

Strategies for Effective Youth Program Design and Delivery



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What is the Performance Enhancement Project?

Provide technical assistance to 27 states who were unable to meet WIA Performance Standards or are at risk of not meeting them.



- ◆ Diagnose causes of poor performance.
- ◆ Assist states and local areas to address problems.
- ◆ Disseminate practices to help states and local areas improve performance.



PART I. PROGRAM DESIGN AND DELIVERY





Program Design Considerations

- ◆ Make an Investment
- ◆ Provide Comprehensive Services
- ◆ Develop Needed Collaborations
- ◆ Ensure Effective Provider Capacity
- ◆ Manage the Overall Youth System

WIA

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Make An Investment





Make An Investment



Think about:

- ◆ How are you adding value to youth participants so that they succeed in the labor market?
- ◆ What tangible services or products do you provide that equip youth for long term labor market success?



Make An Investment



Add value to participants by:

- ◆ Grounding all activities in the realities of the local labor market and real employers.
- ◆ Providing meaningful opportunities for job shadowing, work experience and internships.
- ◆ Developing both soft skills and occupational skills—not one or the other.
- ◆ Developing a strong employer orientation for all programs for youth.



Invest By Building Relationships



- ◆ Build a culture of trust.
- ◆ Focus on an individual's strengths and talents rather than deficits.
- ◆ Let youth assume responsibility for completing their service plans.
- ◆ Develop group activities.

WIA

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Provide Comprehensive Services





Provide Comprehensive Services

Think about:

- ◆ Have you considered all components of a comprehensive program?
- ◆ Have you considered the difference between serving in and out of school youth and older and younger youth?





Provide Comprehensive Services

Key Program Components:

- ◆ Recruitment
- ◆ Enrollment and assessment
- ◆ Design and Delivery of the 10 Elements
 - ◆ Meaningful and relevant activities
 - ◆ Partnerships with other agencies
 - ◆ In-program supports and retention activities
- ◆ Connection to measurable outcomes
- ◆ Post-exit retention services



Recruitment



Market program to out of school youth by:

- ◆ Emphasizing the appeal/value of services.
- ◆ Using radio and TV campaigns that speak to youth.
- ◆ Recruiting at places where youth spend time— e.g. the mall, sports events, music stores.
- ◆ Involving youth in recruiting others.
- ◆ Operating a user- friendly intake process.



Retention and Follow-up

For Providers:

- ◆ Insist on dedicated staff and funding to support retention and follow-up services.
- ◆ Require a defined and intentional process for follow-up and retention services in contracts.
- ◆ Assign WIA staff to monitor providers to stay on top of retention and follow-up services.

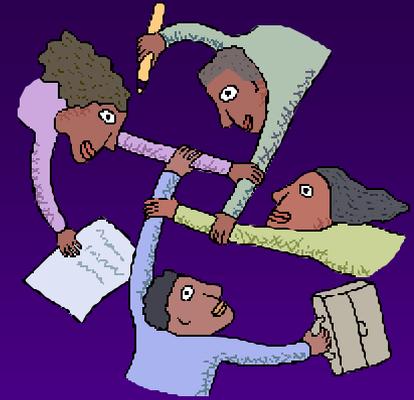


Develop Needed Collaborations





Develop Needed Collaborations

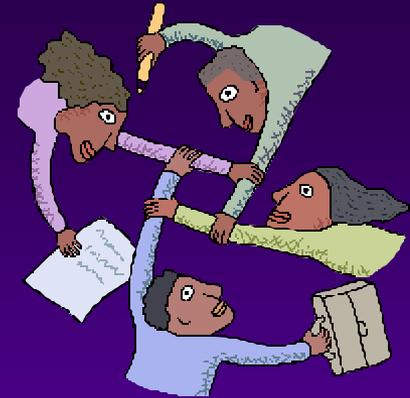


Think about:

- ◆ How do you maximize the WIA infrastructure to best serve youth?
- ◆ How do you design the infrastructure to leverage other resources in the community available to youth?



Develop Needed Collaborations

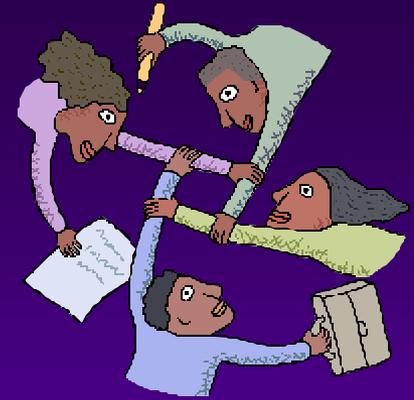


Optimize the WIA Infrastructure by focusing on:

- ◆ One stops
- ◆ Employment Security
- ◆ Youth providers
- ◆ Employer community
- ◆ Education and training system



Develop Needed Collaborations

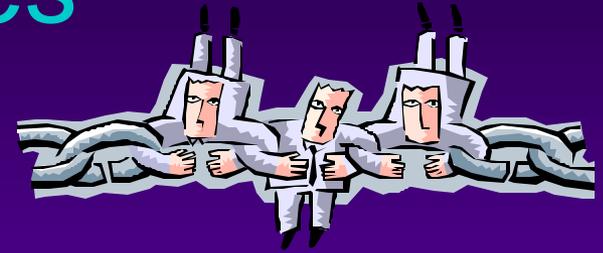


Optimize and leverage other systems:

- ◆ Education System (ADA funding)
- ◆ TANF
- ◆ Social Service and Health
- ◆ Juvenile Justice System
- ◆ Literacy, ABE funds
- ◆ Vocational Rehab
- ◆ Community Organizations



Employer Linkages



- ◆ For WIB Managers: Have a well-defined and intentional approach to engage employer
- ◆ For Youth Coordinators: Identify local employer needs and contract with providers who meet those needs.
- ◆ For Youth Councils: Have employer members monitor and assist youth providers.
- ◆ For Youth Providers: Involve employers in program delivery.

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Ensure Effective Provider Capacity





Ensure Effective Provider Capacity



Think about:

- ◆ Are you working with providers that have the capacity to serve youth effectively?
- ◆ Are you closely monitoring the timely and effective delivery of youth services?



Ensure Effective Provider Capacity



Effective Capacity of Providers includes:

- ◆ Ability to recruit youth.
- ◆ Ability to engage and keep youth (low program drop-outs).
- ◆ Ties to employment and education communities.
- ◆ Services and activities tied to measurable outcomes.
- ◆ Reliable and believable management information systems.
- ◆ Substantive follow up activities (post exit).



Ensure Effective Provider Capacity

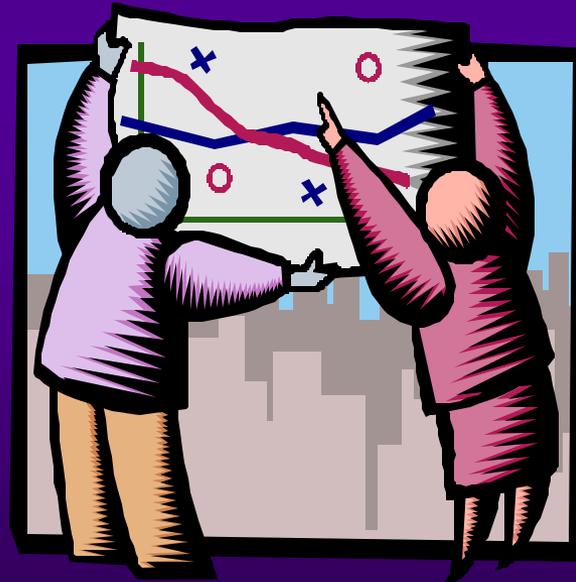


Monitor the timely and effective delivery of youth services by:

- ◆ Making performance an explicit condition within contracts.
- ◆ Setting interim performance milestones/benchmarks and monitoring progress.
- ◆ Insisting on timely and reliable data submissions.

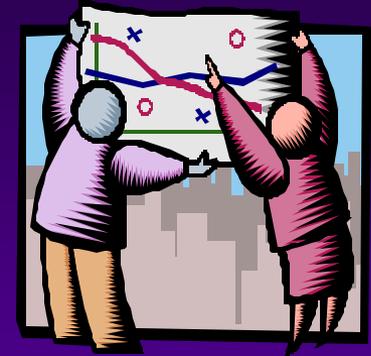


Manage the Overall Youth System





Manage the Overall Youth System

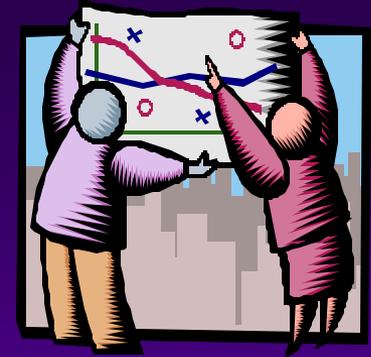


Think about:

- ◆ Do youth council members, staff and others fully understand the youth performance measures?
- ◆ Do youth council staff have the capacity to track and analyze activities and results?



Manage the Overall Youth System

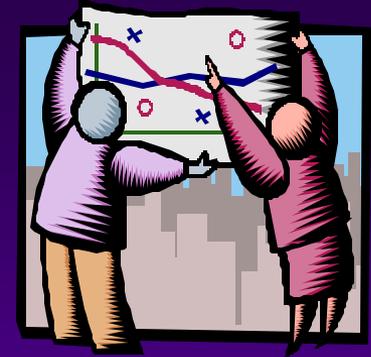


Understanding the performance measures includes:

- ◆ Youth council members: understand content and consequences of measures.
- ◆ Management/administrative staff: understand content and steps to achieving measures.
- ◆ Frontline staff: understand content and implications of program actions (enrollment, service, exit, follow up).



Manage the Overall Youth System



Capacity to track and analyze performance:

- ◆ Use real time MIS.
- ◆ Dedicate analytical staff to:
 - ◆ Ensure good data keeping.
 - ◆ Oversee achievement of provider milestones.
 - ◆ Assess ongoing achievement of performance measures data.



Part II. Essentials of Credentials





Policy Considerations: USDOL Credential Definition

- ◆ State/locally recognized credential.
- ◆ Credentials include (but aren't limited to):
 - HS diploma, GED or recognized equivalent, postsecondary degrees;
 - Recognized skill standards, licensure, apprenticeship or industry recognized certificates.
 - All State Education Agency recognized credentials.



Think About Performance: Analyzing Outcomes

- ◆ What percentage of older youth are engaged in a training activity?
- ◆ Do all providers offer activities leading to a credential?
- ◆ Is there a difference in credential achievement among in-school and out-of-school programs?
- ◆ Are participants getting a credential but not meeting the required 1st quarter outcomes?
- ◆ Are credentials being recorded that were earned prior to exit?





Program Considerations

- ◆ Establish criteria for determining what is a “countable” credential.
- ◆ Make sure providers have the capacity to meet criteria.
- ◆ Provide several options for attaining credentials.
- ◆ Make work readiness credentials count.



Program Considerations: Establish Criteria

- ◆ Training is tied to local labor market needs.
- ◆ The credential/certificate has cachet and is valued by employers.
- ◆ Attainment of the credential/certificate requires demonstration of competency with rigor.
- ◆ Training is designed so that youth who have not succeeded in traditional education are engaged.
- ◆ Training includes combination of hard and soft skill development—not one or the other.
- ◆ WIB board endorses and/or issues credentials.



Program Considerations: Provide Options

- ◆ GED, HS Diploma, postsecondary degrees
- ◆ Industry-based certificate programs directly aligned with employment (e.g. A+, CNC operator, fork lift operator).
- ◆ Association issued training certificates—Child Development Associate; Home Builders Assistant; Certified Nursing Assistant.
- ◆ Employer-based credentials and certificates such as those given during OJT.
- ◆ Licenses—massage therapist; real estate agent; veterinarian's assistant.



Remaining questions?



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