



**Recovery & Beyond:
Paving the Road to Economic Stability**
USDOL Region 2 Discretionary Grants Conference

**Building Partnerships
for Effective Employability Development**

**February 15-17, 2011
Philadelphia, PA**



**The Heller School for Social Policy and Management,
Brandeis University**

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Working It Out II¹ Building Partnerships (and Performance Management Systems) for Effective Employability Development



¹Working It Out II builds on lessons learned over 20 years and draws on a virtual anthology of state and local strategies as well as innovative partnerships engaging government, philanthropy, business and non-profit organizations. Working It Out I: Performance Management Strategies for Increasing Services to At-Risk Youth was also prepared by Brandeis University, Center for Youth and Communities and published by USDOL to guide improvements in the JTPA system. JTPA was superseded by WIA in 1998.



What Makes Partnerships Work?

(What hinders or facilitates them? And what causes them to fail?)

Backdrop

- Over 30 years and at least 3 “bursts” of partnership efforts
 - Some “pockets of success” & many false starts
 - Few “sustainable”, fully functioning partnerships of the kind you are talking about today
- What makes this time & place different?
 - “Knowledge Explosion” in last decade about what our clients need and about partnership development
 - Shifting demographics and labor market demand
 - Economic collapse/financial crisis



Conference Questions for Discussion

- Based on research and evaluation, what do clients really need?
- What works with them?
- What doesn't work?
- How do coordination and collaboration across programs help make this work?
- Recommendations for partnerships and performance management.
- What the heck is a "three tiered model"?!



What do our clients (and all children, youth and families) need to achieve economic success?



To be:

Safe

Healthy

Well Educated

Prepared for Adulthood

AKA: Ready for College,
Work and Life





“Knowledge Explosion”

- Research is driving a more holistic approach requiring partnerships.



The National Research Council

- **Identified Assets That Predict Adult Success**
- Physical development
 - Good health habits, risk management skills
- Intellectual development
 - School success, critical thinking, decision-making, life skills, vocational skills



- Psychological and emotional development
Good mental health, positive self-regard, self-regulation, coping skills, autonomy, effective time management
- Social development
Connectedness, sense of place, attachment to pro-social institutions, ability to navigate cultural contexts, commitment to civic engagement



What Can We Do to Help Our Clients Thrive and Transition to Economic Self Sufficiency?

Ensure that places they spend time have:*

- Physical and psychological safety
- Appropriate structure
- Supportive relationships
- Opportunities to belong
- Positive social norms
- Support for efficacy and mattering
- Opportunities for skill-building
- Integration of family, school and community efforts

• * Features of Positive Developmental Settings



Do These Supports & Opportunities Really Make a Difference?

YES!!!

For example:

Research shows that youth with supportive relationships on entering high school are 5 times more likely to leave high school ready for their next stage than those with weak relationships...

... and those seniors who were ready at the end of high school were more than 4 times likely to be doing well as young adults.



NRC Recommendations

Communities should provide an **ample array** of program opportunities...through local entities that can **coordinate** such work across the entire community...[and] ...put in place some **locally appropriate mechanism** for monitoring the **availability, accessibility, and quality** of programs...



When we think about it, there is no alternative to working in partnership if

- **We are truly “client-centered”.**
- **But how do we close the gap between what we know and what we do?**



Where to Start?

Three Magic Questions

- Who are we serving?
- What outcomes do we need to achieve?
- What mix of training, supports and opportunities do we need to provide?



2011 USDOL Region 2 Discretionary Grants Conference “Paving the Road to Economic Stability”





*For every complex problem, there is
a simple answer –
and it is usually wrong.*

Anonymous

MANAGING COMPLEX CHANGE¹

	+	Knowledge, Skills and Abilities	+	Resources	+	Incentive	+	Ownership	+	Action Plan	+	Evaluation	=	CONFUSION
Shared Vision	+		+	Resources	+	Incentive	+	Ownership	+	Action Plan	+	Evaluation	=	ANXIETY, BOTCHED JOB
Shared Vision	+	Knowledge, Skills and Abilities	+		+	Incentive	+	Ownership	+	Action Plan	+	Evaluation	=	FRUSTRATION
Shared Vision	+	Knowledge, Skills and Abilities	+	Resources	+		+	Ownership	+	Action Plan	+	Evaluation	=	GRADUAL, IF ANY, CHANGE
Shared Vision	+	Knowledge, Skills and Abilities	+	Resources	+	Incentive	+		+	Action Plan	+	Evaluation	=	APATHY OR RESENTMENT
Shared Vision	+	Knowledge, Skills and Abilities	+	Resources	+	Incentive	+	Ownership	+		+	Evaluation	=	FALSE STARTS/ SHORT-TERM EFFORT
Shared Vision	+	Knowledge, Skills and Abilities	+	Resources	+	Incentive	+	Ownership	+	Action Plan	+		=	PLATEAU
SHARED VISION	+	KNOWLEDGE SKILLS AND ABILITIES	+	RESOURCES	+	INCENTIVE	+	OWNERSHIP	+	ACTION PLAN	+	EVALUATION	=	CHANGE & CONTINUOUS IMPROVEMENT

¹Based on the Managing Complex Change Model developed by the Center for Youth and Communities (1996) with acknowledgement and input from *The Leadership Spectrum*, Mary Lippett, 2002.



Lessons from Experience

Taking It Home:

Potholes and Pathways to Working Partnerships

WARNING: In order for partnerships to work, we need to be open to learning and changing.



Potholes and Pathways

- “Partners using a collaborative strategy establish common goals and agree to use their **PERSONAL** and **INSTITUTIONAL POWER** to achieve them. They agree to commit resources and alter existing policies and procedures to attain measurable goals... They accept individual and collective responsibility for outcomes.”



Potholes and Pathways

“The ultimate achievement for a collaboration or partnership is not that it worked well among collaborators, although that is to be highly desired. **Rather**, it is that outcomes beneficial to a community are brought about.”

“Partnerships are never perfect, but they become easier with practice.”

- From a “Case Study of Interagency Collaboration” (Dunkie & Surles)



Innovating Under Pressure

Their Goals and Priorities:

1. Serving as many youth as possible. (16,650)
2. Spending the ARRA funds quickly and wisely with transparency and accountability. (\$37M)
3. Providing meaningful summer experience to participating youth.

THEY DID IT!

With a “disciple of innovation” (Drucker)
-an absolute focus on mission, results and ongoing
evaluation



Innovating Under Pressure

“Assets and Innovations”

Beyond the goals driven by ARRA and ETA guidance, each of the four communities tied the SYEI to a local vision and built on existing and new partnerships to carry it out.

- **Public-private collaboration & leadership in Detroit**
- **City Hub & Spoke Model in Chicago.**
- **Partnership, work and learning in Indianapolis & Marion County.**
- **City-County Coordination in Phoenix and Maricopa County.**



Innovating Under Pressure

Key Findings: Leading Best Practices and Management Innovation

- A. New operating structures: Mission driven and results oriented leadership
- B. Strengthened public-private partnerships
- C. Meaningful work and learning
- D. Continuous Improvement
- E. Responsiveness to local needs and strengths



Innovating Under Pressure

Summary of Common Challenges

- A. Eligibility
- B. Funding/Cash Flow
- C. Job Matching
- D. Assessment and Reporting
- E. Green Jobs



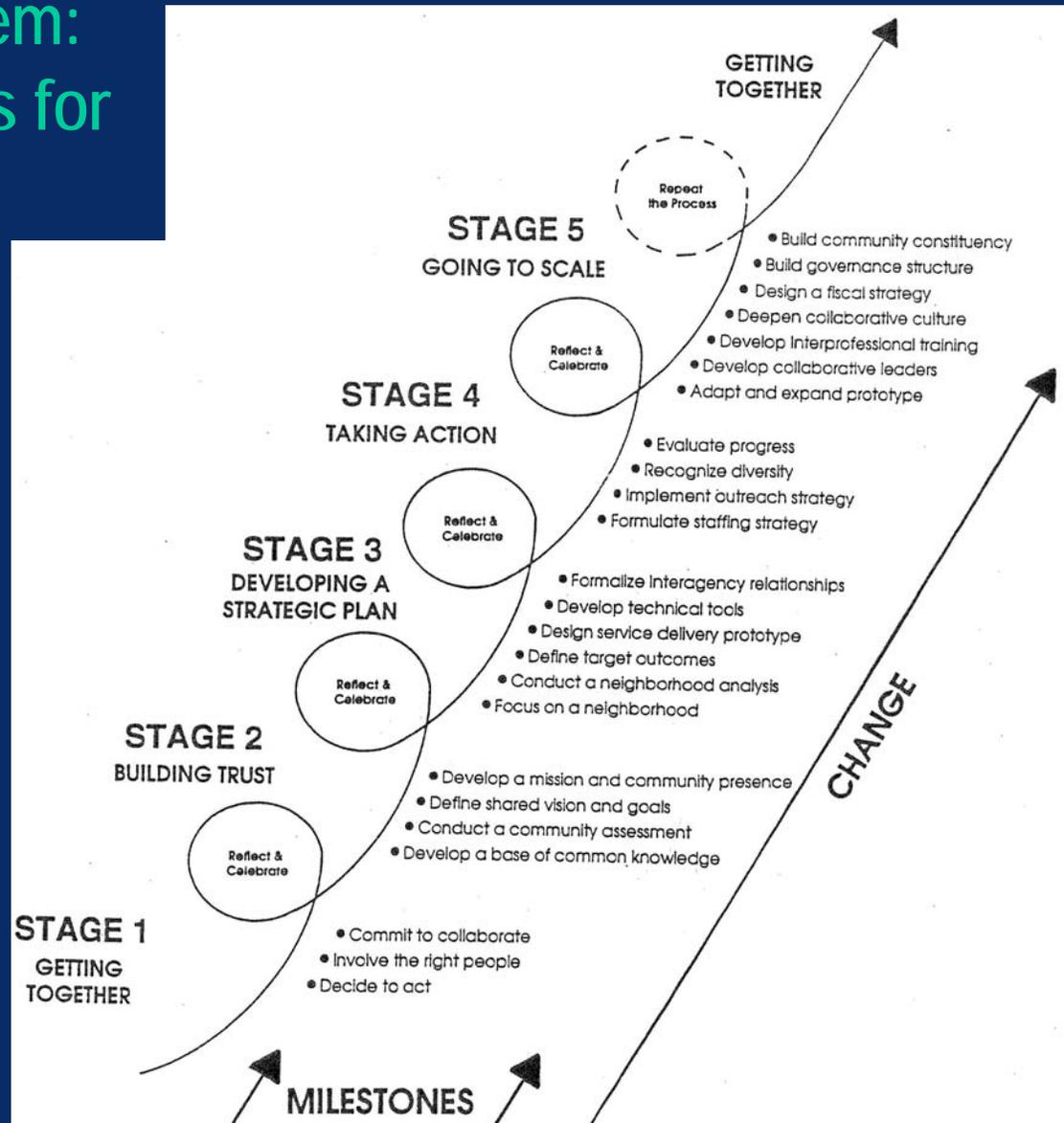
Innovating Under Pressure

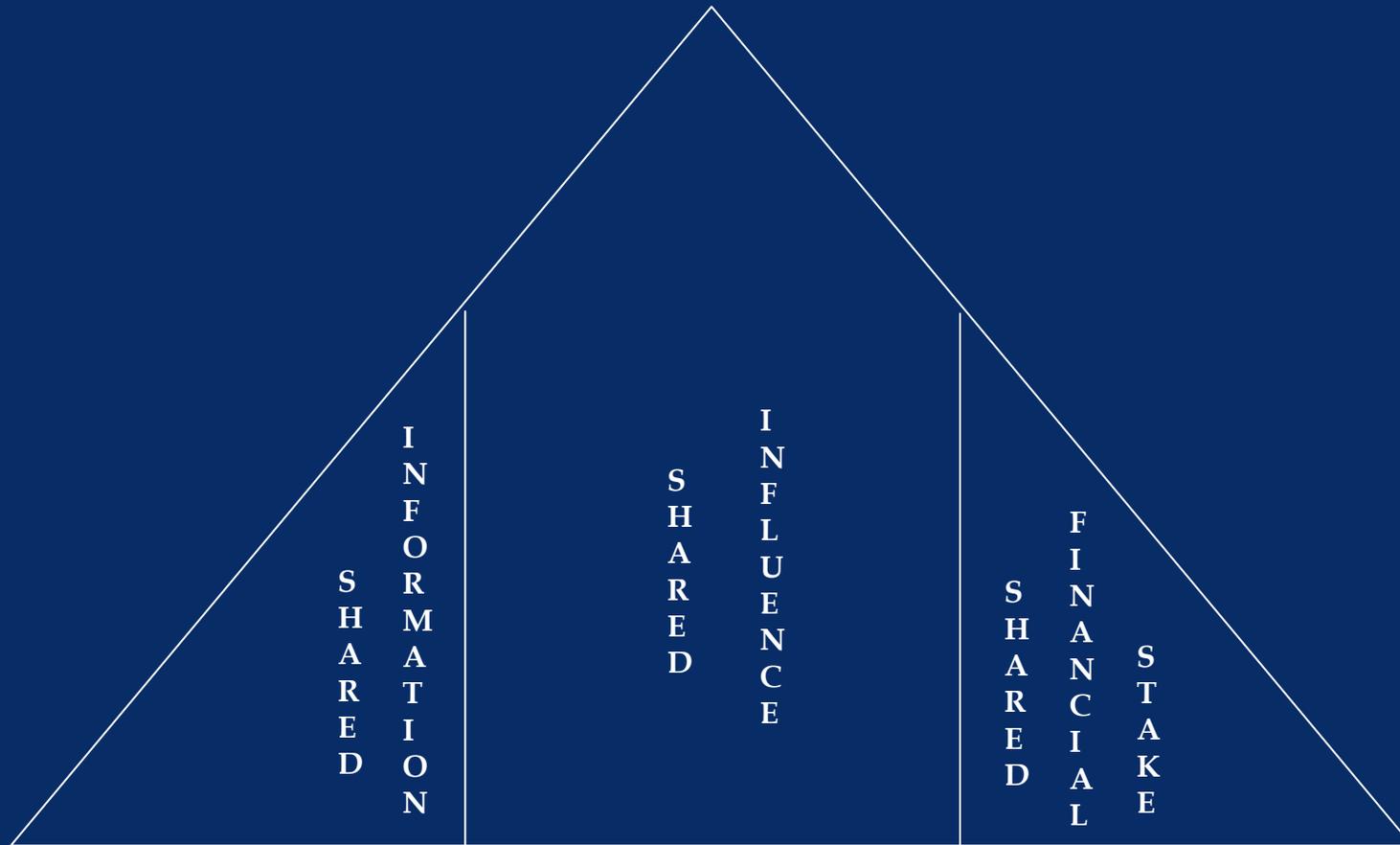
The Main Ingredients

- A. Leadership Trumps All
- B. Cross-Sector Partnerships are Necessary
- C. Incorporation of Youth Development Principles Adds Quality & Skills
- D. Alternate Pools of Money & Flexible Lines of Credit are Helpful
- E. Think Big: Consider the Role of Work & Learning in Preparing Youth for Post-Secondary Education, Work and Life



Building a New System: A Five-Stage Process for Change





OWNERSHIP

“We will have to learn, before understanding any task, to first ask the question, ‘What information do I need and in what form and when?’ The next question people have to learn to ask is, ‘To whom do I owe which information and when and where?’

- - Peter Drucker in “Information Ecology”



Four Factors Create a Continuum – From projects set to succeed to those set to fail

- D** ➤ **THE DURATION** of time until the change program is complete if a short life span; if not short, the amount of time between benchmark reviews.
- I** ➤ The project team's performance **INTEGRITY**, i.e., its ability to complete on time. Depends on skills and abilities relative to requirements.
- C** ➤ **THE COMMITMENT** to change that top management and employees affected by the change display.
- E** ➤ **THE EFFORT** over and above usual workload that the change initiative demands.



CONTINUUM OF PRACTICE: FROM CO-EXISTENCE TO PARTNERSHIP ¶

Examples of "making active business decisions which respect, nurture, and strengthen the long-term health and vitality of community..." ¶



Decision Point □	Co-Existence □	Cooperation □	Coordination □	Collaborative Business-Community Partnerships □
Type of Activity □	<ul style="list-style-type: none"> •→ Mutually-exclusive goals and roles ¶ 	<ul style="list-style-type: none"> •→ Short-term transactions: meeting immediate objectives for one group or another ¶ •→ Activities of limited, single-focus to meet key business need ¶ 	<ul style="list-style-type: none"> •→ Expanded self-interest ¶ •→ Multidimensional project activities— with a sense of longer-term consequences to meet needs ¶ 	<ul style="list-style-type: none"> •→ Inclusive mutual goals and roles ¶ •→ Activities on broad scale with long-term vision ¶ •→ Value-based and value-added propositions ¶
Effectiveness of Communication □	<ul style="list-style-type: none"> •→ Minimal ¶ •→ Respond to requests ¶ 	<ul style="list-style-type: none"> •→ Attend periodic meetings ¶ •→ Task-based communication ¶ •→ Updates on transactions ¶ •→ Problem-solving ¶ 	<ul style="list-style-type: none"> •→ Regular meetings ¶ •→ Beginning to "crack the code"— learn the language and culture of potential partners ¶ •→ Share ideas, "tools of the trade" ¶ •→ Set standards for coordinated action ¶ •→ Understand supply and demand chains of each potential partner ¶ •→ Regularly scheduled meetings for on-going communication and relationship building ¶ 	<ul style="list-style-type: none"> •→ On-going formal and casual communication based on relational assets and earned trust ¶
Planning & Decision-Making □	<ul style="list-style-type: none"> •→ Autonomous internal decision-making ¶ 	<ul style="list-style-type: none"> •→ Project-based planning and decision-making by operating staff ¶ 	<ul style="list-style-type: none"> •→ Investment in research and development for joint ventures ¶ •→ Co-created programs ¶ •→ Tactical planning and team decision-making for continuous improvement ¶ 	<ul style="list-style-type: none"> •→ Shared decision-making ¶ •→ Joint undertaking ¶ •→ Strategic objectives are established and results monitored/reported by and for partners ¶ •→ Focus on changes in policy, practice, and outcomes ¶
Commitment/Leadership □	<ul style="list-style-type: none"> •→ No vertical integration ¶ •→ Point of contact in corporate "giving" office ¶ 	<ul style="list-style-type: none"> •→ May participate in one-time events (panel speaker, etc.) ¶ 	<ul style="list-style-type: none"> •→ Aware of the need for vertical and horizontal integration of staff and leadership to be successful ¶ 	<ul style="list-style-type: none"> •→ Top company and nonprofit leaders engaged, knowledgeable, and supportive of the partnership ¶ •→ Dedicated staff ¶
Equality of Partners □	<ul style="list-style-type: none"> •→ Each is a "tub on its own bottom" ¶ •→ Culture of "reticence" ¶ 	<ul style="list-style-type: none"> •→ Seek assistance from each other ¶ 	<ul style="list-style-type: none"> •→ Establishing new "value proposition," "value exchange/value-added dimension" ¶ 	<ul style="list-style-type: none"> •→ Established relationships ¶ •→ Shared responsibility and accountability ¶



Stage 1: Readiness Factors **Business Essentials for Leading and Managing Partnerships**

Shared Vision for Change	+	Credibility & Legitimacy of Partners	+	Commitment to Invest in Partnership	+	Core Leadership & Management with Resources	=	Ready for Partnership Development
	+	Credibility & Legitimacy of Partners	+	Commitment to Invest in Partnership	+	Core Leadership & Management with Resources	=	Confusion & No "Case" for Partnership
Shared Vision for Change	+		+	Commitment to Invest in Partnership	+	Core Leadership & Management with Resources	=	Little Known= Little Leverage
Shared Vision for Change	+	Credibility & Legitimacy of Partners	+		+	Core Leadership & Management with Resources	=	Frustration About Lack of Resources
Shared Vision for Change	+	Credibility & Legitimacy of Partners	+	Commitment to Invest in Partnership	+		=	Standstill



Stage 2: Continual Business Improvement Business Essentials for Leading and Managing Partnerships

Ensuring the Match & Building Trust	+	Framing Expectations & Value Added	+	Learning Language & Culture for Joint "Ownership"	+	Building Relationships Tapping Core Values & Motivations	+	Evaluation	=	Continuous Improvement of Partnership
	+	Framing Expectations & Value Added	+	Learning Language & Culture for Joint "Ownership"	+	Building Relationships Tapping Core Values & Motivations	+	Evaluation	=	False Start, Poor Sustainability
Ensuring the Match & Building Trust	+		+	Learning Language & Culture for Joint "Ownership"	+	Building Relationships Tapping Core Values & Motivations	+	Evaluation	=	Negative Experience, Lack of Clarity
Ensuring the Match & Building Trust	+	Framing Expectations & Value Added	+		+	Building Relationships Tapping Core Values & Motivations	+	Evaluation	=	Bogged Down in Jargon, Miscommunication, & Resentment
Ensuring the Match & Building Trust	+	Framing Expectations & Value Added	+	Learning Language & Culture for Joint "Ownership"	+		+	Evaluation	=	Limited Meaning & Productivity
Ensuring the Match & Building Trust	+	Framing Expectations & Value Added	+	Learning Language & Culture for Joint "Ownership"	+	Building Relationships Tapping Core Values & Motivations	+		=	Plateau



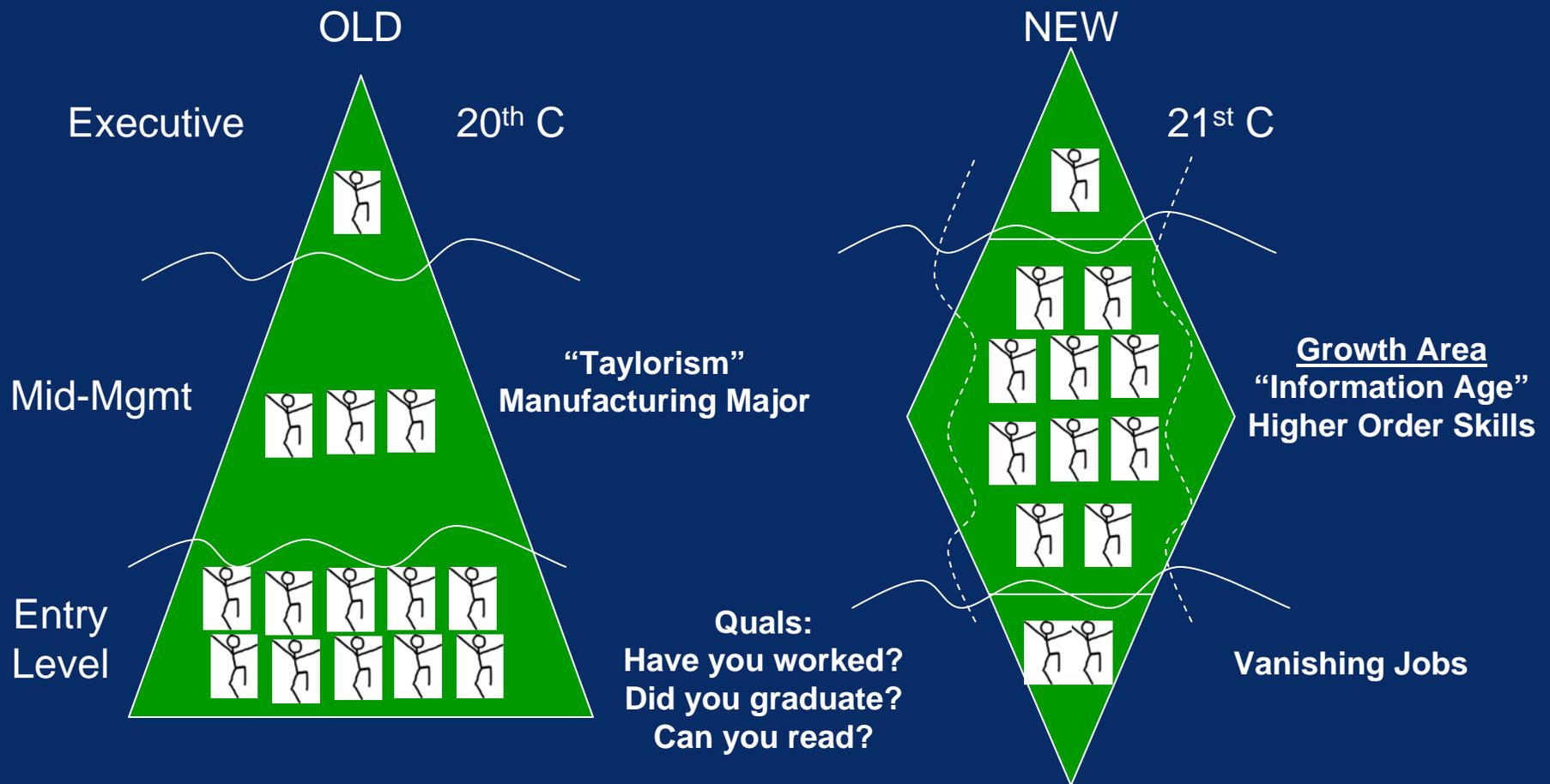
Constraints

- **Inexperience:** A lack of experience and clarity around expectations, roles, and purpose of a partnership.
- **A fear of negative experiences:** Many partners interviewed said it was important to ensure a positive experience for them. They worried that negative experiences or “getting burned” would limit their ability and interest in establishing future partnerships.
- **An unproven track record:** A partner’s lack of a proven track record could be a big deterrent to partnership development. Partners said time and again that they first looked for a positive reputation and track record in the community.
- **A lack of time and resources:** Almost all partners said one of their greatest challenges was finding adequate time and resources to commit at the level they thought necessary.



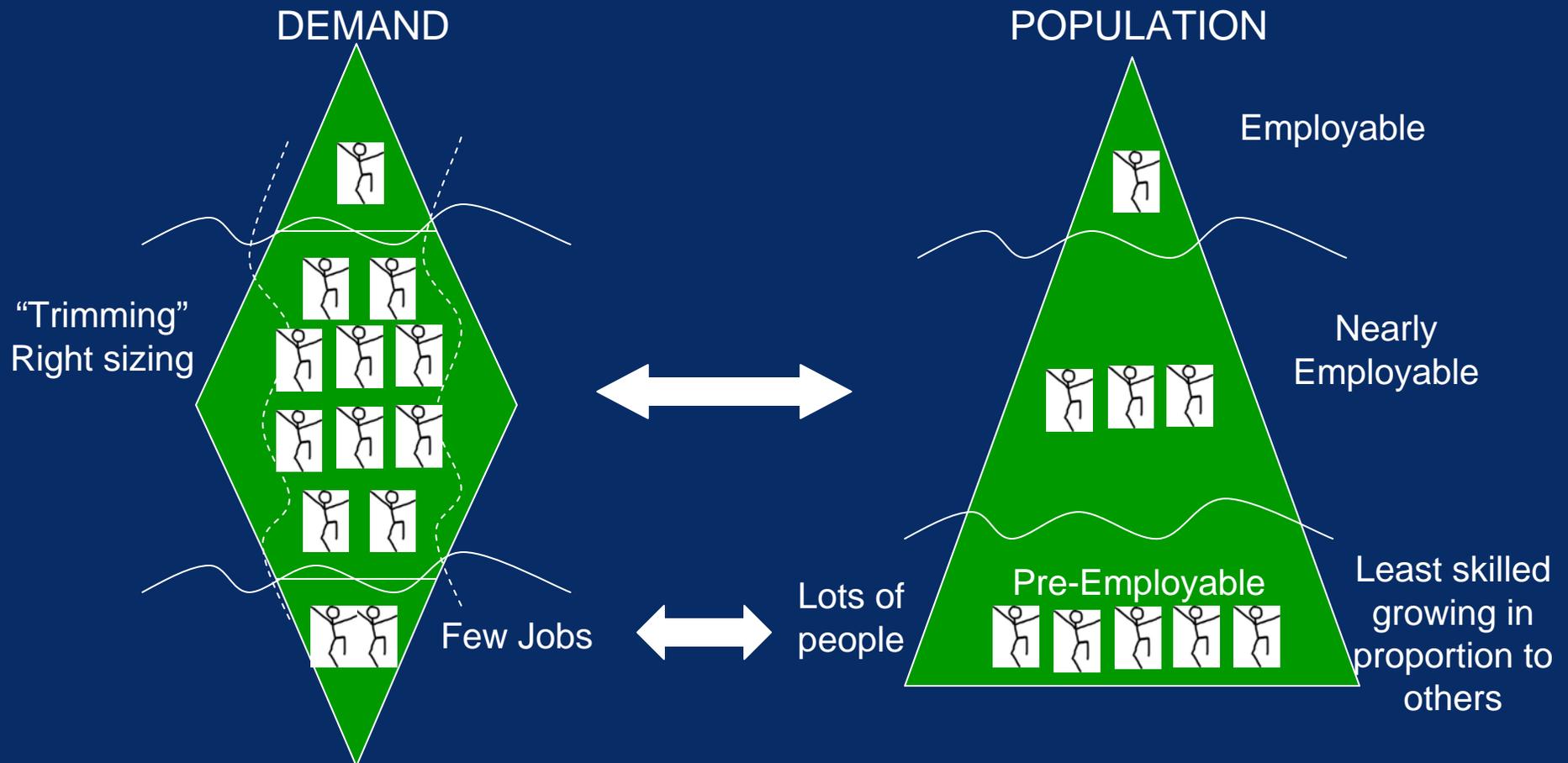
Geometry of the Employability Dilemma in USA

The Changing Labor Market





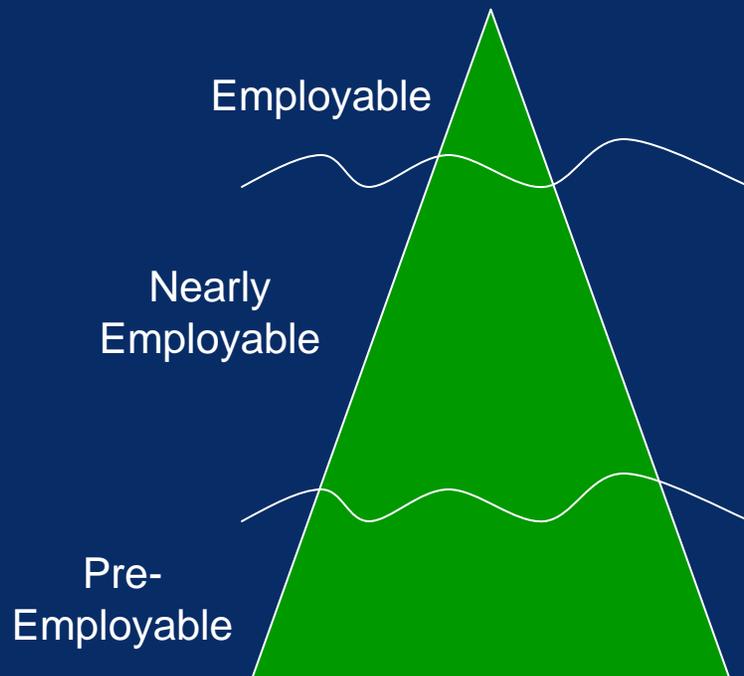
The Employability Gap: Old News Mismatch #1



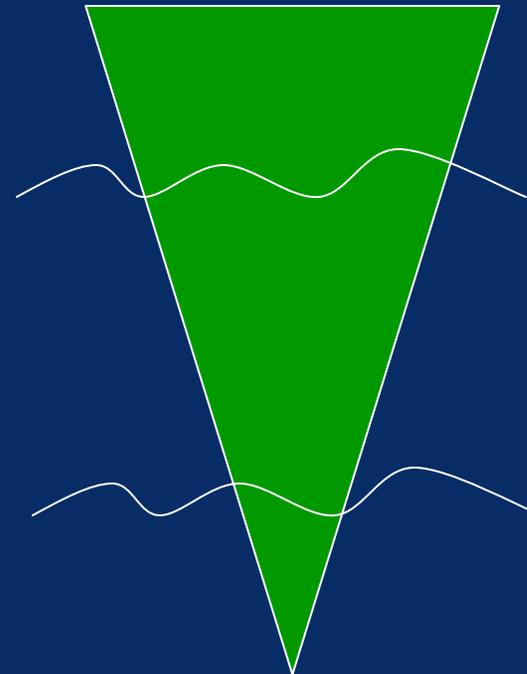


The GREAT Mismatch

POPULATION

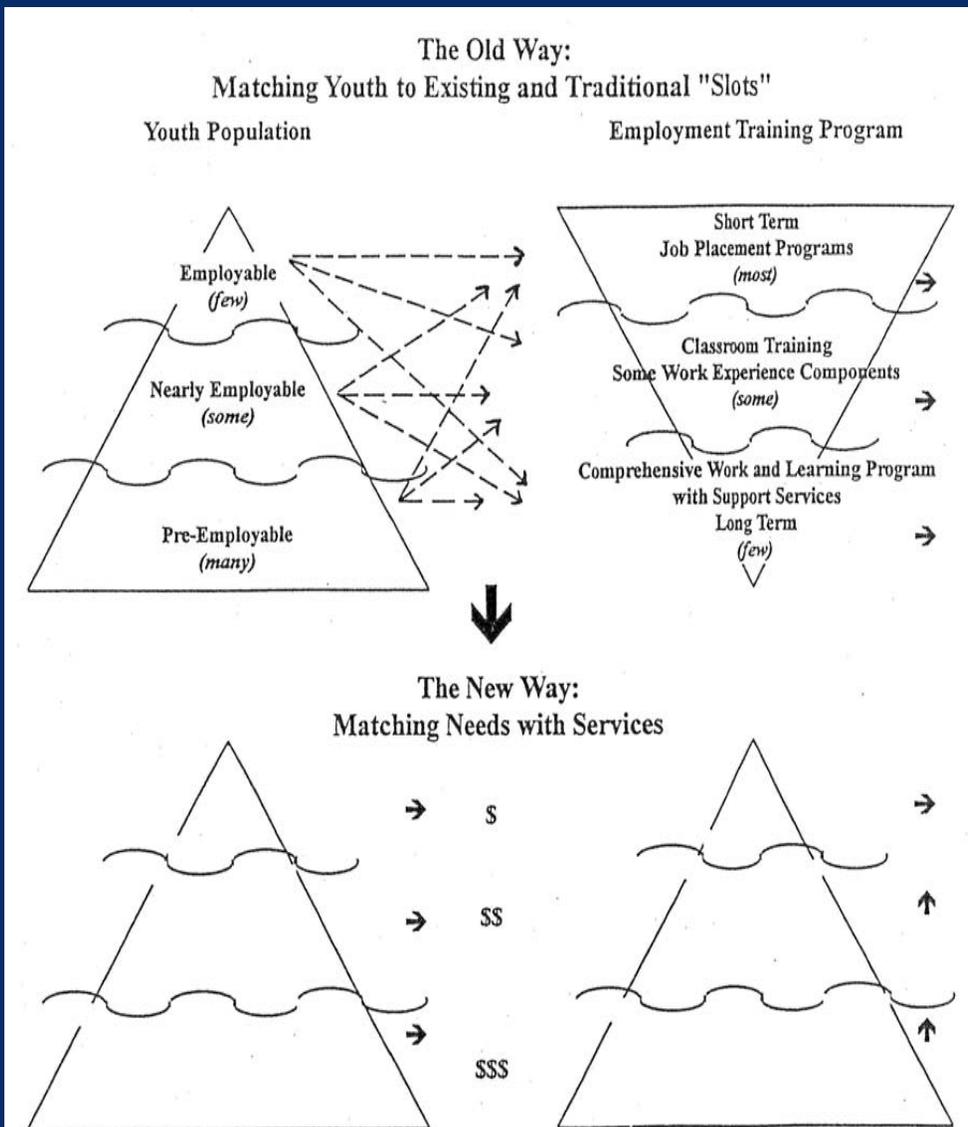


PROGRAMS – Work Force Dev.
Supports & Opportunities, Education





TURNING THE TRIANGLE UPSIDE DOWN - FROM MISMATCH TO REMATCH



- A program mix that is **flexible and varied** enough to address a spectrum of individual needs and skill levels and that has the means (through assessment) to identify those needs;
- The capacity to provide **intensive and long-term programming**, with appropriate interim outcomes, for those youth with the greatest deficiencies;
- An **integrated and collaborative approach** that can provide an array of services;
- A **graduated sequence of services** that extend over time, combining, for example, school-year and summer programming over several years, to provide for the development of hierarchy of skills and experience.



**Change is Inevitable
Partnership is Essential**



The Three Magic Questions

Who do you want to serve?

- ❖ How do you define levels of employability?

What outcomes do you want to achieve?

- ❖ How do you assess those outcomes – both interim and final?

What strategies and activities, opportunities must you provide?

- ❖ Who has to be engaged to make the whole system work? How do you define each role?



Three-Tiered Employability Model

Tier	Sample Services (USDOL)	Sample of Partnership Help Needed	USDOL	USDA	USHHS	USHUD
			WIA	SNAP	TANF ASSETS	HUD
Tier 1: Employable (Advanced)	Career Awareness Job Search Assistance Placement	Private Sector Employment competency certification Quality placements	?	?	?	?
Tier 2: Nearly Employable (Intermediate)	Pre-Employment Skills Training Tryout Employment or On-the-Job Training Basic Education Tutorials within schools and in alternative settings	Education Trained instructors Curriculum development Private Sector Quality worksites for training Effective supervision Employment competency certification	?	?	?	?
Tier 3: Pre-Employable (Basic)	Intensive Work Site Training w/competent adult as supervisor, guide, "mentor" (Behavior/Attitudes, Work Maturity) Employment Related Basic Skills Counseling/Coaching	Social Service Enhanced counseling capacity (family, drug abuse, etc.) Transportation Curriculum devel. Food/nutrition assistance Housing stabilization Education Trained instructors for in school and out of school Functional curriculum development	?	?	?	?



Little Rock, City-Wide Youth Employability Development Model: Funding Patterns for Integrating Work, Service, and Learning

Stage of Employability Among Youth	Sample Services	Sample of Partnership Help Needed	Emphasis for Financial Investors				
			Business Schools	CBOs	E/T	SS	Com.Serv.
Employable (Mastering High School)	<ul style="list-style-type: none"> • Career awareness • Job search assistance • Placement • Apprenticeship • Community service 	Employment and Training: <ul style="list-style-type: none"> • Labor market exchange - job matching only Education: <ul style="list-style-type: none"> • Meaningful high school diplomas Private Sector Employers: <ul style="list-style-type: none"> • Employment competency certification • Guaranteed meaningful jobs Community Service: <ul style="list-style-type: none"> • Internships for service learning 					
Nearly Employable (Struggling to Make the Grade)	<ul style="list-style-type: none"> • SCANS skills development • Part-time employment or service learning • Basic education tutorials within schools and in workplaces • Integrated work and learning 	Education: <ul style="list-style-type: none"> • Instructors for active-learning curriculum • Functional context curriculum development for employment competencies/SCANS skills • College campus worksites Private Sector Employers: <ul style="list-style-type: none"> • Quality "learning-rich" worksites for training • Effective supervision • Employment competency certification "work ready" Community Service: <ul style="list-style-type: none"> • Internships for service learning 					
Pre-Employable (Out-of-School Youth)	<ul style="list-style-type: none"> • Intensive work and learning with a competent adult as supervisor, guide, mentor (behavior/attitudes, work maturity) • Employment-related basic skills and SCANS skills • Counseling/Coaching/Support 	Social Service: <ul style="list-style-type: none"> • Enhanced counseling capacity (family, drug abuse, etc.) • Transportation • Curriculum development for life skills Community-Based Organizations: <ul style="list-style-type: none"> • Comprehensive program operators Education: <ul style="list-style-type: none"> • Instructors for active-learning curriculum • Functional context curriculum development for employment competencies/SCANS skills development Employment and Training: <ul style="list-style-type: none"> • Paid work experience, team-based 					



Change Management

“Plus ça change, plus c’est
la même chose.”

-Jean Baptiste Alphonse Karr,
French Novelist





THE HELLER SCHOOL FOR SOCIAL POLICY AND MANAGEMENT *Knowledge Advancing Social Justice*

Our job as Academic Activists = “To make knowledge productive” for policy makers, managers, leaders, practitioners in **government, business and nonprofits** and “change agents” who want to **close the gap between what we know and what we do** on behalf of children, youth and families, particularly those who are vulnerable as a result of poverty, economic insecurity, gender, homophobia, racism, disease, ethnic discrimination, disability and age.



Mission: Excellence in evaluation research, coaching and capacity building to help prepare young people and their families for education, work and life.

“To Make Knowledge Productive”

- Close the education achievement gap among young people in the United States
- Improve access, retention and advancement for young people in the 21st Century workplace
- Strengthen youth’s connections with their families and communities

How

- Using science-based research to improve the quality and impact of youth programs and policies, including education, workforce development and family support system
- Strengthening governance, leadership and management in philanthropy, government, the non-profit sector and socially responsible businesses
- Developing and using outcome based planning and evaluation methods to deepen public understanding, strengthen programs, prove the efficacy of particular models and shape policies

