

Monthly Progress Report: SKILL ATTAINMENT

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	
	Name & Reg. Date	App. Reading	App. Math	Pre-Reading	Post-Reading	Pre-Math	Post-Math	Oper Goals pre EY	Goal 1	Goal 2	Goal 3	Exit Date	Total Work Hours	Incentive Payment	
1	WIA Youth Date: 3/20/02	229 3/1/02	212 3/1/02			13-202 3/21/02			Math-set 3/20/02	P/S-set 6/17/02			24	\$30	
2	WIA Youth Date: 11/3/01	214 10/18/01	206 10/18/01			13-209 12/5/01	14-212 2/27/02		M14-Att 2/27/02	P/S-Att 7/19/02	Math-set 2/28/02		116.25	\$155	
3	WIA Youth Date: 6/7/01	207 5/15/01	200 5/15/01			13-230 3/18/02	15-234 5/28/02		P/S Att 7/19/02				71.75	\$105	
4	WIA Youth Date: 6/5/00	203 5/31/00	197 5/31/00			14-204 6/2/01	14-207 7/20/01		M14-Att 7/20/01	WOW-set 6/5/01	Math-set 6/5/01	Pending			
5	WIA Youth Date: 2/26/02	214 2/13/02	221 2/13/02	15-232 3/18/02					Read-set 2/26/02	P/S-set 6/17/02			96	\$105	
6	WIA Youth Date: 6/28/00	205 6/23/00	203 6/23/00	14-213 1/27/02	13-227 7/12/01				R13-Att 7/12/01	WOW-Att 7/13/01	WOW-Att 5/3/02	Pending			
7	WIA Youth Date: 3/19/02	224 3/6/02	212 3/6/02			13-199 3/21/02	14-206 5/6/02		M14-Att 5/6/02	P/S-Att 7/19/02	Math-set 5/7/02		96	\$180	
8	WIA Youth Date: 6/10/00	228 5/2/00	219 5/2/00			NO SHOW			Drop BHS	WOW-Att 7/13/01		1/17/02			
9	WIA Youth Date: 6/7/00	213 5/9/00	208 5/9/00			13-212 7/10/01			M13-Att 7/10/01	WOW-Att 7/13/01					
10	WIA Youth Date: 2/12/02	217 1/15/02	219 1/15/02	15-206 3/18/02	16-210 5/15/02				R16-Att 5/15/02	P/S-set 6/17/02			12	\$200	
													TOTAL	323	\$635

Appraisals based on CASAS

Lowest score is where 1st goal is set; it's usually math

Youth took Math CASAS 14 and attained set goal

P/S = Problem Solving

WOW = World of Work

Dropped out of Bakersfield HS

Paid Work Exp. during summer on same spreadsheet

Quarterly incentive payments based on summer program and based on a HS quarter

This report was developed by Karine Kanikkeberg, Career Resource Teacher with the Kern High School District, the largest secondary school district in California - with 18 high schools in the county serving ~30,000 students a year in the 9-12 system (and 32 elementary school districts feeding into the system). The district operates multiple youth programs simultaneously (in addition to adult programs) and is in its third year of PEPNet recognition (a distinction by the Nat'l Youth Employment Coalition related to high quality youth service design/delivery). Because many of the district's programs are funded from different sources, there are many things to 'count' for performance purposes. This report is used as one way to manage the information; Karine receives this report every month from all high schools in the district, it's a report that has been approved by the Local Board, and it has proven to be extremely successful. The report has been in operation PY 2001 and PY 2002.

Youth programs operated by the Kern HS District are based on a continuum of services, generally through multi-year enrollments (including co-enrollment in adult programs). Youth *development* is the primary goal, and leveraging multiple resources is a primary strategy. Programs operated through the District are strong supporters of project-based learning, which is considered a type of *stealth learning*. (For instance, youth are building airplanes, not doing algebra.) According to Karine, "This isn't JTPA. It's not about getting them a job for 6 weeks and making sure they don't steal or break something."

ABOUT THE AREA: Kern County is located in Bakersfield, CA - 100 miles north of Los Angeles in the Southern San Joaquin Valley, where the temperature averages 110 degrees in the summer. The area is a mecca for various distribution centers because land is relatively inexpensive. Employment opportunities are concentrated in Agriculture, Oil, and Service Industries. Unemployment averages ~11%, although unemployment in rural communities is >40%. Youth unemployment, however, averages ~24% and youth generally compete with others possessing higher skills. **ABOUT THE STAFF:** Kern HS District employs a full-time staff of 25, which includes 6 adult and youth job specific skills training teachers. To augment staffing and increase organizational exposure and expertise, the District began hiring individuals on the high school payrolls, in effect 'purchasing' part of their contract. In this way, there is a youth development specialist located at each high school in the district (which also reduces competition with the school's career counselors).

ABOUT OUT-OF-SCHOOL YOUTH: Unlike many youth program operators across the country, the Kern HS District has no difficulty locating and registering out-of-school youth; in fact, they tend to have a long waiting list. Many recruitment vehicles are utilized, from posting information in liquor stores and laundromats, to PSA's on local radio stations (which were pulled due to the immense response), to attaining lists of dropouts from the county high schools and then finding those youth.

MORE ON THE COLUMNS: Column A is for ease of reference (e.g., we can easily identify the WIA youth on A4). Column B would include the name of each young person, although we simply have 'WIA Youth' specified in each row within Column B; the date of registration is also included. Columns C and D refer to Reading and Math appraisal scores, respectively (CASAS is the assessment tool utilized), and Columns E through H refer to pre- and post-test scores for Reading and Math. Column I would include any Open Goals for the previous enrollment year (none identified for these 10 youth). Columns J, K and L represent goals set (identified as 'set') or attained (identified as 'Att'); the applicable date is also included. Column M contains the exit date; based on these 10 youth, we have one hard exit on 1/17/02 and two exits pending (perhaps due to the timing of exits to maximize performance results where/when appropriate). Column N contains the total # of hours spent in summer work experience for each youth; incl. this info on the report reduces the need for multiple spreadsheets and affords a quick look at the youth's program experience. Column O contains incentive payments as appropriate; again, it's simpler to include this on the report rather than creating a separate report.

INCENTIVES, INCL. PAID WORK EXPERIENCE (WEX): Kern County uses only monetary incentives for ease of administration, with out-of-school youth on a higher pay scale than in-school youth (and incentives for such things as getting a driver's license or getting a California ID). For in-school youth, paid WEX is an earned privilege based on WIA goal attainment and participation in assigned activities (e.g., if a youth attends required workshops and achieves a related goal, they become eligible to work). For example, in one rural community NOT connected to the District, each goal achieved translates into eligibility for 50 hours of work; 3 goals per year maximum means 150 hours of paid WEX is possible. For youth attending HS within the District, summer employment as well as eligibility for quarterly incentive payments is tied to WIA goal attainment and participation. However, even if 'eligible,' youth must still apply for summer WEX, receive referrals, and attend an interview. Thus, youth in paid WEX are there because they earned it, and experience with this approach clearly shows a lower incidence of firing, disciplinary actions, and behavioral problems.