

# Building Pathways to Postsecondary Success for Vulnerable Populations

AYPF Discussion Group

Wednesday, July 20, 2016



American Youth  
Policy Forum

# Rules of Engagement

- \* Off the record discussion
- \* Listen, learn, engage
- \* Ask questions, share ideas
- \* If you tweet, share your own impressions or facts from the panel presentations

# Introductions

- \* Name
- \* Organization
- \* Related work

# Welcome

- \* Leticia Peguero, Executive Director, Andrus Family Fund

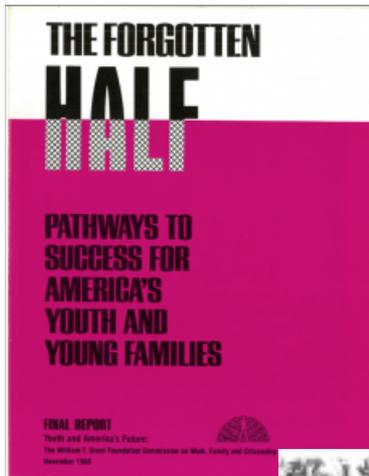
# Overview of AYPF

- \* Non-profit, non-partisan professional development organization focused on providing information on research-supported best practices to facilitate a more robust dialogue on the role of policy
- \* With a special emphasis on the needs of the vulnerable, at-risk, disadvantaged youth who are often unseen and ignored

# AYPF's Guiding Principles

- \* Student-Centered Learning
- \* Advancement Upon Mastery
- \* Multiple Pathways to Success
- \* Creating Collaborative Systems that Support Youth

# The Forgotten Half



- \* Defined and named the portion of the youth population who were not college-bound and not effectively engaged in the workforce

# Opportunity Youth

- \* 6.7 million young people ages 16 through 24 who are neither in school nor working
- \* Opportunity Youth typically have fewer years of education, live away from their parents, have children, and are twice as likely to be poor
- \* Programs and services for young people are disconnected and fragmented

# Youth Aging Out of Foster Care

- \* Annually 26,000 young people age out of the foster care system
- \* Previous AYPF work identified three areas of needs:
  - \* Sustainable social capital
  - \* Permanency supports
  - \* Postsecondary opportunities

# Youth with Justice System Involvement

- \* Young adults comprised 10 percent of the U.S. population but accounted for nearly 30 percent of people arrested for both serious and non-serious crimes
- \* People involved with the justice system have lower education levels, few vocational skills and most have little or no job experience, and many have undiagnosed special education or mental health needs

# Cross-Over Youth

- \* Capturing exact numbers of youth is challenging
  - \* Estimates of youth in the juvenile justice system with child welfare involvement is upwards of 50 percent
- \* Proportionally higher rates of unemployment, employment in an unskilled position, and arrest in adulthood, as well as lower rates of educational attainment

# Our Goals for Today

- \* Listen and learn from voices across research, practice, and policy
- \* Capitalize on the opportunity of the moment
- \* Guide AYPF's work to educate and inform federal policymakers
- \* Build connections with and amongst you and other voices in this space

# Research Perspectives

- \* Amy Dworsky, Research Fellow, Chapin Hall at the University of Chicago
- \* Jessica Kendall, Senior Technical Specialist, ICF International
- \* Nina Salomon, Senior Policy Analyst, Juvenile Justice, Council of State Governments Justice Center
- \* Moderator: Jenna Tomasello, AYPF

# **Improving the Education and Employment Outcomes of Youth in Foster care**

**July 20, 2016**

**ChapinHall** at the University of Chicago  
Policy research that benefits children, families, and their communities

# Summary of Research on the Educational Outcomes of Youth in Foster Care

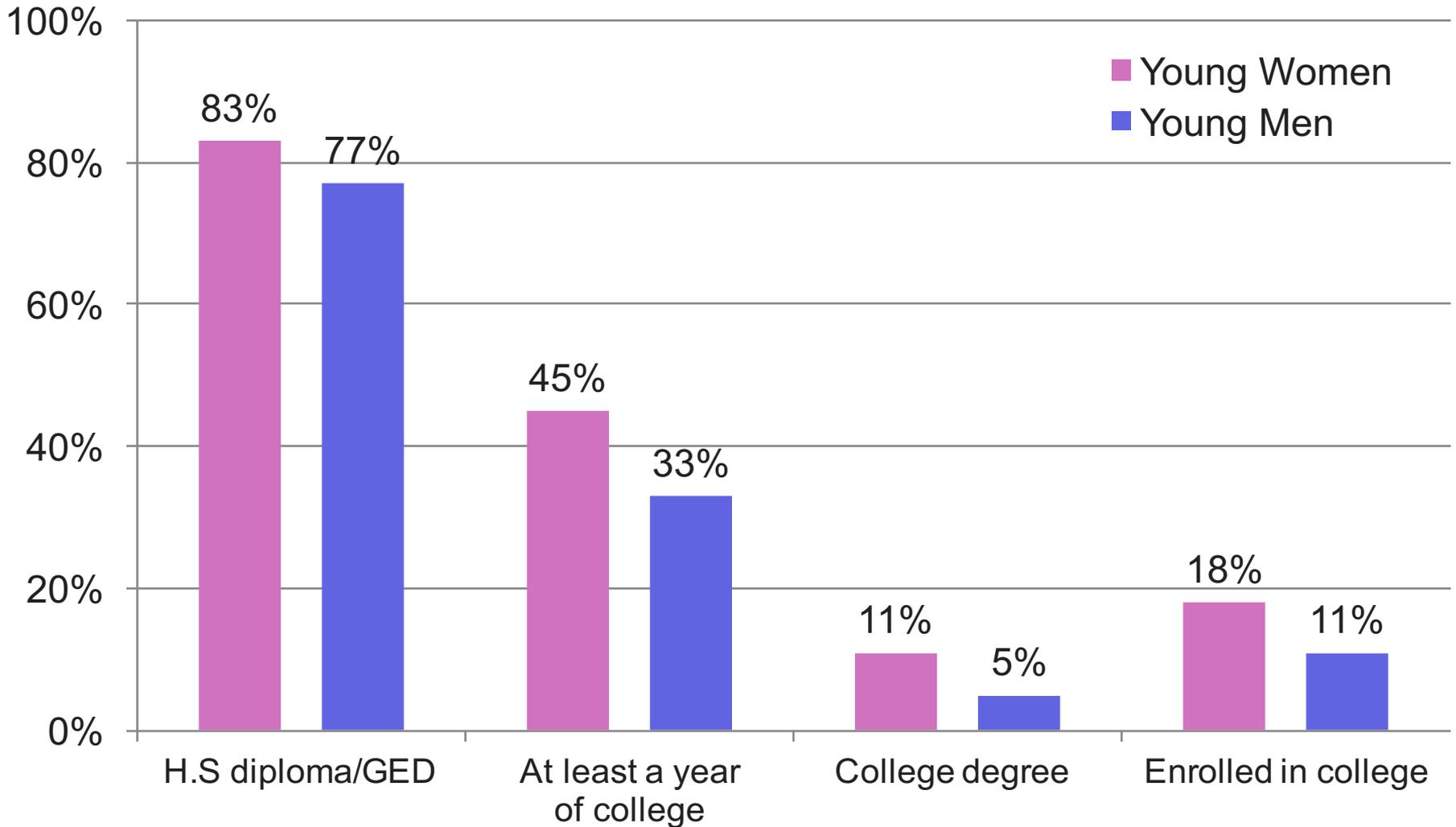
- Many youth in foster care are “old for their grade” and lag behind their peers academically
- Youth in foster care are less likely than their peers to graduate from high school
- Most youth in foster care aspire to attend college, but they are less likely to enroll in college than their peers
- When youth in foster care do enroll in college, they are less likely than their peers to earn a college degree

# Midwest Study

- Longitudinal study of young people transitioning out of foster care in Iowa, Wisconsin and Illinois
- Five waves of data collected between age 17 or 18 and age 26
- Response rate above 80% at every wave

Wave	Year	Age	N	Response Rate
1	'02 – '03	17 – 18	732	96%
2	'04	19	603	82%
3	'06	21	591	81%
4	'08-'09	23 - 24	602	83%
5	'10 – '11	26	596	83%

# Educational Attainment at Age 26 by Gender



# Barriers to Postsecondary Educational Attainment

- Child welfare system has traditionally done a poor job of encouraging foster youth to pursue postsecondary education
- Foster youth may not be prepared for college level work due to tracking or disruptions in their education
- Most foster youth cannot depend on family for either the financial or emotional support needed to succeed in college
- Foster youth are often unaware of their eligibility for financial aid
- Mental and behavioral health problems may interfere with the ability of foster youth to succeed in college
- Student services personnel may not be familiar with or prepared to address the unique needs of foster youth

# Addressing Barriers to Postsecondary Educational Attainment

- Government efforts to increase postsecondary educational attainment have focused on financial barriers
  - Federal Education and Training Vouchers (ETV)
  - State tuition waiver programs and designated scholarships
- Non-financial needs, such as academic, housing and social supports, have generally not been addressed
- Campus support programs aim to promote college success by providing wraparound services and supports

# Effectiveness of Education Programs for Youth in Foster Care

- Typology of programs
  - High school completion
  - College access (including ETV and tuition waivers)
  - College success (including campus support programs)
- Few programs have been rigorously evaluated
- Unclear if youth in foster care will benefit from programs shown to be effective with other at-risk populations

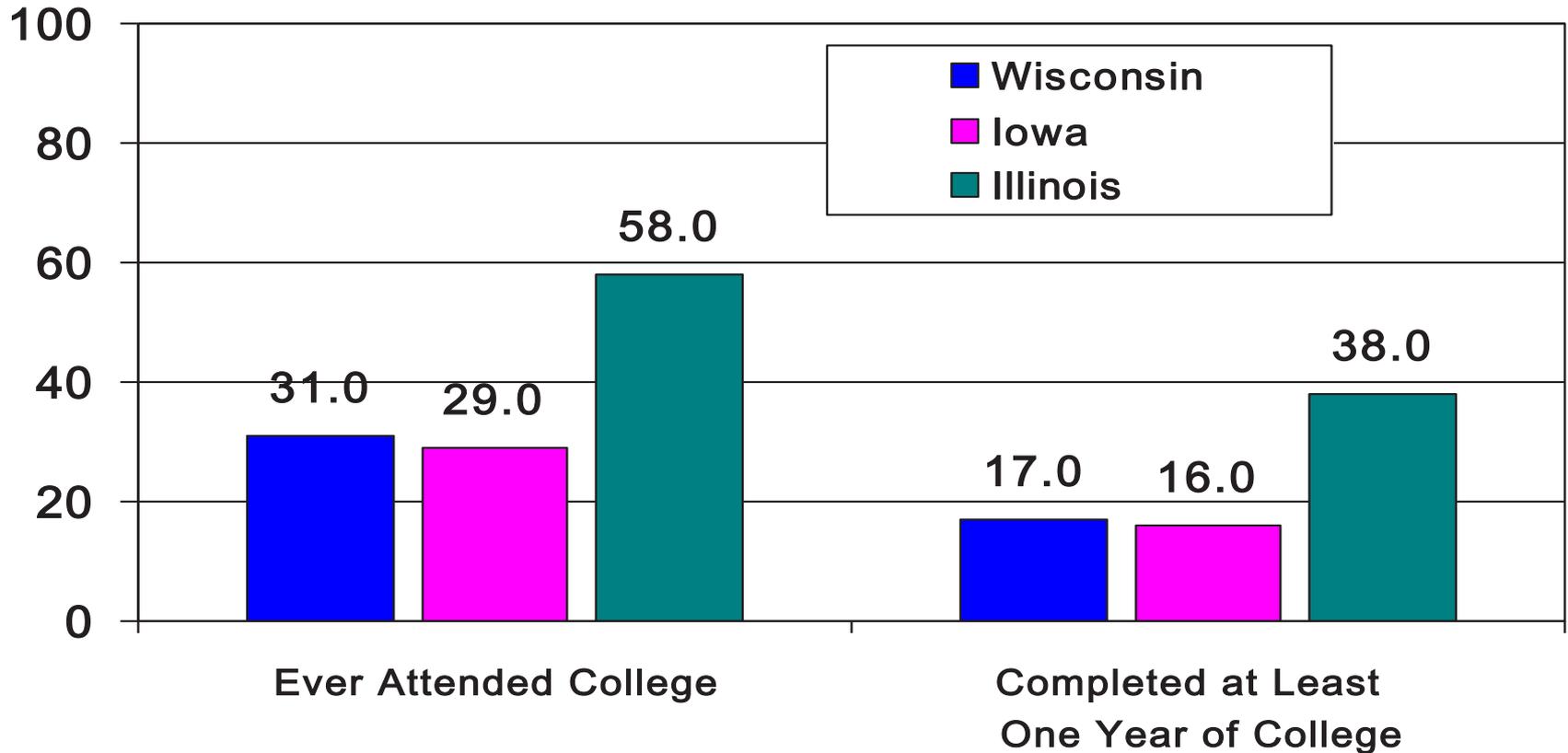
# Natural Experiment

- State laws differ with respect to whether young people are allowed to remain in foster care beyond age 18
- When the Midwest Study began, Illinois was one of the few states where courts routinely extended foster care until age 21

Discharge Age	Wisconsin	Iowa	Illinois
Mean	17.8	17.9	20.0
Median	18.0	18.0	21.0

- Does extending foster care until age 21 lead to higher rates of postsecondary educational attainment?

# Educational Attainment at Age 21 by State

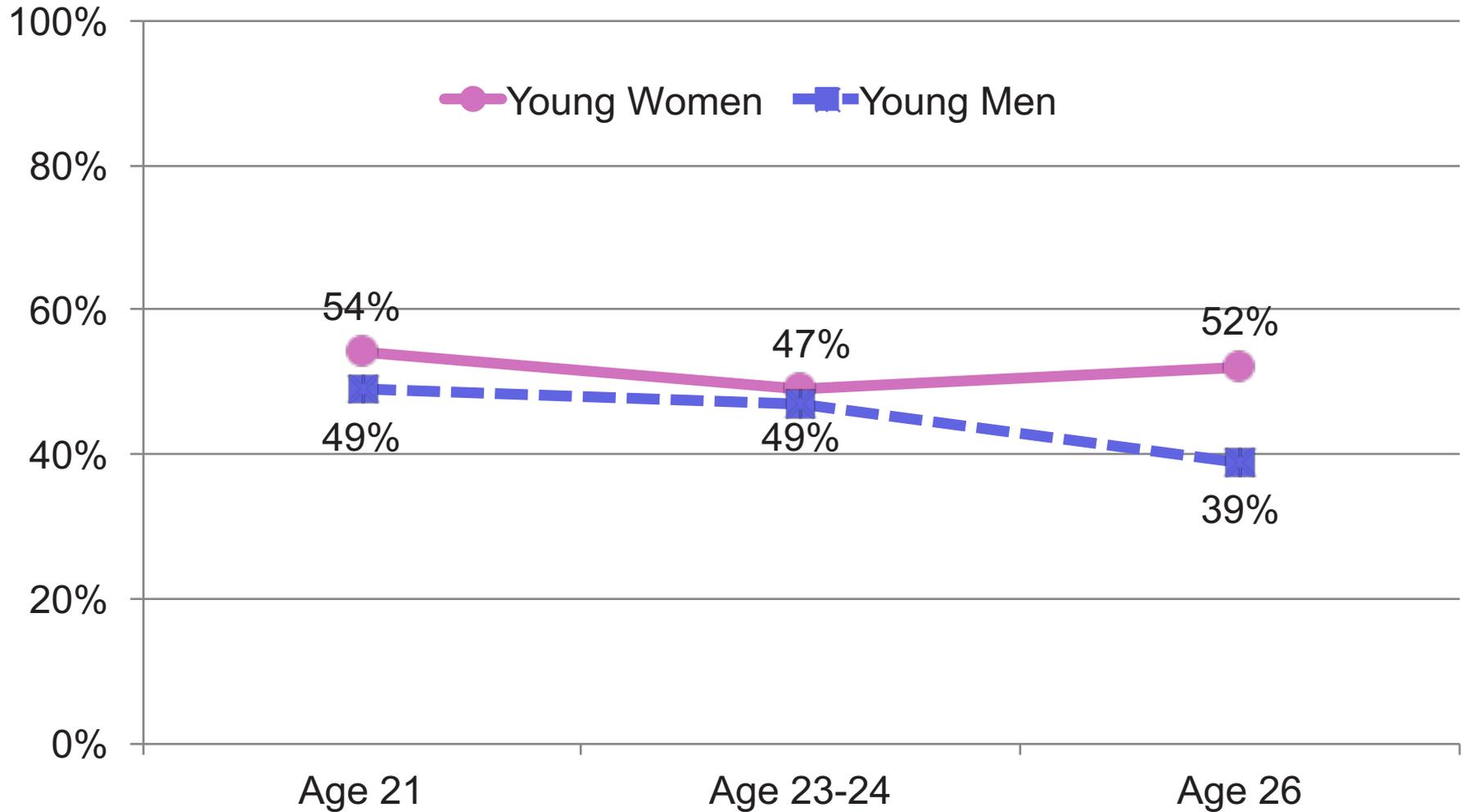


Allowing foster youth to remain in care until age 21 seems to increase their likelihood of pursuing postsecondary education

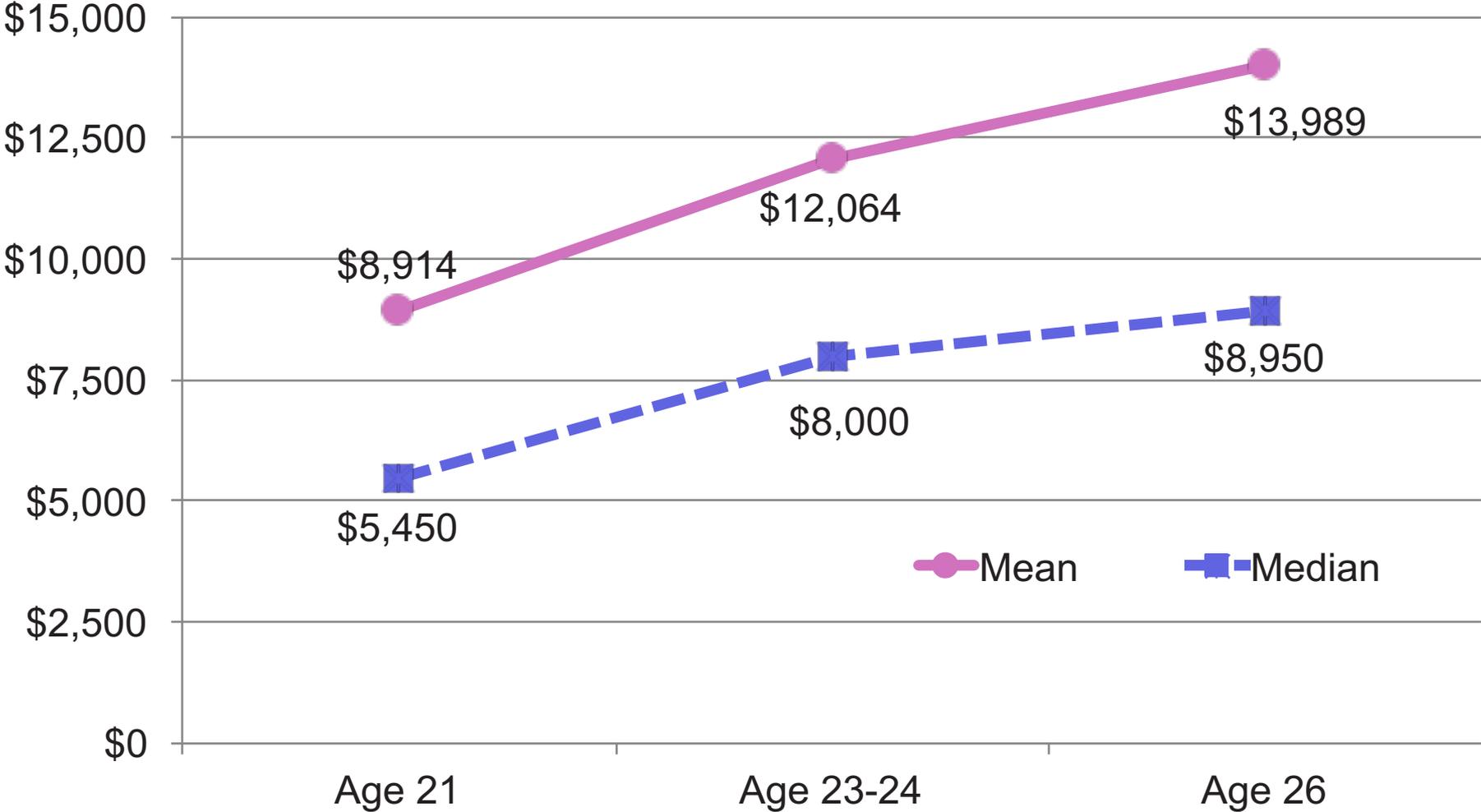
# Summary of Research on the Employment Outcomes of Youth in Foster Care

- Numerous studies document the generally poor employment outcomes of youth transitioning out of foster care
- Majority of former foster youth have some work experience but they are less likely to be employed than their peers
- Former foster youth tend to earn less than their peers and the earnings of many are below the poverty threshold
- Trends persist into early adulthood

# Current Employment by Age and Gender



# Past Year Earnings by Age if Ever Employed (Midwest Study)



# Barriers to Employment for Youth in Foster Care

- Educational deficits
- Criminal histories
- Early parenthood
- Lack of soft and hard job skills
- Mental and behavioral health problems
- Lack of social capital

# Employment Programs for Youth in Foster Care

- Until recently, neither large scale youth employment programs (e.g., YouthBuild, Job Corps, National Guard Youth Challenge) nor WIA/WIOA have targeted youth in foster care
- Limited research on employment programs specifically for youth in foster care
- Only one program has been rigorously evaluated and that evaluation found no positive effects on employment or other key outcomes

# Research and Policy Implications

- Need for rigorous evaluations of education and employment programs
  - Preparing for a “Next Generation” Evaluation of Chafee Programs
- Fostering Connections Act extended eligibility for federally funded foster care to age 21
  - Eligibility criteria related to education and employment
  - Opportunity for states to improve outcomes of youth in foster care by providing education and employment supports
- Need for additional post-emancipation education and employment services
  - Family First Prevention Services Act would extend ETV eligibility from age 23 to age 26 (but youth would still need to enroll by age 21) and Chafee eligibility to age 23 (but not increase allocations)
  - Including housing and parenting supports

**Amy Dworsky**

**Research Fellow**

**Chapin Hall at the University of Chicago**

**773-256-5164**

**[adworsky@chapinhall.org](mailto:adworsky@chapinhall.org)**

**[www.chapinhall.org](http://www.chapinhall.org)**

**ChapinHall**

# Improving Educational and Vocational Outcomes for Incarcerated Youth and Young Adults

Nina Salomon, *Senior Policy Analyst*, Council of State Governments Justice Center

# The Council of State Governments Justice Center

Corrections



Courts



Justice Reinvestment



Law Enforcement



Mental Health



Reentry



Substance Abuse



Youth



**National nonprofit, nonpartisan** membership association of state government officials

**Represents all three branches** of state government

Provides **practical advice** informed by the best available evidence

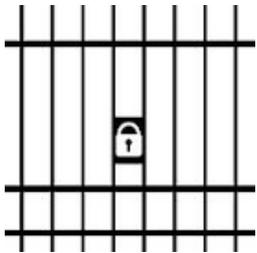
# Incarcerated Youth Face Many Educational Challenges

- At least **one in three incarcerated** youth is identified as needing or already receiving **special education** services—a rate nearly four times higher than youth attending school in the community.
- **More than half** of incarcerated youth have reading and math skills **significantly below their grade level** and approximately 60 percent have repeated a grade.
- The **majority** of incarcerated youth were **suspended and/or expelled** from school, and many had dropped out of school all together before being incarcerated.

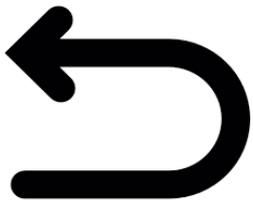
# Young Adults Should be a Key Focus for System Leaders



Young adults accounted for nearly **30 percent of arrests** in 2013, disproportionately for **serious offenses**



Young adults accounted for **more than 21 percent of prison admissions** in 2012, disproportionately these admissions are young men of color



**78 percent** of people under age 25 when released from prison were **rearrested within 3 years**

# Young Adults are Developmentally Different From Youth and Older Adults

How Young Adults Are Distinct From Youth	How Young Adults Are Distinct from Adults
<ul style="list-style-type: none"><li>■ More cognitively developed<sup>7</sup></li><li>■ More vulnerable to peer pressure and other external influences</li><li>■ More likely to engage in risky behaviors</li><li>■ Seeking autonomy from families/caregivers</li></ul>	<ul style="list-style-type: none"><li>■ More impulsive</li><li>■ Less able to control emotions</li><li>■ Less likely to consider future consequences of their actions</li></ul>

# Young Adults Have Distinct Needs

## Low Levels of Education Attainment

- Less access to education, particularly post-secondary

## Employment Challenges

- Fewer vocational skills and less job experience

## Acute Behavioral Health Needs

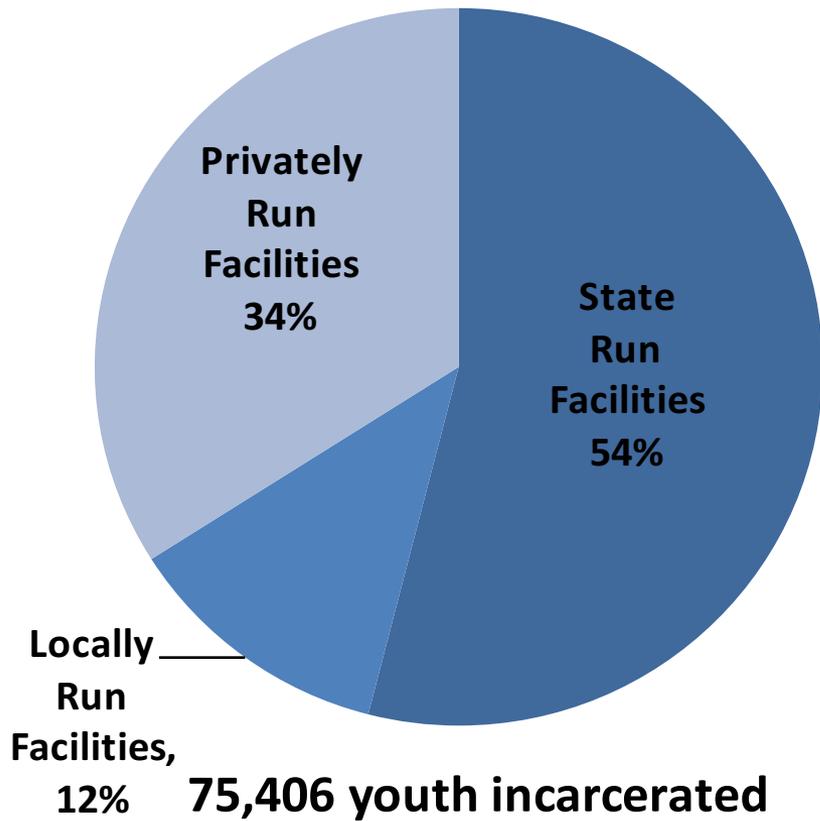
- Certain mental health conditions emerge
- Substance use peaks

## Transitioning to Independence

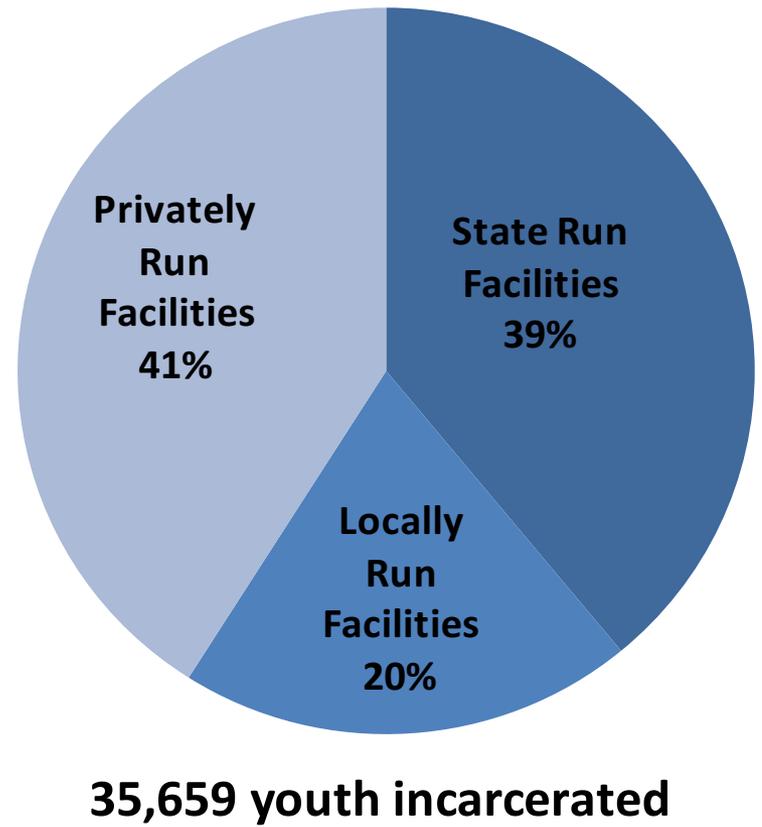
- Independent living and life skills
- Family relationships and caring adults

# States struggle to prioritize educational and vocational outcomes for incarcerated youth

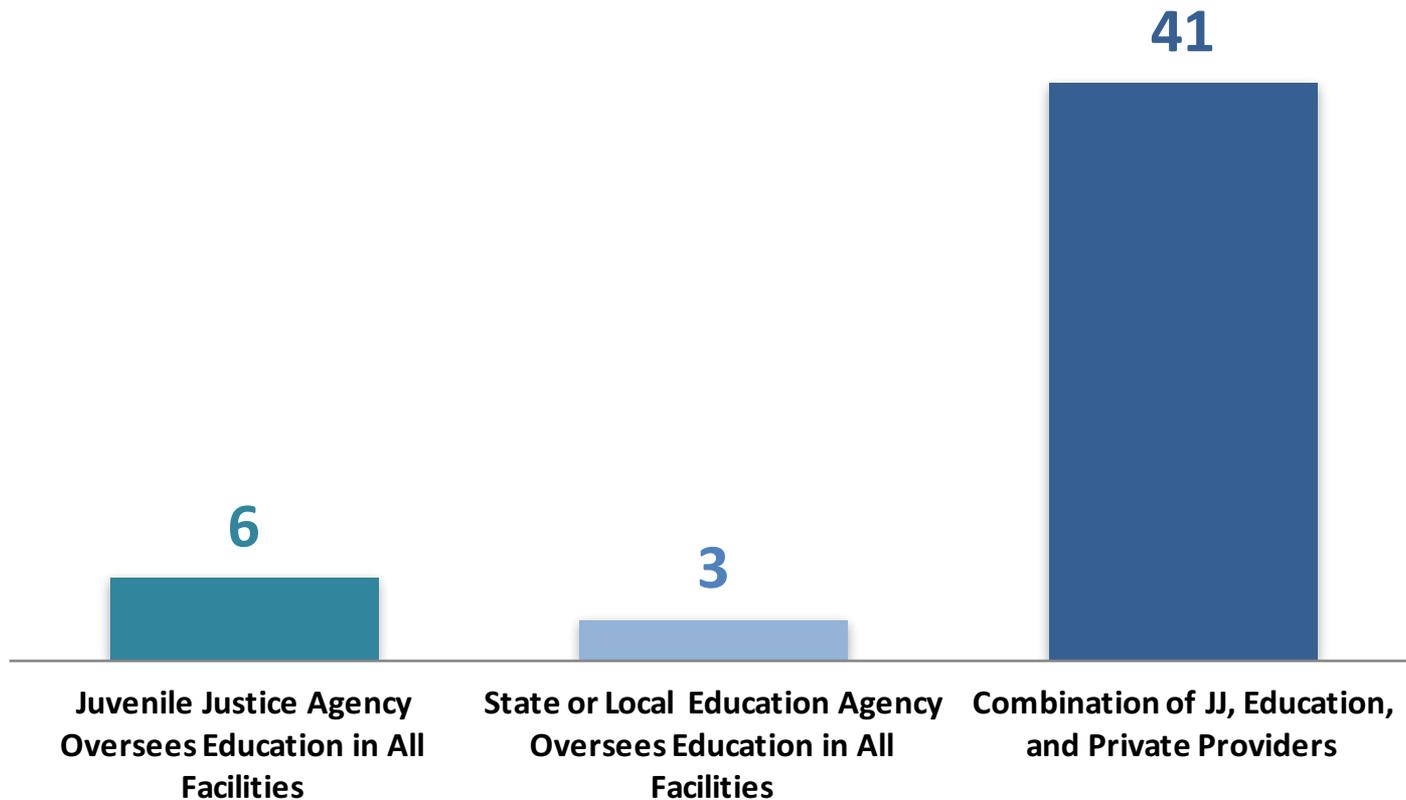
## Incarcerated Youth: 1997



## Incarcerated Youth: 2013



**In most states, responsibility for the delivery of educational services rests with no single state agency, but instead with a combination of state, local, non-profit, and private entities**



# Conducted First-of-its-Kind National Survey

November 2015

- Survey disseminated to all 50 states
- Asked 3 main questions:
  - What services are provided?
  - What outcomes are collected?
  - What supports are provided for transitions?
- Findings, recommendations, and examples

## LOCKED OUT: Improving Educational and Vocational Outcomes for Incarcerated Youth

### INTRODUCTION

**P**olicymakers across the political spectrum agree: all young people should have access to a high-quality public education. Within the past two decades, particular emphasis has been placed on ensuring that students receive instruction that prepares them for college and careers, and that schools are held accountable for realizing these goals.<sup>1</sup>

There is perhaps no subset of young people whose need for a quality education is more acute—and whose situation makes them especially challenging to serve—than incarcerated youth. Of the more than 60,000 youth who are incarcerated on any given day in the United States, nearly 36,000 are committed to state custody,<sup>2</sup> two-thirds of whom are youth of color. The majority of these youth are over-age and under-credited,<sup>3</sup> several grade levels behind their peers,<sup>4</sup> and have been suspended multiple times and/or expelled from their local schools.<sup>5</sup>

In 1997, the majority of incarcerated youth were housed in state-run facilities; as of 2013, almost two-thirds of incarcerated youth were held in privately or locally run facilities. [See Figure 1] In most states, an array of state and local agencies and nonprofit and private organizations are responsible for overseeing and delivering educational and vocational services to incarcerated youth. As the proportion of youth incarcerated in privately or locally run facilities has grown, this has evolved into an increasingly complicated patchwork of government and nongovernment agencies. This shift means that any combination of state, local, nonprofit, and private entities now manage educational and vocational services for incarcerated youth. [See Figure 2]

### Who are Incarcerated Youth?

Of the more than 60,000 youth incarcerated on a given day:

- Approximately 36,000 youth are committed to the custody of the state juvenile correctional agency as part of a court disposition<sup>6</sup> and are typically incarcerated for 3 to 12 months. These youth can be placed in a facility run by the state, a range of nonprofit and for-profit organizations, or a local juvenile justice agency. These facilities include secure facilities as well as a range of non-secure facilities, such as residential treatment centers or group homes.

- Approximately 18,000 youth are incarcerated in primarily locally run detention facilities,<sup>7</sup> typically for fewer than 60 days, and most often because they are awaiting a court disposition.

- Nearly 6,000 youth are incarcerated in adult prisons and jails.<sup>8</sup>

### Education Data on Incarcerated Youth

National educational data on incarcerated youth is limited. Studies that have been conducted show:<sup>9</sup>

- At least one in three incarcerated youth is identified as needing or already receiving special education services—a rate nearly four times higher than youth attending school in the community.

- More than half of incarcerated youth have reading and math skills significantly below their grade level and approximately 60 percent have repeated a grade.

- The majority of incarcerated youth were suspended and/or expelled from school, and many had dropped out of school all together before being incarcerated.<sup>10</sup>

<sup>1</sup> See "Easy Access to the Census of Juveniles in Residential Placement," <http://www.cdc.gov/dataofthecensus/>

<sup>2</sup> An "over-age and under-credited" student is defined as one who is over the traditional school age for his or her grade level and lacks adequate credit hours for his or her grade level.

<sup>3</sup> Disposition is a phase of a delinquency proceeding similar to the "sentencing" phase of an adult trial.

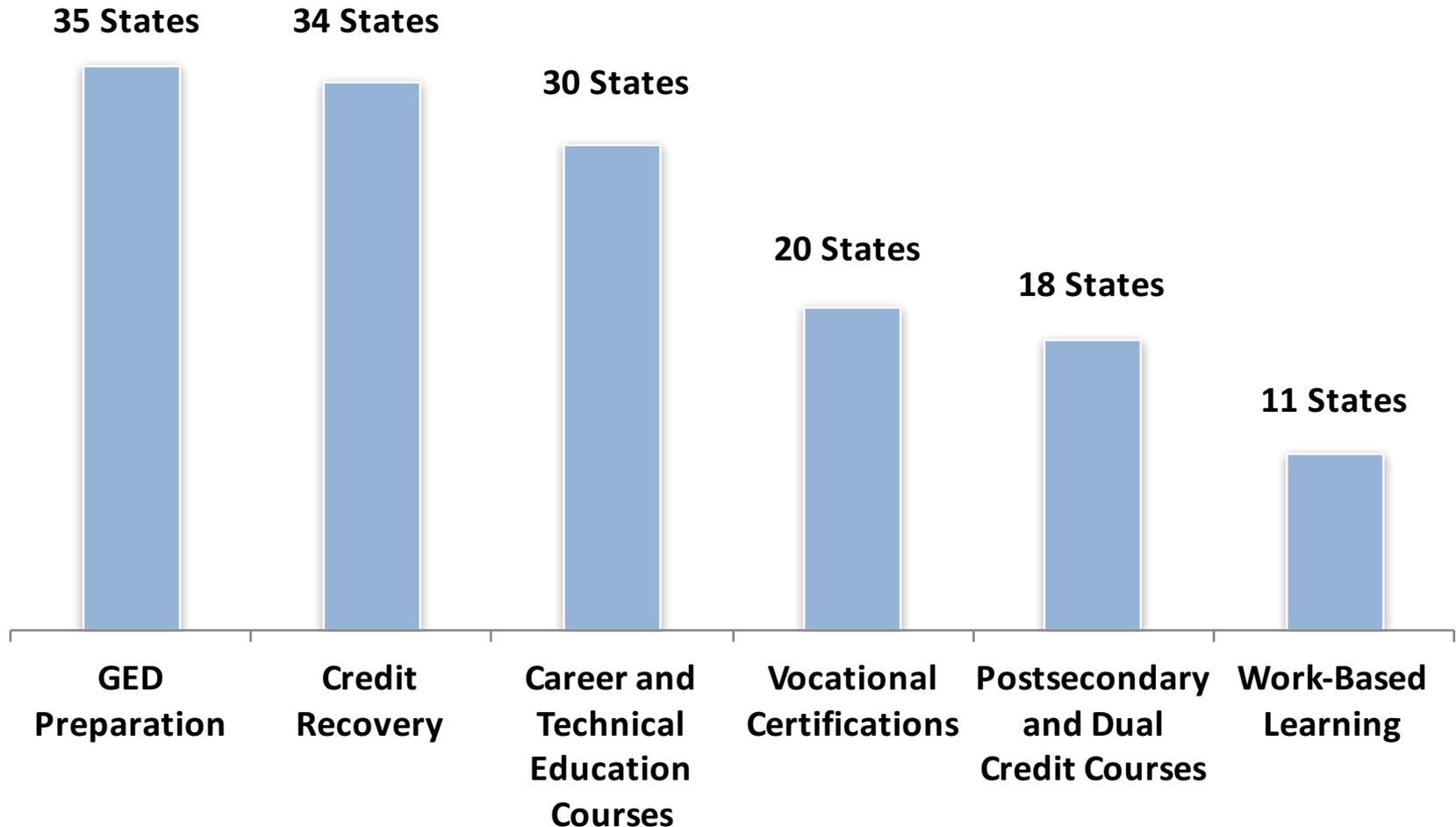
<sup>4</sup> Detention facilities outside short-term, temporary care in a civically sensitive environment for youth who are in custody pending court disposition, as well as for youth who have

## Key Finding #1

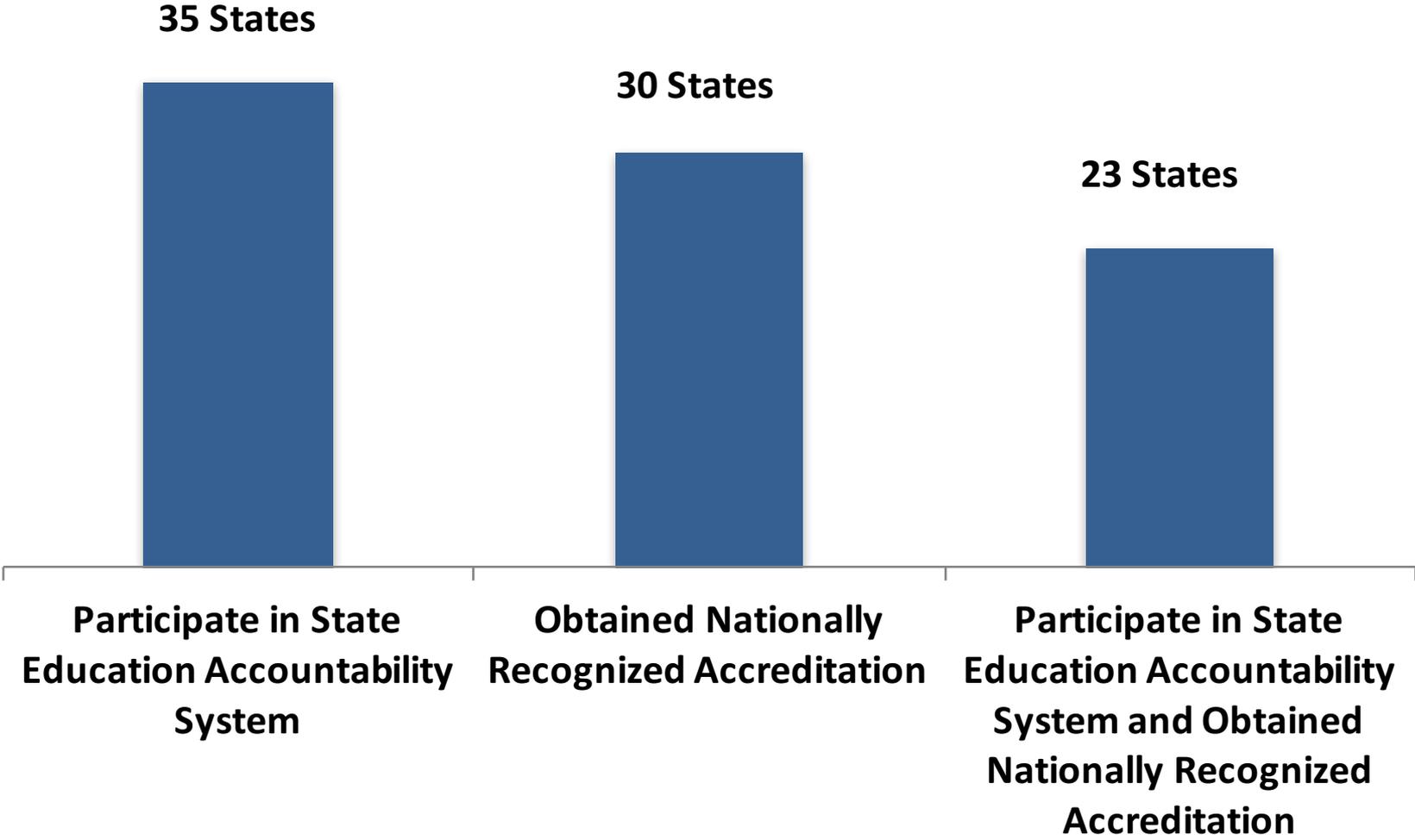


**Most incarcerated youth do not have access to the same educational and vocational services as their peers in the community, and they do not attend schools that have the same rigorous curriculum and student performance standards as traditional public schools.**

# Only 8 states provide access to the same educational and vocational services to ALL kids



# Less than half of states participate in state's accountability system and are nationally accredited

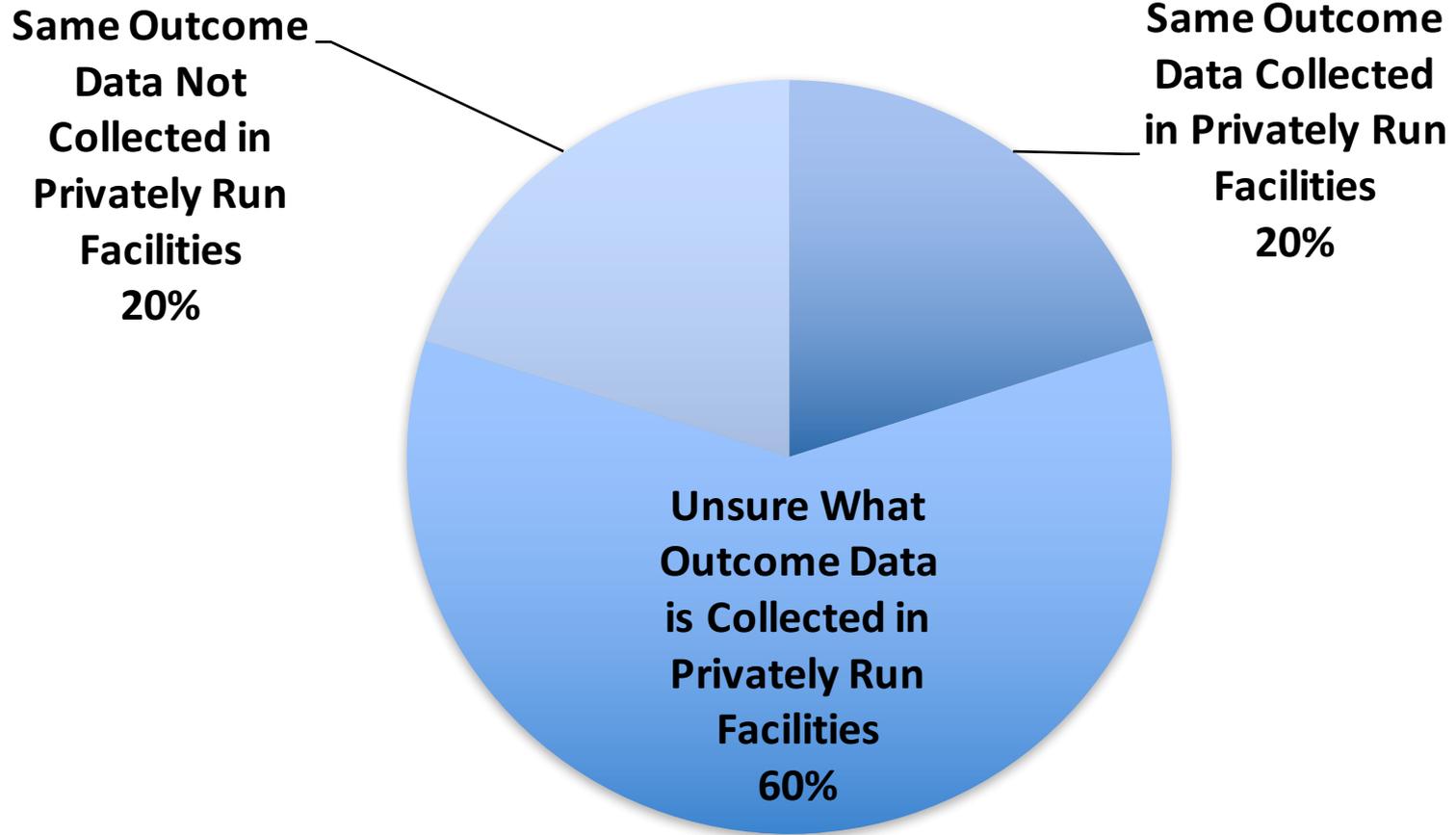


## Key Finding #2



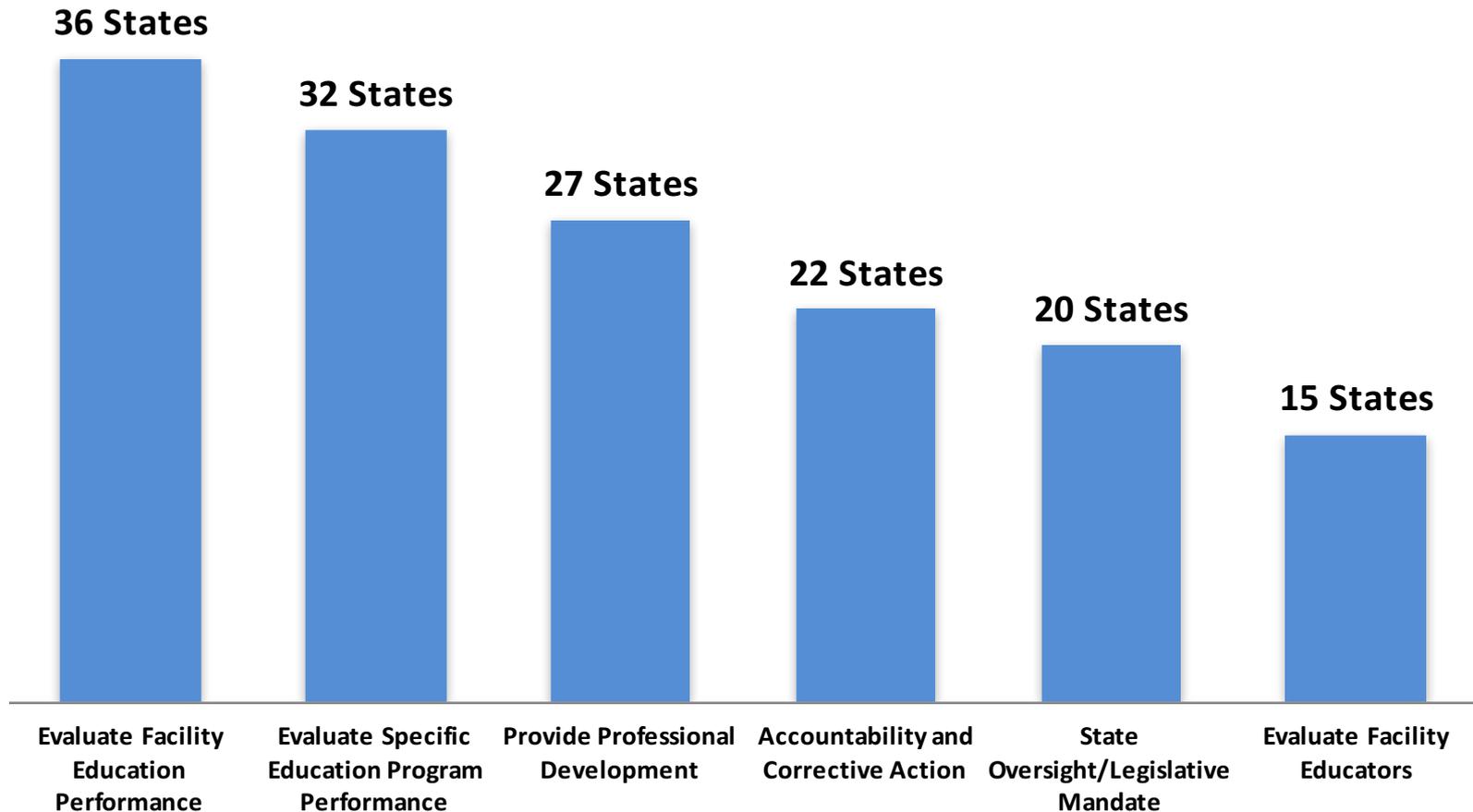
**Most states do not collect, track, and report student outcome data for incarcerated youth in all facility schools.**

# Less than quarter of states collect same outcome data for youth in privately run facilities



# States are not analyzing and using outcome data to hold schools and staff accountable

## States' Use of Student Outcome Data



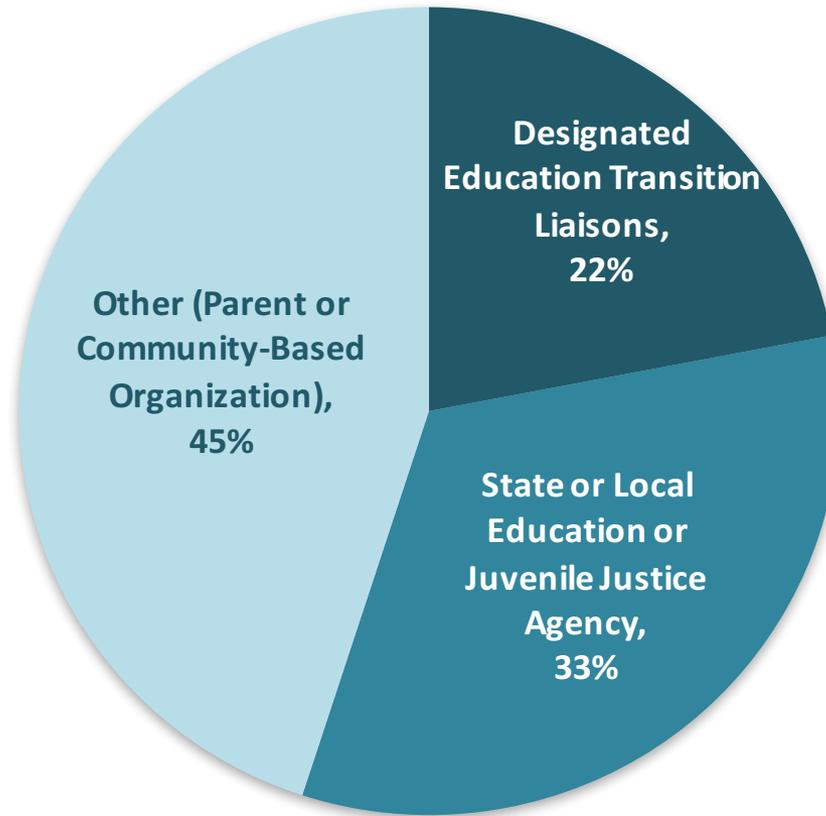
## Key Finding #3



**Policies and practices employed in most states make it especially challenging for youth released from incarceration to make an effective transition to community-based educational or vocational services.**

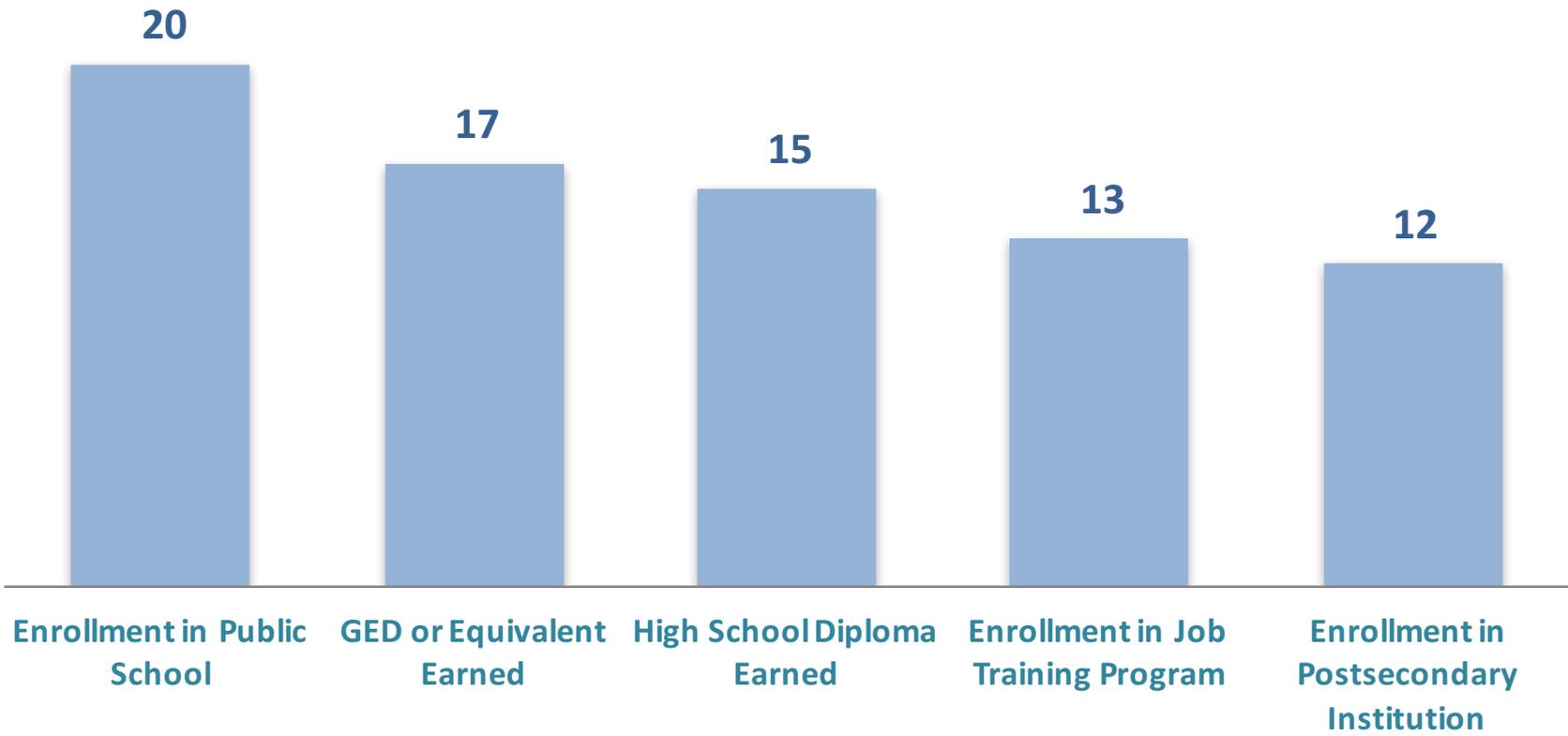
In nearly half of the states, no government agency is responsible for ensuring that youth incarcerated transition successfully to an educational or vocational setting in the community

**Entity Primarily Responsible for Education Transitions for Incarcerated Youth**



# Most states do not track whether youth released from incarceration subsequently enroll in public school, graduate from high school, and/or enroll in a job training program

## States' Collection of Student Outcome Data For Youth Post Release



# Additionally, Additional Barriers Continue to Exist to Improving Outcomes for Young Adults



Evidence-based programs are **not well-tested** for young adults



Young adults **age out** of key service systems, and those systems are **not well aligned**



Disproportionately impacted by **collateral consequences** related to education, employment, and housing



Systems are not sufficiently **tracking outcomes** for this population

# State Policy and Practice Recommendations

**1.** Require all facility schools to provide incarcerated youth with **access to the same educational and vocational services** that are available in the community.

**2.** **Hold all facility schools accountable** for student performance and meeting **college- and career-readiness standards** that are aligned with state requirements for traditional public schools.

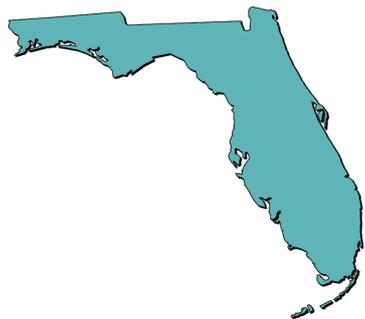
**3.** **Track data on a minimum set of key student outcome indicators** for incarcerated youth, and develop the infrastructure needed to collect and analyze these data.

**4.** Establish formal processes for reviewing student outcome data for incarcerated youth and **use these data to evaluate and improve school performance.**

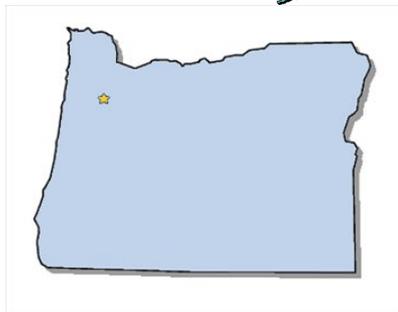
**5.** **Designate a single agency responsible for ensuring youths' successful transition** to a community-based educational or vocational setting after release from incarceration.

**6.** Require juvenile justice and education agencies to **track and report on a minimum set of student outcome for youth post-release.**

# Promising State Approaches to Improving Educational Outcomes for Justice Involved Youth and Young Adults



Florida statutes require the development and implementation of a **new accountability system** for Department of Juvenile Justice Schools



Oregon Youth Services works in partnership with Office of Public Instruction to provide a **full range of educational and vocational services**



Massachusetts Department of Youth Services employs **education coordinators** to work with all incarcerated youth to facilitate successful reentry

# Thank You

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For more information, contact Nina Salomon ([nsalomon@csg.org](mailto:nsalomon@csg.org))



*The presentation was developed by members of the Council of State Governments Justice Center staff. The statements made reflect the views of the authors, and should not be considered the official position of the Justice Center, the members of the Council of State Governments, or the funding agency supporting the work. Citations available for statistics presented in preceding slides available on CSG Justice Center web site.*



# Perspectives on Building Pathways for Vulnerable Populations: *The Reentry Employment Benchmarking Study*

**American Youth Policy Forum Discussion Group  
July 20, 2016**

**Jessica R. Kendall, JD, Senior Technical Specialist  
ICF International**



# Background

## Returning Citizens and Disconnected Young People

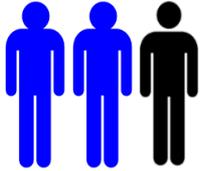
**12-14 million** ex-offenders of working age (18-64)

**600-700,000** are released from prison annually—about **33% of whom are 18-29**

Lifetime earnings of ex-offenders are almost

**30%**

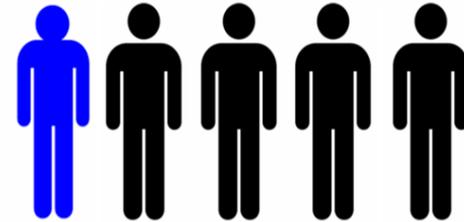
lower than for the rest of the working world



2/3rds are **re-arrested** within 3 years of release



Nearly half are **re-incarcerated** within 3 years of release

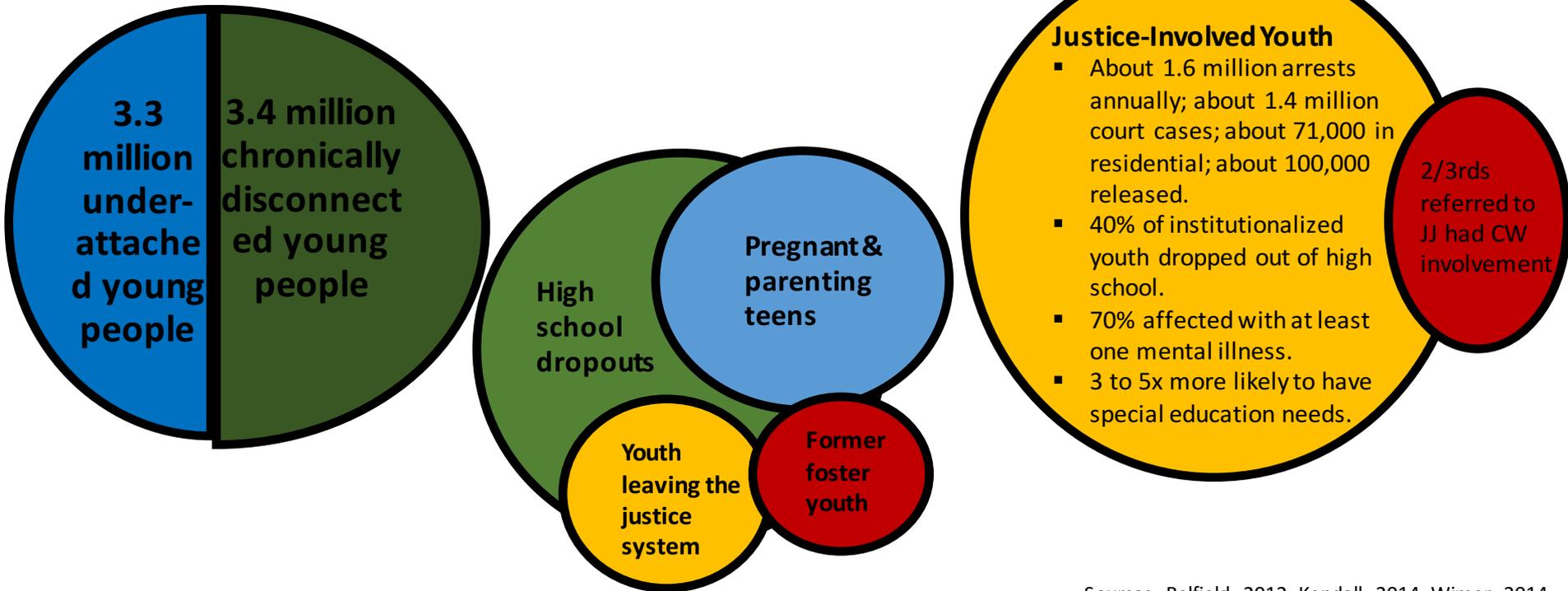


20% of 16-24 year olds are out of school and out of work  
*(Approx 6.7 million youth)*

Sources: Center for Economic and Policy Research, 2010; Durose, Cooper, and Snyder, 2014; Belfield, et al, 2012

# Background

## Returning Citizens and Disconnected Young People



Sources: Belfield, 2012; Kendall, 2014; Wimer, 2014; Bryant, Harris & Bird, 2013; Sickmund, 2014; NCSL, n.d.

# The Benchmarking Study

## Overview

### Key Components to DOL's Reentry Employment Opportunities Program

- Employment-readiness & job placement services
- Strong focus on employer-recognized credentials in high-growth sectors (since 2013)
- Case management & community-based referrals
- Diversion & expungement services
- Mentoring

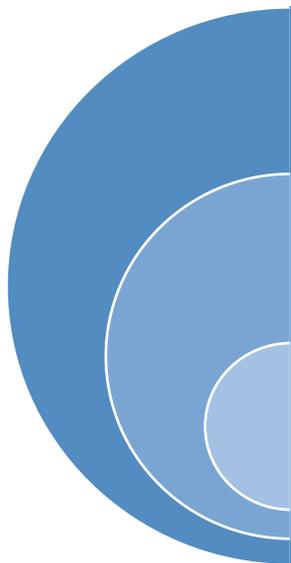
Grant Program Name (Abbreviation)	Years Executed	Number of Grants Awarded	Total Amount Awarded	Target Population & Distinguishing Characteristics
High Poverty, High Crime 1 (HPHC 1)	2011–2013	2	\$17 million	Youth-focused. Funds intermediary organizations to serve juvenile offenders in high-crime, high-poverty communities. HPHC 5 awardees were actually FF 2 intermediary applicants.
High Poverty, High Crime 2 (HPHC 2)	2012–2014	4	\$19.5 million	
High Poverty, High Crime 3 (HPHC 3)	2012–2015	2	\$17 million	
High Poverty, High Crime 4 (HPHC 4)	2013–2016	4	\$20 million	
High Poverty, High Crime 5 (HPHC 5)	2014–2017	4	\$20 million	
Training & Service Learning (TSL)	2012–2015	21	\$30 million	Youth-focused. Funded organizations serving individuals 18-21 who were involved in the juvenile justice system but were never convicted as adults.
Female Ex-Offenders 1 (FExO 1)	2012–2015	9	\$12 million	Adult and youth-focused. Funded organizations to target youth or adult primarily female ex-offenders, but may serve men as well.
Female Ex-Offenders 2 (FExO 2)	2013–2016	8	\$12 million	Adult and youth-focused. Funds organizations to target youth or adult female ex-offenders, but may serve men as well. Focused on those who have experienced trauma or sexual assault/abuse.

Source: U.S. Department of Labor Employment & Training Administration data analyzed by ICF International

# The Benchmarking Study

## Overview

**Goal:** identify promising practices used by high-performing REO programs



Phase I	<ul style="list-style-type: none"><li>• Data analysis of 121 organizations receiving 192 REO grants across 19 cohorts</li></ul>
Phase II	<ul style="list-style-type: none"><li>• Document review of 14 organizations</li></ul>
Phase III	<ul style="list-style-type: none"><li>• Phone interviews and/or site visits &amp; focus groups with 5 organizations</li></ul>

**Key metrics:** credential attainment, employment placement, employment retention, earnings, and recidivism

# The Benchmarking Study

## Key Takeaways & Observations

High performing faith & community-based REO organizations (for adults and youth):

<b>1</b>	<b>INDIVIDUALIZE</b> Service differentiation and individualization based on assessments of criminogenic risk, needs, strengths, and interests.
<b>2</b>	<b>COLLABORATE</b> Closely with prisons, work release facilities, probation and courts to provide timely and appropriate services.
<b>3</b>	<b>CREDENTIAL</b> Provide industry-recognized credentials for in-demand occupations and work closely with employers to place and retain participants in livable-wage jobs.
<b>4</b>	<b>SUPPORT</b> Develop strong relationships with systems of support for program participants.
<b>5</b>	<b>DIVERT</b> Offer diversion services pre-adjudication and even pre-charging for at-risk young people.

# The Benchmarking Study

## Key Takeaways & Observations—Youth & Diversion

### Forging relationships with courts and probation officers

- Many have MOUs with family court to refer youth pre-adjudication.
- REO staff maintain regular communication with the court and POs by attending court with young people and sending regular written reports to judges and POs on progress.

### Dedicating court advocates

- Some have dedicated court advocates who cultivate relationships with POs and courts.
- They also help guide young people through the court system, attending hearings, helping explain court orders and forms.

### Avoiding the system entirely

While outside the purview of the REO grant, some seek ways to reach young people before involvement in the court system—establishing relationships in schools, as well as with law enforcement and individual beat cops to refer at-risk youth or those arrested on minor infractions to avoid the justice system entirely.

# The Benchmarking Study

## Key Takeaways & Observations: Adults

### Assessing risk/resiliency factors & matching service responses

- Using a mix of assessment data and professional judgement to make informed decisions about service delivery.
- Translating levels of risk and resilience to discern whether participants receive more (or less) intensive services.
- Tailoring employment readiness services to individual's specific needs (learning styles/goals).

### REO program pre-release services

- Several high-performing REO grantees are offering pre-release training and case management, as well as cognitive-behavioral therapy-based mentoring.
- Vocational training plus basic adult education, and case management has been shown to increase employment placement, wages and reduce recidivism.

Sources: Cook, P. J., et al., 2015;  
Davis, L. M., et al., 2014  
Duwe, G., 2013

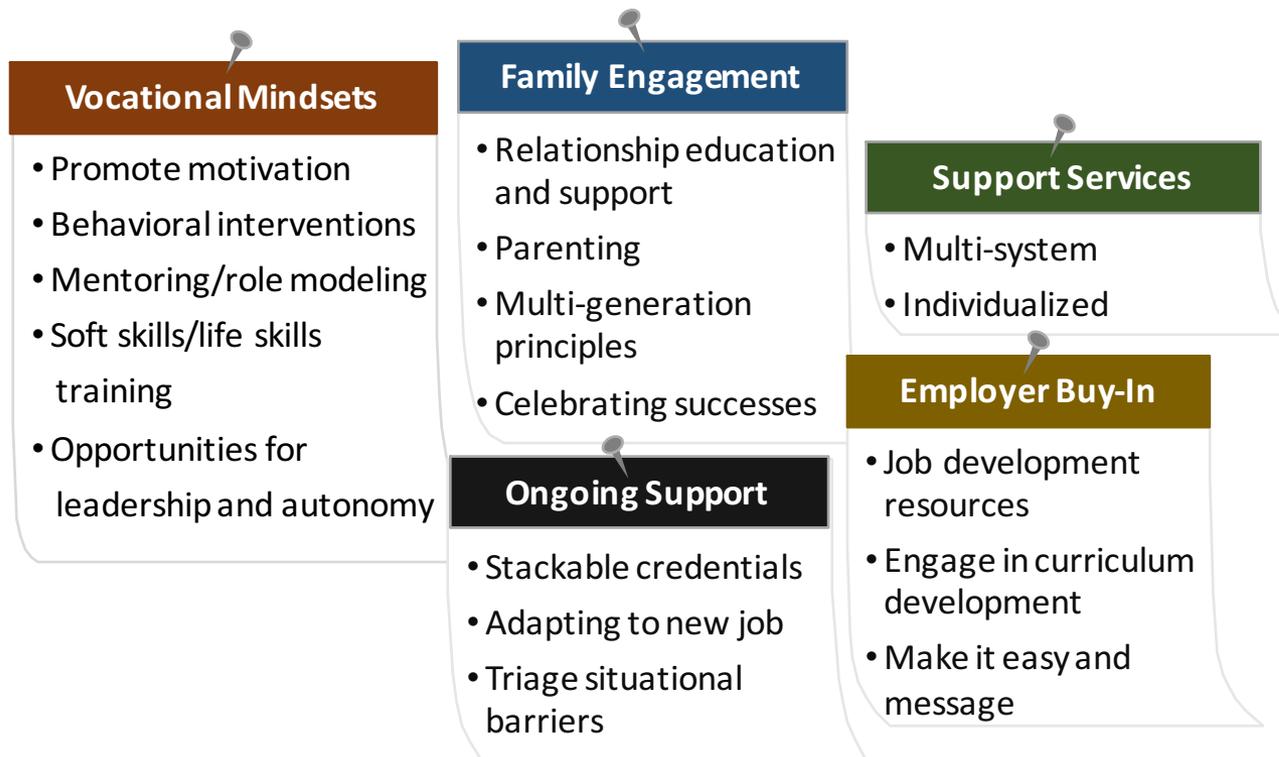
### Pre-release challenges

- Turnover in prison facility staff.
- No formal agreements with facilities—access based only on relationships.
- Logistical barriers relating to computer & internet access.
- Competing demands between work-release facility expectations & REO employment and education supports.

# Benchmarking Study Recommendations

- ✓ Build capacity to use **research-validated assessment** instruments (helping identify different remedies for different populations).
- ✓ Build capacity to use **trauma-specific and trauma-informed** approaches.
- ✓ Increase opportunities to **formalize relationships with prison facilities** and access participants early.
- ✓ **Align objectives** between work-release and employment reentry programs.
- ✓ Support opportunities for increased use of **local LMI and employer engagement** strategies to create stacked credentialing opportunities for returning citizens.
- ✓ Emphasize further research in:
  - ✓ Effects of pre-release supports—CBT, assessment and employment readiness.
  - ✓ Career pathways & returning citizens—employment strategies that work.
  - ✓ Enhanced case management & returning citizens—navigational coaching, motivational interviewing, etc.

# Additional Takeaways Re: High-Risk Disconnected Young People



Sources: Hossain & Bloom, 2015; Marks, et. al, 2016; Kendall & Pilnik, 2013



# Best Practices in Action

- \* Monique De La Oz, Senior Director of Learning and Career Development, Phipps Neighborhoods
- \* Geoff Foster, Director of Organizing and Policy, UTEC
- \* Jodi Rosenbaum, Founder and CEO, More Than Words
- \* Melissa Sawyer, Co-Founder and Executive Director, Youth Empowerment Project
- \* Moderator: Zach Malter, AYPF

# Effective Career Pathway Program Models:

## Rising Above Poverty

Presented by:

Monique De La Oz  
Senior Director of Learning and Career Development  
Phipps Neighborhoods  
July 20, 2016



# Today's Presentation

- Overview of Phipps Neighborhoods
- Effective Career Pathway Program Models
  - **New York City Justice Corps program in the Bronx.**
  - **Phipps Neighborhoods, Career Network: Healthcare program**
- Key Employer Engagement strategies

# Phipps: Community Impact Model

- We developed a **Community Impact** model to maximize our ability to provide communities with the resources needed to increase opportunities, strengthen neighborhoods and *transcend* poverty.
- This model is marked by four key characteristics:
  1. Targeted program areas
  2. Integrated approach
  3. Continuous improvement strategy
  4. Geographic focus

# Our approach in serving “Opportunity Youth”: Workforce, Leadership and Youth Development

- It Takes a Village to Raise a Child
- Each One, Teach One
- You are Not the Boss of Me
- Accentuate the Positive
- Reach Out and Touch Someone

# NYC Justice Corps Program

- The NYC Justice Corps seeks to develop the capacity of neighborhoods to address the reintegration challenges of their young adults reentering from the criminal justice system.
- Aim to instill a sense of civic responsibility and accountability to the communities to which they return.
- A tailored approach to career pathways—including evidence-based recidivism reduction strategies.

# Justice Corps Demographics

- Who do we serve?
  - Court involved youth ages 18-24
  - Bronx (Phipps), Manhattan, Brooklyn and Queens
  - Predominately men
  - Individuals at medium to high risk of recidivism
  
- Criteria for enrollment
  - Age requirement
  - No Education requirement (HSE/HS)
  - Interview and Pre-Screening Process

# Bx JC Program Length

<b>Phase One</b>	<b>Phase Two</b>	<b>Phase Three</b>
Orientation	Community Benefit Service Project	Graduation Placement Services
1 week	15 weeks	8 weeks

- A Bronx Justice Corps program cycle is for a total of 16 weeks with 8 weeks of retention services. (Total: 6 months)
- Program services are offered Monday-Thursday from 10:00AM-4:00PM
- Corps members will work a total of 5 hours per day (excluding a lunch hour)

# Justice Corps Key Components

- **Recidivism reduction strategies**
  - Service Planning Instrument (SPIn) Reentry standardized assessment tool to identify risk factors and protective factors for every participant.
  - Cognitive behavioral interventions
- **Bridge Placements in education, vocational and employment**
  - Average wage for Justice Corps graduates: \$11.42
- **Community Benefit Projects (CBPs)**
  - Corps members conduct a “community mapping” exercise to identify the unmet needs in their neighborhoods and design and implement their own community benefit project with input and approval from the Community Advisory Boards

# Justice Corps: Career Pathways

- **Intensive work readiness services**
  - Phipps Contextualized Curriculum in Customer Service is an employer-driven and sector focused initiative leading to entry-level customer-service jobs in growing NYC employment sectors, such as retail and service.
  - Curriculum Development with key retail employer's in NYC.
- **Career exploration and Job Readiness**
  - Individual and group sessions
  - Employer Site Visits
  - Guest Speakers and Career Panels
- **Employment Credentials**
  - Occupational Safety Health Administration (OSHA) including other's.



# Career Network: Healthcare

**CAREER NETWORK: HEALTHCARE** is a 13 week employer driven career exploration and training program. It was launched by Phipps Neighborhoods in March 2014 in partnership with Montefiore Health System and Hostos Community College.

The goal of the Career Network: Healthcare program is to place participants in career-oriented jobs and education programs that yield portable credentials and that lead to long-term self-sufficiency.

# CNH: Demographics

- Who do we serve?
  - Young adults between the ages of 18-26
  - Primarily Bronx Residents
  - Predominately women
- Criteria for enrollment
  - Age requirement
  - Education requirement (HSE/HS)
  - Customer Service Experience
  - Interview



# Career Network: Healthcare Program Length

<b>Phase One</b>	<b>Phase Two</b>	<b>Phase Three</b>	<b>Phase Four</b>
Induction and Orientation	Foundations and Career Exploration	Externship Placement	Graduation Placement Services
1 week	8 weeks	4 weeks	1 year

A CNH program cycle is for a total of 13 weeks with 1 year of retention services. (Total: 1 year and beyond.)

-Program services are offered Monday-Friday from 9:00AM-4:00PM

-CNH members are engaged 5 hours per day (excluding a lunch hour)

# Career Network: Healthcare Data

- 192 enrolled
- 136 completed (71%)
- 110 students achieved at least 1 outcome
- 88 students employed in health care FT/PT/Pier Diem in Administrative/Clinical/Non-clinical positions
  - 12 have career advancement opportunities
- \$16 average hourly rate
- 65% of placements with benefits
- 42 earned credentials: Patient Care Technician, Emergency Medical Technician, Certified Medical Assistant, Dental Assistant, Medical Billing and Coding

# Key Strategies for Successful Youth Employment Outcomes

- **Develop and Sustain: Strong Employer Relationships**
  - Partnerships: Community Based Organization/Non Profit, Education/Training Institute, and Lead Employer
  - Engage employers in all aspects of the program model, staffing and design
- **Engage Program Alumni**
  - Street Outreach Team
  - Peer Leadership Academy
  - Guest Speakers
  - Connections with Employers
  - “Word of Mouth” recruitment and outreach efforts

# THANK YOU

Monique De La Oz,  
Senior Director of Learning and Career Development  
[mdelaoz@phippsny.org](mailto:mdelaoz@phippsny.org) or 646.529.1685

“We cannot always prepare the future for our youth,  
But we can always prepare our youth for the future.” -FDR



# UTEC

**BREAKING BARRIERS TO YOUTH SUCCESS**

**UTEC's mission and promise is to ignite and nurture the ambition of proven-risk youth to trade violence and poverty for social and economic success.**



**BREAKING BARRIERS TO YOUTH SUCCESS**



# Youth Population:

- **16-24 Young Adults**
- **System-Involved**
- **Gang-Involved**
- **Unemployed**
- **Dropped Out**
- **Young Parents**



# Programming:

- **Street Outreach**
- **Jail Re-entry**
- **Case Management**
- **Workforce Development**
- **Education**
- **Organizing**



# Social Enterprises:

- **Mattress Recycling**
- **Café UTEC**
- **Culinary / Catering**
- **Woodworking**
- **Food Manufacturing**





# OUTCOMES & IMPACT

## SNAPSHOT

### FY2016

RECIDIVISM    EMPLOYMENT    EDUCATION

### UTEC's OUTCOMES

**83%** of youth who left UTEC programming have not been arrested in the last 2 years since leaving UTEC.

**82%** of youth who left UTEC programming were employed 2 years later.

**24%** of youth who engaged in our HiSET classes obtained a high school credential.

Learn more at [www.utec-lowell.org](http://www.utec-lowell.org)

### State and Federal OUTCOMES

**50%** of 18-24 year-olds who are incarcerated to county facilities in Massachusetts are re-arraigned within 1 year, and 76% are re-arraigned within 3 years.\*

**40%** Former inmates earn an average of 40% less than they would if they had not been incarcerated. In Massachusetts this amount totals \$760 million in lost wages annually.\*\* UTEC works to help our youth avoid this potential wage loss.

**<20%** of incarcerated males ages 18-24 nationally have attained at least a high school diploma or GED\*\*\*

168 youth ages 16-24 participated in our intensive programming in FY16.



95% had more than one risk criteria, including 14% who had all four.

**500+** additional youth served through Streetworker engagement, enrichment activities, and other events.

\*Council of State Governments Justice Center, 2016. \*\*Forman, B. & Larivee, J. (2013). Crime, cost, and consequences: Is it time to get smart on crime? Boston: MassINC. \*\*\*Schiraldi, U., Western, B., & Bradner, K. (2016). Community-based responses to justice-involved young adults. New Thinking in Community Corrections. Cambridge, MA: Harvard Kennedy School.



# UTTEC

**BREAKING BARRIERS TO YOUTH SUCCESS**



**MORE**  
**THAN WORDS**

# EMPOWERING YOUTH TO

TAKE CHARGE OF THEIR LIVES  
BY TAKING CHARGE OF A BUSINESS

July 20, 2016



American Youth  
Policy Forum

# HOW IT'S ALL



## GAINING PROFESSIONAL SKILLS: THE “BUSINESS JOB”

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- Paid work ~20 hours/week
- Online, retail, wholesale, business development, truck shifts and pop ups
- Peer-led trainings and team meetings
- Store events, public speaking, customer service
- Performance reviews and promotions

## SUCCESSFULLY NAVIGATING LIFE: THE “YOU JOB”

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- Case management for essential life skills (bank account, housing, ID, navigating systems of care)
- SMART goals, modules, workshops
- Mock interviews, leadership dinners, site visits
- Education coaching and accountability

## ONGOING SUPPORT: THE GRADUATE PROGRAM

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- 2 yrs. of follow-up support and case management
- Higher education coaching (college applications, financial aid)
- Individual assessments every 6 months to ensure accountability and progress
- Opportunities to serve as role model for youth training and represent MTW at events

Question  
Zero?

# What exactly are you trying to accomplish?

## Education

- Youth pursue and attain HS Diploma or HiSet with >90% attendance and > C GPA
  - Youth create education plan and attain the post-secondary education that best fits their career goals

## Employment

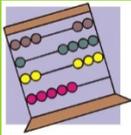
- Youth acquire, practice, and demonstrate the key job skills that lead to success in the 21<sup>st</sup>-century job market
- Youth acquire and retain employment after MTW job

## Self-efficacy

- Youth progress through MTW: goal setting, overcoming barriers, control over education and employment plans
- Youth secure life essentials: housing, health, legal, and personal finances

***“My first priority is to graduate High School. The plans that I have been working on in my YOU job are: getting my college applications in, creating a budget, getting a bank account, and looking at more colleges.”***

# MTW EVALUATION: HOW ARE WE DIFFERENT?

<u>Culture of Data and Evaluation</u>	<u>Traditional Practices</u>	<u>More Than Words</u>
<p>Who enters, analyzes, and interprets data?</p>		
<p>What role do youth play in evaluation and learning?</p>		
<p>How does the organization feel about data?</p>		
<p>What do we measure?</p>		

# What does the data tell us?

- Did we achieve our recruitment goals for new youth?
- Did each youth receive the intended dosage of support and programming?
- Did youth make progress and/or achieve education, employment, and self-efficacy outcomes?
- How can we better serve our youth next month/quarter/year?



## Example FY16 Outcome for youth in their first two years after working in the Core Social Enterprise.

### Overall Productivity

N=112 youth in Graduate Programs



**50 Youth (45%)** spent 45+ hours per week in education and/or work

**34 Youth (30%)** spent 30-45 hours per week in education and/or work

**19 Youth (17%)** spent 15-30 hours per week in education and/or work

# Youth Empowerment Project

Empowering Young People to Improve  
Their Lives and the Lives of Others

[www.youthempowermentproject.org](http://www.youthempowermentproject.org)





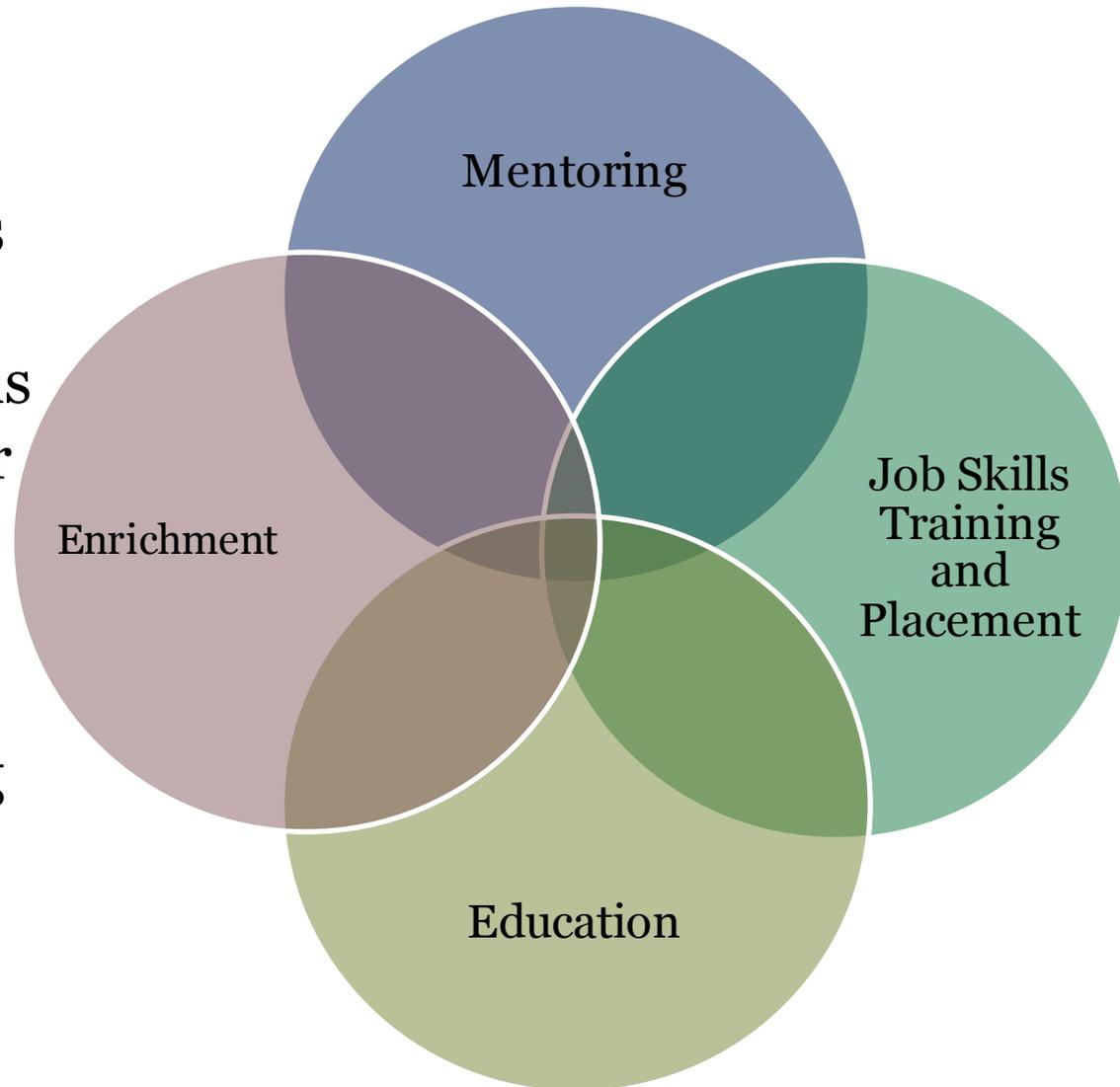
YEP's mission is to engage underserved young people through community-based education, mentoring and employment readiness programs to help them develop skills and strengthen ties to family and community.

# History

- **2001-2003** – YEP Co-Founders worked together at the Juvenile Justice Project of Louisiana (JJPL) with the Post Disposition Project
- **2003** – Act 1225, the “Juvenile Justice Reform Act” passes in the state of Louisiana
- **2004** – YEP was formed as Louisiana’s first re-entry program for young people leaving state operated secure juvenile justice facilities
- **2005** – YEP played a critical role in supporting displaced youth and their families and helping the LA Office of Juvenile Justice in the months immediately after Hurricane Katrina

# YEP Today

- Today YEP operates 11 programs in the Greater New Orleans area and serves over 1,000 young people annually
- YEP's programming can be broken into four service areas



# YEP Today

## Mentoring

Community Based Mentoring

Community Based Prevention

Youth Futures Initiative

Community Reintegration

## Workforce Training and Placement

Trafigura Work and Learn Center

Postsecondary and Employment Transition Services

## Education

NOPLAY  
(New Orleans Providing Literacy to All Youth)

The Village

## Enrichment

Afterschool Enrichment

Summer Camp

Camp Mariposa

# Current New Orleans Landscape

- **43%** of children under 18 live in poverty.<sup>1</sup>
- The suspension rate for black students is **3x higher** than for white students.<sup>1</sup>
- **65%** of black male high school students graduate on time (in four years).<sup>3</sup>
- **39%** of all New Orleanians aged 16 and over read at or below a 5<sup>th</sup> grade level.<sup>2</sup>
- **52%** of black men in New Orleans are unemployed.<sup>4</sup>
- 18-24 year olds make up 10% of the population, but represented **28% of homicide victims** in 2014.<sup>1</sup>
- **20%** of Youth in New Orleans report having symptoms of PTSD, **4x** the national rate.<sup>5</sup>

*1. New Orleans Data Center, 2. Literacy Alliance of Greater New Orleans, 3. Louisiana Department of Education, 4. Lindy Boggs National Center for Community Literacy, 5. Institute of Women and Ethnic Studies (IWES)*

# Opportunity Youth

- **Opportunity Youth are defined as *young adults between the ages of 16-24 who are not connected to school or work***
- There are an estimated **26,000 opportunity youth** in the metro New Orleans area. The city has the **third highest** rate of disconnection in the country (behind Memphis and Las Vegas)
- Opportunity youth “**cost**” **the city \$360 million** a year in lost wages and increased cost of social services

# YEP's Programs Designed to Support Opportunity Youth:

- The Village (16-21 year olds)
  - High school equivalency classes and community-based mentoring and wrap-around supports
- The Work & Learn Center (16-24 year olds)
  - Job readiness training (soft skills, real-world hard skills, wrap-around supports and stipends)
- Postsecondary & Employment Transition Services (16 and up)
  - Placement and retention support for YEP participants who are seeking employment and/or postsecondary credentials

# The Village

- Structured and managed classroom setting with classes capped at 15 students
- Lead Instructor
- Peer Instructor, typically a Village graduate
- Youth Advocate, provides mentoring and case management
- Individualized Service Plans developed at intake and revised each semester
- Holistic supportive services provided by the “Village team”
- Programming is easily accessible, limited barriers to entry (bus tokens provided, easy intake process)
- Emphasis on supporting LGBT youth and black male students



# NOPLAY Summer Scholars

HISSET students earn stipends for five weeks where they:

- Experience intensive academic instruction
- Take part in intensive job readiness instruction
- Learn the college application process
- Earn stackable credentials
- Shadow career path opportunities
- Attend service learning activities
- Visit an out-of-state college
- Access ongoing, intensive career and postsecondary placement services



# Trafigura Work & Learn Center

- Hard and soft skill job readiness instruction
- Curriculum delivered in 6-week sessions
- Young people earn a stipend for participation

Programing is delivered in to two “phases”:

- PHASE 1
  - Hard skills
  - 24 hours of soft skills instruction
- PHASE 2
  - An additional 6 week internship/externship



# Postsecondary & Employment Transition Services

- Individualized support for YEP participants 16 and over
- Over 20 community partners including:
  - Lambeth House
  - Brennan's Restaurants
  - Dryades Public Market
  - Delgado Accelerated Career Education
  - Nunez Community College
  - Tulane University's Earn & Learn
  - Bard Early College
- Assistance with overcoming barriers to success:
  - Transportation
  - Books
  - School supplies
  - Housing
  - ACT and Testing Fees
- College and Career Fairs



# What Makes YEP's Services Effective?

- Relationships and Consistency: Youth Advocates
- Hiring, training and retaining staff who reflect the population YEP serves
- Programming and services are based in the communities where young people live and are responsive to needs expressed by youth
- Services are adaptable and flexible and adjust to the changing landscape

# Outcomes for Opportunity Youth

- **308** High School Equivalencies earned
- **60%** of NOPLAY students achieve at least one EFL (2 grade levels) gain annually
- **105** participants placed in external employment opportunities in 2015
- To date, **90** participants enrolled in Postsecondary Institutions
- **89%** of student placed in post secondary opportunities are retained for at least 3 semesters.
- Since its inception, **50%** of Work and Learn trainees have been placed in external employment opportunities.
- During the last fiscal year YEP youth advocates made **9,706** successful contact attempts with youth participants; and they cumulatively spent **7,908** hours with young people.



# Barriers to Success

- Public per pupil funding in Louisiana does not follow young people into adult education who withdraw from the traditional K-12 system
- Adult basic education service across the state are under resourced. In Louisiana, the state on average spends **\$10,307** per high school student and only **\$556** per adult ed student.
- New Orleans has limited charitable funding base (only 1 Fortune 500 company), few local foundations, overextended individual donors
- Only **32%** of YEP's funding comes from public entities.
- In 2016, Louisiana is facing a **\$2 billion** budget deficit, with education and health to bear the brunt of cuts

# Opportunities for Success

- 1) MFP/Village Pilot
- 2) Course Choice
- 3) Increased Emphasis on Data
- 4) Potential for Program Replication



# Panel Discussion: Policy Opportunities and Barriers

- \* Kisha Bird, Director, Youth Policy, Center for Law and Social Policy
- \* Thaddeus Ferber, Vice President, Policy Advocacy, Forum for Youth Investment
- \* Jennifer Miller, Founding Partner, Child Focus; Lead Consultant, Foster Care Working Group, Youth Transitions Funders Group
- \* Jennifer Pokempner, Child Welfare Policy Director, Juvenile Law Center
- \* Moderator: Monique Miles, Director, Opportunity Youth Incentive Fund; Deputy Director, Aspen Forum for Community Solutions, Aspen Institute

# Next Steps

- \* Summary document
- \* Share resources
- \* Look forward to continued conversations