This Supplement to the DOL YouthBuild Placement Toolkit provides the following:

- Focused look at the role of the Job Developer, which is designed to highlight the distinct role that a job developer holds at a YouthBuild program

- Employer partner-focused placement templates based on best practice examples from the YouthBuild field, designed to be self-explanatory and easily implemented

- The actual best practice placement examples on which these templates are based, which are created and used by active DOL YouthBuild programs

- Resources that highlight the important role of Job Developers in developing strong placement and retention relationships between post-secondary and apprenticeship partners and YouthBuild participants, and provide guidance on planning and evaluation of placement strategies and partnerships
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## Employer Partner and Participant-Based Resources, Templates, and Best Practices

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<th>Name</th>
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<tbody>
<tr>
<td><strong>1.0</strong> Resource: Six Steps to Placement Success&lt;br&gt;This white paper by Workforce 2.0’s Abraham J. Jankans, CEO, and Ian Connell, COO, provides a cogent analysis of the six essential steps needed to be more effective at placing workers.</td>
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<tr>
<td><strong>1.1</strong> Placement Template: Blitz Day (professional skills and active internship day for graduates)&lt;br&gt;This template was developed from a successful practice created by the Project ReBuild, Inc. YouthBuild site in Canton, OH. This practice effectively adds to the professional development and hands-on work skills of YouthBuild graduates and offers an opportunity for program employer partners to actively observe graduate placement potential.</td>
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<td><strong>1.2</strong> Placement Practice: Blitz Day&lt;br&gt;This is the actual practice as it was developed and used by the Project ReBuild, Inc. YouthBuild program in Canton, OH.</td>
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<td><strong>1.3</strong> Placement Practice: Employment Partnership Flyer&lt;br&gt;This one-page, eye-catching flyer, designed and used by YouthBuild North Shore in Salem, MA, creates the space for a strong, personal, active conversation between a YouthBuild program and its potential/existing employer partners. Using a conversational voice, this visual document presents a good follow-up strategy for engaging an employer partner after an MOU or as a regular reminder for program partners to prioritize the YouthBuild program for work experience opportunities including internships and placements.</td>
<td>21</td>
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<tr>
<td><strong>1.4</strong> Placement Template: Employer Advisory Council (EAC) Engagement Checklist&lt;br&gt;This EAC Annual Engagement Commitment checklist designed and used by Mile High Youth Corps (MHYC) in Denver, CO, offers a specific scope of work proposal for partnerships which can easily be modified as needed and gives both the MHYC YouthBuild program and the employer partner a pact for active engagement around placement.</td>
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<tr>
<td><strong>1.5</strong> Placement Practice: EAC Engagement Checklist&lt;br&gt;This checklist was designed and used by MHYC</td>
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<td><strong>1.6</strong> Placement Template: Sample Letter to Internship Partner&lt;br&gt;This sample letter for a YouthBuild program’s proposed internship employer partner, created by MHYC, clearly lays out the scope of an active internship partnership including the number of interns, for what period of time, programmatic</td>
<td>24</td>
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</tbody>
</table>
### Placement Practice: Letter to Internship Partner
- This internship partnership letter was developed and used by MHYC for its ongoing internship program.

### Placement Template: Employer MOU Template
- This template developed and used by MHYC lays out a detailed MOU which includes a clear purpose, a statement of mutual benefit and what each party will provide to the partner and to the participants.

### Placement Practice: Employer MOU
- This Employer MOU was developed and used by MHYC.

### Placement Practice: Internship/Job Description
- An internship/job description created and used by Pathways YouthBuild in Petersburg, VA, which details specific scopes of work including duties, time commitment, purpose, and other key elements for participants engaging in those internships and jobs.

### Post-Secondary Partner and Participant-Based Resources

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Resource: Online Graduate Support Resources</td>
<td>This mini toolkit links to websites that provide free resources to assist grantees’ graduate support service efforts, and includes resources on the following topics: On-Campus Activities; Financial Support; Mental Health and Substance Use Treatment; Undocumented Students; and Homelessness or Housing Insecurity.</td>
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### Apprenticeship Partner and Participant-Based Resources, Templates, and Best Practices

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</thead>
<tbody>
<tr>
<td>Placement Practice and Resource: Bridge to Apprenticeships</td>
<td>This PowerPoint, created by YouthBuild California Charter School’s Construction Academy in Los Angeles, CA, spans the creation and history of the Academy’s apprenticeship-based approach to placement in the construction trades and explores how their teaching, training, and linkages support the success of those placements.</td>
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<tr>
<td>Resource: Making Apprenticeship Work for Opportunity Youth</td>
<td>This case study exploration of a pre-apprenticeship and apprenticeship bridge program was created by the Training Fund in Philadelphia, PA. The program leads participants to jobs as direct support professionals in behavioral health services. These in-demand jobs pay up to double the state minimum wage and offer opportunities for further</td>
<td>64</td>
</tr>
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</table>
career growth. The required coursework allows participants to earn 24 college credits toward an Associate's degree in health and human services by the time they complete their apprenticeship year, which can then be applied to continued education in this career path at Philadelphia University, with access to high-skilled, well-paying jobs on every rung of this career ladder.
The YouthBuild Job Developer

Job Developers are integral to the success of a YouthBuild program’s placement and retention. They are a central part of the placement strategy, overseeing contact and follow-up with participants and employers.

The Job Developer’s main interactions take place with the following audiences:

1. YouthBuild participants
2. Employer partners (can include military, apprenticeship, small business, national business, etc.)
3. Post-secondary education partners
4. American Job Center partners

The Job Developer needs to establish ongoing active connections between partners and participants.

Demand-Centric Model (DCM)

Workforce 2.0’s CEO Abraham Jankans and COO Ian Connell developed a resource, 6 Steps to Placement Success, which is included in this Placement Toolkit supplement. In this resource, they recommend the creation of a clearly articulated structure for staff roles, which they call a Demand-Centric Model.

Jankans and Connell state that “the key to successfully implementing a Demand-Centric Model is making the changes in your workflow process so that the employer now becomes the ‘client’ and your job development and case management teams work effectively together to present the best qualified candidates for an open position (p. 5).” Below is a breakdown of the DCM roles and process steps from 6 Steps to Placement:

Staff Roles

- **Job Developer**
  The Job Developer cultivates relationships with the employer (client) to secure job openings for an inventory of candidates, and then communicates pertinent information and opportunities to case managers. As “relationship managers,” they are the center of the process.

- **Case Manager**
  The Case Manager reviews their pool of qualified participants. They conduct outreach to participants, identify the best qualified participants available, and connect them to the Job Developer.
Key Steps In DCM Process:

- **Candidate Presentation**
  It is vital that the Job Developer knows how to effectively present candidate to the employer. Just forwarding resumes to a hiring manager is not enough. A savvy job developer must know how to bypass email and present candidates via the telephone or in person, so that an interview decision can be made on the spot.

- **Client and Candidate Control**
  The job developer must also know how to maintain Client and Candidate Control so that the agency (in this case, the YouthBuild program) does not lose control of the process. Consider the job developer like an agent for a high-profile athlete. They handle the presentations (PR), negotiations, and offers; the athlete (candidate) communicates their wants and needs to the agent (job developer), and the rest is handled from there (Jankans & Connell, 2011).

As a placement strategy is developed, it is important to look at the Job Developer role as the pivot point for placement success, both for partners and participants. Ultimately, this strategy provides ongoing growth and sustainability to the YouthBuild program.

**Note:** The Job Developer position must work with participants and partners in primary and secondary ways to jointly solidify participant placements, regardless of whether the placement is a first or second placement (see Job Developer Map). To better understand the type of contact and frequency with which Job Developers should engage with participants and partners, please review the recommendations made in the DOL YouthBuild Placement Toolkit.
Successful Strategies to Transform Your Agency Into A Placement Powerhouse

Is Your Agency Well Positioned To Create Jobs?

- Do your job developers know where to look to find the best jobs?
- Are your job developers talking to the top decision makers of local business?
- Does your staff know how to match the best job seekers to the position?
- Do you know in real-time how well your agency is performing?
- Are bottlenecks in the process holding up successful placements?

Every workforce agency struggles with these challenges, especially in a difficult economic climate. This white paper details proven strategic solutions to these challenges that are now being adopted by many public and not-for-profit WIA agencies.
The stated purpose of workforce development, training and education is to increase employment. Thus, in this time of economic recovery, workforce organizations must look at themselves as neighborhood “employment agencies” with the primary focus of placing workers in jobs. Easy steps can taken to shift operations to be more effective at placing workers.

These steps below will be explained in this white paper:

1. Agency Needs Analysis
2. Process Improvements
3. Technology
4. Staff Training
5. Information Management
6. Job Development & Placement Support

With unemployment still hovering near 10%, the needs of the system today are drastically different. The urgency is now centered on re-employing the large number of dislocated workers.

PRODUCING GREATER RESULTS WITH FEWER RESOURCES

The reduction in community college and state/local government budgets and the expiration of ARRA funding are exerting significant downward pressure on Workforce Development budgets. This creates additional pressures to increase results despite fewer resources. Only the agencies that are able to implement new processes and technologies and leverage their existing teams will weather these times of fiscal uncertainty.

The nationwide tone toward government spending has shifted dramatically over the past two years, with taxpayers looking critically at public investments and whether those investments are paying off as their intended purpose. The Workforce Development system is often criticized for not having a significant impact on job creation, with unquantifiable and negligible return on investment.

However, adding up the community benefits of each new job created (increased tax revenues, and consumption, lessened burden on public system), the Workforce Development community has a strong argument for its ability to significantly impact the recovery – especially if its efforts are refocused on job creation.

INCREASED PRIVATE SECTOR HIRING

Early signs are pointing to an economic recovery and a rebound in hiring. This is being led by two important sectors for the economy: private business investment and temporary staffing.

- **Increased Business Investment** – According to the Kauffman Foundation, a think tank for entrepreneurship, the vast majority of job creation comes from well-capitalized small businesses. Increases in startup and entrepreneurial investment will translate to a steady increase in new job creation.

And according to the PriceWaterhouseCoopers MoneyTree Report, venture capital (Entrepreneurial and Startup Investment) has seen “Double-digit increases in investments in 2010...spread across almost every industry, including the Clean Technology and Internet-Specific sectors.”
• **Increased Temporary Staffing** – The second early indicator for overall job growth is the temporary staffing industry. Historically, companies have relied on staffing agencies to fill their labor needs, as a safe way to add productivity without having to make a commitment in permanent staff. Demand for temporary workers in the United States is expected to increase 20.3% for the first quarter of 2011.

When you look at these two early indicators; business investment and temporary staffing, the numbers clearly point to an economic and job recovery at hand.

**UNDERSTANDING OBSTACLES**

Workforce Development agencies who want to see improved results from business services face many obstacles, including:

- WIA limitations on Business Services
- A Need for Trained Job Developers & Recruiters
- Outdated processes and technology
- Lack of trained staff in job development and case management

**FROM SUPPLY-CENTRIC TO DEMAND-CENTRIC MODELS**

Workforce Development agencies can make the biggest impact by redesigning their businesses services model from a Supply-Centric model, which pushes newly trained workers out to the job market, to a Demand-Centric model that identifies employers’ real-time hiring needs and effectively screens, matches and presents workers for those positions. The Demand-Centric model builds on the time-tested and proven private sector Staffing Industry model.

So the question is: How does the workforce development community make changes in order to create more jobs and placements? With surprisingly simple adjustments to current workforce system setups, agencies can quickly and effectively address the ever-changing needs of workers and the economy.

**IDENTIFYING & REMOVING BOTTLENECKS**

Some of the most prominent bottlenecks within Workforce Development, job development and placement operations:

**Job Development (Sales)** – Most Workforce Agencies lack the trained sales staff to effectively execute on job development; activities revolve around marketing campaigns, community events and non-targeted cold-calling. These low ROI (Return On Investment) activities should be immediately re-evaluated for effectiveness.

**Candidate Referrals** – Placement success is dependent upon great candidate referrals. Any business with a job opening is inundated with resumes from many sources. An effective candidate referral system will make the agency’s candidates stand out from others.

**Tracking & Reporting** – A major bottleneck in workforce development is the ability to track operational progress in real time. Instant tracking of placements and job order numbers is key to knowing where and when to make additional investments in systems and processes. As the saying goes, “you can't manage what you can’t measure!”

![Graph showing Venture Capital Investment](image)
STEP # 1 – AGENCY NEEDS ANALYSIS (ANA)

The purpose of conducting an ANA is to inventory and assess strengths and weaknesses and identify possible “bottlenecks” which may be inhibiting placements. During an Agency Needs Analysis, your operations will be analyzed, from how Job Developers call on businesses to how Case Managers prepare candidates to go out on interviews. A thorough evaluation indicates where possible bottlenecks may exist.

- Workflow Processes
- Staffing and Personnel
- Job Development (Sales)
- Candidate Referrals
- Interview & Resume Preparation
- Systems & Technology
- Tracking & Reporting

STEP # 2 – PROCESS IMPROVEMENT

Most workforce agencies and one-stops were set up to serve the unemployed worker and not the businesses who actually hire the workers. This key differentiator is the primary reason companies prefer to work with for-profit staffing agencies instead of workforce agencies.

In order to place more workers, agencies must move from a Supply-Centric model to a Demand-centric model. For example, the Cleveland Employment Connection Center, a regional, publicly funded workforce agency, was able to double the number of placements it made in six months by re-engineering their processes from a Supply-Centric model to a Demand-Centric model.

RE-ENGINEERING WORKFLOW

The key to moving to a DC model is to thoroughly assess your current workflow (or sequential steps of a process), identifying possible bottlenecks and re-engineering the workflow so that it places a focus on the employer, and allows for strong coordination between business services and case management, which will enable better matching of workers with open positions in the market place.

CASE STUDY # 1 LONG BEACH CITY COLLEGE CLEAN ENERGY WORKFORCE TRAINING PROGRAM

In 2011, Workforce 2.0 was contracted by Long Beach City College to provide a solution for the Clean Energy Workforce Training Program (CEWTP), which aims to develop a qualified workforce serving the emerging Green economy. The Grant requires Awardees to place 73% of the students in jobs with a 6 month retention rate of 81%. LBCC partnered with Workforce 2.0 to access resources for job readiness training, job development, and placement.

After conducting a thorough Agency Needs Analysis and redesigned a workflow that integrated the existing LBCC staff with additional support personnel, tied together with a customized Applicant Tracking and Customer Relationship Management system (ATS/CRM). Results from the program were very exciting, with LBCC seeing placements increased by over 400% within the first two weeks. The key to the success of the program has been the ability to re-design the process toward a DC model, as well as provide additional capabilities in Job Development, Case Management and Technology.
DEMAND-CENTRIC

In the old supply-centric model, the job seeker is considered the “client”.
In Demand-Centric Model, the employer is considered the “Client”.
- Larry Bender, Cleveland Employment Connection

DEMAND-CENTRIC MODEL (DCM)

The key to successfully implementing a Demand-Centric Model, is making the changes in your workflow process so that the employer now becomes the “client” and your job development and case management team work effectively together to present the best qualified candidates for an open position. Here we break down the Demand-Centric Process.

Job Developer - At the center of the process, plays an integral role by acting as the “Relationship Manager” between the Employer and the Agency. The Job Developers role is to develop relationships with the Employer (client) to secure job openings, with the inventory of case manager candidates, and then to communicate this information to the case managers.

Case Manager - At this point the Case Manager reviews their inventory of qualified candidates, conducting outreach, identifying the best qualified and available candidates and forwards them to the Job Developer.

Candidate Presentation - This is a key stage in the process, as the Job Developer must play a role in working directly with the employer and the candidate to make a great match. It is vital that the Job Developer knows how to effectively present candidates to the employer. Just “forwarding” resumes to a hiring manager is not enough. A savvy job developer must know how to bypass email and present candidates via the telephone or in person, so that an interview decision can be made on the spot.

Additionally, the job developer must also know how to maintaining Client and Candidate control so that the agency does not lose control of the process. Consider the job developer like an agent for a high-profile athlete. They handle all of the presentations, negotiations and offers, so all that the athlete has to do is communicate their needs to agent, and the rest is handled from there.
LABOR MARKET RESEARCH

A very important step in developing a Demand-Centric model is to have effective labor market information. This is an area, where the private-sector has some very useful tools that can be adopted very easily into Workforce Development. The following outlines these tools, and how they can be effective:

Job Board Aggregators.

- Business Investment
- Job Board Aggregators

Websites like Indeed.com and SimplyHired.com are hands down the best and most accurate tools for understanding in real time how the local job market is doing. These sites have several tools for looking at job market trends, and their data is based on job postings instead of employer reported payrolls which could be out of date by 6-12 months. For example, Indeed.com has a great trend report, “Industry Employment Trends”.

http://www.indeed.com/jobtrends/industry

This graph shows industries that are showing the most growth year over year for the month of March. Based on this information, you can clearly see that jobs in Healthcare and Financial Services are in greatest demand, but that jobs in Transportation and Manufacturing are seeing the fastest growth over last year.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Job Postings</th>
<th>Change vs. Prior</th>
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<tbody>
<tr>
<td>Accounting</td>
<td>196,924</td>
<td>26%</td>
</tr>
<tr>
<td>Construction</td>
<td>122,935</td>
<td>41%</td>
</tr>
<tr>
<td>Education</td>
<td>121,843</td>
<td>31%</td>
</tr>
<tr>
<td>Financial Services and Banking</td>
<td>261,619</td>
<td>27%</td>
</tr>
<tr>
<td>Healthcare</td>
<td>614,530</td>
<td>37%</td>
</tr>
<tr>
<td>Hospitality</td>
<td>100,133</td>
<td>27%</td>
</tr>
<tr>
<td>Human Resources</td>
<td>92,336</td>
<td>34%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>386,163</td>
<td>54%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>132,194</td>
<td>56%</td>
</tr>
<tr>
<td>Media</td>
<td>49,531</td>
<td>42%</td>
</tr>
<tr>
<td>Real Estate</td>
<td>28,110</td>
<td>-6%</td>
</tr>
<tr>
<td>Retail</td>
<td>367,368</td>
<td>28%</td>
</tr>
<tr>
<td>Transportation</td>
<td>136,463</td>
<td>100%</td>
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<table>
<thead>
<tr>
<th>Change</th>
<th>Month</th>
<th>Year</th>
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<tr>
<td>26%</td>
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<td>41%</td>
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Statistical approximations are used to compute these results.

BUSINESS INVESTMENT

As we mentioned earlier, business investment is a great indicator for job growth, as fast growing small businesses create the largest number of new jobs. Typically, industries that receive the greatest amount of investment are likely to create more jobs quicker. Along with the money tree report, another great website that tracks business investment is www.crunchbase.com. Crunchbase keeps track of venture capital investment in start up companies and provides detailed information as to the round and amount of investment and key players in the companies.

STEP # 3 – TECHNOLOGY

Once the workflow and processes have been redesigned, these changes must be implemented, starting with systems. Moving from the Supply to Demand model requires the right tools to manage the process. New technologies are enabling government agencies to dramatically decrease costs and increase effectiveness and real-time tracking and reporting.

START-UPS = JOB CREATORS

You may be aware of Online Social Discount companies, Groupon and Living Social, but what you may not be aware of is at the rate at which they are creating jobs. Collectively, both companies have raised over $1 Billion in investment and have created thousands of jobs in the past 2 years, primarily in Sales and Technology.

Both companies are less than 5 years old, and have led the trend of discount social buying. Recently, Living Social announced raising $400 Million from venture capital, and collectively Groupon, Living Social and a third company KGB Deals plan to hire over 1,700 new field sales reps, demonstrating immediate job creation tied to business investment.

TECHNOLOGY TOOLS:

- **ATS (Applicant Tracking System)** – A central part of any recruiting and placement operation, an ATS allows agencies to effectively inventory their database of candidates, and match them effectively with open job orders from clients. An ATS manages resumes, matches, tracks interviews, and much more.
The greatest value technology can provide is the ability to know how your agency is doing in real-time.

By Workforce 2.0

- **CRM (Customer Relationship Manager)** – All sales force operations should have a capable and simple to use CRM. A CRM’s main function is to manage the information flow between your sale (Job Developers) and customer service team (Case Managers). CRM’s also email integration, lead, suspect, prospect and sale pipeline management.

- **Reporting** – The greatest value that technology can provide you is the ability to see how your agency is doing in real time, enabling you to make key business decisions. While working on a major government job creation program (Los Angeles Transitional Subsidized Employment) the Workforce 2.0 used a real-time reporting dashboard to track daily placement rates and understand the available candidate inventory.

The following are some screen shots from one of our projects:

**Job Orders by Stage**

![Job Orders by Stage](image1)

**Candidates by Stage**

![Candidates by Stage](image2)

Cloud computing is a term to define computing which is device and location-independent, meaning information and applications are hosted not on your physical computer, but on a server securely accessible from any computer with an internet connection.

In recent years the advancement of "Cloud" Computing Technologies ("Software as a Service" or "Web as a Service" Applications) has enabled organizations to access a wide range of advanced systems for a fraction of the cost. These technologies, which are now considered mainstream in the private sector, are making their way to the public sector as "Gov 2.0" Technologies.

According to a recent report by Forrester Research, the public sector lags behind in technology in these three main categories:

- Latest Technologies
- Collaboration
- Mobility

Cloud computing offers the easiest and most cost effective way to address these three issues. In fact the federal government, under the leadership of the U.S. Chief Information Officer, Vivek Kundra has issued a 25 Point Plan to reform federal information technology management, with a major emphasis on Cloud Computing technologies.
STEP # 4 – STAFF TRAINING

Staff training for business services and case management must be combined with effective process implementation to have best impact on productivity and the success of the transition. Because effective cooperation between business services and case management is key to increasing placements, training for both teams should be simultaneous so that each group understands how their performance affects the other, as well as the process, and collective success of the organization.

So often, business services and case management struggle to meet and understand the requirements of the private sector. Staff benefits from core-service training such as:

**BUSINESS SERVICES TRAINING:**
- Sales
- Cold-calling
- Telemarketing
- Networking
- Researching
- Closing
- Customer Service

**SKILLS MANAGEMENT TRAINING:**
- Job order taking
- Candidate selection & screening
- Candidate presentation
- Candidate preparation
- Interview scheduling
- Closing

“EFFECTIVE COOPERATION BETWEEN THOSE THAT FIND THE JOBS (BUSINESS SERVICES) AND THOSE THAT PREPARE THE JOB SEEKER (CASE MANAGEMENT) IS KEY TO INCREASING PLACEMENT.”

**CHANGE EQUALS PEOPLE, PROCESSES & TOOLS**

The key to a successful implementation is effectively on-boarding and leveraging people, process and tools to quickly maximize results. Most organizations make mistakes when they implement new processes and fail to provide ongoing training and support. Training is especially critical early on, as it will take some time for staff to understand the new processes and expectations. Management plays a key role in the staff’s buy-in of changes.

**Simplification**

During process improvement, it is critical to clearly and simply establish the roles, objectives and responsibilities to every staff member. This can be the most challenging part of the process, as staff and management (internal customers) are accustomed to current processes. Process improvement is greatly facilitated if organizational leaders adopt, embrace, and clearly explain the benefits of changes.

**Documentation**

The best way to facilitate training is process documentation. Once processes are captured, training documentation can be hosted on a website, accessible only to internal staff, along with other tools and training materials.
With better information, management can make informed decisions about resource allocation such as training, sales support and technology.

STEP #5 – INFORMATION MANAGEMENT

The proliferation of technology has enabled organizations to accomplish much more with fewer resources. It is essential that a department leader know how their agency is doing in real time, but many non-profit and workforce organizations have yet to take full advantage of the technologies that would allow them to manage for success.

The workforce development sector could benefit from information management processes that have been tested and proven in successful organizations. Workforce Development’s main areas of focus are:

CANDIDATE INVENTORY

The recruiting and staffing companies achieve high rates of successful placements due to their ability to manage their “Candidate Inventory.” Candidate inventory should be managed by Case Managers, and the information should be accessible to all who play a role in placing workers. The purpose for managing this information is to be able to quickly match your available candidate inventory with the open positions that your job development team brings in.

CUSTOMER INFORMATION

Your organization should be tracking all of your business clients’ information, such as phone numbers, location, notes, communications and job order information. The technologies previously mentioned provide instantaneous, secure access to that information to any staff member who may need it.

MANAGING DATA

The Candidate Inventory, Customer and Job Order information will provide valuable data about which job orders are in greatest demand and which positions can be filled fastest, which makes matching candidates to open positions much easier. With this information, management can make critical business decisions about resource allocation, such as training, sales support and technology, in an effort to further expand results.

GOALS & ACCOUNTABILITY

Using the latest information management and cloud technology tools, workforce development teams can set goals and track and measure progress in real time. Staff also benefits from the clear understanding of responsibilities, expectations, and realistic targets to achieve.

STEP #6 – JOB DEVELOPMENT SUPPORT

Once internal operations have been retooled, job development support very effectively boosts productivity and results. The purpose of Job Development Support is not to replace an operation, but rather to:

• Allow teams to focus on their core-functions of training and case management.
• Provide additional support in sales and job development.
• Provide support after downsizing.

Returning to the challenges faced by the Cleveland Employment Connection, in 2009 their Workforce Investment Board was struggling with budget cuts and staff reductions, on top of increased demands on their system.

They realized that they needed to bolster their job development. Instead of hiring and training an internal sales force, they outsourced to a local firm that was able to quickly contact businesses in the area to market the One-stop’s services and solicit job orders. The results blew expectations away, with the agency cold-calling 3,000 companies and contributing to the placement of 1,500 workers at an average hourly wage of $11.56.

Such results constitute proof positive of value of the Demand-Centric model in helping the Workforce Development community reducing unemployment and increasing economic activity.
Workforce development agencies are under increasing pressure to perform ever more efficiently and effectively. There is pressure of budget uncertainty as well as being tasked to deliver greater services to the community. The result is an increased focus on process improvements – accomplishing more with fewer resources, streamlining processes, training staff, leveraging technology and improving productivity.

Workforce 2.0 and its parent company, LaunchPad Careers, Inc., have been a leading providers of workforce development solutions in Southern California since 2005. Our primary value contribution is our ability to help Workforce Development agencies perform at their optimal capabilities. Through our partners in Workforce Development, Workforce 2.0 directly and through process improvements with our Workforce Development partners have contributed to the placement of hundreds of talented professionals. We work alongside our clients in optimizing their organization’s operations to reach its mission and strategy, aligning its business purpose and improving operations and performance through a range of capabilities and leading-edge approaches including:

• Organizational Development
• Process Improvements
• Staff Training
• Job Readiness Training
• Business Services
• Metrics & Reporting
• Strategic Planning
• Job Development
• Information Systems

Workforce 2.0’s diverse team of experts has over 75 years of combined experience in Organizational Development, Business Services, Job Development & Placement, Recruiting and Staffing, Job Readiness, Career Coaching and Information Systems, and over 15 years of experience working with nonprofits and government entities on community development initiatives.

As the job market, workplace, and talent continue to evolve to meet the challenges of a rapidly changing workforce, we remain steadfast in our commitment to deliver an unparalleled quality and value of service to our clients.

The Employment Training Network (ETN) is a multi-faceted, full-service program created by the Employment Development Department (EDD) to assist in the development and implementation of effective Workforce Investment Act (WIA) projects and programs.

The goal of the ETN is to provide immediate short-term technical assistance to agencies receiving WIA funding (at little or no cost), including Local Workforce Investment Areas (LWIA) administrative entity staff, One-Stop operators, community-based organizations, and the local Workforce Investment Boards (LWIB). Workforce 2.0 is an approved ETN consultant and can come on-site and provide customized, professional assistance in any area that will improve the delivery of services. If you would like more information about topics covered in this white paper, or would like to schedule a free consultation, please feel free to contact us at:

WORKFORCE 2.0 CONTACT:
Abraham Jankans, Chief Executive Officer
Phone: (949) 500-0711
Email: aj@workforce20.com
Website: http://www.workforce20.com
Project REBUILD Blitz Day Placement Template

ACTIVITY NAME:
Choose a catchy title for the activity that conveys what you will be doing and accomplishing. Include the start and end of that timeframe (in this case, one day).

GOAL(S):
Include goals for:
- the grant,
- the participants,
- partners, and
- the YouthBuild program.

PLANNING:
Break down the planning and preparation timeline very specifically by month, then week, then day.

☐ One Month Prior
Focus on Job Developer and other key staff tasks, as well as partner interaction and expectations.

☐ Two Weeks Prior
Determine effective use of social and electronic media— it is clear that social and electronic media have been an integral part of program communication between participants and staff from Day One.

☐ One Week Prior
Draw on any successful partnership history of construction and/or Construction Plus pathway work. Think ahead to what the activity will look like on-site and in action, and how to best support the participants in working effectively and productively during the course of the activity.

☐ Two Days Prior
Provide a formal and easy-to-automate reminder of date, time, and location of event. Personal message(s) can also be added.

☐ One Day Prior
Assemble supplies for the day. Provide a formal and easy method to automate reminder of date, time, and location of event. Personal message(s) can also be added.

☐ On the Day of
Participants are paid and could be supplied with a cookout lunch which also allows for social interaction that is relaxing and informative, i.e. participants and staff can talk over how the job is going while having a casual lunch that is home-cooked outside.

RESOURCES NEEDED:
- Recent Contact Information for Graduates
• Work Site Locations
• Materials and Equipment for the day, including extra tools for participants (with staff understanding that many of the participants may not bring the previously-issued tool bags on that day)
• Transportation
   Since the activity lasts a single day, ensure that everyone can get there in the same mode of dependable transportation (i.e. program van or truck) to keep the job productive and starting on time.

ACHIEVE DESIRED OUTCOMES

☐ What key grant goal is met?
☐ Two different activities in one day bring different construction and/or other professional skills into play for the participants and allow them to see multiple “progresses” of multiple jobs.
☐ Benefit to partner, program, and participants. Sustainability funds.
☐ Incentives for the participants, supplies at the ready, and a place and time to process and talk positively, i.e. the picnic/BBQ in the park.
Project REBUILD, Inc.
Best Practice on Re-engaging Post-Program Participants, Follow-up and Retention

ACTIVITY: Make-Ready “Blitz” Day

GOAL(S): 1) re-engage former participants to meet DOL grant requirements, 2) secure placement and/or retention proof, 3) offer additional training opportunities, 4) provide opportunities to re-engage alumni for updated information, 5) obtain some additional help with a current project

PLANNING:

- One Month Prior – coordinate with Construction Manager & Construction Trainers a day. Preferably this is a day when other participants are not on site.
- One Month Prior – coordinate with Fiscal Manager and create a budget for the day. In this case, we budgeted for everyone to receive a flat rate for a full day and less than half of that for a half day. All participants were paid that day and from the PR Futures, LLC account.
- Two Weeks Prior – extend invitations to former participants. In our case we had three cohorts that had exited during this grant period. Of those, we were having difficulty re-engaging and/or getting placement proof for eleven. Using Facebook and text, all eleven were invited. Within a few hours I had RSVPs from ten who were planning to come.
- One Week Prior – coordinate work site locations with Construction Manager. We are fortunate to have had a number of make ready units on our schedule. Some of those were in the same housing complex and a couple were within the same building. While we wanted to achieve some productivity goals for the day, we knew that too many in one unit would be counter-productive. We chose two units in two buildings next door to each other.
- Two Days Prior – reminder via Facebook and Text of day/time and required attire
- One Day Prior – assemble all supplies for day. In our case, we took our grill and food to cookout at the park for lunch.
- One Day Prior – another quick reminder via Facebook and text.

Updated 4/23/2014
RESOURCES NEEDED:

- Recent Contact Information for Graduates
- Work Site Locations
- Materials and Equipment for the day including extra tools for participants understanding that many of them may not bring the previously-issued tool bags on that day
- Transportation

ACHIEVE DESIRED OUTCOMES?

- In our case, we did achieve our desired outcomes. With somewhat minimal effort, we were able to get placement and/or retention proof for nine graduates that we were struggling with.
- We painted nearly 85% of two make ready units in the day and then went to another location and pulled lockers from an old school to reinstall in our training center.
- The total costs for the day were less than $1,000 with the income from those two make ready units being $3,000.
- We spent the day reconnecting with former participants, strengthening the relationships that were in place, and increasing the odds of them coming back to do another day. (I’ve already received requests!)
Why should YOU employ a YouthBuild Student?

- Pre-screened trainee with an interest in your business
- No-cost internship with reduced employee training and hiring costs
- “Try before you hire” benefit
- Our students are hard working and have on-the-job training at constructions sites

By hiring a YouthBuild North Shore CDC student, you have the opportunity to hire a trusted and valued employee.

With a focus on education, construction training, leadership development, and career workshops, our students are trained in all the skills you are looking for in an employee!

Partner With Us!

www.northshorecdc.org
Michael Quiqley, Placement Coach
Michael@northshorecdc.org
978-219-5362
Employer Advisory Council Engagement Template

(SITE LOGO HERE)

___________ (site name here)
Employer Advisory Council (EAC)
Annual Engagement Commitment

All Employer Council Members are expected to:

• Help promote stability and lifelong change in the lives of (YouthBuild Program Name Here) graduates
• Connect (YouthBuild Program Name Here) to other employers in your network and in our targeted industries that may be willing to hire our youth, provide internships and/or participate in program activities
• Participate in (YouthBuild Program Name Here) Career Readiness Training (e.g., mock interviews, career panels), provide job shadows/internships, or serve as a guest speaker.
• Offer career opportunities within your company/organization as they become available.

In addition, please select how you would personally like to contribute in the upcoming year:

___ Provide placement opportunities with your company when possible
___ Be a(n) (YouthBuild Program Name Here) sponsor: sponsorship provides exposure and access to our broad network of supporters (see YouthBuild Program Name Here Sponsorship Opportunities for further details).
___ Provide job shadow opportunities
___ Provide tours of your facility and information on job opportunities
___ Participate in mock interviews
___ Participate in a career panel
___ Be a guest speaker for a class within the career readiness training curriculum
___ Sponsor a graduate’s transition, providing a set of tools, books or materials
___ Provide direct contacts or leads with local companies to the (YouthBuild Program Name Here) Program Coordinator: College and Careers for follow-up
___ Attend the YouthBuild graduation ceremony and/or a monthly community meeting this year to learn more about the agency

EAC Member Name: __________________________________________________________

EAC Member Signature: ___________________________ Date: ________________
Mile High Youth Corps: Employer Advisory Council (EAC)

Annual Engagement Commitment

All Employer Council Members are expected to:

• Help promote stability and lifelong change in the lives of MHYC graduates
• Connect MHYC to other employers in your network and in our targeted industries who may be willing to hire our youth, provide internships and/or participate in program activities
• Participate in MHYC Career Readiness Training such as; mock interviews, career panels, provide job shadows/internships or serve as a guest speaker.
• Offer career opportunities within your company/organization as they become available.

In addition, please select how you would personally like to contribute in the upcoming year:

____ Provide placement opportunities with your company when possible
____ Be an MHYC sponsor: sponsorship provides exposure and access to our broad network of supporters (see MHYC Sponsorship Opportunities for further details).
____ Provide job shadow opportunities
____ Provide tours of your facility and information on job opportunities
____ Participate in mock interviews
____ Participate in a career panel
____ Be a guest speaker for a class within the career readiness training curriculum
____ Sponsor a graduate’s transition, providing a set of tools, books or materials
____ Provide direct contacts or leads with local companies to the MHYC Program Coordinator: College and Careers for follow-up
____ Attend the YouthBuild graduation ceremony or a monthly community meeting this year to learn more about the agency

EAC Member Name: ________________________________________________________________

EAC Member Signature: ___________________________ Date: ______________
Sample Letter to Internship Partner

(INsert your YB/SpOnsoring Organization logo here)

Dear (Prospect),

(YouthBuild Program Name Here) is currently seeking internships for a select group of our exceptional young people. (YouthBuild Program Name Here) has a __-year track record of preparing young people for the job market by providing on-the-job training opportunities and intensive job readiness training. YouthBuild is a unique program that provides formerly out-of-school youth (XX-XX years old) with a chance to earn a GED while learning vital job skills and providing valuable service to the community through building affordable housing in the (Local Community Name Here) area. (Where applicable insert the following: Through their (Number of Months Here)-month term of service, our young people earn an AmeriCorps education award, further demonstrating their commitment to their futures.)

It is our hope that your organization will consider hosting one or more interns in 20___. Your internship would provide an opportunity for YouthBuild participants to work and learn in an environment that will help them build their professional “tool box” of skills and to succeed in future career endeavors. Internships also give employers a chance to pre-screen potential hires at no cost. YouthBuild students selected for internships have demonstrated their abilities by remaining in good academic standing, maintaining an average attendance of 90% or greater, and express an interest in pursuing a career in your field. In addition, these students have also demonstrated leadership skills both in the classroom and on the work site, and have developed the necessary soft skills required to obtain and maintain employment.

The majority of our internships are scheduled for up to (Number of Work Days Per Week Here) full work days per week (Monday-_______) from ___ to ___ weeks at a time. However, we have great deal of flexibility with our YouthBuild students’ schedules and can accommodate schedules ranging from ____ to ____ days per week on an ongoing basis. We work closely with our partners to provide support and develop work schedules that make sense for your company and for the students in our program. Students enrolled in the internship program will continue to receive ongoing support throughout the course of their internship.

There are no direct costs to your organization, and YouthBuild students will continue to be covered through (Name of YouthBuild Insurance Company Here) insurance and workman’s compensation while enrolled in our program. All we would ask is that you pair the intern with a member of your staff who will supervise their work and provide each intern with job-related advice and guidance. It will be the responsibility of the YouthBuild students to know who has been identified as their supervisor, and to ensure that a line of communication has been established between each YouthBuild student and the
supervisor. The (YouthBuild Program Name Here) internship coordinator will follow up with the direct supervisor either by email or phone on a weekly basis.

Through this internship program, we are hoping to expand the opportunities available to our YouthBuild students and to increase their access to and knowledge of career options. All YouthBuild students who participate in our internship program are eligible for hire following completion of their internship. If you have any additional questions about the program, I would be pleased to speak with you. I can be reached at (YouthBuild Program Phone Number and Email Address Here).

I thank you in advance for your consideration.

Sincerely,

(YouthBuild Program Contact information Here)
Dear (Prospect)

Mile High Youth Corps YouthBuild program is currently seeking internships for a select group of our exceptional young people. Mile High Youth Corps has a 21 year track record of preparing young people for the job market through providing on-the-job training opportunities and intensive job readiness training. YouthBuild is a unique program that provides formerly out-of-school youth (18-24 years old) with a chance to earn a GED while learning vital job skills and providing valuable service to the community through building affordable housing in the Denver metro area. Through their 6-9 month term of service our young people, called Corpsmembers, earn an AmeriCorps education award further demonstrating their commitment to their futures.

It is our hope that your organization will consider hosting one or more interns in 2018. Your internship would provide an opportunity for Corpsmembers to work and learn in an environment that will help them build their professional “tool-box” of skills and to succeed in future career endeavors. Internships also give employers a chance to pre-screen potential hires at no-cost. Corpsmembers selected for internships have demonstrated their abilities through remaining in good academic standing, maintaining an average attendance of 90% or greater, and have expressed an interest in pursuing a career in your field. In addition, these Corpsmembers have also demonstrated leadership skills both in the classroom and work site, and have developed the necessary soft skills needed to obtain and maintain employment.

The majority of our internships are scheduled for up to four full work days per week (Monday-Thursday) from three- six weeks at a time. However, we have great deal of flexibility with our Corpsmembers schedules and can accommodate schedules ranging from one to four days per week on an ongoing basis. We work closely with our partners to provide support and develop work schedules that make sense for your company and for the students in our program. Students enrolled in the internship program will continue to receive ongoing support throughout the course of their internship.

There are no direct costs to your organization and Corpsmembers will continue to be covered through MHYC insurance and workman’s compensation while enrolled in our program. All we would ask is that you pair the intern with a member of your staff who will supervise their work and provide each intern with job-related advice and guidance. It will be the responsibility of the Corpsmembers to know who has been identified as their supervisor, and to ensure that a line of communication has been established between the Corpsmember and the supervisor. The Mile High Youth Corps internship coordinator will follow-up with the direct supervisor either by email or phone on a weekly basis.

Through this internship program we are hoping to expand the opportunities available to our Corpsmembers and to increase their access to and knowledge of career options. All Corpsmembers who participate in our internship program are eligible for hire following completion of their internship. If you have any additional questions about the program, I would be pleased to speak with you. I can be reached at 303-433-1206 ext. 244 or jasonv@mhyc.net

I thank you in advance for your consideration.

Sincerely,

Jason Vaughn
Program Coordinator: College and Careers
Mile High Youth Corps
Denver, Co. 80204
Ph. 303-433-1206 (Ext. 244); Fx. 303-433-5997
Memorandum of Understanding Template
(YOUR YB SPONSORING ORGANIZATION LOGO HERE)

MEMORANDUM OF UNDERSTANDING
between
(YouthBuild Program Name) and (Employer)

This MEMORANDUM of UNDERSTANDING (MOU) is hereby made and entered into between (YouthBuild Program Name) and (Employer Name).  

A. Purpose
The purpose of this MOU is to develop a relationship between (YouthBuild Program Name) and (Employer Name) in which (YouthBuild Program Name) will offer beneficial programs at the community level which set forth the relative responsibilities of the parties insofar as they relate to the provision of services provided to youth.

B. Statement of Mutual Benefit
(YouthBuild Program Name) benefits include an active relationship with (Employer Name) to provide work site experiences and opportunities that benefit youth in meeting their educational and career goals.

C. (YouthBuild Program Name) shall provide:
   a. General oversight of the internship.
   b. Review completed weekly timesheet with the intern.
   c. Hourly wages for the intern up to ___ hours per week for up to ___ weeks.
   d. A weekly on-site evaluation of the internship.
   e. Weekly communication with the host supervisor (more if warranted) throughout the internship.
   f. Prompt attention to address concerns brought up by the host company, supervisor, or YouthBuild student.
   g. Management and follow-up for any behavior or discipline issues that arise during the course of the internship.
   h. Company recognition in program printed materials as well as the (YouthBuild Program Name) website.

D. (Employer) shall provide:
   a. Adequate supervision of the intern(s) in this program. The internship host agrees to identify at least one participating professional in the intern’s career interest field who will serve as their direct supervisor/mentor.
   b. A consistent and agreed upon work schedule for the intern, reviewed and approved by (YouthBuild Program Name). The intern position will not exceed ___ hours a week without pre-approval of additional hours.
   c. A work site, building, and working conditions for the student that are in compliance with all applicable federal, state, local laws, codes and standards.
   d. Weekly verification (with approving signature) of intern’s time sheet.
e. A representative of the company to maintain contact with (YouthBuild Program Name Here) initiated by (Name of Company Representative Here) either on-site or by phone.

f. Notification to (YouthBuild Program Name Here) of any issues which arise with the intern, within the same day of when the incident occurs whenever possible.

g. Weekly evaluations of the intern’s performance in the format provided by (YouthBuild Program Name Here). The host company will share this with (YouthBuild Program Name Here) weekly.

E. The contacts for this MOU shall be:

(YOUTHBUILD PROGRAM CONTACT INFORMATION HERE)

Employer:  
Contact:  
Phone:  
Email:  

F. Insurance
During the term of this MOU, each party agrees to maintain workers’ compensation insurance as required by state statute and liability insurance covering all of its employees acting within the course and scope of their insurance Modification.

G. Schedule and Timeline
Either party may modify the schedule, program size or scope of the program by providing the other party with 24-hours’ notice via email to the contact person specified in Section E.

H. Termination
Either party may terminate this MOU without cause by providing at least 7 days written notice of termination to the other party via email to the contact person specified in Section E.

I. Commencement and Expiration Date
This MOU is executed as of the date noted below and in effect through (MM/DD/YYYY), at which time it will expire unless extended in writing by both parties.

____________________________________  ______________________________________
Signature and Date (YouthBuild Staff)  Signature and Date (Employer)

____________________________________  ______________________________________
Print Name  Print Name
This MEMORANDUM of UNDERSTANDING (MOU) is hereby made and entered into between Mile High Youth Corps and EMPLOYER.

A. Purpose
   The purpose of this MOU is to develop a relationship between Mile High Youth Corps, Employer in which MHYC will offer beneficial programs at the community level which set forth the relative responsibilities of the parties insofar as they relate to the provision of services provided to youth.

B. Statement of Mutual Benefit
   Mile High Youth Corps benefits include an active relationship with Employer to provide worksite experiences and opportunities which benefit youth in meeting their educational and career goals.

C. Mile High Youth Corps shall provide:
   a. General oversight of the internship.
   b. Review completed weekly timesheet with the intern.
   c. Hourly wages for the intern up to 30 hours per week for up to 6 weeks.
   d. A weekly on-site evaluation of the internship.
   e. Weekly communication with the host supervisor (more if warranted) throughout the internship.
   f. Prompt attention to address concerns brought up by the host company, supervisor, or Corpsmember.
   g. Management and follow up with any behavior or discipline issues which arise during the course of the internship.
   h. Company recognition in program printed materials as well as the Mile High Youth Corps website.

D. Employer shall provide:
   a. Adequate supervision to the interns(s) in this program. The internship host agrees to identify at least one participating professional in the intern’s career interest field who will serve as their direct supervisor/mentor.
   b. A consistent and agreed upon work schedule for the intern, reviewed and approved by MHYC. The intern position will not exceed 30 hours a week without pre-approval of additional hours.
   c. A worksite, building, and working conditions for the student that are in compliance with all applicable federal, state, local laws, codes and standards.
d. Verification and approving signature to intern’s time sheet weekly.

e. A representative of the company to maintain contact with MHYC (initiated by MHYC staff) either on-site or by phone.

f. Notification to MHYC of any issues which arise with the intern within the same day of when the incident occurs whenever possible.

g. Weekly evaluations of the intern’s performance (in the format provided by MHYC). The host company will share this with MHYC weekly.

E. The contacts for this MOU shall be:

Mile High Youth Corps  
1801 Federal Blvd  
Denver, CO 80204  
Jason Vaughn, Career Developer:  
303-433-1206 Opt. 2 Ext. 244  
jasonv@mhyc.net

Employer:  
Contact:  
Phone:  
Email:

F. Insurance

G. During the term of this MOU, each party agrees to maintain workers’ compensation insurance as required by state statute and liability insurance covering all of its employees acting within the course and scope of their insurance

Modification

Either party may modify the schedule, program size or scope of the program by providing the other party with 24 hours notice via email to the contact person specified in Section E.

H. Termination

Either party may terminate this MOU without cause by providing at least 7 days written notice of termination to the other party via email to the contact person specified in Section E.

I. Commencement and Expiration Date

This MOU is executed as of the date noted below and in effect through MM/DD/YYYY at which time it will expire unless extended in writing by both parties.

Signature and Date (Mile High Youth Corps staff)  
Signature and Date (Employer)  

Print Name  
Print Name
Job Title: Distribution Volunteer

Purpose: Distribution Volunteers help give out food in the different sections of the distribution line, restock shelves and tables with food, and push client’s carts with food to their cars.

Location: Distribution Volunteers serve at the Colonial Heights Food Pantry, 530 Southpark Boulevard, in Colonial Heights.

Key Responsibilities:

- Serve in different sections of the distribution line: Produce, Prepared, Dry Goods, Dairy, Meat, Bread, Bakery or Carts
- Offering the amount of food predetermined by the section leaders
- Restocking food based off of inventory as needed
- Pushing carts for clients to their cars, filling their cars with groceries and returning the carts to the pantry.

Reports to the Volunteer Engagement Coordinator

The Length of Appointment: Distribution Volunteers can come with a scheduled group or as an individual as needed.

Time Commitment: Individuals can come Thursday’s from 5:30-8:30pm and Friday’s from 11:30-2:30pm. Groups are scheduled in advance.

Qualifications: Need to be able to work in one spot for 2 hours, or push carts as needed. Some sections of the distribution line require standing.

Support: Training for this position will be provided by the Volunteer Engagement Coordinator and other Distribution Volunteers.

Age Requirement: none. Children 14 and under need to be accompanied by a parent.

Dress Code: Modest, comfortable apparel.
Job Title: Food Processor

Purpose: Food Processors help with the daily deliveries of food that is brought in by our volunteer delivery drivers and the community. Food Processors bring in donations from delivery vehicles, weigh the items and sort donations to prepare for our weekly food distributions.

Location: Food Processors serve at the Colonial Heights Food Pantry, 530 Southpark Boulevard, in Colonial Heights.

Key Responsibilities:

- Bring in donations from delivery vehicles to the pantry.
- Helps weigh donations by category, working alongside the Volunteer Engagement Coordinator.
- Delivers donations to the appropriate department (freezers, bread shelves, produce tables, meat tables and dry pantry tables).
- crating produce, putting meat in freezers, crating and refrigerating prepared foods, shelving bread, refrigerating dessert and dairy.
- Storing or breaking down cardboard boxes as directed by the Volunteer Engagement Coordinator.
- Taking cardboard to the recycling container.
- Cleaning produce and meat tables after processing food.
- Sweeping the distribution room after processing food.
- Emptying “pig bucket” and storing rotten food under the produce tables or under the dock as directed by the Volunteer Engagement Coordinator.
- Emptying black trash can behind produce table and putting trash in dumpster outside.
- For individuals looking for additional community service hours after food processing may clean the pantry by mopping, cleaning bathrooms and offices, and taking out trash in cans around the pantry.

Reports to the Volunteer Engagement Coordinator

The Length of Appointment: Food Processors can serve as needed and do not have to schedule their commitment.

Time Commitment: Monday-Friday from 9:30-12:00.

Qualifications: Need to be able to stand, lift at least 25 pounds, and walk throughout the pantry.

Support: Training for this position will be provided by the Volunteer Engagement Coordinator.

Age Requirement: None. Children 14 and under need to be accompanied by a parent.

Dress Code: Modest, comfortable apparel. Closed toe shoes are recommended.
Pathways Clinic Internship

Come work with the ONLY Free Specialty Clinic in the area serving uninsured and underinsured patients. Do you feel passionate about serving your community? Do you understand the challenges faced by those lacking adequate insurance? If so, the Pathways Clinic is looking for YOU!

Internship Description:

- Triage current clinic patients prior to appointments
- Screen all walk-in patients for height/weight, blood pressure, glucose level, temperature and pulse, etc.
- Interact with and assist Clinic Coordinator, Patient Navigator, Doctors, Nurses and Community Health Workers
- Provide vital information to patients alongside Nurses and Community Health Workers
- Set up/Break down classrooms before and after healthcare presentations, including preparation of materials
- Perform general upkeep to maintain a safe and sanitary clinic environment
- Remind patients of upcoming appointments via phone weekly
- Update patient files electronically through database
- Participate in 20 hour Community Health Worker course, seeking certification
- Other duties as assigned

Requirements:

- Reliable, punctual and respectful
- 18 years or older
- Pursuing or completed HS Diploma
- Pursuing Healthcare Track as a YouthBuild student
- Patient and compassionate with excellent communication skills
- Ability to multitask in a fast-paced environment
- Desire to learn new things
- Good attention to detail
- Basic computer skills

Preferred:

- Trained Community Health Worker
- Experience using a database

Building Lives. Awakening Hope

1200 West Washington St. Petersburg, Virginia 23803-3923 • P: 804.862.1104 • F: 804.862.1015 • www.pathways-va.org
Online Graduate Support Resources

This mini-toolkit links to websites that provide free resources to assist your graduate support efforts. The contents of this toolkit include “On Campus Activity Resources” to help design and implement informational workshops for YouthBuild graduates; “Financial Resources”, including financial aid and scholarship links, budgeting resources, and links to tax and employment assistance; mental health and drug treatment resources; resources for undocumented students; and resources for homeless students.

Toolkit Contents:
On-Campus Activity Resources ............................................................. 2
Financial Resources ............................................................................. 3
Mental Health and Drug Treatment Resources ........................................ 4
Supporting Undocumented Students ...................................................... 5
Resources for Homeless Students .......................................................... 6
On-Campus Activity Resources

On-campus activities encourage students’ engagement on campus while exposing them to important postsecondary success strategies. Here we provide links to supplement and inform possible workshops:

**Budgeting Workshops:** Budgeting, financial aid, and money management strategies are great workshop topics. When running these workshops, you can use Good Will Industries’ free presentation on strategies to pay for college.


**PSE Success Skills Workshops:** Capital Idea shares useful workshop activities and lesson plans that address topics such as study strategies and time management skills. You can also incorporate these lesson plans into a bridge program or postsecondary orientation courses.

Financial Resources

In this tool we provide links to websites that help students pay for college, support themselves and their families, and learn critical budgeting skills.

**FAFSA Handbook:** You can access a free handbook for counselors on the Federal Student Aid website. This handbook provides detailed information on the federal student aid application process.  

**State Financial Aid Opportunities:** In addition to federal student aid, students may also be eligible to receive up to thousands of dollars in state-based financial aid money. However, it is important that students submit their Free Application for Federal Student Aid (FAFSA) before state deadlines. Visit these websites to find out about your State’s deadlines and award opportunities:
[http://www.fafsa.ed.gov/deadlines.htm](http://www.fafsa.ed.gov/deadlines.htm) and  
[http://wdcrbcolpo1.ed.gov/Programs/EROD/org_list.cfm?category_ID=SHE](http://wdcrbcolpo1.ed.gov/Programs/EROD/org_list.cfm?category_ID=SHE)

**Scholarship Resources:** Scholarships are available, but students need to apply for them. Students can access scholarship opportunities through Yahoo Education Grants Directory and Fast Web.  

**Temporary Assistance for Needy Families:** Many Temporary Assistance for Needy Families (TANF) programs provide low-income families with food stamps, financial assistance, in addition to PSE attendance supports (such as childcare, book grants, and transportation assistance). Visit [http://www.acf.hhs.gov/programs/ofa/tanf/about.html](http://www.acf.hhs.gov/programs/ofa/tanf/about.html) to view your State’s TANF policies.

**TRIO Programs:** Some TRIO offices – typically “Student Services” and “Educational Opportunity Programs” – offer academic tutoring, book grants, counseling, and 4-year college transfer supports. In addition, these programs also provide qualified students with personal and career counseling, opportunities to engage in cultural events, housing assistance for former foster-care youth, and mentoring opportunities.  

**Budgeting Resources:** Budgeting tools can help students create personal budgets and learn effective money management skills. These websites offer free budget tracking tools and tutorials.  
[http://www.moneyinstructor.com/budgeting.asp](http://www.moneyinstructor.com/budgeting.asp) and  
[http://www.smartaboutmoney.org/LinkClick.aspx?fileticket=6TBy_QC4vxo%3d&tabid=442&mid=832](http://www.smartaboutmoney.org/LinkClick.aspx?fileticket=6TBy_QC4vxo%3d&tabid=442&mid=832)

**Employment Assistance and Tax Counseling:** Single Stop is available at many community colleges across the country to provide a full range of benefits and tax counseling.  
Mental Health and Drug Treatment Resources

Mental health issues and drug use may pose challenging barriers to students’ PSE success. Here are links to websites that can help you guide students to appropriate community-based resources.

**Mentalhealth.net:** This site can help you find local mental-health related resources in your area. [http://www.mentalhelp.net/](http://www.mentalhelp.net/)

**School Psychology Resources:** This is a useful resource for school counselors, case managers and educators working with students who have mental health issues and/or disabilities. [http://www.schoolpsychology.net/](http://www.schoolpsychology.net/)

**Drugfree.org:** This website offers drug abuse treatment options, including information about local drug treatment centers. [http://www.drugfree.org/get-treatment](http://www.drugfree.org/get-treatment)
Supporting Undocumented Students

You might work with undocumented students who face complex challenges as they apply for postsecondary education and financial aid. The following resources will help both students and programs navigate common challenges.

**The Resource Guide for Undocumented Students**: This tool provides a brief overview of current laws, tips and resources on how undocumented students can improve their chances to pursue higher education. This guide also contains list of scholarships opportunities. [http://www.coolspeakers.net/resources](http://www.coolspeakers.net/resources)

Resources for Homeless Students

Housing issues can pose a huge barrier to students’ success. Here are resources to help you connect homeless or near-homeless students with appropriate support.

**Association for the Education of Homeless Children and Youth (NAEHCY):** [http://www.naehcy.org](http://www.naehcy.org) and [http://www.naehcy.org/dl/uwwk_youth.pdf](http://www.naehcy.org/dl/uwwk_youth.pdf) provides detailed information about available supports to homeless youth.

**National Center for Homeless Education:** NCHE offers extensive information on local and state resources to assist homeless students. [http://center.serve.org/nche/](http://center.serve.org/nche/) or [homeless@serve.org](mailto:homeless@serve.org). You can also call 800-308-2145.

**Scholarship Opportunities for Homeless Youth:** Visit this website to learn more about scholarship opportunities available to homeless students. [http://www.naehcy.org/letendre_ab.html](http://www.naehcy.org/letendre_ab.html)
Construction Academy

California Careers Pathways Trust Grant 2016
In Partnership with:

El Monte, CA
Pomona, CA
Norwalk, CA
South Central-LA, CA
Lincoln Heights-LA, CA
San Bernardino, CA
Compton, CA
Boyle Heights-LA, CA
East Los Angeles, CA
Los Angeles, CA
Inland Empire, CA
San Pedro, CA
Inglewood, CA
Palmdale, CA
Fresno, CA
Pacoima, CA (YPI)
LARYBC/YouthBuild Construction Academy

Construction Academy *aligns* with *quality apprenticeship preparation*

Construction Academy *builds* towards greater *capacity* to produce quality apprentices

Construction Academy *dovetails* with increasing *labor market demand* in the construction industry
YBCA Five Strategies

#1: Improve construction training, site capacity and sustainability at 19 school sites

#2: Provide industry focused (Building & Trades) employability and supportive services to prospective apprentices

#3: Deepen and broaden partnerships with Building & Trades (Industry Advisory Panel)

#4: Gather and Communicate data to external stakeholders
Regional Zone Training Centers: Sites that will receive MOU with the Trades, based on their capacity and willingness to support sites identified as Construction Academies. Host monthly trainings with all Construction Academy sites in partnership with the Building Trades.

- South ELA (Compton YouthBuild)
- East LA (LA CAUSA YouthBuild)
- Palmdale (AV YouthBuild)
- Pomona Site (SGVCC)
- Pomona Site (WINTER YouthBuild)
- Youth Policy Institute (San Fernando Valley)

Non YCSC site that has capacity to serve as Regional Zone Training Center.

Construction Academy Sites: construction program will be delivered directly by the Construction Academy Team or in collaboration* with site staff.

- Boyle Heights (Calo YouthBuild)*
- Canoga Park (Ruth YouthBuild)*
- El Monte (SGVCC)
- Lincoln Heights (LEAD)
- San Bernardino
- Inland Empire YouthBuild)*
- Inglewood (YJC)
- Norwalk (Field of Dreams Learning)
- Slauson (Home Sweet Home)
Staffing and Collaborative Roles

**Construction Academy Team**

Daryl Wright - Vice President, Employer Partnerships, YouthBuild USA

Rossie Johnson - Director, Construction Academy

Ben Garcia - Regional Coordinator, Construction Academy

Frank Alvarez - Regional Coordinator, Mentoring and Outreach

Daniela Archila, Career Development-AmeriCorps VISTA

**Los Angeles Regional Collaborative**

Directors like Sara Silvia, Compton YouthBuild, Alexandra Torres, WINTER YouthBuild lead and support partnerships

Teachers work on curriculum design and implementation

Case Managers and MSW Interns reinforce career coaching and help eliminate barriers

YCSC staff provide ongoing technical support in curriculum design, classroom support, and communication and funding
In 2009 the North America’s Building Trades Union (NABTU) approached YouthBuild USA about implementing their new Apprenticeship Preparatory curriculum in Los Angeles and Atlanta because of the growing need for new apprentices in those areas. In Los Angeles local programs begin the relationship building process with the Trades.

In 2012 representatives from the Los Angeles and Orange County Building Trades met with YouthBuild Directors, Program Managers and Construction staff. In this meeting all of the representatives stated that they wanted YouthBuild programs to provide the trades with employable and trainable young men and women. YouthBuild programs across the LA region began implementing MC3.
Key Partnerships Needed

- Los Angeles and Orange County Building Trades Council
- International Brotherhood of Electrical Workers Local 11
- Cement Masons Apprenticeship School
- Laborers’ International Union of North America
- Iron Workers 433
- Emerald Cities Collaborative
- Los Angeles Alliance for a New Economy
- United Auto Workers / SELA WorkSource Center
Additional Partnerships

BuildLACCD, Metro LA, Hathaway Dinwiddle, Overton Moore

Painters and Allied Trades DC 36 (Floor Layers), Southern California Pipe Trades District Council No. 16

Vernon-Central WorkSource Center, Goodwill of Southern Cal, Child Care Alliance of Los Angeles
North America’s Building Trades Unions are now sponsoring comprehensive apprenticeship-readiness training programs throughout the United States. These programs provide a gateway for local residents, particularly those from underserved communities, including women, people of color and transitioning veterans, to gain access to Building Trades registered apprenticeship programs. Apprenticeship Readiness Programs are administered by state and local Building Trades Councils, and they feature the Building Trades’ nationally recognized Multi-Craft Core Curriculum (MC3).

The Multi-Craft Core Curriculum (MC3) is a comprehensive pre-apprenticeship curriculum. It was developed and approved by the Building Trades National Apprenticeship and Training Committee. In 2012, the U.S. Department of Labor awarded the Building Trades the Department’s Registered Apprenticeship Innovator and Trailblazer Award for the MC3 at its 75th Anniversary celebration.
MC3 Certification

To earn a certificate of completion:

All Tier Sites

1. Must complete all required sections of MC3 and their hour requirement.

2. Must submit a portfolio showing evidence of training.

3. Portfolio must be approved by the YBCA for forwarding to the North American Building Trades council for final certification.
<table>
<thead>
<tr>
<th>Required Chapters</th>
<th>Elective Chapters—Select to complete the 120 hour requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation and Industry Awareness—8 hours</td>
<td>Construction Health and Safety—22 hours</td>
</tr>
<tr>
<td></td>
<td>(CPR and First Aid—8 hours/Osha—10-10 hours/Women’s Health and Safety—4 hours)</td>
</tr>
<tr>
<td>Construction Trade Awareness—8 hours</td>
<td>Blueprint Reading—20 hours</td>
</tr>
<tr>
<td>Tools and Materials Hands on Training—8 hours</td>
<td>Green Construction—4-8 hours</td>
</tr>
<tr>
<td>Basic Math for Construction—40 hours</td>
<td>Financial Responsibility—4-8 hours</td>
</tr>
<tr>
<td>Heritage of the American Worker—8 hours</td>
<td></td>
</tr>
<tr>
<td>Diversity in the Construction Industry—12 hours</td>
<td></td>
</tr>
<tr>
<td>(Diversity Awareness—4 hours/Sexual Harassment—8 hours)</td>
<td></td>
</tr>
<tr>
<td><strong>Total 84 Hours</strong></td>
<td><strong>Total 54 Hours (Choose 36 out of 50)</strong></td>
</tr>
</tbody>
</table>
Multi-Craft Core Curriculum

Consists of basic competencies required for most apprenticeship programs across the trades.

Sections include: Industry Awareness, Tools and Materials, Construction Health and Safety, Basics of Blueprint Reading, Basic Construction Math and Heritage of the American Worker.

Construction Academy Sites receive the MC3 through assistance from YCSC.

Regional Training Centers receive MC3 through their existing construction training programs.
Industry Awareness

- Touring Apprenticeship Schools
- Guest Speakers from the Trades
- Tapping into local Partners
Employability Readiness and Documents

Employability Readiness prepare a trainee to show that they are work ready. Resume writing and interviewing should be covered through a workshop and be tailored to a union apprenticeship program. Driver’s License, Birth Certificate, social security card and a work permit (if applicable), should be collected as part of enrollment in the program and stored safely in the students case file. A SMART Goal or Individual Development Plan should be created with any student that does not have a driver’s license to ensure that they receive one before the program is completed.

Students are taught how to prepare and organize needed documents to successfully apply to a union apprenticeship program.
MC3 and First Jobs

Trades Exploration Activities

Diversity and Communication Workshops

Resume Writing Workshop, Interviewing Skills Workshops & Mock Interviews

One-on-One Career Coaching

First jobs Enhancements:

Substance Abuse, Getting to Work Challenge, Workplace Basic-understanding your pay, and Managing your Brand
Basic Construction Academy

A week long training experience for all of our Construction Academy Sites

Trainees complete the Construction Health and Safety section of MC3.

Trainees receive their OSHA 10 hour training in the first part of the week.

Trainees also receive CPR/First Aid training mid-week.

The one week Academy culminates with a community service team project that is construction related.
Advanced Academy (Post Program)

Open to all Collaborative sites (22 total programs)

Two week training offered to top trainees

High School Diploma, MC3 Certification/Portfolio and Letter of Recommendation from their program necessary for participation.

Week one focuses on MC3 Review. Consistency.

Week two focuses on OSHA 30 Hr. supervisory construction health and safety.

Successful completion of the Advanced Academy assists the YBCA with post program placement in the trades.
YBCA Process

Construction Academy (CCPT) Program:

1. Outreach and Recruitment
2. Program Enrollment
3. Multi-Craft Core Curriculum (MC3) Training
4. MC3 Basic Construction Academy
5. MC3 Certification
6. Career Fair, MC3 Ceremony and Build Off event

Post Program

1. MC3 Advanced Construction Academy
2. Advanced Trainee Placement/Possible ACE enrollment
3. Academy Transitional Programming
4. Apprenticeship
2015-2016 CCPT Progress

- All YCSC sites now have a Construction Training program (except YJC and San Diego)
- Streamlined portfolio process and PD created better quality and consistent training
- Highest number of MC3 completers
- Highest number of sites with MC3 completers
- Highest number of Direct placement into trades due to concerted effort
- Local contractors sponsoring our young people
- OSHA TOT--12 sites now have authorized OSHA Instr.

Leverage resource e.g. $25,000 of supportive services available for youth placed at USC Village

Placed graduates into the trades: Compton YB (2) into IBEW Local 11, YJC (1) into Floor Layers, HSH (1) into Painters, LEAD (1) Tier 1 participant into the Floor Layers, and AVYB (16) into Local 433 Ironworkers

Created an industry advisory panel

Strong relationship with LA/OC Building Trades Council and other placement partners
2015-2016 CCPT Challenges

- Conflicts in scheduling
- Transportation issues to special events and union tours
- Low amount of recruits for placement opportunities
- Construction staff need access to more training
- Driver’s License obtainment an issue in placement
- Collaboration between site staff in implementing the various sections of MC3
- Low amount of attendance at Advanced Construction Academy
- Site capacity issues
Best Practices

- Asset Mapping and Stakeholders Engagement
- Unifying Curriculum and Training
- Securing funding to support full scale implementation
- Dedicated and resources to provide regional and industry specific Technical Assistance
- Collaborative Effort / Directors and staff moving pieces of work e.g partnership and curriculum design
- Co-Instructing Construction and Employability
Questions and Answers
The Mark H. Ayers Community Achievement Award

NORTH AMERICA'S
BUILDING TRADES UNIONS
Value on Display. Every Day.

https://youtu.be/mGaP19211-Y
On Monday, March 27, 2017, 30 members of America’s newest cohort of young workers strode across the threshold of a training center on South Broad Street in Center City Philadelphia to begin their pre-apprenticeship training to launch new careers in health care.

These Philadelphia workers are “opportunity youth”—some of the five million young adults between the ages of 16 and 24 who are neither in school nor the workforce. The fact that this diverse group of young people—19 women and 11 men, 93 percent of them people of color—was entering a program designed to lead directly into an apprenticeship in health care is the result of a nationwide effort to increase access to apprenticeships, a proven on-the-job training program that has historically been available mostly to white men in construction and manufacturing.

These Philadelphia participants in a pre-apprenticeship-to-apprenticeship program developed by the District 1199C Training & Upgrading Fund (the Training Fund), and their counterparts enrolled in the Earn and Learn program in New Orleans, represent an early wave in a growing movement in cities across the United States that use earn-and-learn strategies to open the doors to education and career opportunities for opportunity youth. Both programs contain the essential elements of effective work-based learning: participants are paid a fair wage, receive industry supervision, are awarded college credit, and earn industry certification upon completion of the program.

Young people who are out of school and unemployed need substantial preparation and supports in order to get and keep a job or succeed in postsecondary education. Most opportunity youth need to support themselves, and many also support family members. The average estimated household income for members of the group entering the Training Fund’s Direct Support Professional Apprenticeship program is just $25,000, and six participants have children to support. They cannot afford to stop working and enroll in school, but they need additional education in order to access high-paying jobs with career growth prospects. Many opportunity youth also have histories of involvement with the
foster care or criminal justice systems. They often have little support at home, limited trust in systems, and none of the social capital that is needed for young people to make their way in an economy that requires highly skilled workers and is driven by personal networks. But they are bright, resilient, compassionate, and have the energy and creativity of youth and the digital native’s comfort with technology—qualities in high demand by employers. The young people who participate in Earn and Learn and the Training Fund program are also trained and prepared for the entry-level positions that employers struggle to fill. Joy Smith-Groomes, senior human resources manager at JEVS Human Services in Philadelphia, one of the organizations employing apprentices in the Training Fund program, explains:

> The training that the pre-apprentices receive ensures that they are well-equipped with the tools they need when they come in the door. It’s great to have someone with book knowledge. Then, the job shadowing portion...[gives] us an opportunity to really get to know the students... [And] the support they receive, the ongoing training and education in the classroom during the yearlong apprenticeship, will really help—we’ll end up with someone who is committed to our organization, committed to the work we do, someone who will want to stay and move up in the organization...The pre-apprentices really took their choice of agencies very seriously.

Apprenticeships are an entry point to highly skilled jobs that pay well and don’t typically require a college degree. Traditionally limited in the United States to the building trades and manufacturing, most apprenticeships pay higher starting wages than entry-level service jobs in retail or fast food and provide a series of wage increases tied to mastery of competencies. An apprentice’s individualized mentoring with an experienced worker both reinforces technical instruction and helps instill the cultural knowledge and competencies that are essential to workplace success. But finding and entering an apprenticeship is a daunting task for members of groups that historically haven’t had access to the apprenticeship system. Some of the barriers are educational: in many industries, apprentices must have a high school diploma or equivalent, achieve mastery of specific levels of math, have a basic understanding of safety procedures around tools and machinery, or have other occupational knowledge such as an ability to read blueprints. Other barriers are cultural: apprentices in many industries are expected to own a set of tools, have the right work clothes and shoes, and be prepared to navigate a workplace culture that is unfamiliar and may at times feel unwelcoming.

Pre-apprenticeship programs are designed to provide supports tailored to the needs of specific groups to prepare them to enter and succeed in an apprenticeship program. The programs profiled here are designed specifically for opportunity youth, and although the two programs differ in important ways—Philadelphia’s leads participants into an integrated apprenticeship in behavioral health careers, while the New Orleans program prepares participants for jobs in a range of industries—both share the characteristics of effective youth training programs: they use proven youth-focused support strategies, employ highly trained youth specialists, and have strong connections with employers.

Investing in opportunity youth is an investment in the talent pipeline, the social fabric, and in these young people, whose grit and resilience suggests that they have enormous potential to contribute to the nation’s economy and to their communities.

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**What is Apprenticeship and Pre-Apprenticeship?**

**Apprenticeship** is model of workforce training that allows employees to earn while they learn. These programs generally last from one to six years and include a combination of on-the-job training and formal classroom instruction. Registered apprentices earn progressively increasing wages and an industry-recognized credential. Apprenticeships can be overseen either by the U.S. Department of Labor’s Office of Apprenticeship or by a State Apprenticeship Agency, while employers and other sponsors administer individual apprenticeship programs.

**Pre-apprenticeship** programs are designed to prepare individuals to enter and succeed in apprenticeships. While pre-apprenticeship programs are not federally vetted, quality programs have a strong relationship with at least one apprenticeship program, provide training and curriculum that align with that program, and include a wide range of support services designed specifically to ensure students’ success.

Visit the [U.S. Department of Labor](https://www.dol.gov) and read the [Training and Employment Guidance Letter 13-16](https://www.dol.gov/agencies/oa/apprenticeship/letters/2016/tegl-13-16) to learn more about apprenticeship and pre-apprenticeships.
**Opportunity Cost of Not Investing**

Average earnings of a mostly disconnected youth are **$4,100/year**.
Increasing only to **$20,000/year** by age 28.
By age 28, only 1% have completed at least an associate degree.

Disengaged opportunity youth can **reduce the overall talent pool** available to business, and dampen productivity and economic development when large numbers of young workers are under-employed in low-skill service jobs.

**Potential Return on Investment**

Average earnings of a typical employed youth are **$13,900/year**.
Increasing to over **$30,000/year** by age 28.
By age 28, 36% have completed at least an associate’s degree.

Youth workers represent an **annually renewable new talent pipeline**, bring diversity and innovation to businesses, and their success drives future economic development.

After age 25, the lifetime social burden related to health, crime, and public assistance associated with each opportunity youth totals **$529,000**.
Under- and unemployed opportunity youth in the United States represent a total loss of **$11 billion** in foregone tax contributions annually.

Youth who participate in employment programs are **43% less likely to be arrested** for a violent crime.

Claybourne Watkins Jr., Clay to his friends, wasn’t particularly interested in becoming a behavioral care direct-support professional when he joined the Training Fund’s apprenticeship program. He was talked into joining by Amber, a friend who wants to become a social worker. As time went on, Clay reports, “I actually started to like it.” Clay, who is 24 and dropped out of high school at age 16, explains how the program grew on him:

Before I started the program, I was between jobs. I was stuck—didn’t know which way was up, which opportunity to take, or where to go. I didn’t take [the Training Fund’s program] as serious as I should have at the beginning, but...when the pre-apprenticeship started, something changed. I said, “Wow—I made it this far”... it evolved into something bigger and greater...

Although he stumbled into the pre-apprenticeship program, Clay is now a fan. Before he joined the Training Fund’s program, Clay had only heard of apprenticeship from “the TV show...The idea was foreign to me until now. I’m happy to be a part of it; it’s new, it’s invigorating, and it’s opened up the doors to a lot of opportunities for me.”

That is precisely why Cheryl Feldman, executive director of the Training Fund, a labor management health care workforce development nonprofit organization that sponsors the pre-apprenticeship-to-apprenticeship training program, has been working for two years to develop the innovative apprenticeship program focused exclusively on opportunity youth. The program leads participants to jobs as direct support professionals in behavioral health services, in-demand jobs that pay $10 to $15/hour—a considerable improvement over Pennsylvania’s minimum wage of $7.25/hour. Equally important are the opportunities for further career growth that it opens up. The required coursework allows participants to earn 24 college credits toward an associate’s degree in health and human services by the time they complete their apprenticeship year. With those credits, participants can continue on a career pathway at Philadelphia University for the associate’s degree, a bachelor’s degree in behavioral health, and a master’s degree in trauma counseling, with access to high-skilled, well-paying jobs on every rung of this career ladder.

Long a leader of sectoral training initiatives, the Training Fund in Philadelphia began to develop health care apprenticeship training programs in 2014 and now offers 10 apprenticeships in 6 occupations. Like all apprenticeships, the starting point for creating the opportunity youth apprenticeship is employers: “Understanding employer skill needs first is essential to success in developing any apprenticeship program,” advises Feldman.

To that end, the Training Fund commissioned a 2015 study of health care employers’ needs and how these needs might match the strengths of opportunity youth. Later needs-assessment work with employers confirmed a high demand for direct support professionals in behavioral health, a critical frontline role providing care for children or adults who need assistance with daily living in community settings such as outpatient clinics, group homes for the intellectually disabled, and addiction recovery homes. Interviews with employers also revealed that they want
behavioral health workers who are not only skilled but also have “lived experiences” related to their clients’ needs. Over 75 percent of participants in the first cohort of the apprenticeship program report having direct experiences with caregiving, mental illness, addiction, or intellectual disability themselves, with a member of their households, or with someone close to them. Because of their experiences, employers perceive these young workers as uniquely qualified for these jobs. In addition, employers surveyed in the study reported that young workers are often more caring and empathetic, and they are comfortable adapting to new technologies.

Joy Smith-Groomes explains that partnering with the Training Fund’s program provides a unique opportunity to bring young people into a field that doesn’t usually attract a young workforce: JEVS “supports people with intellectual disabilities and serious mental illness. I think not enough young people get to know this population, know their needs. I’m a huge supporter of getting young people into the field—not just at JEVS.”

Joy’s initial encounter with the pre-apprentices came during the second phase of the program, when the pre-apprentices participated in a job shadow at the employer partner’s site to learn about the available jobs and the organization’s culture. Joy recalls: “We started the group in a room . . . before sending them off to their assignments; the energy in the room was incredible. I asked them: How did you get to the program? What brought you here? Hearing the stories was amazing—so energizing.”

The pre-apprentices that JEVS then hires as apprentices aren’t just young and energetic, they are well trained and prepared for the challenging jobs they will do. Joy is very clear about the value of trained, well-prepared employees:

The difference here [between the Training Fund hires and those recruited conventionally] is the education—the pieces they get external to JEVS, and the support with the mentor. That helps them create a bond with someone who is a veteran staff member who will share and implant their knowledge. It’s different from other new hires. Most of our staff have someone at the site who is the lead, but the mentoring relationship is different—this is intentional and structured...The pre-apprenticeship program offers considerable cost savings to employers—that is very important.

That training and education has helped Clay transform his innate compassion into the professional attitudes he’ll need on the job. Like many of his peers in the training program, Clay has direct experience with caregiving: “I provided end-of-life care for my mother, before she passed. I took care of her—it opened my eyes to what compassion and altruism truly is.” As part of the pre-apprenticeship training, Clay has learned to apply that compassion to individuals with disabilities:

I’m learning the proper language—how to talk about them. They’re people first. I’m learning about not defining them by their disabilities. It takes a lot of practice, a lot of mental adjustments . . . you have to go in and change everything that you know. It’s a struggle, but a welcome one.

What’s changed for Clay?

My perception of people with disabilities. I used to think that it wasn’t that big a deal, or that being disabled made life easier. Now I know that [disability] is a real thing. I learned to channel my compassion so you want to help, want to make things better—I had to learn that. I’m become accustomed to using it . . . the learning process is a way of life, now that I think about it.

The training that is helping Clay change his perception of people with disabilities features a continuum of developmental experiences. In each phase, participants both learn the technical knowledge they need to work as behavioral care direct-support professionals, and practice the social and emotional skills required to provide patient-focused, compassionate care.

Three-Phase Program Design

The Direct Support Professional Apprenticeship program synchronizes a technical training and credential-earning track with work-based learning experiences, life-skills workshops, and support services. The Training Fund and its partners offer a single comprehensive program model that stretches from bridge, to pre-apprenticeship training, to apprenticeships, with assessments and decision points at the conclusion of each phase. The early bridge and pre-apprenticeship phases of the program flow naturally into the apprenticeships and are designed to avoid the disconnects often seen when programs operate separately.

Within these three phases, there is a progression of work-based learning experiences starting with guest speakers and employer site visits, and culminating in formal on-
### Three-Phase Program Design

#### Orientation and Bridge
- 4 weeks
- Electronic health records; mental health first aid; CPR
- OSHA safety certificate; CPR and mental health first aid certifications
- Guest speakers from industry
- Banking and financial coaching; public benefits access; resume development and interviewing skills

#### Pre-Apprenticeship
- 6 weeks
- Intro to behavioral health and intellectual disability
- Electronic health records certificate; driver’s license
- Job shadowing; job interviews
- Driver’s education; professional portfolio development

#### Apprenticeship
- 1 year
- 300-hour behavioral health training aligned with on-the-job training
- 24 college credits toward associate’s degree; apprenticeship credential
- On-the-job training and weekly mentoring session
- Weekly workshops designed to meet working students’ career and life support needs

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**Examples of Career Education and Skills Training**

**Credentials Earned**

**Examples of Work-Based Learning**

**Examples of Life Skills and Support Service**

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Ongoing, individualized support services
the-job training under the direction of a trained mentor within an apprenticeship training program. The work-based learning experiences are complemented by a progressively more challenging training curriculum that begins with contextually embedded basic skills within the technical skills training, and continues to technical instruction at college-credit level. Running throughout the program is a support service track, led by specially trained youth-case managers, that includes access to a range of specific on-site support services such as tutoring, social-emotional coaching, transportation assistance, financial coaching, and referrals for other services with partner organizations. Support services can run the gamut from help with child care for the six participants in the first cohort who have children, to assistance getting drivers’ licenses, which are required by most employers and which 75 percent of the participants in the first cohort lack.

The program’s three-phase structure means that the intensity builds slowly. That gradual increase in performance pressure, and the consistent support from both staff and other participants, are critical. When we interviewed Clay, he had completed the classroom-based orientation and occupationally contextualized bridge program, and was doing the six-week pre-apprenticeship portion of the program. Asked which aspect of the program he likes better, Clay said: “Both! I’m actually in the job training part now; in a couple of weeks, we will start doing both at once [during the one-year apprenticeship]. It’s an easy transition—not just everything all at once. It’s not stressful; gives us time to adjust.”

The biggest adjustment for Clay has been the time commitment:

I’ve had to put a lot of priorities on the back burner. I have a family, a whole big family…they’re used to me being there—emotionally, physically, spiritually. I’m not there as much as I used to be... [But] the program taught me time management; time and responsibilities—that’s what it’s all about. My family is supportive of what I do. They’ve given me a green light to do what I need to make myself better.

A Web of Partnerships Creates Career Pathways

Partnerships are essential. Throughout the program development process, the Training Fund worked with employers, local workforce system leaders, funders, and other organizations to create the web of partnerships that undergirds a comprehensive opportunity-youth-focused apprenticeship program. Around the same time that the Training Fund commissioned its study of how opportunity youth could help meet healthcare employers’ talent needs, Philadelphia’s workforce, education, municipal, and community leaders had begun to renew their collective vision for engaging opportunity youth, through their participation in The Opportunity Youth Incentive Fund, run by The Aspen Forum for Community Solutions and supported by Jobs for the Future. Locally led by The Philadelphia Youth Network, an intermediary that alleviates a root cause of poverty by preparing youth to become productive working adults, this collective impact initiative aims to knit together many stakeholder organizations, including The Training Fund, into an interconnected system of referral, support and training provider organizations. Feldman and her team met with a series of partners with capabilities to deliver needed services to engage them in the new youth apprenticeship program. The Philadelphia University serves as a key higher education partner for the behavioral health apprenticeship program. The university credits 300 hours of technical training delivered by the Training Fund during the apprenticeship year and delivers one class directly.

Once the core partners were confirmed, the Training Fund’s team turned its attention to Philadelphia’s health care employers, to engage them with the program’s first cohort and to hire qualified apprentices. The thorough program planning and the Training Fund’s established reputation among health care employers helped to quickly bring them on board. The Training Fund serves as the apprenticeship sponsor, relieving employers of administrative responsibility for tracking and reporting apprenticeship data. To lower costs to businesses, the Training Fund also braids multiple funding streams from federal, state, and local government and philanthropic investment partners to help pay a portion of the apprenticeship training costs. By the start of the first cohort, four behavioral health employers had signed on, with more employers to be added as the program matures.

### Inaugural Employer Partners

**Community Behavioral Health**

**JEVS**

**Philadelphia Mental Health Care Corporation**

**SPIN**

Several of the current sites are approving additional apprentices on an ongoing basis.
SPIN Inc., a large nonprofit that provides services to children and adults with autism and intellectual or developmental disabilities, has agreed to hire five full-time apprentices from the initial cohort as direct service professionals, a key frontline position that works directly with adult or children served by the organization. Within its overall workforce of 1,200 staff who serve nearly 4,000 clients annually in home and center-based settings, SPIN employs approximately 750 direct support professionals, so there is ample room to grow its apprenticeship strategy. Judy Dotzman, executive director of SPIN, views apprenticeship as a new opportunity to address the long-term workforce crisis in behavioral health and human services fields. Squeezed by public funding reimbursements that haven’t grown in 10 years, human service organizations like SPIN have embraced apprenticeships with “highly engaged youth” as a potential long-term solution to attract, train, and retain a stable workforce of professional aides. Dotzman adds, “we’re always looking for opportunities to enhance our workforce and are very impressed with this first group” of apprenticeship candidates at the Training Fund.

Once hired, apprentices at SPIN will start at a training wage of just under $10 an hour (plus benefits), and receive quarterly wage increases, rising to a little over $13 an hour by the time they successfully complete the apprenticeship year. After the apprenticeship timeframe, those who are interested in additional career opportunities can continue formal studies at Philadelphia University, and they are also eligible to apply for SPIN’s internal leadership development program to qualify for promotions into supervisory and program specialist roles.

For Judy Dotzman, investing in opportunity youth makes both business and civic sense:

“We’ve always invested in opportunity youth. That’s not new for us…I believe that employers like us have a responsibility to introduce youth to new careers... Given the workforce crisis in human services, youth are an excellent option for us. We can draw on their lived experiences and their resiliency.

Nationally, these positions have a 25 percent turnover rate...Turnover is really hard on the children and families in our programs. Apprenticeships can help stabilize the workforce to provide more consistent care for families.

Asked what she would tell other employers about the opportunity youth apprenticeship program, Judy doesn’t hesitate: “Having a diverse workforce strengthens the organization. Youth deserve an opportunity and are a strong target audience for these jobs.”

“The job shadowing portion...[gives] us an opportunity to really get to know the students....We’ll end up with someone who is committed to our organization, committed to the work we do, someone who will want to stay and move up in the organization....The pre-apprentices really took their choice of agencies very seriously.”
Like Philadelphia, New Orleans is a city with a large population of opportunity youth, one in seven of 16- to 24-year-olds. Also like Philadelphia, New Orleans is a member of the Opportunity Youth Incentive Fund. In 2014, Tulane University’s Cowen Institute launched the Earn and Learn program that combines yearlong technical training programs in either information technology/digital media or building trades occupations with hands-on paid work experience, first within the University’s Technology Services and Facilities Operations departments and then with local employers. The program, supported in part by Opportunity Works, JFF’s Social Innovation Fund initiative, enrolls youth 18 to 24 who have completed high school or its equivalent and are out of work and education.

A four-person team at Tulane’s Cowen Institute runs the program, with each staff member responsible for key program elements: a senior program manager, who directs the overall enterprise; a manager of instruction and academic partnerships, who guides the skills instruction and academic and credentialing partnerships; a college and career counselor, who handles ongoing participant support services and case management; and a manager of on-the-job training, who coordinates work-based learning and the network of workplace supervisors at the university. This team works closely on a weekly basis with external partners, including Delgado Community College for technical training, Bard Early College for postsecondary-level academic instruction, and other community-based program partners involved in outreach and support services.

Earn and Learn is designed as a paid work-based learning program modeled on apprenticeship: it includes highly coordinated academic and occupational skills instruction that complements paid on-the-job learning guided by trained supervisors as mentors. Antoine Young is one of those supervisors. He is responsible for all of Tulane’s campus security cameras and was eager to participate in the Earn and Learn program.

The early weeks of the placement were challenging. Darnell, the participant assigned to Antoine’s group, was bright and eager, but he had no computer background:

> It was very interesting...learning how to work with an individual who had no background. We tried to understand what his level of knowledge is, and what he can give to our team...we needed to understand what the basics are for us, and what we needed to teach him: “what is a computer; what is [Microsoft] Office”; it was a good learning experience for us.

Some weeks into Darnell’s placement, Antoine realized that he could help Darnell prepare for the Internet Core Competency (IC3) certification he was working toward through the Earn and Learn program. It “seemed like we’re helping with the experience side, the practical knowledge side, and the IC3 exam is a school thing; but when we started really talking about it, we realized how we could help him get the certification.” Before long, Antoine and his colleagues were helping Darnell study for the certification tests: “We worked with him on study habits, the best way to tackle specific test questions around computer terminology.” And once he understood the content Darnell was covering in school, Antoine made a concerted effort to match the IC3 course material with the on-the-job training.

“The training that the pre-apprentices receive ensures that they are well-equipped with the tools they need when they come in the door.”
The learning curve was steep for both Antoine and Darnell, but by the end of the placement Darnell had not only completed the IC3 certification, he had discovered an aspect of the work that appeals to him and has a career path: installing and maintaining the surveillance cameras that Antoine’s department controls. What has Antoine learned? “How to approach the challenge of making the time the student spends with us worthwhile.”

Cultivating Employers as You Would Donors

“We’ve learned a lot about employer engagement and buy-in,” says Amy Barad, The Cowen Institute’s director of strategic initiatives and the founder of the Earn and Learn program. Selling the idea initially was a challenge. “We leveraged our relationships within the university to convince people to take meetings with us and listen to our pitch.” Over time, as the program has grown, engaging employers has become easier. “We treat employer engagement like we treat donor cultivation in development,” Amy explains, “with lighter touch, lower-stakes engagement, initially.” They began by inviting employers to look at the curriculum and make sure that it would address their pipeline issues. Then came network days, when 10 to 20 employers came to campus for informational interviews, mock interviews, and group information sharing. Meeting the young people “has the biggest impact,” Amy observes. “Young people have the opportunity to tell their stories, talk to [employers] about the 40 hours a week that they’ve dedicated to advancing themselves. It’s a key piece of relationship cultivation.” Finally, employers invite the Earn and Learn program on site visits, so participants can visualize the work environment and experience the culture. With each step, employers get more interested and more invested in the program.

Initially, program graduates were placed with external employers only after they completed the 11-month work-based learning portion the program at Tulane University. But, beginning with the 2017 cohort, program designers shortened the Tulane job placement and added a 6-week internship opportunity with external employer partners. This change provides a low-stakes opportunity for employers to understand what it means to hire a young person who has been out of school and unemployed at some point. Internships also provide an opportunity for young people to build their social networks, which are essential to advancing professionally.

Keys to Success

Earn and Learn’s high success rates are a function of the structured education and job training, which are also essential to any good pre-apprenticeship, and the program aspects that are designed specifically to support opportunity youth. These include specially trained staff and the program’s homegrown social and emotional development curriculum, which also fosters a powerful peer-to-peer support community.

Earn and Learn Quick Facts

**Time:** Two overlapping cohorts—January to September, and September to the following June—with the potential for a six-week internship with an employer partner after each cohort completes the on-campus portion of the program.

**Pay:** Participants are paid $220 total per week for 15 hours of work each Monday through Wednesday, and 7 hours of participation in the program’s social and emotional development curriculum every Thursday.

**Who:** Approximately 85 percent of participants are African American and 5 percent Latino or Vietnamese. Typically, 35 to 40 percent are women.

**Outcomes:** Of the January 2016 cohort of 31 enrollees, three-quarters successfully completed the yearlong program in December 2016. By May 2017, 82 percent of these program completers had either secured a full-time job or enrolled in postsecondary education, surpassing the goal of 80 percent within 6 months of program completion. The cohort that began in January 2017 also started strongly, with 14 of the 15 participants (93 percent) retained in the program as of May 2017.
YOUTH-SPECIFIC STAFF TRAINING
Working with opportunity youth requires training. These young people have limited work experience and may have challenges around meeting requirements that strike them as arbitrary. To ensure that the Earn and Learn participants have the support they need, program staff and several partner representatives join several times a year with 30 other staff from youth-serving organizations in a training program developed by the David P. Weikart Center for Youth Program Quality that focuses on a research-based continuous quality-improvement process for youth-serving programs. The ongoing professional development program helps the team build a youth-focused learning environment, provides an accountability framework for instructors to assess their methods, and instills a culture of continuous improvement. Over the first two and a half years of the Earn and Learn program, this cultural attribute has led to numerous changes, such as introducing more “positive incentives” to encourage participants to adapt in order to meet the expectations of employers and faculty.

The willingness to adapt the program to meet participants’ needs and the focus on positive incentives also led to structural change: in the original design, apprentices spent 11 months in a work-based learning job placement at Tulane. When ongoing program assessments found that some apprentices’ interest level and commitment to punctuality began to wane in the second half of the job placement, the university job placement period was shortened to match the academic year. Participants who maintain strong attendance and performance now have an opportunity to get an internship with employer partners in New Orleans during the last few months of the program year. This change meant that the program replaced a potential source of conflict—managing poor attendance and other unprofessional behavior—with a series of incentives to perform well in the first months of the program in order to earn the opportunity for additional job placements.

EMPHASIS ON SOCIAL AND EMOTIONAL DEVELOPMENT
Every Thursday, the Earn and Learn staff and their academic and social-emotional learning partners, Bard Early College and Family Services of Greater New Orleans, provide an intensive day interweaving college courses and skills training with group and individualized workshops that develop each participant’s “toolkit” of situational responses essential to success at work and higher education. The overall curriculum features a variety of experiential activities within youth-focused thematic modules, such as building an integrated identity, fostering a growth mindset, building community, and problem solving. For example, within the

Earn and Learn Employer Partners
Earn and Learn graduates have been hired by these employers:
The Intercontinental
Louisiana Center for Children’s Rights
The Hyatt House
Loyola University New Orleans
Dillard University

Upcoming partnerships include some of the above employers, plus:
The Hilton New Orleans Riverside Hotel
The Hyatt Regency New Orleans
Oschner Health Systems
Gallo Mechanical
Turbosquid
Laitram
Woodward Design + Build

Supervisor Training and Supports
Tulane staff who supervise Earn and Learn participants also receive training and support that includes:

1. Bimonthly professional development around the following topics:
   - Program orientation and expectations review
   - Supervision through a trauma-informed lens (including reporting procedures)
   - What to do during downtime and keeping apprentices motivated
   - Effectively delivering feedback
   - Communicating across differences (cultural, racial, class-based, age/generational, gender)

2. Biweekly one-on-one coaching for effective supervision, trouble shooting, and goals setting with apprentices

3. A monthly newsletter, which contains updates and general tips/how-tos
integrated identity theme, participants learn about “code-switching” techniques to adapt to different environments, and that adapting to a corporate environment when working doesn’t mean losing one’s personal identity. The introduction of each tool comes with opportunities for participants to immediately apply the tools to specific work and learning situations.

Each Thursday’s schedule follows a predictable framework to create safe spaces for participants to build an authentic and powerful learning community in which participants and staff listen, learn, bond, and grow together. Every moment of the day is choreographed by a detailed facilitator’s guide that includes references to specific participants’ needs and interests that emerge as the cohort progresses. As participants learn new skills and tools during the year, the instructional team aims to enlist student leaders to become “co-creators” of the program to help drive the learning process and demonstrate leadership competencies.

For example, the 2017 cohort developed a series of videos in which they describe what they’ve learned, and crafted plans to create a YouTube channel to house the videos for the benefit of other youth.

Amy Barad offers this advice to other organizations considering emulating the Earn and Learn program: “First, the program needs to hire staff who are already more student-directed than content-focused.” Avoiding staff-participant power struggles that trigger old behaviors is essential to maintaining relationships of mutual respect. Participants are explicitly reminded that they can choose not to deploy tools that they don’t see a use for, reminders that help to strengthen their sense of agency. “Staff must avoid the trap of seeing themselves as the experts. Everyone is learning together, in both teacher and learning roles, in a continuous learning process. Staff must demonstrate the same growth mindset and flexibility asked of students.”

PROMISING PROGRAMS

Pre-Apprenticeship and Work-Based Learning for Opportunity Youth around the United States

While effective pre-apprenticeship programs combine employer engagement, holistic support for participants, and access to work-based learning experiences, among other elements, programs that support opportunity youth often begin with just one of these elements in place and build from there. Around the country there are promising efforts to help opportunity youth gain access to work-based learning while providing the types of supports typical of pre-apprenticeship programs:

• **Specialized Youth Support Service.** In Baltimore, the nonprofit JumpStart’s construction training program developed a new youth-specific mentoring program in the fall of 2016 that trained and paired program graduates working in construction trades with some of the younger participants within this mixed-age program. Mentors do everything from helping mentees overcome frustration at work and stay on the job to transporting mentees to take a driver’s license test.

• **Mobile Work-Based Learning.** In Chicago, the Manufacturing Careers Internship Program, sponsored by the Chicago Cook Workforce Partnership and delivered by Business and Career Services, focuses exclusively on 18- to 24-year-old unemployed youth. MCIP moves its manufacturing training and internship program around the city to neighborhoods with the highest rates of youth unemployment, in partnership with community-based organizations that are trusted by youth. Employer engagement is central to this program: new neighborhood-based cohorts can only start after securing commitments from at least three nearby manufacturing employers within easy commuting range who agree to create temp-to-perm internship positions for program participants.

• **Removing Barriers to Youth Success.** In Philadelphia, YouthBuild Philadelphia Charter School offers an innovative construction pre-apprenticeship partnership program led by organizations that do not typically work together: the local carpenter’s trade union and the non-union affiliate of the national Associated Builders and Contractors trade association. With this program’s 2017 pilot cohort, the partners are testing changes to longstanding policies that had previously been barriers to opportunity youth entering construction apprenticeship programs. Changes include a waiver of the requirement for apprenticeship candidates to have cars, and allowing pre-apprenticeship participants to quickly re-take the union apprenticeship screening exam, which previously required a one-year wait.
Helping Opportunity Youth Succeed: Five Strategies

Philadelphia’s Behavioral Care Pre-Apprenticeship program and New Orleans’ Earn and Learn program each combine specific strategies for supporting opportunity youth with effective work-based learning practices. These strategies and practices can be adopted by a range of organizations interested in expanding access to apprenticeship for opportunity youth.

Strategies for supporting opportunity youth in pre-apprenticeship and apprenticeship:

• **Youth-Focused Staff Selection and Training**
  Leaders in both the Philadelphia and New Orleans programs stressed a need to carefully select program staff who demonstrate a sensitivity to and interest in the specific needs of opportunity youth. In both cases, the organizations further prepare staff through specialized professional development.

• **Attention to Youth Social-Emotional Development**
  Successful opportunity youth programs recognize the unique needs of this population as they reengage in education and career opportunities. The programs offer safe learning environments and provide fresh learning opportunities for youth to develop a new repertoire of constructive responses to the challenges and stresses of professional and postsecondary learning environments.

Best practices for growing opportunity youth training programs into pre-apprenticeship and apprenticeship:

• **Work-Based Learning Progression**
  Youth with limited exposure to and experience with career-track employment in particular benefit from a series of exposures to work-based learning. This continuum of work experiences allows them to explore different options and to have a range of choices to match an emerging awareness of their interests and aptitudes. Such a progression of work-based experiences also gives participants chances to learn from these interim experiences before entering higher-stakes employment settings with less tolerance for mistakes. In a parallel track, technical instruction provides a progression of skill building to reinforce and inform work experiences, ranging from contextualized basic skills to more advanced college-level instruction.

• **Early Employer Engagement in Planning**
  Working jointly with business partners from the beginning, rather than later in the process, pays off in building the credibility of provider organizations and a program focus on specific career opportunities that match youth assets. Pre-apprenticeship programs need to work with apprenticeship sponsors to align curriculum and training design with the entrance standards of the apprenticeship program, which are driven by the interplay between academic instruction and the employers who hire and mentor the apprentices.

Applicable to all:

• **Integrated Delivery Partnerships**
  No single organization is likely to have the full range of capacities needed to offer a comprehensive apprenticeship program for opportunity youth that includes employer engagement, work-based learning, and college-level technical instruction, along with youth-specific recruitment, support services and case management, and expertise navigating the apprenticeship system. Comprehensive programs must artfully weave the assets and staff specialists of multiple provider organizations, technical educators, and participating employers into an integrated and mutually reinforcing set of services and activities.

> **Staff must avoid the trap of seeing themselves as the experts. Everyone is learning together, in both teacher and learning roles, in a continuous learning process. Staff must demonstrate the same growth mindset and flexibility asked of students.**
Unlocking the Talent of Opportunity Youth

America’s most famous youth apprentice, Ben Franklin (a printer’s apprentice at age 12), reputedly described the basic learning process of apprenticeship this way: “Tell me and I forget, teach me and I may remember, involve me and I learn.” This aphorism fits 19-year-old New Orleanian Da’Jonae Curtis. Although she was valedictorian of her high school class in 2016, she had no interest in postsecondary education: “I knew that I didn’t want to go to school—I was just done with school.” Instead, Da’Jonae found Earn and Learn and is about to complete her job placement with Tulane’s HVAC department. “I was kind of skeptical [of HVAC work] at first. It was something I never thought about doing,” she says. But after almost eight months on the job, Da’Jonae is proud of the certifications she’s earned and looking forward to an externship. Da’Jonae describes what she likes about work-based learning:

> I like that it’s very hands on. I learn multiple skills in multiple different jobs—HVAC has electrical, carpentry, all kinds of things—it’s not just one thing. The first thing I had to learn was the tools—everyone here has big tool cases and stuff—tools that I [had] never seen before. They would say, “hand me this, hand me that”; I had no idea of what they wanted. But now, it feels great to know what all the tools are.

She’s the only woman on her team at the moment, and she says “it really isn’t a problem. My supervisor is a really cool guy, very understanding; he’s a great teacher.” Da’Jonae’s advice about succeeding in Earn and Learn is aimed at participants, but rings true for everyone involved in creating pre-apprenticeship programs. “I think it’s an awesome program,” she says, “you just have to have the patience.”

The programs described here and others emerging around the country represent an effort to involve a segment of the U.S. workforce in learning that can lead to real economic opportunity. Making apprenticeship accessible to opportunity youth opens up a deep pool of talent in an economy starved for highly skilled, technology-savvy workers, and it gives young people who haven’t had access to this valuable form of on-the-job training an opportunity to gain a foothold in an economy in which technical training and postsecondary education are prerequisites for the jobs of the future.
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About Equity Partners in Registered Apprenticeship

Under a contract awarded by the U.S. Department of Labor, JFF is serving as an equity partner in Registered Apprenticeship and working to connect women, people of color, and opportunity youth to Registered Apprenticeship programs. JFF has convened a national partnership that includes CVS Health, Hilton, The Hartford, National Association of Workforce Boards, Community College Workforce Consortium, Opportunity Youth Incentive Fund, Upwardly Global, and FASTPORT, as well as regional partners in Chicago, Houston, Los Angeles/Long Beach, and Philadelphia. These employers, community colleges, workforce boards, and community-based organizations, with technical assistance from JFF, seek to advance equity in Registered Apprenticeship by creating stronger referral systems into Registered Apprenticeship programs, creating new pre-apprenticeships or aligning existing job training programs to Registered Apprenticeship, and enhancing services that increase the retention and success of apprentices.

JOBS FOR THE FUTURE

JFF is a national nonprofit that builds educational and economic opportunity for underserved populations in the United States. JFF develops innovative programs and public policies that increase college readiness and career success, and build a more highly skilled, competitive workforce. With over 30 years of experience, JFF is a recognized national leader in bridging education and work to increase economic mobility and strengthen our economy.
Closing Summary

Placement practices which are most successful include strong connections between placement partners and participants, and are well managed by the Job Developer, who plays a central and integral role in ensuring that all parties – the YouthBuild program, participants, and partners – have the support, resources, and knowledge necessary for the placement to be successful.

Regular communication and support of the YouthBuild participants and all placement partners is critical to the quality and sustainability of a placement, whether that placement is in a first job, career pathway, military, post-secondary education, or apprenticeship. Formal and creative outreach to potential partners communicates the potential benefits of being a placement partner. Clear communication of expectations between partners and YouthBuild programs via detailed MOUs, engagement agreements, and/or position descriptions, coupled with regular follow-up sets the stage for an effective and productive partnership. Grantees must also ensure that participants have the supports they need to fully leverage a placement opportunity by providing hands-on opportunities and ongoing wrap-around case management services to address participant needs. Clear communication of participant expectations, career planning, and exposure to potential employer partners also contributes to successful placement efforts.

Reference