required to succeed.
- Expectancy: Believing that one can succeed in performing a task and control the outcomes through one’s efforts.
- Attribution: Believing that successes or failures are due in large measure to one’s own efforts.
Incentive: Believing that the value of accomplishing a task exceeds the cost of the effort required to succeed.

People feel an incentive to perform a task if they perceive a benefit from performing it – i.e., if they can answer the question, “What’s in it for me?” To feel truly motivated, young people need to see the tangible or intangible benefits of completing a task, as well as to feel engaged with the task for its own sake (intrinsic motivation). 7 In a summer youth employment program, we need to help youth understand the value of the skills and knowledge they can gain from their experience, how these gains can help them in the future, and how the tasks link to the their interests. We need to ask what they want from their job (beyond a paycheck), whether they find the work and/or project goals meaningful and related to their personal goals, and whether they think that accomplishing the work/project goals is worth the effort.

Bringing “incentive” to life: early in the summer program, have youth reflect on and verbalize why they are working and what they hope to gain. As the program progresses, have them reflect on what they are actually gaining.

It is also important to recognize that everyone struggles with competing incentives, and that this is even more significant for vulnerable youth. For example, a young single mother whose child is sick or whose daycare provider is unavailable does not have the resources to obtain high-quality alternative care. Does she address her child’s needs or go to work? A young person who is attending summer school while also participating in a youth employment program may feel torn between staying after class for help versus getting to work on time. Programs that have supports in place to help youth cope with such competing incentives are more likely to help them stay motivated.

About Incentive – From the 2012 Smart Summer Programs. One incentive for young people in the 2012 programs was the paycheck. Another was their desire to use the money in ways that were important to them, such as helping to support their families, buying clothes and supplies for school, saving for college, and having spending money. Other incentives – building on the young people’s intrinsic motivation – included jobs connected to their interests, their recognition of a job’s long-term benefits, and their desire to make a difference.

- In Hartford, young people had interviews with previously identified summer employers of interest at Employer Expositions. By the end of each Expo, nearly all knew where they would be working and had had a job interview experience.
- In Detroit, youth participated in weekly workshops on topics such as CPR training, facilitation, and confidence-building. A program coordinator said, “I give [them] a choice as to what they want to learn and then try to facilitate that learning.”

7 No external reward can replace the incentive of pure engagement and meaningful achievement. Research on external rewards has yielded mixed results. Rewards to reinforce behaviors such as good attendance or punctuality are widely seen as effective. Evidence also suggests that rewards linked to cooperative activities, such as a team tackling a project, can have positive effects. (See, for example, R. E. Slavin (1983), “When does cooperative learning increase student achievement?” Psychological Bulletin 94:429-445.) However, some researchers have concluded that people who are rewarded for activities in which they were initially interested (intrinsic motivation) may later lose interest in those activities, especially if they see the reward as a “bribe.”
At various sites, youth talked about their intrinsic motivation:

- “I do it for the passion, not the money.”
- “Seeing a child smile. That’s what I get out of it. Knowing I helped them.”
- “I’m not going to wait for someone to come change my community. I live here; my nieces and nephews live here. I’m going to change it myself.”
- “I am doing it for the kids in the community.”
- “It’s like school with structure and routine, only it’s better because it’s freer and I’m learning about having a job and I am getting work experience.”
- “I want to learn skills too; it’s not just about the money.”
- “If I’m focused, I can learn skills that will help me in life and work.”
- “The program is a way into the workforce. It’s a way for us to prove ourselves.”
- “This summer I’m going to work on communication skills, asking questions when I need help, and how to ask effectively.”

Expectancy: Believing that one can perform a task successfully and control the outcomes through one’s efforts.

People who believe that they are able to perform a task, and can control the outcome, are more likely to be motivated. In other words, a high level of expectancy is associated with motivation. A youth with high expectancy says, “I’m not sure how to do this, but I’ll figure it out.” If they have concerns about their capacity to handle the tasks, they are willing and able to ask for help.

When faced with challenging tasks, young people with low expectancy tend to exert minimal effort because they expect defeat. They believe that they will fail in this new challenge – that it will be one more in a series of failures: “Why should I work on this? I’ll screw it up anyway, just as I’ve done so many times before.” Young people with low expectancy may not express their worries, and may not know how to ask for help or where to find help. They may walk away feeling defeated before they start. They may put in minimal effort because they expect defeat.

Bringing “expectancy” to life: provide opportunities for young people to reflect on their feelings about their capacity to succeed at their assigned tasks, to identify and discuss concerns, and to problem solve. Help them connect effort and outcomes by encouraging reflection about the tasks they undertake, from start to finish.

Adult expectations of young people’s performance can improve their level of expectancy. The powerful effects of teacher expectations on student performance are by now well established in the literature. At the same time, adults should express high expectations in supportive and encouraging ways. (See next section, “Unlocking Youth Motivation.”) Aligning the youth participants’ abilities and interests with the assigned tasks will lead to the most positive results.

A related finding is that credible praise can increase expectancy. Praise is more credible (and useful) when it responds specifically to solid effort, perseverance, and achievement (“You did a great job putting that newsletter together”), compared to general praise or praise based on
personal characteristics (“You are so smart”). Praise should be offered often enough to be encouraging, but not so often that youth write it off as insincere. In addition, the source of the praise is important. For example, a credible source might be a counselor, teacher, or worksite supervisor who has faced similar challenges and/or who is knowledgeable about the degree of difficulty of the task.

**About Expectancy – From the 2012 Smart Summer Programs.** Smart Summer programs helped youth develop a positive sense of expectancy through opportunities to try new things, make mistakes, analyze ways to improve, and learn skills.

- In Hartford’s tiered system, youth learn and perform in developmentally appropriate settings. They advance based upon effort and attainment of competencies. Repeating a tier is not viewed as a failure.
- In Phoenix-Maricopa County, young people regularly and formally reflected on their experiences and became more confident in their abilities. As they solved often complex problems, they improved performance and gained confidence.
- Los Angeles offered workshops to prepare young people to earn an employability credential accepted by many local employers.
- A Detroit worksite offered weekly workshops on topics such as conflict resolution, positive reinforcement, hygiene, self-development, setting and achieving goals, managing money, career building, and developing vision. Youth develop short and long-term goals using a “Life Plan Workbook.” A program coordinator said, “They need to understand that their dream is something they can accomplish and that there are things they can do to get there.”
- In Chicago’s Social and Emotional Learning program, young people investigated concepts such as self-awareness, self-management, goal setting and personal intentions, and other concepts connected with motivation (especially expectancy). Reflection and discussion with peers and adult mentors were key elements.
- In New York City, young people with special needs and/or disabilities learned how to travel on the city’s subways and buses, which helped them to attain a higher level of independence and take a step toward work readiness.

Attribution: Believing that success or failure is due in large part to one’s own efforts.

People view the reasons for their successes or failures differently, which affects their confidence and motivation to persist at a task. Research suggests that young people’s perceptions of their own effectiveness often determine the effort they will exert and their persistence in the face of difficulty. Low achievers are more likely to attribute failures to low personal ability and successes to low task difficulty.

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A useful concept in considering attribution is Carol Dweck’s identification of “mastery” and “helpless” coping styles:

- Individuals with a “helpless” style often have histories of failure. Even experiencing success will not necessarily change their attribution: they may attribute successes to luck rather than to their own abilities. When they experience failure, they may reduce their effort and choose less challenging tasks, thus losing an opportunity to improve their problem-solving skills. They attribute failure to lack of ability or intelligence, often believing that intelligence is fixed and that they have no control over their ability to be successful. A “helpless” youth might say: “It doesn’t matter what I do. Something will go wrong. I am inadequate and I am not in control.”

- Individuals with a “mastery” orientation attribute accomplishments to their own efforts and abilities. They tend to be more confident about coping with challenges, learning from failure, and seeking better ways to approach problems. Youth with “mastery” styles tend to attribute successes to factors such as effort or the knowledge needed to solve the problem. They attribute failure to the difficulty of the task or to insufficient effort. A “mastery” oriented youth might ask: “What could I have done differently?”

An important part of enhancing motivation for youth who have histories marked by failure – especially academic failure – is helping them move from “helpless” to “mastery” styles and helping them change their view on the reasons for successes or failures. Appropriate learning goals coupled with opportunities to reflect on reasons for successes or failures can help.

Vulnerable young people may lack the skills needed to make progress and to enjoy learning, and this lack of skill will affect their attribution and their motivation. They need to hear that they can learn skills and acquire knowledge – in other words, “You aren’t necessarily born smart; you get smart.” At the same time, attention to basic skills such as “a capacity to focus attention on an activity, to define goals and means to attaining them, to seek feedback, and to balance challenges and skills” can help them stay engaged in a long-term learning process and feel more motivated. Similarly, young people who learn to practice “self-regulation,” develop a “sense of urgency,” and strive to become “self-learners” move toward a “mastery” style.

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Bringing “attribution” to life: have young people reflect – in groups, in conversations with adults, through journals, or in other ways – on their beliefs about what leads to their successes or failures. If the adults working with them monitor each young person’s sense of attribution they can make commensurate adjustments to summer work and learning strategies.

About Attribution – From the 2012 Smart Summer Programs. Smart Summer programs helped youth learn that effort is a key to success, become “self-learners,” and understand that one learns and improves through effort and struggle.

- In Phoenix-Maricopa County, young people regularly and formally reflected on their work. They learned that becoming skilled and persistent problem solvers helped them to improve performance and gain confidence. They saw the importance of their personal contributions as they and others progressed toward ambitious goals.

- The Los Angeles Employability Certification process (also mentioned under “Expectancy”) has a culminating event in which young people must show that they can successfully complete job applications and job interviews. Those who pass receive a certificate; those who fail are told why, and can repeat the process until they succeed (i.e., personal effort is rewarded).

- Many young people in Hartford’s summer program produce and present Capstone Projects, which gives them a chance to highlight their work and program accomplishments to people they care about, and to receive accolades for their efforts.

Unlocking Youth Motivation

Following are selected strategies, grounded in the prior discussion, to help young people unlock their personal motivation.

Build programs around task-based relationships with caring adults. Young people make strides in motivation, learning, and maturity when they work closely with a competent adult who expresses confidence in them and is genuinely interested in their progress. Youth development researchers have increasingly shown that non-parental adults – such as worksite supervisors, crew leaders, counselors, teachers, and coaches – can be key players in facilitating youths’ progress toward meeting the expectations and challenges of the adult world.

Combining work and learning with strong adult leadership and guidance instills a greater sense of pride in accomplishment than a young person can attain on his or her own\textsuperscript{12} and contributes significantly to motivation. Without a relationship with a caring adult, youth find it very difficult to learn and succeed.

\textsuperscript{12} From "The ABCs of Adolescence," one of a series of occasional papers by the Smokey House Project. For a discussion of early adolescents, see Peter C. Scales, A Portrait of Young Adolescents in the 1990s: Implications for Promoting Healthy Growth and Development (Carrboro, NC: Center for Early Adolescence, 1991) and Public/Private Ventures’ "Adolescent Development," one in a series of research papers prepared as part of the Youth Research and Technical Assistance Project, a Brandeis-USDOL initiative.
The key to a productive relationship is mutual engagement of the youth and the adult over time as they work together to solve problems and achieve real results. Ideally, such a relationship develops naturally as an energetic, competent, interested adult works closely with a young person in joint pursuit of achievable and meaningful goals.

Hold youth to high, yet reasonable, expectations. Worksite supervisors and other adults in summer programs must strive to ensure that high expectations – the notion that all young people can learn – are a driving force in youth programs, and that:

- Outcomes are challenging but achievable.
- Youth have input into setting their work and learning goals.
- Youth are assisted to find resources to help them reach their goals.
- Activities are designed to help participants become independent young adults.

Select appropriate learning goals. During summer youth employment, programs focusing on effort and learning goals rather than on performance goals is key to helping young people tolerate the anxiety of new learning situations, to take risks and accept challenges, and to persist until they experience success. Research suggests that youth – especially those with “helpless” coping styles – often do not do well with performance goals.

Learning goals are designed to help young people learn something new. The emphasis is on the process, not on a demonstration of competence or comparison with others. Progressive learning approaches – project-based learning, work-based learning, cooperative learning, mastery learning, computer-assisted instruction, and alternative assessment systems such as portfolios – use learning goals extensively. In contrast, performance goals are competitive, often one-time opportunities to demonstrate knowledge or skill. Most traditional learning situations – usually in schools – emphasize single test demonstrations of mastery, grades, and rank to indicate success or failure.

Ensure Task Clarity, Appropriateness, and Value. Building on the motivational factors of incentive, expectancy, and attribution, worksite supervisors need to help youth to construct learning tasks that are:

- Specific and clear.
- Short-term.
- Sufficiently challenging.
- Interesting.
- Skills-rich.
- Meaningful.
Consistent strategies across worksites, classrooms, and counseling sessions will help youth develop strong links between individual efforts and outcomes and thus help them unlock motivation.

Make Alternative Task Strategies Explicit. Young people who have opportunities to experiment with different approaches to tackling problems can enhance their motivation. When supervisors, teachers, and other adults help youth think through the action steps to achieving goals, youth will come to recognize that everyone’s approach to problem-solving is different, and they will expand their repertoire of strategies for solving problems, making decisions, and gaining skills. They will also see that their own life experiences — positive or negative — give them a resource from which to draw ideas for solving problems.

Help Youth Make Positive Attributions through Reflection. Young people should engage in regular reflection activities that help them consider their experiences, think about what they have learned, and get feedback designed to link their personal efforts with the outcomes. See Guide on Reflection. As youth recognize and celebrate their skills, abilities, responsibilities, and personal impacts — and see how they have changed and improved — they can set increasingly ambitious goals, reinforce their sense of competence, take on new challenges, and increase their expectations.

Help young people document their work with portfolios. Creating portfolios — records of their work, products, and reflections — can help youth to link their outcomes and effort, build confidence in their ability to succeed, and learn from experience, leading to positive effects on motivation (especially in terms of expectancy and attribution). See Guide on Portfolios.

RECOMMENDED RESOURCES REGARDING YOUTH MOTIVATION

If you are interested in delving more deeply into the concept of youth motivation, Brandeis recommends the following websites (as of December 2012):

This website from Germany offers user-friendly motivation tips (especially for practitioners who work with groups of young people). It is a Christian organization’s site; however, this piece has no religious overtones.

These resources and links offer helpful writings about aspects of youth motivation and a video with Dr. Eric Toshalis of the Lewis & Clark College Graduate School of Education. Although focused on schools and students, many concepts apply to summer youth employment programs.

http://www.studentsatthecenter.org/papers/motivation

This doctoral thesis looks at issues such as self-esteem, self-mastery, youth perceptions of performance goals and learning goals, ability versus effort, and perceived control for learning. A central tenet is that “the perceptions workers hold of their own efficacy will be a powerful element in their ability to perform.”

McCausland, Suzy G. Adolescent Motivation and Learning in a Summer Youth Employment Program. http://ir.library.oregonstate.edu. 1995 [Note: Once you get to this website, you will have to dig a bit: Search type = author. Search for = McCausland]
PRACTICAL ADVICE GUIDE
for Youth Practitioners, Managers and Worksite Supervisors
DEVELOPING TEAMWORK SKILLS

Helping Young People Develop Effective Teamwork Skills and Behaviors

Overview

The capacity to operate as a productive team member is increasingly important, as more and more workplaces have moved toward team-based and project-based approaches for organizing their work. Summer youth employment programs can play a major role in helping youth to develop effective teamwork skills, thus enhancing their employability.

Because young people operate in crews, groups, or teams at many summer youth employment worksites, summer programs present excellent opportunities to help them learn how to operate effectively in teams. Experienced summer supervisors recognize that some youth thrive in cooperative activities while others struggle. Addressing this situation is a challenge, because “teamwork” is a complex collection of actions and behaviors rather than just one skill or competency. Supervisors should consider intentional ways to help young people use and learn teamwork skills.

The following Practical Advice is meant for worksite supervisors and staff as they develop processes that contribute to effective youth teamwork and therefore to youth employability.

Included:

- Teamwork: A Complex Collection of Actions and Behaviors
- Supportive Feedback Approaches to Teamwork
- Introducing Youth to Teamwork through Mini-Projects
- Recommended Resources Regarding Teamwork
Teamwork: A Complex Collection of Actions and Behaviors

“Teamwork” is a complex collection of actions and behaviors rather than just one skill or competency. The following definitions of teamwork may be useful in introducing the topic:

“Work done by several associates with each doing a part but all subordinating personal prominence to the efficiency of the whole.” – Merriam-Webster Dictionary

“Cooperative effort by members of a group or team to achieve a common goal.” – American Heritage Dictionary of the English Language, Fourth Edition.

“The process of working collaboratively with a group of people in order to achieve a goal.” – www.businessdictionary.com

“Simply stated, it is less me and more we.” – Author unknown

“Teamwork is often a crucial part of a business, as it is often necessary for colleagues to work well together, trying their best in any circumstance. Teamwork means that people will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals.” – www.businessdictionary.com

Figure 1 presents one way to characterize the components of effective teamwork: positive communication, engagement and inclusivity, creativity and constructive debate, effective action planning, team productivity, and team leadership. The chart lists observable actions and behaviors that facilitate the development of each component, and thus may be a useful way to break down the complexity of effective teamwork and convey specific goals to youth. Supervisors and staff might consider it as a basis for benchmarking teamwork skills. Such benchmarks could also be implemented as a system for team and individual feedback and evaluation (see next section, “Supportive Feedback Approaches”): to that end, the chart includes a simple rating scale.
### Figure 1: Effective Teamwork Benchmarks

<table>
<thead>
<tr>
<th>Teamwork Component</th>
<th>Related Team Member Actions and Behaviors</th>
</tr>
</thead>
</table>
| **Effective action planning** | • Reach agreement on team objectives.  
• Reach agreement on tasks needed to achieve objectives.  
• Allocate tasks & workload through a logical plan.  
• Develop frameworks for making decisions & resolving conflicts. Agree on decision-making processes (consensus, majority vote, etc.). |
| **Team productivity**    | • Define rules of operation & behavior for the team and for individuals.  
• Identify processes for enforcing rules of operation & behavior.  
• Determine clear roles, tasks, & responsibilities for each team member.  
• Emphasize equitable task distribution.  
• Carry out assigned roles/tasks. Enter team meetings with work done & information to contribute.  
• Hold each other accountable: no division of “doers” & “ slackers.”  
• Define rules of operation & behavior for the team and for individuals.  
• Keep discussions on task.  
• Make productive statements about the team experience.  
• Demonstrate awareness of team operations & dynamics.  
• Delegate clear assignments when a plan of action is agreed upon.  
• Leave team meetings with clear next steps.  
• Complete tasks on time & at a predefined level of quality.  
• Recognize when tasks cannot be completed as planned; adjust accordingly.  
• Formally commit to creating & maintaining an environment of trust.  
• Successfully request help, resources, and knowledge from other members. |
| **Engagement and inclusivity** | • Ensure that everyone contributes thoughts, ideas, & feelings.  
• Ask introverts or quiet members for input (instead of ignoring them).  
• Encourage all members or subgroups to contribute equally to discussions, operations, or decisions. |
| **Creativity and constructive debate** | • Encourage each other to generate ideas.  
• Use brainstorming processes.  
• Offer constructive criticism.  
• Engage in on-task debates without suppressing disagreement.  
• Resolve disagreements before taking group action.  
• Listen or make constructive comments, not “shut-down” remarks.  
• Examine reasons & judgments. |
| **Team leadership**       | • Share & rotate leadership roles.  
• Contribute & participate on the same level as leaders in meetings & tasks.  
• Share power equitably between members as the team operates.  
• Teach each other. |
Supportive Feedback Approaches to Teamwork

If young people are to learn a skill or behavior, they need regular feedback about the extent to which they are successfully applying the concepts. Supervisors play a key role here, as do the young people themselves. Following are suggestions for supportive approaches that can help supervisors provide feedback to assist youth as they move toward the benchmarks described in Figure 1.

Operating with the Supervisor as Observer and Feedback Provider. A supervisor can observe how participants operate and interact as team members over time, noting strengths, weaknesses, and areas for improvement. The supervisor can provide feedback to individual youth and/or to the group. The most useful type of feedback includes specific, concrete suggestions for improvement.

Exploiting “Teachable Moments.” Supervisors should take advantage of moments of opportunity during team activities – in partnership with the young people – to explore and reflect on lessons from both positive and negative teamwork behaviors and how participants’ behaviors affect their collective performance.

Drawing on Youth as Observers and Feedback Providers. Supervisors can coach young people to serve as observers and feedback providers. During meetings or group activities, supervisors can assign one or more youth to observe teamwork behaviors and other positive work actions and to provide valuable feedback. This also presents a good opportunity for participants to practice presenting findings in a constructive manner. A key is to ensure that youth observers know exactly what they should be looking for. Questions devised by the supervisor and the youth themselves can guide the observations and help the youth observers to structure their feedback. Figure 1 can serve as one resource for these questions. (The chart can also serve as a self-rating resource, so that youth can observe and assess their own behaviors and actions.)

Using Reflection Processes to Advance Teamwork. Reflection is a powerful tool for learning and is a useful approach to feedback. Young people can be asked to reflect regularly – in the group or individually – about how they are operating as a team and how they can improve. See Guide on Reflection.

Using Portfolios to Advance Teamwork. Youth portfolios can be used as a learning tool and a teamwork improvement device. Young people operating in teams should incorporate into their portfolios their own individual work as well as their team efforts and products. Furthermore, in their portfolio entries, youth should be able to describe their roles in the team efforts, what they learned from their group work, including teamwork concepts, what products resulted from their individual efforts, and how their products contributed to their team’s efforts. See Guide on Portfolios.
Staff at several Smart Summer 2012 worksites helped young people to learn about and practice teamwork. For example, mentors in Chicago helped young people to plan the tasks they were undertaking in rejuvenating a garden and to reflect on what they were learning at each step about teamwork and other skills. A supervisor in New York City set aside time each day to work with youth to plan the next day’s steps on a team project, helping them to take responsibility for particular aspects of the work and think about their role on the team.

Supervisors can use several strategies to empower youth to make progress in terms of teamwork, team achievement and learning, and individual problem-solving skills – for example:

- Ensure that group goals, individual roles, and accountability guidelines are clear.
- Have team members define acceptable behaviors for the team and for individual team members upfront.
- Establish a ground rule that each team member is expected to make a significant contribution toward the team’s goals.
- Use the Socratic Method or similar approaches. If young people ask for a solution, turn their question back to them with a response such as, "That's a really good question! What do you think? How do you think it might be handled?"
- Acknowledge and reinforce youth efforts to handle challenges through their own creative thinking and problem-solving abilities. Keep letting them know that they are capable of handling such situations and doing more than they think they can.
- When a young person does not pull his/her weight on a team, talk privately and in a caring way to explore the reasons for the youth’s lack of involvement. For example, the young person might be very shy and find it difficult to deal with more verbal, assertive, and/or dominating team members. After listening carefully, try to respond to the youth’s situation in a practical way that inspires him or her to become a more active team member. Consider the following suggestions:
  - Identify a simple, achievable task the youth can tackle as a step toward more ambitious involvement on the team. Provide support, reinforcement, and even incentives.
  - Work with the youth to identify specific ways in which to use his/her existing skills, knowledge, abilities, and interests to make a valuable contribution to the team and the project, or to identify ways to enhance skills or knowledge so that s/he can contribute more.
  - Provide a mentor who can give the youth close and regular support.
**Introducing Youth to Teamwork Through Mini-Projects**

During young people’s summer program orientations, or during the programs’ early stages, worksite supervisors can give youth opportunities to learn and practice teamwork concepts through mini-projects – ideally connected to their upcoming day-to-day work – that require positive team actions and behaviors. Such mini-projects might take anywhere from a few hours to a few days to develop and complete.

Many summer participants will have had little experience working in teams or understanding teamwork concepts (other than what they perceive to be teamwork in sports). Young people may find the prospect of working in teams daunting. To help them transition into team-based work, it may be helpful for supervisors to provide more direction and structure up front, then gradually release control and responsibility to the young people. A beneficial first step is to provide young people with a set of relatively easy, structured tasks:

- Conduct a simple brainstorming activity among team members that focuses on a small, relatively easy task involved in launching one aspect of their upcoming summer work or project. This task should show youth that they are capable of operating on a team and in a project-based mode. Reflecting on brainstorming “rules” (e.g., a problem may have multiple solutions and even apparently eccentric ideas may have merit) will help youth with the immediate task and introduce them to problem-solving skills.
- Have young people identify teamwork ground rules (governing how they will work with and treat their teammates and laying out expectations for the team and for individuals), and penalties for those who break the rules.
- As they proceed, have teams evaluate their teamwork, their individual participation, and their collective skills.
- Have individual youth identify their personal skills and talents and relate them to the work at hand.
- Incorporate regular reflection into the aforementioned activities, especially regarding effective teamwork practices.
Recommended Resources Regarding Teamwork

If you are interested in delving more deeply into the concept of teamwork, Brandeis recommends the following websites (as of December 2012):

*Simple, facilitated processes that introduce basic aspects of teamwork to youth in a workforce development setting:*
  

*Two helpful charts showing common teamwork problems, related social skills, and possible social roles:*
  

*Methods and tips for helping a group learn teamwork skills, plus other valuable links:*
  
  http://cte.uwaterloo.ca. Ontario, Canada. (Use CTE’s search function for “teamwork”).

*A comprehensive toolkit with helpful background information, tools, processes, and tips. Designed for college students, but adaptable to adolescents in youth employment programs:*
  

*An excellent website, designed for teachers in the education field of “Cooperative Learning,” provides valuable concepts, tips, and links about helping youth learn teamwork concepts and skills that are transferable to youth employment program worksite supervisors:*
  
Building Confidence and Employability

Overview

A summer youth employment initiative is not just about providing young people with a job; it’s also about improving their future employability. To this end, a portfolio can be a very important product resulting from young people’s summer experiences. Portfolios can help summer employers assess what youth have learned. Further, as a self-marketing tool, portfolios can enhance youth applications for jobs or educational or training programs. Portfolios have the added advantages of being portable (youth can readily show them to others) and dynamic (youth can add to portfolios over time).

This Practical Advice is meant for youth practitioners and worksite supervisors who wish to incorporate portfolios into their “Smart Summer Jobs” initiatives.

Included:

- What is a Youth Portfolio?
- Helping Youth Develop Presentation Portfolios
What is a Youth Portfolio?

A youth portfolio collects and documents a young person's work, reflections, learning, and evaluation over time. Youth participants in a summer jobs program create portfolios to document skills, knowledge, job performance, and products that demonstrate progress and achievements. Youth often find that creating a portfolio is very meaningful. It may be the first time they've been encouraged to focus on their work in such a positive, productive way. It may be a needed confidence-builder as they realize all that they have accomplished and learned. It may help them to feel more professional.

The completed portfolio will aid them in a number of ways:

- Youth can use portfolios during job hunts and postsecondary education interviews.
- A portfolio can serve as a reflection tool providing youth with a source of performance improvement considerations, increased learning, pride, and motivation.
- Portfolios can be used for evaluation: portfolio assessment supplies direct evidence of how youth apply knowledge and skills, and can supplement or substitute for traditional assessments that measure knowledge and skills. It demonstrates, through real work situations, the thinking skills deemed critical by employers.

Types of Portfolios. Of the two main types of portfolios – presentation and developmental\(^\text{13}\) – this document focuses on presentation portfolios, as they are more pertinent to summer jobs projects.

**Presentation Portfolios.** A presentation portfolio might contain the following items:

- Current resume
- Reports, drawings, blueprints, charts, graphs, photographs, videos, or other materials documenting the youth’s accomplishments
- Copies of positive employer evaluations
- Letters of reference or accolades
- Thank you letters or emails
- News articles about the youth’s work
- Other documentation of learning and/or a job well done
- Youths’ comments and reflections about what they did and learned

**Developmental Portfolios.** Although not feasible during a summer program, a developmental portfolio supplements a presentation portfolio. It is a collection of “evidence” typically used in year-round programs to help educational advisors coordinate a youth’s learning across

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\(^{13}\) Portfolio labels vary. A presentation portfolio may also be called a showcase, selection, or product portfolio; a developmental portfolio may also be called a growth, evaluation, process, documentation, or all-inclusive portfolio.
programs and schools. Items in a developmental portfolio demonstrate progress, improvement, and learning over time, and might include rough and final drafts of products, early work compared with current work, written reflections, supervisor/teacher observations and checklists, and other representations of progress.

**Assessing Presentation Portfolios.** Summer programs might consider a simple three-level – Low, Medium, and High – portfolio quality rating system. The following chart is one approach.

<table>
<thead>
<tr>
<th>Content Quality</th>
<th>Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low: inadequate materials</td>
<td>Low: does not report what was learned</td>
</tr>
<tr>
<td>Medium: appropriate but minimal and/or bland materials</td>
<td>Medium: few explanations of what was learned</td>
</tr>
<tr>
<td>High: clear, engaging, and abundant materials</td>
<td>High: explains in detail what was learned</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization &amp; Presentation</th>
<th>Connections between work and learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low: disorganized, sloppy</td>
<td>Low: makes a few connections between work and learning</td>
</tr>
<tr>
<td>Medium: organized but lackluster presentation</td>
<td>Medium: connects work experiences, school/academic subjects, and future employment and education</td>
</tr>
<tr>
<td>High: contents are well-organized, sections are defined, and design is creative</td>
<td>High: analyzes connections and draws conclusions about the transferability of skills and knowledge</td>
</tr>
</tbody>
</table>

**Helping Youth Develop Presentation Portfolios**

A presentation portfolio may take many forms, including file folders, a sealed box, expanding files, and/or electronic files. It should contain examples of a youth’s best work and include the youth’s reflections as well as comments from fellow workers and supervisors. The portfolio should be organized so that it showcases the youth’s skills and abilities and any observer can appreciate the value of the work. Following are tips and strategies for helping youth to develop and be enthusiastic about presentation portfolios.

Orient youth and staff to portfolio development. To help worksite supervisors, other staff, and youth learn how to develop and use portfolios, provide samples of portfolios from previous summer programs. Youth also value receiving something in which they can keep track of materials, such as a box, folder, or flash drive.

Involves youth early in the portfolio process and ensure that they see the value of their portfolios. Young people are more likely to be excited about the value of portfolios if they start the process early and understand how portfolios can provide an advantage when they apply for jobs or educational programs, enabling them to reflect intelligently about their experience and to present their best work professionally and proudly. A useful activity to help youth see what a powerful and informative tool a portfolio can be is to ask them to look at a few portfolios and determine which of the candidates they would hire for a hypothetical position.
Stress that youth own their portfolios. The young people decide what goes into them, although they may need advice about what to include. At the end of the summer, youth take their portfolios with them. If the program wishes to keep a copy, it must seek the youth’s permission and handle duplication.

Integrate portfolios into participants’ summer experiences. Ensure that worksite supervisors or instructors view portfolios as a meaningful complement to the summer experience or curriculum and use the portfolio to inform summer learning, monitor the acquisition of skills and knowledge, and encourage youth to take responsibility for their own learning. Creating the portfolio helps young people to recognize and articulate their accomplishments, the content they have learned, and the skills they have enhanced or developed. Portfolio development is especially effective in summer workshops that deal with resume development and other aspects of job hunting.14

Have a digital camera available to support portfolio development. Photos can provide important documentation for portfolios. Having a digital camera on hand will ensure frequent documentation and add potentially creative materials to the portfolio.

Develop a portfolio content checklist. Including a checklist of suggested portfolio items can simplify portfolio development for staff and youth, and might help assure that each youth has something valuable in a portfolio by summer’s end.

Include regular reflection as part of portfolio development. Portfolios can be a valuable part of discussions about work, learning, products, and experiences, helping adults and youth to review what they have been doing and learning together. When youth document and assess their progress through portfolios, they take more control of their learning.

Help youth learn to talk about their portfolios. Help youth to consider how the portfolio might contribute to future jobs or schooling. For portfolios to be an effective job hunting or educational advancement tool, youth must be able to verbally describe the portfolio contents, their roles in the activities documented in the portfolio, and their resulting learning.

Expand portfolios beyond summer experiences. Encourage youth to consider incorporating skills, knowledge, experiences, and products that demonstrate their abilities – from school, family, community, or extracurricular activities – into their portfolios. Adults should discuss with youth the best ways to include these additional items as portfolio content.

14 Various activities can help youth enjoy portfolio development even as they learn. For example, the Facilitator’s Guide to the New York State Office of Children and Family Services Youth Portfolio suggests having the youth develop a resume for someone else – a cartoon or comic book character, a movie or TV show character, or a famous person – as practice for developing their own. See http://www.ocfs.state.ny.us/main/owd/portfolio/Facilitator/FacilitatorGuide.pdf
Celebrate portfolios at summer’s end. At the completion of the program, include young people’s portfolios as an integral part of any celebrations.
Recommended Resources Regarding Youth Portfolios

If you wish to learn more about portfolios and how to enhance young people’s summer learning experiences using portfolios, please explore the websites listed below. All references are available as of December 2012.

Since few online resources focus specifically on the use of portfolios in summer youth employment programs, several of the suggested resources were written primarily for teachers. However, many of the concepts have immediate applicability and transferability to summer youth employment programs.

**New York State offers a detailed document about portfolios that is full of good information applicable to summer youth employment programs.**

**A superb document about authentic assessment, portfolios, and reflection by Jon Mueller, a North Central College psychology professor.**

**This helpful website (Timothy Slater, University of New Mexico Department of Physics & Astronomy) provides helpful advice and useful links about portfolio assessment from the field of science/math education, but applicable to summer programs.**
Practical Advice for Youth Practitioners and Supervisors

CASE MANAGEMENT

A Primer on Case Management for Worksite Supervisors and Others Working with Youth

Overview

A participant-centered, strengths-based, goal-oriented case management system is an effective way to help summer youth employment program staff maximize their limited time with youth participants. Case management provides a structure for identifying and achieving goals (and a way to determine whether they have been met) and a strategy to encourage positive youth-adult partnerships that help young people to “own” their employability development. It can help staff assess participants’ needs for work readiness and personal development, assist them in maximizing opportunities and planning constructively, and design learning opportunities that foster growth.

The following Practical Advice is intended to provide useful ideas for developing a case management system that helps youth become work ready, and helps staff and youth develop more productive relationships, in summer youth employment programs. Even if it is not possible to develop a full case management system, the contents may help staff move toward more of a case management approach.

Included:

- A Systematic Approach to Working with Youth
- Using a Developmental Approach in Serving Youth
- Key Elements of Positive Youth-Staff Relationships

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15This Practical Advice Guide is adapted from a presentation by Anne Adams and Anne Berrigan in a 2012 Commonwealth Corporation Summer Youth Employment Seminar.
A Systematic Approach to Working with Youth

A summer youth employment program should do more than just assist youth in their summer work assignment. It should also help to “grow” the young people to the level of maturity required for long-term employability in an increasingly complex world of work. Ideally, summer youth employment programs serve the dual purpose of providing both an enriched employment experience and a youth development experience. A systematic approach to service delivery is recommended for any such goal-specific interventions which require individual growth and/or change.

What are we up against?

As the 21st Century world of work becomes more complex and technological, most people – youth in particular – need assistance in negotiating it successfully. We are likely to be working with young people who are neither developmentally ready nor adequately prepared (through home, school, and community) to meet the demands for focus and maturity in both the workforce and education systems. Youth are likely to be focused on the here and now and on their immediate needs and desires. Additionally, summer youth employment participants are likely to have already experienced setbacks in development that hinder their efforts to become work-ready. For example, they may lack the assertiveness and/or initiative (work ethic) required of the 21st century worker.

Moreover, the playing field is uneven: the well-documented inequalities in our educational system lead to significant inequities in the workforce. Youth with the advantage of better education also often have better access to opportunities due to their personal affiliations (such as through families and friends), giving them even more of an edge as they mature. At its best, the workforce development system can help to minimize these inequities.

One way to provide the assistance needed is a case management system – a standardized process to achieve a primary goal (in this case, significant progress towards long term employability). Developing such a system enhances both standardization of services and our ability to develop, achieve, and document performance objectives. By “standardized” we mean that what happens for one person happens for all. Often, the assigned case manager determines what happens to an individual young person. A systematic approach helps us to avoid perpetuating this problem.

We present here a framework for a systematic service delivery approach for a summer youth employment program that will help to ensure that each youth has both an enriched employment experience and a youth development experience. The system is organized around

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16 A major tenet of a youth development approach is to see yourself, and to act, as a facilitator – and not do anything for young people that they can do for themselves.
five phases during which specified services are offered to the extent necessary for each individual:

Engaging ➔ Assessing ➔ Planning ➔ Accessing Resources/Coordinating ➔ Transitioning

The phases define the work that should take place at a given time and help case managers balance service with accountability. Programs should determine general time frames for each phase; then case managers can use the time frames as benchmarks to help to routinely assess customer progress and inform their activity with a given customer. Case managers should push for youth ownership and leadership throughout the phases. In keeping with the partnership relationship, there are tasks and activities in which youth can and should be engaged, and which can be evaluated to determine progress.

- **Engaging.** Engaging is a critical stage in any program. It takes enthusiastic workers to stimulate enthusiasm in participants. It is important to engage young people at the very start and help them to see their summer assignment as not only a job, but also a career development opportunity and a chance to move towards employment readiness.

- **Assessing.** Assessment is the foundation of a good case management system. Especially in a short-term program, it is important to determine up front exactly what we need to know to accomplish our goals, then keep our assessments focused on those factors. For instance, because we want to enhance long term employability, it is important to learn what the youth already know and think about work and assess them accordingly in terms of work readiness expectations. What have they learned about being a wage earner – through their own or others’ work, service learning, and similar experiences? Conducting this type of assessment in small groups can make it more enjoyable and allow youth to draw on others’ experiences for their own growth and development. Collect this information in a way that focuses youth on their personal work readiness, and use a variety of methods and tools:
  - Dialogue
  - Structured questioning
  - Observations
• Self-assessment checklists
• Structured worksheets
• Internet resources
• Formal, standardized tests and protocols

• Planning. It is important to get young people thinking about and planning for their futures. For many, this is a new concept; they have mostly been told by others what they should or should not do. Appeal to their adulthood – their need to take charge of their lives. Guide young people through the planning process in a way that helps them own it. Developing a process that can be revisited reinforces personal commitment. Attachment A offers information on a tool called Blank Paper Planning. This process can have a dynamic effect. Again, it works well with small groups where participants can be encouraged to think about their futures together. We suggest linking this planning process to portfolio development: teach young people that resumes may get them the job interview, but portfolios can help them get the job. Encourage them to think about work products and how they can document their work experiences or achievements (certificates, pictures, writing samples, individual assignments, etc.) Consider mock interviews where students present their portfolios to a group of their peers, who act as “employers.” See Guide on Portfolios.

• Accessing Resources/Coordinating. It is important to programmatically put young people in charge of their lives, with high expectations. Staff should offer guidance only when necessary, and focus on assuring their success in whatever they are attempting to do. For example, participants can plan events, trips, and parties, individually or in groups – they can do everything but write checks to cover the costs. When they are given the opportunities to engage with vendors and other event planners, they acquire valuable skills that are not available through classroom learning. Additionally, they can chair meetings, develop lesson plans and, in many cases, deliver instruction, with staff ever-present for support and clarification. Leadership opportunities help them discover and/or develop personal strengths and self-awareness, and cultivate interests and aptitudes which might otherwise remain dormant in their lives.

• Transitioning. A significant benchmark of success with the summer youth employment effort is the young person’s specificity about their next steps. Consider having them complete a transition tool as both a summarizing exercise and as a “hand off” to their next step (school, the next program phase, etc.). A number of options, such as developing a portfolio, can help to accomplish this. Also consider having the youth be the primary planners of a celebration to mark the end of the program. Have them determine what they want to highlight.
Using a Developmental Approach in Serving Youth

Case managers should be familiar with developmental phases and be able to determine the age and stage appropriateness of the young people’s behaviors. It is helpful to see a problem in terms of developmental issues as opposed to personal deficits. Erik Erikson’s Eight Ages of Man is a helpful schematic that is complementary to world of work expectations. It is a good human behavior and personality development tool for understanding youth behavior and determining if it is age and stage appropriate. Too many of our participants have developed traits on the right side of the chart, which makes them unready for the 21st Century world of work. To the extent that we can address this, we can help youth to move through the “ages” appropriately.

ERIKSON’S EIGHT AGES OF MAN

<table>
<thead>
<tr>
<th>Phase</th>
<th>Ages</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRUST VS. MISTRUST</td>
<td>(Birth through one year)</td>
</tr>
<tr>
<td>AUTONOMY VS. DOUBT</td>
<td>(Ages two and three)</td>
</tr>
<tr>
<td>INITIATIVE VS. GUILT</td>
<td>(Ages four and five)</td>
</tr>
<tr>
<td>INDUSTRY VS. INFERIORITY</td>
<td>(Ages six through eleven)</td>
</tr>
<tr>
<td>IDENTITY VS. ROLE CONFUSION</td>
<td>(Ages twelve through eighteen)</td>
</tr>
<tr>
<td>INTIMACY VS. ISOLATION</td>
<td>(Late adolescence to early middle age)</td>
</tr>
<tr>
<td>GENERATIVITY VS. SELF-ABSORPTION</td>
<td>(Middle age)</td>
</tr>
<tr>
<td>INTEGRITY VS. DESPAIR</td>
<td>(Late years to death)</td>
</tr>
</tbody>
</table>

Key Elements of Positive Youth-Staff Relationships

Even though you may have too many young people in your summer caseload to develop close relationships with them, meaningful youth-staff relationships are the cornerstone of an effective case management system. These relationships are ideally youth-focused, strengths-based, and partnership-oriented.

**Youth-focused:** Engage summer youth early on (in the first week of the program) in exploring their work interests. Placing them in a venue associated with their interests is one way to maintain their enthusiasm. Engage them in an activity to identify which aspects of their summer work assignment might serve as a foundation for exploring or working toward their future interests. (Push them on this assignment, because the answers might not be obvious.) Take the time to listen to the young people. Clearly distinguish each one in your mind as an individual with specific strengths, needs, and priorities, before you consider what assistance you might offer. Determine the young person’s priorities and see how your programs and services can help him or her address those priorities – not how the priorities can be shaped to fit your programs and services.

• **Strengths-based:** A strengths-based approach is based on the assumption that each person has strengths and resources. Engage youth in identifying their strengths. A strengths-based approach assures that the case manager assesses what the youth are able to do and how they can build upon their strengths to develop higher levels of skill. It increases their hope of reaching their goals and enhances their sense of capacity. It helps the case manager to view them in terms of their potential as opposed to viewing them in terms of deficits. It also protects against imposing ceilings on their maximum development. (See Attachment B for guidance on asking questions to assess strengths.)

• **Partnership-oriented:** A partnership approach puts the philosophy of “teaching people to fish rather than giving them a fish” into action. It helps youth to improve their skills and build new ones while helping case managers to avoid fostering dependency and spending their limited time on unnecessary tasks. It also helps to ensure that youth feel a sense of accomplishment at the end of the process, enhancing their motivation and self-image.
  • Work on developing the partnerships BEFORE the youth get too far into the program: if they go through the program without personal investment and self-direction, they will be no further ahead in their personal functioning than they were at our first encounter. Meeting case management goals usually requires growth and change on the part of the participant, which in turn requires an individual’s active involvement.
  • Support the youth’s access to services on his or her own, thereby reducing dependency on the case manager.
• Much of the work that is done *for* young people can be done *by* them: not doing for people what they can do for themselves is a time-saving/time management process.
• Do not work harder on a person’s life than he or she is working!
Attachment A
Blank Paper Planning Exercise

Before the Exercise Begins
- Conduct assessments (tests, inventories, observations, interviews, etc.) of the individual’s strengths and challenges, including what individual changes are needed.
- Share assessments with the youth, with emphasis on identifying strengths and on self-defeating behaviors.

Blank Paper Planning Exercise
Invite young people who are ready to consider a long-term plan to participate in the planning process. This can be done individually, but we recommend a small group process that permits young people to interact with both an adult facilitator and other participants.

Materials and Setting
The ideal setting to maximize engagement is a comfortable room with flipcharts available to each youth. Table-top flipcharts adapt especially well. However, this exercise can be conducted in a classroom with 8x11 paper for each youth. Have many and varied colored markers available.

Process
Welcome the participants and invite them into the process. Explain that they are about to develop personal plans for achieving goals. Ask them to say how they feel about being here, what they are expecting, and whether they have questions or concerns before beginning.

As you give instructions, encourage participants to respond on paper in any way they want (words, pictures, stick-people, caricatures, etc.). Following each step, you might want to discuss your observations and/or have participants discuss their actions.
- **Step One:** At the bottom left corner of the blank paper, indicate how you are feeling about yourself, today.
- **Step Two:** At the top right corner, indicate your employment goal or what you want to have or achieve in three to five years. (It is not unusual for young people to be unsure of their employment goals but they usually have ideas about what they want to have or achieve.)

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18 This exercise was originally developed by Anne Adams for use in developing Individual Service Strategies (ISS), part of WIA youth programs. It allows service providers to satisfy the development of an ISS as a process that is more important than the form. Providers can back into the ISS form from this process while youth create a “living document” that they feel ownership for. It is presented here as an exercise for use in other youth case management programs.
- **Step Three:** Draw an arrow between yourself, today, and where you want to be. Write along that line, “MY JOURNEY.” *(Discuss the meaning of a journey – e.g., it has a goal, it will have ups and downs as well as unexpected twists and turns, and some parts may be an adventure. At the end of the discussion ask if they will commit to taking this journey.)*

- **Step Four:** At the top left corner, list all the things you have going for you right now. *(This is an opportunity to determine how much of the pre-exercise discussion of strengths has been internalized. If they still find it difficult to identify strengths, be ready to assist them.)*

- **Step Five:** At the bottom right, indicate what you need to reach the above goals. *(The list usually centers on money, education, and support services, no matter how it is expressed.)*

The following template might be useful to help them get started.

**Plan Template**

What I want to have 5 years from now

Strengths:
Family
Things I like to do
Training I have received

My Journey

Me Today:

Things I need to get:
Education
Child Care
Money (Job)
Etc.
Overall, it is useful to aim for an employment goal, an educational goal, and the supports or services that are required to overcome barriers or challenges.

Preserve the completed personal plan as an important document (e.g., provide a folder or laminate it) so that youth can revisit it during their “journey.”
Attachment B

Dennis Saleebey’s Five Types of Questions to Assess Strengths

Survival Questions
- How have you managed to survive (or thrive) thus far, given all the challenges you have had to contend with?
- How have you been able to rise to the challenges put before you?
- What was your mind-set as you faced these difficulties?
- What have you learned about yourself and your world during your struggles?
- Which of these difficulties have given you special strength, insight, or skill?
- What are the special qualities on which you can rely?

Support Questions
- What people have given you special understanding, support, and guidance?
- Who are the special people on whom you can depend?
- What is it that these people give you that is exceptional?
- How did you find them or how did they come to you?
- What did they respond to in you?
- What associations, organizations, or groups have been especially helpful to you in the past?

Exception Questions
- When things were going well in life, what was different?
- In the past, when you felt that your life was better, more interesting, or more stable, what about your world, your relationships, your thinking was special or different?
- What parts of your world and your being would you like to recapture, reinvent, or relive?
- What moments or incidents in your life have given you special understanding, resilience, and guidance?

Possibility Questions
- What now do you want out of life?
- What are your hopes, visions, and aspirations?
- How far along are you toward achieving these?
- What people or personal qualities are helping you move in these directions?
- What do you like to do?
- What are your special talents and abilities?
- What fantasies and dreams have given you special hope and guidance?

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How can I help you achieve your goals or recover those special abilities and times that you have had in the past?

Esteem Questions

- When people say good things about you, what are they likely to say?
- What is it about your life, yourself, and your accomplishments that give you real pride?
- How will you know when things are going well in your life—what will you be doing, who will you be with, how will you be feeling, thinking, and acting?
- What gives you genuine pleasure in life?
- When was it that you began to believe that you might achieve some of the things you wanted in life?
- What people, events, and ideas were involved?
PRACTICAL ADVICE GUIDE
for Youth Practitioners, Managers and Worksite Supervisors
LOGIC MODELS IN SUMMER YOUTH EMPLOYMENT PROGRAMS

Developing Logic Models, including Illustrative Logic Models from Smart Summer 2012

Overview
Developing and using a logic model is an effective method for planning a program and charting its progress. A logic model shows the theory and assumptions underlying a program and links these with short and long-term outcomes and program activities. It is a picture of how a program is expected to work and how desired outcomes are to be achieved. A logic model can also serve as an excellent education and management tool as well as a platform for self-evaluation and continuous improvement.

This Practical Advice is meant for program managers, worksite supervisors, and other staff members who wish to develop and use logic models. The approach used in this document is drawn from the W.K. Kellogg Foundation Evaluation Handbook. Other approaches to logic modeling, including different terms and somewhat different processes, are included in the Resources section.

Included:
- Introducing logic models and the benefits of the process and the product
- Steps to creating a logic model
- Logic model examples from Smart Summer 2012

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Introducing Logic Models and the Benefits of the Process and the Product

A logic model is a picture of how your initiative will work: what you will do (strategies/activities), with whom, why, and with what result. It is also called a theory of change.

A logic model should include a logical chain of activities and outcomes – “if we do X, then Y should happen.” For example: *If vulnerable youth engage in project-based learning in a meaningful job, most will achieve a higher level of work readiness and many will be on a path to greater school success.*

**The logic model asks:**
- What is the problem to be addressed?
- Who will be served through your initiative?
- What are your assumptions about how and why your initiative will work?
- What strategies/activities will you use?
- What outcomes do you expect?
- How will you measure success?
- What are the long-term impacts you hope to achieve?

**Benefits of the process of creating a logic model:**
- Clarifies thinking and uncovers different understandings about what you are doing and why.
- Enables you to think systematically about what your initiative is trying to accomplish and the steps you will take to reach your goals.
- Makes it easier to identify gaps and avoid mismatches across categories.
- May lead to consideration of new ideas.
- Helps focus complex work.
- Helps decide what outcomes are important to track – a starting point for evaluation.
- Creates shared understanding and ownership and thus builds partnership and improves communication.

**Benefits of having a logic model product:**
- Aids in planning, implementation, and management.
- Shows cause-and-effect relationships between strategies and outcomes – especially important in complex initiatives when there are other influences on the outcomes you want to achieve. A well-connected logic model can help you see whether your initiative is having an impact.
- Makes it easy to share a project description with others.
- Supports accountability, evaluation, reporting, and replication.
Steps to Creating a Logic Model

Following is a guide to the key elements of the logic model approach covered in this document:

<table>
<thead>
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<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>For Whom</th>
<th>Assumptions</th>
<th>Strategies/Activities</th>
<th>Outcomes</th>
<th>Measures of Success</th>
<th>Long-Term Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target group(s) for the initiative</td>
<td>What you know, think, and/or believe about what’s needed and will work</td>
<td>Activities needed to achieve desired outcomes</td>
<td>Reasonably measurable year-by-year changes in policies, practices, or target group(s)</td>
<td>Information needed to show whether outcomes have been achieved and initiative is successful</td>
<td>Ultimate or long-term outcomes for initiative</td>
</tr>
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</table>

The elements in the chart above combine to produce a guide for program development.

The following chart shows an effective sequence for building your logic model (although the process overall is likely to be more iterative than linear).

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</tr>
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</table>

1. First, bring key stakeholders together; then:
   1. Define the **problem** you will address.
   2. Determine the **individuals or group(s) you will target**.
   3. State expected **long-term impacts**. Work backwards to the next step.
   4. Decide on **outcomes** you want to achieve.
   5. Ask, “If we want to achieve these outcomes, what **strategies** should we use?”
   6. Ask, “If we’re **successful**, how will we know it?”
   7. Ask, “What **assumptions** underlie our approach?” Beliefs about how and why change happens are usually easier to articulate after the rest of the logic model is largely filled in. Stakeholders may hold different beliefs about what is necessary or what will work.
Strategies vs. Outcomes vs. Measures of Success: Examples

It is important to attend to the differences and relationships between strategies and outcomes when designing a logic model. Strategies are what you DO and outcomes are what CHANGES because of what you do. Measures of success are evidence that the desired change has occurred. It’s important to remember that not everything that is measurable is meaningful; and not everything that is easily measurable. There may be a tradeoff between obtaining the most meaningful results and collecting data at reasonable cost and with reasonable effort.

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>OUTCOMES</th>
<th>MEASURES OF SUCCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer professional development to worksite supervisors in positive youth development.</td>
<td>Worksite supervisors apply positive youth development principles more systematically and explicitly; youth have more positive experiences.</td>
<td>Worksite supervisors report applying positive youth development principles more. Youth participants report higher levels of self-efficacy based on comparing baseline and end-of-program surveys.</td>
</tr>
<tr>
<td>Offer professional development to worksite supervisors in project-based learning.</td>
<td>Worksite supervisors offer more project-based learning.</td>
<td>Youth participants demonstrate higher levels of work readiness and educational/career aspirations based on comparing baseline and end-of-program surveys.</td>
</tr>
<tr>
<td>Provide more case management and other supports to youth during summer.</td>
<td>Youth are better able to overcome challenges to keep working and get more out of their experience.</td>
<td>Youth workers retained at higher rates (reflected in data collection on participants) and demonstrate higher levels of work readiness based on comparing baseline and end-of-program surveys.</td>
</tr>
</tbody>
</table>

Questions to ask as you work on your logic model:

- Will the planned strategies really lead to the expected outcomes?
- Are all target groups, strategies, and outcomes included?
- Do you have enough resources to do what you’re planning?
- Does each outcome have a strategy that will lead to it?
- Does each strategy lead to one or more outcomes?
- Are the outcomes really outcomes, not strategies/activities?
- Are the outcomes reasonably measurable?
- Are all stakeholders in agreement about the logic model?

Final Hints

- Focus on being outcome-driven, not activity-driven. Start with outcomes.
- Check logical connections – that is, the elements (assumptions, strategies and activities, and outcomes) should be aligned.

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• Revisit and revise periodically. These are living documents. Some strategies will work; others may not. Initial assumptions may be incorrect.
• Aim for 1-2 pages (but it’s acceptable to develop a logic model that is multiple pages at first).
• You can use a logic model to develop more detailed action and/or strategic plans.
• The process is as important as the product: Be sure to engage all stakeholders in the development of the logic model and use it as an education tool to build awareness and deepen understanding among the Smart Summer Jobs constituency.
**Problem Statement:** Youth unemployment is at a 60-year high. There is a critical need to provide youth employment opportunities during the summer months because: 1) this is when there is highest demand as youth are out of school and looking for opportunities, 2) out of school youth who are unengaged during the summer often experience learning loss, 3) youth are more susceptible to engaging in violence or being victimized during the summer months, and 4) summer work experiences can foster greater engagement during the school year and contribute to overall positive youth development. Summer youth employment is particularly critical for disadvantaged youth residing in impoverished communities as they experience far greater risk factors and far greater exposure to violence.

<table>
<thead>
<tr>
<th>For Whom</th>
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</tr>
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</table>
| Disadvantaged youth who are students at 13 selected public high schools in high-need communities. **Group A: Work Experience and Job Mentor (Random Selection of 500 Youth)** | Disadvantaged youth are highly receptive to participation in paid summer employment programs. The addition of a Job Mentor will improve outcomes for youth in the areas of participation, personal achievement, overall satisfaction, and rates of program completion. Providing summer employment opportunities for youth residing in communities that present significant risk factors can help to reduce levels of youth crime and youth violence. Providing summer employment opportunities for youth benefits both the youth and their families. | **Meaningful Job Placements:** Provide 500 youth with placement into a job for up to 25 hours per week and pay youth at the Illinois Minimum Wage rate of $8.25 per hour. Centralize job screening and placement activities out of established Youth Career Development Centers. **Integrated Education:** Through a Job Mentor, reinforce the development of skills and knowledge that students gain through participation in the program. Encourage eligible students to attend high school credit recovery classes. **Support Services:** Provide a Job Mentor to all participating youth at a ratio of 15:1 (one Mentor per 15 youth). | **YOUTH (Group A: Work Experience and Job Mentor)** | • Number of youth inquiring about jobs  
• Number of youth applying for jobs  
• Number of youth placed  
• Number of youth completing program  
• Employability and Life Skills Assessment  
• Student Progress Report  
• Participant Surveys  
• Local Evaluation  
• Walmart NPO Evaluation  
• First-day school attendance: participants vs. overall student body  
• Percent of participants retained in a fall program | **Short-Term Impacts**  
• Youth participants demonstrate higher levels of work readiness and career aspirations based on comparing baseline and end of program data  
• Youth report high levels of satisfaction with their work experience and recognize personal growth based on participant surveys  
• At least 75% of youth complete their work experience (means completed 80% of their total planned 175 hours) based on Cityspan data  
• Youth report that wages were utilized to help with household expenses as well as for personal use  
• Youth report that summer employment has improved their outlook toward staying in school and/or pursuing post-secondary education  

**Long-Term Impacts**  
• Increased vocational and social skills  
• Increased educational attainment  
• Increased employability  
• Decreased criminal activity among youth in targeted schools and communities |
### For Whom

Disadvantaged youth who are students at 13 selected public high schools in high need communities. (Random selection Group B: Work Experience and Job Mentor Coupled with Social Emotional Learning (Random Selection of 500 Youth))

### Assumptions

- Disadvantaged youth are highly receptive to participation in paid summer employment programs.
- The addition of a Job Mentor will improve outcomes for participating youth in the areas of participation, personal achievement, overall satisfaction, and rates of program completion.
- Providing summer employment opportunities for youth residing in communities that present significant risk factors can help to reduce levels of youth crime and youth violence.
- Coupling summer employment with social emotional learning will significantly enhance the youth development aspects of summer employment.
- Providing summer employment opportunities for youth benefits both the youth and their families.

### Strategies/ Activities

- **Meaningful Job Placements:** Provide 500 youth with placement into a job for up to 25 hours per week and pay youth at the Illinois Minimum Wage rate of $8.25 per hour. Centralize job screening and placement activities out of established Youth Career Development Centers.

  - **Integrated Education:** Provide all participating youth with social emotional learning activities for up to 10 hours per week and pay youth at the Illinois Minimum Wage rate of $8.25 per hour for the hours they are in attendance. Through a Job Mentor, reinforce the development of skills and knowledge that students gain through participation in the program. Encourage eligible students to attend high school credit recovery classes.

- **Support Services:** Provide a Job Mentor to all participating youth at a ratio of 15:1 (one Mentor per 15 youth).

### Outcomes

**YOUTH (Group B: Work Experience and Job Mentor Coupled with Social Emotional Learning)**

- Higher levels of work readiness
- Greater confidence about participating in the workforce
- More positive attitudes toward school and work
- High rates of completion of the work experience
- A stated intention to return to school in the fall and/or seek post-secondary education/training
- Improvement in the skill areas of self awareness, self management, social awareness, relationship building, and personal decision making

### Proposed Measures of Success

- Number of youth inquiring about jobs
- Number of youth applying for jobs
- Number of youth placed
- Number of youth completing program.
- Employability and Life Skills Assessment
- Student Progress Report
- Student Social Emotional Learning Plan
- Social Emotional Learning Progress Summary
- Participant Surveys
- Local Evaluation
- Walmart NPO Evaluation

### Long-Term Impacts

- Increased vocational and social skills
- Increased educational attainment
- Increased employability
- Decreased criminal activity among youth in targeted schools and communities
- Greater coping skills
- Greater adaptability to changing situations

### Short-Term Impacts

- Youth participants demonstrate higher levels of work readiness and career aspirations based on comparing baseline and end of program data
- Youth report high levels of satisfaction with their work experience and recognize personal growth based on participant surveys
- At least 75% of youth complete their work experience (means completed 80% of their total planned 175 hours) based on Cityspan data
- 80% of youth attend a minimum of 70 hours of SEL workshops
- Youth report that wages were utilized to help with household expenses as well as for personal use
- Youth report that summer employment has improved their outlook toward staying in school and/or pursuing post-secondary education
- Overall performance improvements such as: better school grades, better attendance, gains in being on track to graduate; fewer incidences of school dropout

### Review Copy

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| City of Chicago, Department of Family and Support Services and Project Partners | There is an established infrastructure to support the delivery of summer programming for youth and a high level of interest, support and commitment among stakeholder agencies. Data collection and program evaluation are vital tools to improve program outcomes, program quality and decision making related to resource allocation. Fostering partnerships at the systemic level helps increase the availability, quality, and participation in year-round programming for youth and also fosters innovation. Professional development is a critical component that can directly enhance the experience of youth participants and increase their overall satisfaction with the program. | Leveraging Human, Capital, and Material Resources: Utilize Walmart funding to support youth wages. Leverage additional funding from the City of Chicago, the Department of Family and Support Services and Cook County to deliver a multi-tiered program that, in addition to providing quality services for youth, supports a rigorous local evaluation. Engage all partners in efforts to raise ongoing funding for future summer and year-round programs. | GRANTEE/Project Partners | - Project partner outlays of human, capital and material resources in support of the program  
- Existing and new partners engaged  
- Number and diversity of employment sites and job types  
- Number of youth placements  
- Employment site surveys  
- Supervisor surveys  
- Evaluation findings  
- Policy or practice change  
- Recommendations | - Partnerships are further solidified  
- Systemic and policy changes are suggested and acted upon  
- Youth and their families become more familiar with the range of program and service options available to them throughout the year |
| Data Collection, Data Analysis, and Using Data for Continuous Improvement: Use Cityspan system to capture program data including participant demographics, enrollment, attendance, and outcomes. Utilize pre-program and post-program assessment data to measure program impact. Use evaluation data to examine program results as they relate to the need for policy or practice changes. | Professional Development: Implement the Youth Program Quality Assessment (PQA) tool at each Youth Career Development Center and at each work site. Deliver webcasts for all participating agencies. Conduct a half-day training session for Job Mentors. | Innovative Strategies: Utilize both the local evaluation and NPO evaluation to advise planning for next summer’s program and to determine the most effective and impactful use of available resources. Utilize the Brandeis study “field kit” to advise implementation for the current and future summer programs. | Short-Term Impacts | - Participating agencies and Job Mentors are well prepared for program implementation and fully understand their roles  
- Project partners report successful implementation of youth application, placement, supervision and troubleshooting processes  
- Evaluators report successful data gathering process  
- Youth report satisfaction with matching job placements to their interests  
- Prior employers accept referrals and new employer connections are made  
- Proposed research questions are answered |
### Problem Statement
With the downturn in the economy and limited public funding for summer work programs, there are inadequate opportunities in the GPMA for young people to participate in meaningful summer work/learning experiences. Historically, opportunities that have existed too often do not provide work/learning connections, real-world applications, or engage young people in making decisions about community contributions.

### Walmart 2012 Summer Youth Employment Initiative

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<td>Youth and young adults, ages 14 through 24, who are economically disadvantaged and whose educational levels, school status, and life circumstances pose significant impediments to attaining the skills and credentials to realize their potential.</td>
<td>Young people possess important strengths, resources, and skills, and are central actors in their own development. Preparing young people for adult roles requires programs to embrace core principles and practices of youth development. Youth are best served when programs to educate and guide them are coordinated and complementary, and that leverage community resources. Learning occurs best when young people are engaged, assume ownership, and value what they are learning and doing. Positive, learning rich summer experiences that are coordinated and reinforced with activities during the school year will strengthen learning gains and promote positive youth development. Education and career development occur in a wide range of settings, including schools, families, community organizations, and the workplace. Contextual projects provide young people an opportunity to see the relevancy of academic concepts, accelerate growth, stimulate creativity, develop critical thinking/decision making skills, and provide a connection between learning and work.</td>
<td>Recruitment, Enrollment and Orientation - Recruit youth from high poverty areas; determine eligibility; provide up-front orientation: pre-assessment. Workplace Readiness Training: Community colleges provide: WRT consistent with AZ state standards, career/college exploration, soft skill development. Youth complete College &amp; Career Blueprint and receive 1 college credit. High quality, meaningful work experiences, in public or non-profit sector - Conduct worksite recruitment; develop age-appropriate, high interest work opportunities and match youth to appropriate experiences; measure job-keeping skills on-site; regular, structured reflection to improve work maturity/job-keeping skills Project-Based Learning Activities - Youth identify, plan, develop, implement, and evaluate meaningful projects of value to community. Youth as Facilitative Leaders training provided. Provide Supports - case management services to connect work/learning and access additional supports as needed; bi-weekly workshops to reflect on learnings at worksite; provide/access supportive services (e.g., transportation assistance, work clothing/equipment; emergency needs, etc.) Build Capacity - Supervisor orientations and training; PBL training for staff/facilitators Evaluate - Conduct post assessments/surveys to determine outcomes; conduct upfront, mid-point, and follow-up meetings at local level to plan, reflect, and evaluate; participate in debrief with NPO. Promote Sustainability/System Enhancements - Communicate with school districts for high school credit; convene workgroup (political, youth groups, youth, PWC, MWC boards, private sector CoP-CEDD/MaCo HSD-WDD) to generate ideas/commitments for future summer programming and formal connections to year-round activities; convene workgroups to refine PBL facilitator’s guide for summer experiences and develop guide to effective work-based learning strategies; develop MOUs with partners that specify commitments;</td>
<td>YOUTH will: Demonstrate higher levels of work-readiness; greater confidence about participating in the workforce, and more positive attitudes toward school and work; demonstrate improved budgeting/financial literacy skills (older youth) Complete work experiences successfully (90%) Indicate their intention to return to school/alternative in the fall and/or seek postsecondary education/training at high rates (90%) Attain a work readiness credential that is accepted by employers Complete a portfolio that includes a resume, personal development profile, and personal learning/career plan Earn high school and/or college credit ACYR will: Expand and/or improve partnerships with other organizations and agencies that can contribute to youth success and program sustainability. Utilize leveraged resources to enhance youth opportunities and supports. Provide opportunities to build capacity among other organizations to facilitate work &amp; learning activities Establish a task force to discuss and plan for sustainability and growth of effective summer youth programs. Identify policy or practice changes that can be made at the district level or through advocacy efforts that can contribute to the success of future summer programs.</td>
<td>Pre-/post-assessments and worksite supervisor evaluations indicating increased work readiness levels; pre-/post participation surveys that measure confidence levels and attitudes about school and work. Excel spreadsheet comparing scheduled hours/completed hours and evaluations; certificate of completion. Exit surveys and interviews to measure post-program intentions. Certificate of competency; documentation of efforts/results of employer acceptance of credential. Electronic portfolios Transcripts indicating college credit. Community needs are addressed through youth-led service projects and individual efforts. New/revised MOUs that outline partnership and commitments; Youth-serving organizations, schools, public agencies and private sector businesses work collaboratively to maximize resources, improve the array of opportunities and supports available for youth, and provide coordinated and comprehensive services. Documentation of leveraged resources. Products resulting from training activities; attendance verification and participant evaluations. Minutes from task force meetings. Final version of CCB following field test; Recognition of acceptance of WRT credential from local Workforce Investment Boards.</td>
<td>Young people have developed the foundation for healthy growth and development sense of belonging mastery interdependence independence generosity interdependence</td>
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Young people will have the confidence and skills to make positive life choices Young people successfully transition to the roles required of responsible adulthood Increased youth engagement in project-based learning that contributes to the community. Young people successfully navigate through high school to postsecondary education/training Strong partnerships are forged to support work & learning connections and career pathways Increased public awareness and engagement in developing constructive summer experiences. The community views young people as valuable resources who can - and do - contribute to the community’s healthy growth and development.

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**Arizona Call-a-Teen Youth Resources, Inc. Logic Model**
## Philadelphia Youth Network, Inc. Logic Model (page 1/2)

### Walmart 2012 Summer Youth Employment Initiative

**Problem Statement:** There are limited opportunities available for educationally-enhanced summer work experiences for Philadelphia youth. Disconnected youth have greater challenges than their less “at-risk” peers in accessing those opportunities. Given access, disconnected youth are more successful when employment is coupled with comprehensive services that address barriers, promote skill gain and encourage transition planning.

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| Disconnected youth in Philadelphia – specifically out-of-school, court-involved, homeless and/or foster care youth. | -Disconnected youth are often harder to reach and engage, and therefore less likely overall to be targeted for the ‘typical’ summer youth employment program.  
-Disconnected youth often need a more intentional, targeted combination of services to ensure completion of similar programs than their less ‘at-risk’ counterparts.  
-Disconnected youth are in need of real-world, contextualized learning experiences that provide immediate, tangible benefits and connect their academic experiences to the world of work.  
-Court-involved youth engaged in paid work experiences in conjunction with their academic and career and technical education show a lower rate of recidivism than their peers.  
-Connecting academic learning to work increases post-secondary planning and access and improves long-term participation in the workforce. | **YOUTH**  
-Engage youth in a structured, on-line application and enrollment process that mirrors job search processes and develops skills needed to successfully navigate through an employment search and secure employment.  
-Offer youth participation in pre-employment training prior to the start of the job and an orientation to the worksite and/or the specific career area of their supervisor.  
-Place youth in a safe, structured, professional work environment.  
-Provide opportunities for youth to engage regularly with a trained adult supervisor who will both provide direct oversight through the duration of the program and support participants in connecting their summer experience to their long-term plans.  
-Engage youth in a weekly structured contextual learning component that includes the following: a pre and post assessment completed for each youth and a Work-based Learning project that will require youth to demonstrate the development of workplace competencies and the acquisition of the following 21st Century skills:  
  - Teamwork/Collaboration  
  - Productivity/Accountability  
  - Initiative/Self-Direction  
  - Flexibility/Adaptability  
-Connect the majority of participants to year-round education, training or employment opportunities | **YOUTH**  
-Higher levels of work Readiness  
-Greater confidence about participating in the workforce  
-More positive attitudes toward school and work  
-High rates of completion of the work experience  
-A stated intention to return to school in the fall and/or seek postsecondary education/training/employment | -Youth participants demonstrate work-readiness skill gain based on results on work-readiness assessment pre/post.  
-Youth participants report greater level of confidence about working based on results of Youth Satisfaction Survey  
-Youth participants report more positive attitudes towards school/work based on results of Youth Satisfaction Survey  
-Youth can connect their academic and career and technical education to real-world work experience based on results of Youth Satisfaction Survey  
-Youth participants have high rates of program completion based on a calculation of the percentage of total hours worked exported from PYN’s youth payroll/tracking database | -Following summer, youth participants:  
  a) continue with/are retained in year-round programming that supports their continued skill development and eventual transition into post-secondary education or meaningful employment  
  b) are better positioned to secure long-term meaningful employment and/or matriculate into post-secondary education  
-Rates of recidivism among program participants are lower than the average recidivism rate of Philadelphia’s court-involved youth |
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| GRANTEE  | -Provide a staff liaison to oversee sub-contractors’ fidelity to the model and adherence to all applicable federal, state and local laws governing youth participation in the workforce and youth safety measures outlined by the Philadelphia Youth Network.  
-Provide training and on-going TA support to ensure that subcontractors:  
  - Recruit high-quality worksite positions that engage youth in an intentional experience that promotes a level of skill development that cannot be obtained from a regular part-time job.  
  - Provide an orientation to youth prior to the start of their internship, and engagement in ongoing professional development workshops.  
  - Provide youth with opportunities for reflective activities that align with academic learning.  
  - Provide youth with opportunities for engagement with a trained adult supervisor who will provide direct oversight through the duration of the program.  
  - Engage youth and worksite supervisors in relevant assessment – work-readiness pre/post and contextual-learning project completion  
-Provide training for Worksite Supervisors and sub-contracted staff members who oversee Worksite staff on what it takes to develop a high-quality experience for the youth prior to, and through the duration of the program.  
- Assume responsibility for all performance management and evaluation – develop performance measures for sub-contractors and oversee the collection, analysis and report out of performance outcomes.  
- Serve as employer of record and manage youth payroll functions  
- Provide sub-contractors with access to and training around relevant systems that capture youth information and progress towards outcomes including online application portal, payroll system, and assessment portal. | GRANTEE | -Expanded and/or improved partnerships with other organizations and agencies that can contribute to youth success and program sustainability  
-Leveraged resources  
-Policy or practice changes that enable improvements to or expansions of the summer program and/or connections to year-round programming. | GRANTEE | -Sub-contractors report increased/improved capacity to support disconnected youth in summer programs based on results of Provider Satisfaction Survey  
-Grantee reports increased capacity of city to leverage resources in support of disconnected youth based on documentation of examples where sub-contractors altered their existing practice to blend their summer resources differently across multiple program models in order to target greater numbers of disconnected youth in their programs. | GRANTEE | -Can demonstrate the impact of funding paid work experience for court-involved/homeless/foster care youth to system stakeholders and regional employers resulting in additional investments to serve disconnected population |
**Problem Statement:** Too many low-income and minority youth in Hartford do not attain the education and career competencies needed to find gainful employment and achieve career success (e.g., 40% of 9th graders do not graduate in 4 years, only 20% of teens 16-19 participate in the labor force).

**For Whom**

- Low-income youth ages 14-19 living in Hartford encompassing key target populations:
  - Youth at high risk for dropping out of high school
  - Special populations including youth in foster care (via partnership with DCF and Our Piece of the Pie)
  - Youth transitioning from juvenile justice (via Peacebuilders program)

**Assumptions**

- CWP has the capacity to serve 1,000+ more youth than in 2011 based on ARRA experience, and 1,000+ youth need summer jobs (CWP waitlist)
- Career competency development improves student success in work and in school (CWP evidence)
- Youths at different ages/developmental levels require different experiences and supports to be successful
- To be successful, strategies must address and integrate employment/career exploration, positive youth development and education (high school and post-secondary)
- The ongoing collection and use of data (via Hartford Connects) and partner feedback will help CWP address program challenges as they arise and contribute to successful outcomes

**Strategies/Activities**

1. Expand “work and learn” youth programming system to build career competencies, promote youth development, and offer work experience, with Walmart support adding 938 slots for youth in Tier II.
   - Tier I: Project-based learning and career exploration.
   - Tier II: Supported work environments and career exploration. Career competency instruction and career and education planning through direct, onsite programming with approved curriculum and close supervision, mentoring and group work. Youth participate in work experience at sites with coaching and mentoring by provider staff and by worksite supervisors. Youth deepen understanding of various careers/educational pathways and develop a career portfolio.
   - Tier III: Enhanced employability skills training and employment.
   - Tier IV: Career connections in meaningful exposure to the private sector workplace through school-year experiences leading to unsubsidized private sector summer employment.

**Outcomes**

**YOUTH**

- Higher levels of work readiness
- Greater confidence about participating in the workforce
- More positive attitudes toward school and work
- High rates of completion of work experience
- A stated intention to return to school in the fall and/or seek postsecondary education/training
- Completion of a portfolio that includes resume, personal development profile, and personal learning and career plan
- Improved career competencies and reduction of summer learning loss

**Proposed Measures of Success**

**YOUTH**

- Youth participate and complete programs (938 youth, 80%+ average daily attendance and 80%+ completion rate)
- Youth complete online career portfolios that include career assessment results, a Dream Resume, current resume and Personal Learning and Career Plan (90%+)
- Youth demonstrate skill gains in 1+ career competency on pre- and post-assessments (90%+)
- Youth report increased confidence and higher expectations about their education and career, as measured by pre- and post-surveys
- Supervisors report that youth improved their competencies and attitudes towards work

**Long-Term Impacts**

**YOUTH**

- Increased number of youth attaining CWP Workforce Readiness Credential
- Increased number of youth graduating from high school on time (3 years of data showing higher retention rates for youth participants)
- Increased number of youth entering post-secondary education
- Increased youth employment rate among target population
- Improved economic competitiveness (long-term impact in combination with other economic development efforts)
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<td>CWP and key partners: &lt;br&gt; • City of Hartford &lt;br&gt; • Hartford Public Schools &lt;br&gt; • Providers: &lt;br&gt; o Our Piece of the Pie &lt;br&gt; o Blue Hills Civic Association &lt;br&gt; o Community Renewal Team &lt;br&gt; • Employer partners</td>
<td>• CWP and its partners share a common vision of the youth career competency development system, building on their strong foundation of collaboration on youth employment and career development efforts &lt;br&gt; • CWP has created an infrastructure that can facilitate rapid expansion and scaling up of career development efforts (e.g., new career competency website with online resources and tools for providers, schools and youth)</td>
<td>2. Strengthen partnerships with the City of Hartford, schools, youth agencies and employers to sustain and institutionalize youth career competency development system. &lt;br&gt; - Expand City of Hartford internships &lt;br&gt; - Deliver technical assistance and training to partners that builds partners’ capacity to offer high-quality work experiences and boost youths’ career competencies</td>
<td>GRANTEE &lt;br&gt; • Expanded and/or improved partnerships with other organizations and agencies that can contribute to youth success and program sustainability &lt;br&gt; • Leveraged resources &lt;br&gt; • Policy and/or practice changes that enable improvements to or expansions of the summer program and/or connections to year-round programming</td>
<td>GRANTEE &lt;br&gt; • Increase in number and/or scope of partnerships by type (schools, youth agencies, employers) &lt;br&gt; • Partner agencies meet CWP benchmarks for service delivery and youth outcomes &lt;br&gt; • Increased leveraged resources &lt;br&gt; • Increased funding for summer and year-round youth career development &lt;br&gt; • Increased career competency website hits; increased number of youth creating online career competency portfolios &lt;br&gt; • Increased number of youth earning course credits for internships and career competency courses</td>
<td>GRANTEE &lt;br&gt; • CWP and partners sustain, improve and expand initiative to serve more youth and achieve better outcomes for youth</td>
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<td>3. Institute policies and practices to enhance and scale up efforts. &lt;br&gt; - Set standards for course credit earned for internships; expand New Britain “career competency” credit courses to other districts &lt;br&gt; - Explore statewide expansion of career competency system (via CETC Youth Committee) &lt;br&gt; - Design youth workforce development services to reflect the needs of regional growth industries</td>
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Recommended Resources Regarding Logic Models

If you are interested in learning more about logic models, the following websites (as of December 2012) offer further information on various approaches to developing and using logic models.

We have already referred (footnote 1) to the following:

For an online tutorial about developing a logic model using a different framework and terms than are used in this Practical Advice document:

For a detailed guide that also uses a different framework and terms and provides helpful advice: Innovation Network, “Logic Model Workbook.” www.innonet.org/client_docs/File/logic_model_workbook.pdf

For a detailed article about logic model development with a somewhat complex but well-thought-out framework:

For more detailed reading about developing logic models:

For an ambitious approach to having young people developing logic models:

For a PowerPoint presentation with logic models as a major focus: