

U.S. Department of Labor Employment and Training Administration Office of Apprenticeship Training, Employer and Labor Services (OATELS) and Bureau of Apprenticeship and Training Washington, D.C. 20210	<u>Distribution:</u> A-541 Headquarters A-544 All Field Tech A-547 SD+RD+SAC+; Lab.Com	<u>Subject:</u> New Apprenticeable Occupation Youth Development Practitioner <u>Code:</u> 200
Symbols: DSNIP/FDK		Action: Immediate

PURPOSE: To inform the Office of Apprenticeship Training, Employer and Labor Services (OATELS), Bureau of Apprenticeship and Training (BAT) Staff of a new apprenticeable occupation:

Youth Development Practitioner
 O*NET Code: 13-1071.01
 AIMS Code: 1039
 Training Term: 3000 - 4000 Hours
 Type of Training: Time - based

BACKGROUND: The enactment of the Workforce Investment Act (WIA), the launching of the Youth Opportunities Movement, and the creation of the Office of Youth Services (OYS), provides a unique opportunity to strongly impact the youth workforce development system. WIA's emphasis upon youth development and its augmentation of youth formula funds with \$250 million in Youth Opportunity Grants (YOGs) represents an unparallel alignment of resources committed to youth programming. In response to WIA's emphasis upon youth development, the Office of the Apprenticeship Training, Employer and Labor Services (OATELS) and the Office of Youth Services coordinated efforts to gain recognition of the occupation of Youth Development Practitioner and, thereby, the professional recognition of the field of youth work through a common set of core competencies.

The Youth Development Practitioner gives BAT staff an opportunity to promote registered apprenticeship standards with organizations involved in youth training and employment. Some examples of possible local program sponsors include Job Corps, One-Stop Centers and Youth Opportunity (YO) Grantees.

For further information please contact (202) 693-3813.

ATTACHMENTS: A copy of the work process and related instruction are attached for your information. Also, attached is an OYO and OATELS jointly developed Vision Paper on the background and benefits of the development of a registered apprenticeship program for the occupation of the Youth Development Practitioner.

ACTION: BAT staff should familiarize themselves with the attached.

NOTE: This Bulletin is being sent via Electronic-Mail (E-Mail). Bureau State Directors should provide copies to their SAC partners as appropriate.

WORK PROCESS SCHEDULE
YOUTH DEVELOPMENT PRACTITIONER
O*NET CODE: 13-1071.01 RAIS CODE: 1039

DESCRIPTION: Assesses youth job readiness and personal growth goals; assist youth with job search; maintains youth case records; program data and other statistical records. Monitors youth on-the-job performance. Establishes agreements with businesses to provide placement and on-the-job training; establishes agreements with non-profit agencies or post secondary institutions to provide necessary life skills to youth.

3000 - 4000 Hours

Directions: Evaluate the apprentice’s competency and skill level using the rating scale below. The numerical ratings of 4, 3, 2 and 1 are not intended to represent the traditional school grading system of A, B, C and D. Ratings should reflect job readiness for each of the competencies rather than a grade given in the class.

- Rating Scale:**
- 4 - Skilled can work independently with no supervision**
 - 3 - Moderately skilled can perform job completely with limited supervision**
 - 2 - Limited Skill– required instruction and close supervision**
 - 1 - No Exposure–No Experience or knowledge in this area**

	Rating Scale				Approx. OJT Hours
<i>Communicate Professional Knowledge</i>	4	3	2	1	150 - 200

<p>Apply relevant theory and research about youths' physical, emotional, social and cognitive processes; peer relations and sexuality; and risk and protective measures of youth development</p> <p>Apply basic principles of group work and facilitation, cooperative learning, conflict resolution and behavior management</p> <p>Apply "best practices" from a youth development approach</p> <p>Apply strategies of community consensus-building, mobilization and advocacy</p>					
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	Rating Scale				Approx. OJT Hours
<i>Communicate with Youth Directly and Through the Expression of Attitude</i>	4	3	2	1	500 - 700

<p>Effectively communicate with youth and facilitate discussion both one-on-one and in group settings</p> <p>Demonstrate concern about the well-being of others, interest in feelings and experiences of others; support the self-esteem of others and enjoyment of being with youth</p> <p>Demonstrate a belief in the potential and empowerment of all youth and family members and the ability to identify developmental possibilities amid difficult situations</p> <p>Demonstrate awareness of commonalities and differences (such as gender, race, ethnicity, class, and religion) among youth of diverse backgrounds and appreciation of those of differing talents, sexual orientations, and faith</p> <p>Challenge values and attitudes of youth in a supportive manner; affirm and validate youths' values and ideas</p> <p>Maintain appropriate "boundaries"(such as roles, responsibilities, relationships and confidentiality) with youth</p> <p>Demonstrate knowledge of negotiating skills by addressing youth problems, concerns and interests and arriving at a win-win solution</p> <p>Demonstrate leadership qualities</p>					
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	Rating Scale				Approx. OJT Hours
	4	3	2	1	
<i>Assessment / Individual Planning</i>					450 - 600

<p>Observe and talk with youth to assess individual goals, interests, concerns and competencies, and to do so with an appreciation of their community context</p> <p>Prepare next steps with youth in achieving individual career goals</p> <p>Select, administer and interpret standardized assessment instruments for assessing individual interests and competencies</p> <p>Track and evaluate participant progress; revise individual service strategy plans, as appropriate, and coordinate necessary resources</p> <p>Demonstrate knowledge of personal money management by assisting youth with setting realistic financial goals and developing a plan to achieve those goals (e.g., spending plan, record of daily expenses, understanding fixed and variable expenses)</p> <p>Demonstrate ability to recognize individual strengths and barriers which may affect career activities</p> <p>Demonstrate knowledge and awareness of usefulness of formal assessments</p>					
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	Rating Scale				Approx. OJT Hours
	4	3	2	1	550 - 700
<i>Program Design and Delivery</i>					

<p>Apply “best practices” models to the design, implementation, continuous improvement, and evaluation of organizational programs and practices to make it more effective</p> <p>Initiate, enable, and sustain group interactions and relationships through the completion of an ongoing activity or project</p> <p>Design and implement social and cognitive developmental opportunities for youth e.g., critical thinking skills and reasoning skills</p> <p>Foster and promote multi-cultural understanding</p> <p>Organize and facilitate youth leadership activities including service learning</p> <p>Design and implement life skills classes and workshops on job readiness</p> <p>Assist youth in acquiring positive decision making skills</p>					
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	Rating Scale				Approx. OJT Hours
	4	3	2	1	
<i>Relationship to Community</i>					450 - 600

<p>Actively engage family members in program and community initiatives and provide support to them as they nurture the development of their children</p> <p>Maintain relationships and demonstrate working knowledge of other youth provider organizations</p> <p>Demonstrate a willingness to search for and retain information about communities with cultural and economic backgrounds different from their own</p> <p>Demonstrate an awareness of the array, mission and referral processes of community agencies and organizations that serve youth and families</p>					
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	Rating Scale				Approx. OJT Hours
<i>Administrative Skills</i>	4	3	2	1	150 - 200

<p>Maintain records (e.g., case notes, program data and other statistical records related to job placement and retention of youth)</p> <p>Demonstrate ability to write effective reports, case studies, notes and letters.</p> <p>Demonstrate knowledge of time management strategies</p> <p>Demonstrate knowledge of team development e.g., identifying roles of team members</p> <p>Demonstrate knowledge and application of appropriate technologies to the task at hand (e.g., specific computer applications, Internet)</p> <p>Demonstrate knowledge and application of program objectives</p>					
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	Rating Scale				Approx. OJT Hours
	4	3	2	1	
<i>Workforce Preparation</i>					300 - 400

<p>Assess career interests through the use of appropriate instruments, e.g., interest inventories, personality measure multiple aptitude or achievement batteries, combined instruments</p> <p>Assess job readiness of a youth</p> <p>Conduct career readiness training which includes workshops and courses that cover career topics such as resume writing, interview skills, job hunting, job keeping skills, and completion of application.</p> <p>Demonstrate ability to recognize strengths and barriers which may affect career training activities.</p>					
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	Rating Scale				Approx. OJT Hours
<i>Career Exploration</i>	4	3	2	1	180 - 250

<p>Assist youth develop Career Development Plan</p> <p>Utilize current labor market information, and other post-secondary information materials which assist youth identify individual preferences and skills</p> <p>Assist youth make informed decisions about future career goals by utilizing computerized career information delivery systems by ensuring that they are knowledgeable in accessing employment placement services, utilize various job search e.g., O*NET, resume computer software and navigating the Internet</p> <p>Apply knowledge of education, training and resources that provide information about job functions, salaries, requirements and future outlooks</p>					
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<i>Employer Relations</i>	Rating Scale				Approx. OJT Hours
	4	3	2	1	150 - 200

Develop job opportunities for youth					
Create and maintain relationships with the employer					
Demonstrate conflict resolution skills to resolve problems with employer and/or employee					
Have working knowledge of employer needs and concerns					
Establish agreements with private businesses to provide placement or on-the-job training					
Monitor on the job performance to ensure participants' success in the workplace					

	Rating Scale				Approx. OJT Hours
<i>Resource Development</i>	4	3	2	1	120- 150

<p>Create and maintain relationships with the educational systems, e.g., secondary, post secondary, youth correctional institutions and others in the education and youth preparation field</p> <p>Conduct community assessments and identify under used resources to assist in providing employment, training and support service resources</p> <p>Assist youth with services available through One-Stop Centers</p> <p>Coordinate employer outreach with other workforce development agencies in the community and utilize employer advisory councils for education and workforce preparation programs</p> <p>Market the youth program to potential customers, their families, and other youth organizations in the community and public</p>					
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RELATED INSTRUCTION OUTLINE

The related instruction outlines the courses that provide the technical ability that supplements the on-the-job training. It is through the combination of both the on-the-job training and the related technical instruction that the apprentice can reach the **skilled level** of the occupation. Under a registered apprenticeship, 144 hours of related instruction each year of the apprenticeship is recommended. The following is the suggested course curriculum during the term of apprenticeship.

Core Skills	Approx. Hours.
• Speech Communication	6
• Facilitation	8
• Group Work, Group Dynamics	16
• Motivational Skills	6
• Youth and Adolescent Growth and Development	26
• Youth and Adolescent Counseling	16
• Sociology	6
• Adolescent Psychology	8
• Role of the Family	5
• Multi-Culturalism and Diversity Training	20
• Health Promotion / Drug and Alcohol Abuse Prevention	6
• Youth with Special Needs	8
• Life Skills	4
• Service Learning	4
• Cooperative Learning	4
• Conflict Resolution/Violence Prevention	12
• Behavior Management (Stress/Anger Management)	8
• Training Materials Development	10
• Writing	6
• Knowledge and Interpretation of Assessment Tests	4
• Community Advocacy Skills	7
• Conducts and Ethics	4
• Grief Counseling	8
• Training on assisting people with Disabilities	6
• Knowledge of the Youth Legal System	5
• Problem Solving	10
• Education and Training	5
• Modeling Behavior	3
Workforce Development Skills	
• Job Search Skills	6
• Job Preparation Skills	2
• Career Readiness Training	3
• Career Development Process	2
• Labor Market Information	2
• Vocational/Career/Educational Testing	4
• Career Development Plans	3
• Job Development	2
• Employer Relations	3
• Resource Mapping	4
• Monitoring / Supervision	16

- History and Structure of Workforce Development System 5
- Knowledge of Learning Styles 7
- Confidentiality (Knowledge of Federal, State, Local confidentiality and referral protocols) 4
- Outreach 6
- Marketing 8

Administrative Skills

- Basic Computer Skills 9
- Maintenance of Youth Case Records 3
- Case Management 6
- Data Management Skills 4
- Time Management Strategies 3
- Teamwork Skills 6
- Creating Factual Base and Documenting Results 4

TOTAL HOURS

343

YOUTH DEVELOPMENT PRACTITIONER VISION

To maximize our investment in young people, youth programming and the workforce development system, the Department of Labor will recognize the occupation of Youth Development Practitioner as apprenticeable. The recognition of the occupation will provide quality training for youth workers as they deliver comprehensive services to young people. Currently, we fail to officially acknowledge the occupation and profession of youth workers, as well as define appropriate standards of practice.

GOALS

To Strengthen The Field Of Youth Work

- < Provide a career path for youth workers
- < Provide training and mentoring for youth workers
- < Increase the numbers of youth workers who remain in the field and can serve as mentors

To Improve The Quality Of Youth Services

- < Provide training standards for the occupation
- < Increase the number of youth workers receiving extensive, quality training
- < Provide national recognition for those successfully completing training as Youth Development Practitioners by awarding a Certificate of Completion of Apprenticeship
- < Increase retention of youth programs

WHY NOW?

The enactment of the Workforce Investment Act (WIA), Secretary Herman's prioritizing of youth and the launching of the Youth Opportunities Movement, and the creation of OYS--the first youth office in some 20 years, provide a unique opportunity to strongly impact the youth workforce development system. WIA's emphasis upon youth development and its augmentation of youth formula funds with \$250 million in Youth Opportunity Grants (YOGs) represents an unparalleled alignment of resources committed to youth programming. We anticipate that the roll out of the YOGs alone will result in approximately 1,500 front-line staff positions nationwide.

Success in delivering the extensive services outlined by WIA depends not only on the quality of program design, but on the delivery of services to youth by front-line staff. WIA legislates a different approach to serving young people. The law places youth development principles at the heart of serving youth. The strategy requires comprehensive services and moves from short-term interventions to a systematic, consolidated approach geared towards long-term workforce preparation. Because youth services are designed and governed at the local level and implemented by front-line youth workers, the role of youth workers is critical in this context as they develop relationships with young people and provide crucial expertise and support to youth as they transition to adulthood and careers. Successful implementation of the youth programming--both the YOGs and formula funded activities, and the long term success of the youth workforce development system, requires a human capital strategy. We are seeking to upgrade the field of youth work through accreditation, training opportunities, apprenticeship and certification.

WHY REGISTERED APPRENTICESHIP?

Registered Apprenticeship is an effective and time-honored way to build a skilled, knowledgeable and loyal workforce. The combination of structured on-the-job training (OJT) and related technical instruction will offer Youth Development Practitioners a recognizable career path that includes high quality training and educational opportunities, while offering the field recognizable occupational standards. The process of determining OJT and related instruction and the development of National Guideline Standards present the opportunity to systematically examine the needs of the field and then address those needs in a structured way that represents the field's own expertise. Quality and adaptability characterize apprenticeship and thus provides a good match for the diverse landscape of youth programs.

The Office of Apprentice Training, Employer and Labor Services (OATELS) have a long history of facilitating flagship apprenticeship programs in traditional areas. OATELS has assumed a leadership position through its expansive role in certifying emerging occupations. OATELS has been instrumental in implementing a Quality Child Care Initiative that will assist with building a national system for the education and training of professional child care providers by providing a credentialed career path for the development of professional child care providers through the utilization of the National Registered Apprenticeship System. Ten states and the District of Columbia were recently awarded grants to develop state-wide systems that will help train child care workers. These grants are the first step in applying apprenticeship to train professional childcare workers. The Quality Child Care Initiative incorporates diversification of occupations which can be learned through registered apprenticeship and develops a new and innovative strategy for increasing participation among the child care industry. Building upon ATELS efforts in the Child Care Initiative, we are proposing accreditation, training opportunities, apprenticeship and certification as vehicles to further upgrade and support the field of youth work in the area of employment and training.

BENEFITS TO EMPLOYERS

- < Well trained staff equates to quality service delivery
- < Structured, consistent training and content that is already developed
- < OATELS field staff monitors quality and reviews training
- < No cost technical assistance offered locally through OATELS to assist with coordination, development and tailoring of OJT and related instruction program
- < Marketability to prospective youth workers-- your program is more appealing to prospective youth workers who are assured developmental opportunities, marketable skills and certification
- < Marketability to funders -- you can tout your apprenticeship program to demonstrate the quality of staff and services offered by your program, as well as, your role in promoting the field
- < Opportunities for staff and a quality program increases staff retention
- < Participating in the professionalization of the field--benefits youth workers and the young people

BENEFITS TO YOUTH WORKERS

- < Formal, structured training and development opportunities
- < A career path that includes educational credits that can be linked to local associate and bachelor degree programs
- < Receipt of Certificate of Completion from the Apprenticeship Registration Agency
- < Certification that is nationally recognized and tied to Registered Apprenticeship Standards
- < Participation in quality education and training that is locally monitored
- < Earning while you are learning

BENEFITS TO YOUNG PEOPLE PARTICIPATING IN YOUTH PROGRAMS AND SERVICES

- < High quality services delivered by a well trained staff
- < Programs that can boast a supported staff who are more likely to stay on board because they are offered a career path with substantive educational and training opportunities
- < Benefit from the environment created by an organization that prioritizes learning and development