

Section 5 - Objective Assessment

All participants are to be provided an objective assessment that assesses **educational function levels** as well as identifies individual strengths and barriers, goals, interests, hard and soft skills, and need for supportive services. The objective assessment is a process, which includes a review of basic and occupational skills, prior work experience, education attainment level, employability potential and developmental needs.

The objective assessment

- Is an ongoing process and should not be viewed as a one-time event.
- Should include interviews, career guidance instruments such as Indiana Career Explorer, basic skills assessments, and observations.
- Can provide insight and guidance to both the case manager and the participant during development of the Individual Service Strategy.

Determining Educational Functioning Level

WIA requires all eligible youth to be provided an objective assessment that includes an academic assessment. DWD has adopted use of the Tests of Adult Basic Education (TABE) as the approved assessment of educational function level.

- If a youth has been assessed for basic skills deficiency in the previous six months, staff may use those results in lieu of re-testing. However, the results of the alternate test should be verifiable and documented. In addition the same test format must be available and administered for post-testing at a later date.
- Staff should use TABE versions 9-10 and the TABE Locator must be administered prior to administering the TABE Survey or TABE Complete Battery assessments.
- Based on the results of the Locator, the participant must be assessed with the appropriate level of TABE (Easy [E], Medium [M], Difficult [D], or Advanced [A]). The TABE Locator and the appropriate math, reading, and language sections must be administered following test-publisher guidelines.
- All staff who administer the TABE must have successfully completed training on its use. TABE must be interpreted for participants and should only be interpreted by staff that are trained to do so. TABE should be interpreted in a one-on-one setting.
- **Reasonable accommodations** must be provided, as appropriate, when assessing youth with disabilities. See the Testing Youth With Disabilities section of TEGE 17-05 and the CTB/McGraw-Hill accommodation guidelines for TABE 9 & 10 and TABE CLAS-E.

Origin of Educational Functioning Level - The National Reporting System (NRS) was developed by the U.S. Department of Education to implement an accountability system. The DOL Employment and Training Administration has adopted policies for "educational gains" based on those outlined in the NRS. These include educational functional levels, which are sets of skills and competencies demonstrated by students entering at that level. As outlined in the NRS, there are two sets of educational functioning levels – six levels for Adult Basic Education (ABE) and six levels for English as-a-Second Language (ESL) students. ABE levels roughly equate to two grade levels.

- Online TABE testing is the preferred format for assessing basic skills; however paper and pencil test may be used. The same format should be used for both the **pre-test** and the **post-test**.
- Raw TABE Scores are converted to determine the participant’s educational function level automatically in the InTERS system.

TABE Scale Score Conversions to Educational Function Levels

NRS ABE/ASE Level	Grade Level Equivalent	Reading	Total Math	Language
1. Beginning ABE Literacy	0-1.9	<368	<314	<390
2. Beginning ABE	2.0-3.9	368-460	314-441	390-490
3. Low Intermediate ABE	4.0 – 5.9	461-517	442-505	491-523
4. High Intermediate ABE	6.0-8.9	518-566	506-565	524-559
5. Low ASE	9.0-10.9	567-595	566-594	560-585
6. High ASE	11-12.9	>595	>594	>585

High School Youth, including JAG In-School Participants

- High school students already undergo a number of assessments while in school. Thus only the TABE Survey, which is a shortened version of the Complete Battery, should be administered to high school youth including JAG in-school participants. Staff must administer the TABE Locator prior to administering the TABE Survey. Based on the results of the Locator, the participant must be assessed with the appropriate level of TABE Survey.
- The TABE Survey is recommended for use with high school participants. However, if a more in depth assessment is desired or needed, the TABE Complete Battery may be administered.
- In-school youth who are enrolled in high school are excluded from the Literacy and Numeracy Common Measure.

Out-of-School and Post-Secondary Youth

- Currently DWD requires that out-of-school and post-secondary youth take TABE 9&10 Complete Battery in three subjects: total math (math computation and applied math), reading, and language. Effective July 1, 2012, the TABE Survey will be the required assessment and must be administered to eligible youth. However, if a more in depth assessment is desired or needed, the TABE Complete Battery may be administered.
- Staff must administer the TABE Locator prior to administering the TABE Survey or TABE Complete Battery assessments. Based on the results of the Locator, the participant must be assessed with the appropriate level of TABE.
- All **out-of-school** and **post-secondary** youth must have documentation of their **educational functioning level** recorded for the purpose of calculating the **Literacy and Numeracy Gains** performance measure.
- **Any out-of-school or post-secondary participant who tests at or below grade 8.9 in either the Literacy or Numeracy section will be determined to be basic skills deficient.**

Post-testing participants enrolled for more than one year - A basic skills deficient participant who receives services more than one year must be post-tested prior to the end of each program year up through year three and the results of each post-test will be counted in the calculation of the Literacy and Numeracy Gains performance measure.

After three years, the participant no longer is counted in the Literacy and Numeracy Gains performance measure.

- Any **out-of-school** or **post-secondary** participant who is determined to be basic skills deficient will be included in the **Literacy Numeracy Gains Common Measure**.
- **Basic skills deficient** participants must be **post-tested** at least once by the end of year one following the individual's date of first youth program service. The same assessment tool and method (i.e. paper or online) must be administered to the participant for the pre- and post-testing.
- Participants who are determined not to be **basic skills deficient** based on **pre-test** results are excluded from **post-testing**.

Testing Interval – Out-of-school participants must be post-tested at least once by the end of each year following the individual's date of first youth service until the youth is no longer basic skills deficient. There is no minimum test interval, but post-testing should only be done after instructional activity has occurred.

Post-Test Administration: Post-test administration should be determined when participants have received instruction and are motivated to do well rather than at the last opportunity for service.

Reference:

Workforce Investment Act of 1998

WIA Regulations, 20 CFR part 664

DWD Policy 2010-13 WorkOne Customer Flow

DWD Policy 2011-13 Indiana's Assessment Policy for Adult Education

TAB 2007-18 Testing for Basic Literacy Skills

TAB 2006-06, Change 1, Clarification – Out of School Youth Definition

Regional Best Practice

Supportive Services and Incentives

One best practice that has been beneficial to the youth in Region 5 is the use of Supportive Services, and in particular, incentive payments. Generally, Supportive Services have been used to provide assistance with: transportation (gas), child care costs, housing (on a very limited basis), medical services, the purchase of work required clothing and/or tools, and fees associated with participation in extra-curricular activities at school. The incentive payments have been used creatively to reward and encourage the attainment of small, incremental goals that are developed by the youth and the Youth Counselor, that lead to the ultimate goals of the youth program, such as high school graduation, GED attainment, and/or employment. By developing a service plan that includes incremental steps that are rewarded with incentives, we can keep our youth engaged as they begin to develop a sense of pride and confidence.

Currently, the incentive plan includes rewards for the following:

- ❖ Goal Attainment/Skill Increase agreed upon by the Youth Counselor and the Youth
- ❖ High School Diploma
- ❖ GED
- ❖ Credential/Certificate
- ❖ Employment
- ❖ Follow-Up – Maintaining contact for the year after program completion

The incentive payments range from \$25 - \$200. One of the challenges we've had is being consistent throughout the region, so we are currently in the process of tweaking the plan to make recommendations to the Youth Committee that will "tighten-up" some definitions. WIA funding has been used to provide the incentives, and the Youth Committee approved the plan. Youth Service Provider staff are responsible for assuring that payments are appropriate and allowable. Implementation occurred over the past year, and as stated, will be refined soon.

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Regional Best Practice

Work Readiness

The Region 10 Workforce Investment Board received a grant from the United Way to develop and deliver a Career Launch, program to teach youth “workplace literacies.” These literacies included Employability Skills, Basic Math, Personal Health and Wellness, Basic Computer, Communication, and Financial Management Skills. The target population for this program is at risk youth aged 18-25 and residents of Harrison, Floyd, and Clark counties. The program’s curriculum is delivered in group and one-on-one settings along with virtual instruction and video driven information.

Youth who complete the program not only gain knowledge and proficiency in these literacies, but they are also prepared to take the National Career Readiness Certificate by ACT. Region 10 began a pilot program in late 2011 and has had 24 participants to date. Seventeen of those participants have completed the program and shown proficiency in the six workplace literacies. All 17 received NCRC (6 Gold, 8 Silver, and 3 Bronze) certificates. Nine of the participants are employed and one has entered post-secondary education. In addition, two participants are currently taking part in the YHCC program at Deam and Hardy Lake State Parks. The Region’s plan is to continue Career Launch though program year 2012 and serve approximately 100 additional youth.

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Regional Best Practice:

Work Readiness

During the past year, the Youth Employment Council focused on the importance of work ethic and work ready skills called “success skills” for youth preparing to enter the workforce. As a result, Region 1 developed two projects. A “success skills” poster was created in September of 2011 and marketed to 25 school systems throughout Northwest Indiana. The poster depicted the skills that employers look for in employees and over 500 posters were placed in school classrooms throughout Northwest Indiana. Many administrators have stated that the posters are a constant reminder of the importance of being prepared for entry into the labor market. The other project was the Summer Jobs NWI initiative. This project is designed to encourage area employers to hire youth for the summer in order to provide the youth with the opportunity to gain work experience and the related “success skills”. This project was launched in March of 2012 and continued through the summer. Thirty-four employers in Region 1 hired a total of 107 youth including both WIA participants and non-WIA participants. The employers felt that the youth were motivated, good workers, and learned the “Success Skills” needed. One of the lessons learned was to start promoting the Summer NWI initiative in the fall instead of the spring. These two projects have positively affected the youth who have learned what skills are needed for life after high school. Expenses for the project included staff time and costs related to creative product development. The One Stop Operator with active support from the Youth Employment Council oversees both projects.

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Regional Best Practice

Summer Work Experience

Northern Indiana youth had the opportunity to participate in a paid internship program this summer. The goal of the internship program was to provide youth with a real work experience that matched their occupational interests. Staff, with the assistance and support of the Youth Council, worked as a team to recruit 80 In School Youth and 24 Out of School Youth to participate, and 120 internship positions with 40 regional employers. Youth were matched based on their occupational interests with employer site sponsors. Staff worked to place students into internships where they have some career interest, including potential longer-term employment for those who expect to enter the workforce directly. In School Youth completed 6 week internships, and Out of School Youth are working on completing 12 week internships.

One of the big things about the program is the development of soft skills for our youth. These skills include such basic habits as showing up to work on time as well as teamwork, and communication with supervisors and co-workers. These skills are important to their careers down the road and also it's important to employers and businesses in north-central Indiana that young people start developing their soft skills early. The internship program provided youth with an opportunity to apply what they have learned in JAG workshops in a real work environment. It provided youth who were unable to obtain summer employment with a job. It also allowed youth career exposure so they could see if this is what they want to pursue long-term. When these young people get out into the workforce, it's a combination of technical skills such as math skills and computer skills but also soft skills. These programs help them see it through their own eyes. The program was funded using the WIA regional youth allocation. The cost of the program was approximately \$285,000. The internship program is overseen by the Youth Director, and JAG Specialists case managed the process for each youth over the 6 or 12 week timeframe. The program was implemented in 2 months. Looking to next summer, the internship process will begin in February and March so that we have more time to recruit internship employer sponsors, get all the paperwork completed, and assign youth to an internship site well in advanced of the start date.

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Regional Best Practice
Summer Occupational Skills Camp

The local Area Health Education Center (AHEC) partnered with WorkOne to complete another successful Health Careers Camp this past summer. Eleven students spent a week learning things such as suturing, CPR, touring the Union Hospital campus, and learning that there is more to health careers than meets the eye. Those not interested in hands on health care were impressed to learn how technology is a growing part of health care and the large number of technology related jobs available in health care. Each student did a presentation on the final day of camp highlighting what they had learned and what they hope to do with this knowledge. The camp was funded with WIA youth funds and students are provided a stipend for attending. Local AHEC staff provided all the leg work and man hours to run the camp. The region is exploring ways to expand the camp to our more rural counties and involve additional hospitals. AHEC's close relationships with numerous health care providers in the region make this a very real possibility.

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Regional Best Practice

Accelerated GED Program

In 2010, EmployIndy, the regional operator for Marion County, operated a GED track for our summer youth program. The program included accelerated GED preparation, work readiness training and work experience. The GED preparation portion of the program resulted in unbelievable successes. Of the 140 youth, starting the program over 90% completed the 4-week educational phase. Over 80% increased their TABE scores by two grade levels. As a result of the success, EmployIndy rolled the program out as a year round program and called it YouthWorks Indy Year Round. Since the implementation of the program in the fall of 2010, approximately 150 youth have been enrolled with about 50% of them receiving their GED. The key to its success is the result of 5 classes per week for 4-6 hours per day coupled with computer assisted training, traditional classroom training and one-on-one training. The intense and full-time nature of the program allows youth to see results in a short time period. It also builds their confidence and prepares them for work and additional education.

Annual Budget Approximately \$600,000 (WIA Youth)

Oversight EmployIndy with River Valley Resources (case management) and MSD of
Washington Township (education) as service providers

Challenges About 30% of the youth leave the program in the first week; Better screening
methods are being used to try to minimize this problem.

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Regional Best Practice

Pathways to Guide Participants

The *Hire Pathways Program* is an education, training and employment program delivered by our Youth Team, designed to serve WIA Youth and Young Adults, from ages 17 to 21. There are four (4) Pathways available, and clients are enrolled in one or more pathways that best meets the most immediate needs identified during the comprehensive assessment.

- (1) *Hire Pathway 4 Education* provides assistance with attaining a GED (general education diploma) or high school diploma.
- (2) *Hire Pathway 4 College* provides support and guidance to assist participants in making the transition to post-secondary education.
- (3) *Hire Pathway 4 Careers* provides opportunities for short-term occupational skills training for jobs in demand in the Region.
- (4) *Hire Pathway 4 Jobs* provides work-readiness training coupled with a worksite-based training experience.

The program also offers numerous options for leadership development and community service. We have partnered with the United Way Agency of Greater Lafayette to identify community needs and provide youth with opportunities for professional and personal growth. The community service options include:

- Lafayette Transitional Housing utilized *Hire Pathways* participants to refurbish a dilapidated apartment. Youth clients cleaned, removed carpet, refinished floors, painted walls and trim, removed old furniture, installed appliances, and decorated with new furnishings. A new family was able to take occupancy of the refurbished apartment just before Christmas 2011;
- Participants have helped sort and bag donated food and load delivery trucks at the Food Finders Food Bank;
- Companion Caregivers is a program that assists elderly homeowners. Participants help with lawn care, landscaping and other general handyman tasks;
- Participants provide companionship, conversation, and activities for residents of the Bickford House Retirement Home as well as Cumberland Healthcare Facility;
- Participants helped the YWCA Battered Women's Shelters by painting, sorting donations, and general labor, and;
- The Salvation Army provided Youth clients the opportunity to deliver gifts to residents of several retirement homes in the Region.

Challenges that we faced were: the availability of work sites that align with scheduling and transportation needs of youth; youth with criminal records were very hard to place; youth who never worked with certain groups, like the elderly, were skeptical to participate in certain work experience locations; and preparing youth with work ready skills for the work sites.

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Regional Best Practice

Accessible Youth Staff

Region 6's Youth Council has been keenly involved in determining and recommending the overall parameters and design of the Youth Program. Youth Council recommendations required youth services accessibility throughout the Region amidst declining resources. Region 6's YouthWorks (WIA Youth Program 14-21) is provided in all counties including eight WorkOne Offices and three school based JAG sites. Recommended service groups in order of priority are 1) High School Dropout Seeking GED; 2) High School Graduate Seeking Training; 3) High School Graduate Seeking Employment; 4) In School Youth Seeking High School Diploma. This service commitment is achieved by assignment of a Youth Career Advisor (YCA) to each county, with three covering two counties. YCAs are responsible to enhance and support the success of youth in achieving their high school credential through effective partnerships with area high schools, vocational schools and/or Adult Basic Education (ABE) partners. This is accomplished by location of YCAs within the high schools and co-location of ABE and WorkOne for connectivity of YouthWorks into a seamless system of services that is focused on the success of our youth customer as a future member of the workforce.

Most significant is the relationship of YouthWorks with ABE partners in service to high school dropouts. During the year ending 6/30/12, YouthWorks served 144 high school dropouts with 85 attaining their GED. This ABE partner relationship has benefited WIA with Literacy/Numeracy Remediation and GED attainment while working with ABE referrals for wrap around services such as supportive services, career exploration, vocational training and job placement. Region 6's relationship with ABE and high school educational partners has been a work in progress for the past 30 years and is based upon mutual trust, respect and commitment to quality customer services. The costs are more about time to develop strong partners and infrastructure sharing, than new initiatives. The challenge is to continue the commitment to quality service and achievement of meaningful educational credentials amidst funding reductions. The lesson learned is that it takes more time to build a relationship than to sustain an established relationship.

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Regional Best Practice:
Integrated Service Delivery

Youth services are available full-time in every WorkOne location throughout Region 8. Services are delivered in an integrated system by WIA funded staff who also serve WIA Adults and Dislocated Workers. This structure allows youth to access all appropriate WorkOne services seamlessly through one case manager. In the spring of 2012, Region 8 launched a system-wide increased focus on employer contacts with the goal of placing more customers into employment. As part of this initiative, in addition to asking our Business Services team to promote adult and dislocated worker customers, specific efforts were made to market our youth participants more aggressively to employers.

During employer visits, staff members began to more effectively present information on how work experience and OJT can benefit companies who hire youth, and how WorkOne can assist with job retention counseling to address any issues that arise in the workplace. Many of the local employers visited have been receptive to the idea of hiring our youth and have found this information valuable. Although these enhancements to our employer presentations are recent, the early results are encouraging. During the first few months of this initiative, 2 youth workers were hired directly by employers and 6 work experience opportunities were developed. As a result of these work experience activities, 2 additional youth have been hired and one has a pending job offer. Based on these results, the region intends to explore more ways to continue improving the marketing of our youth to local employers and increasing our placement results at no additional cost to the WIA programs.

For more information, contact:
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Academic Achievement of Indiana Youth

2011 Data Book At A Glance



School Readiness

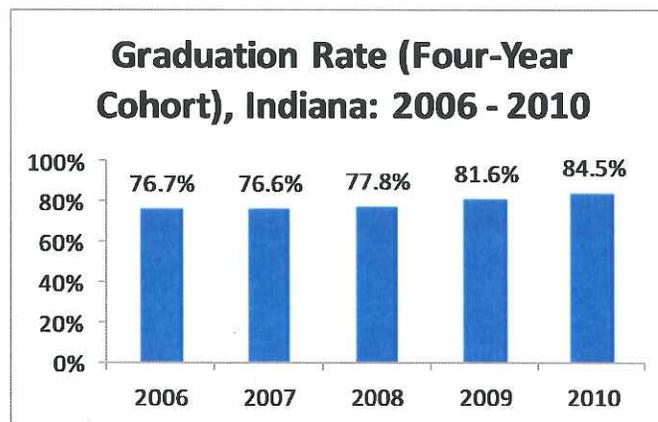
- In Indiana, only about half (51.7%) of children ages 0-5 are read to every day by their family.¹
- A total of 15,438 Early Head Start and Head Start program slots were available to serve Hoosier children in 2010.²

Graduation

- In 2010, 84.5% of Hoosier high school students graduated in four years.⁵
- Students from low-income families, as well as Black and Hispanic students, are less likely to graduate than their peers.⁶

ISTEP+

- 2011 ISTEP+ results: 78% of students passed English/Language Arts, 79% passed Mathematics, 69% passed Science, and 67% passed Social Studies.³



Source: Indiana Department of Education

National Testing

- Indiana's average scores are similar to or slightly higher than the national average, but only one-third (33%) of Hoosier 4th graders are proficient in Reading, and 44% are proficient in Math.⁷

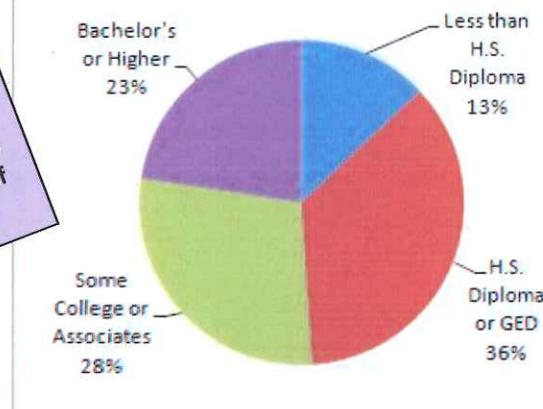
Adequate Yearly Progress and Public Law 221

- Half (49%) of Indiana's schools are not meeting federal Adequate Yearly Progress (AYP) goals, and one-fifth (20%) of Indiana's public schools are on academic watch or probation according to Indiana Public Law (P.L.) 221.⁴

College Access

- Indiana 11th-graders' post-high school plans:
 - a four-year college or university: 68%
 - two-year college: 8%
 - join the military: 5%
 - vocational or technical training: 3%⁸

Educational Attainment of Hoosier Adults (Age 25+), Indiana: 2010



Source: U.S. Census Bureau, American Community Survey

Be sure to check out the entire 2011 Kids Count in Indiana Data Book here: www.iyi.org/databook
Or visit our Data Center at www.iyi.org/datacenter to access more state and local measures of child well-being

Data Sources:

1. National Survey of Children's Health: <http://childhealthdata.org/learn/NSCH>
2. Indiana Family and Social Services Administration, Head Start.
3. Indiana Department of Education: www.doe.in.gov/assessment/
4. Indiana Department of Education: <http://www.doe.in.gov/data/>
5. Ibid.
6. Ibid.
7. National Center for Education Statistics: <http://nces.ed.gov/nationsreportcard/states/>
8. Learn More Indiana: <http://www.asainstitute.org/rsc/welcome.html>

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No. 26

Basic Skills Deficient Youth

Judith O. Wagner
and
Michael E. Wonacott

2007



Youthwork Information Briefs are sponsored by Ohio Department of Job and Family Services - ODJFS, Office of Workforce Development, Bureau of Workforce Services.

Why Do Basic Skills Matter?

Performance measures under the Workforce Investment ACT (WIA) hold local areas accountable for improving basic skills deficiencies of youth participants. However, basic skills matter most because employers demand them, because postsecondary education and advanced training require them, and because life rewards them.

Because Employers Demand Them

The inability to read, write, and compute is a red flag to employers. Of 2,133 companies surveyed, 43 percent test job applicants for basic skills; 85 percent do not hire applicants who are basic skills deficient. Only 5 percent of companies hire basic skills deficient applicants and provide remedial training. But about 38 percent of applicants did not have the reading, writing, and math skills needed for the jobs they sought. The greatest basic skills deficiencies were in wholesale/retail and manufacturing – 46.8 percent and 41.7 percent respectively.

Because Postsecondary Education and Advanced Training Require Them

For decades, statistics have consistently shown that the more education people have, the higher their salary will be. But youth need higher-level basic skills for postsecondary education and advanced training. In 2000, 42 percent of entering community college freshmen were required to enroll in at least one remedial class. Remedial classes often do not count toward graduation, so many youth must complete remedial classes before taking regular classes that count toward graduation.

Even then, youth who took remedial classes were less likely to complete a certificate or degree, especially youth who needed remedial reading or math classes. In 2000, 69 percent of youth with no remedial classes completed their certificate or degree, compared to only:

- 30 percent of youth with **any remedial reading class**
- 42 percent of youth with 2 or fewer remedial math classes
- 41 percent of youth with 2 or more remedial classes **but not in reading**
- 56 percent with 1 remedial class **in neither reading nor math**

Because Life Rewards Them

Basic skills don't just matter in school and in getting that first job. They remain important throughout life. According to the 2003 National Assessment of Adult Literacy, administered to over 19,000 people ages 16 and older:

- Those with higher literacy levels were more likely to be employed full time.

- Those with lower literacy levels were less likely to be in the labor force. At least 50 percent of those with below-basic literacy were not in the labor force.
- Those with lower literacy levels earned lower salaries.
- Those with lower literacy levels were more likely to receive public assistance and receive public assistance for a longer period.

What Does “Basic Skills Deficient” Mean?

“Basic Skills Deficient” means that the individual computes or solves problems, reads, writes, or speaks English at or below the eighth grade level or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual’s family, or in society (TEGL 17-05, Attachment B).

Note: Ohio interprets the 8th grade level to be 8.9 or below (Workforce 411, n.d.).

What Can WIA Youth Programs Do?

Basic skills deficiency is one factor in WIA youth eligibility. It is critical to identify each youth’s basic skills deficiencies and enroll the youth in appropriate remedial activities as early as possible, preferably while the youth is still in high school. Likewise, it is especially important to help youth improve their reading and math skills, not only because those are addressed in WIA performance measures but also because they can have such a strong impact on completion of postsecondary certificates and degrees.

- Identify each youth’s basic skills deficiencies during objective assessment.
- Ensure that youth with basic skills deficiencies are aware of the importance of basic skills for further education, employment, and independent adult living.
- Set long-term basic skill improvement goals appropriate to the youth’s employment goals in the youth’s Individual Service Strategy (ISS); then, set achievable short-term goals so that youth can experiences success and progress toward long-term goals.
- Identify specific WIA youth program activities to achieve long-term and short-term basic skill improvement goals, for example:
 - Tutoring and study skills training
 - Summer employment opportunities linked to academic basic skills
 - Occupational skill training with contextualized basic skills instruction
 - Paid and unpaid work experience that demonstrates the use of basic skills on the job
- Ensure that basic skills remediation provided under the 10 required WIA youth program elements is effectively designed and conducted to meet the needs of each youth.
- Monitor the youth’s progress to ensure appropriate outcomes.

Basic Skills Deficiencies and Performance

Local WIA youth programs are accountable under performance measures for improving the basic skills of youth participants who are basic skills deficient. Youths’ initial skill levels are established by pre-testing during objective assessment and improvements are identified through annual post-testing.

- The Younger Youth Skill Attainment Rate, under statutory Performance Measures, measures gains in basic skills, occupational skills, and work readiness skills by all in-school youth and by out-of-school youth assessed to be in need of those skills.
- Literacy/Numeracy Gains, under Common Measures, measures literacy/numeracy skill gains in educational functioning levels (EFLs) by out-of-school youth who are basic skills deficient. (See TEGL 17-05 for the specifics of performance accountability.)

Effective Basic Skills Remediation

Effective basic skills remediation programs use strategies like these:

- Customize curricula to meet basic skill needs of local employers.
- Organize basic skills instruction around industry standards.
- Identify minimum basic skills levels needed for specific occupations.
- Set achievable short-term goals so that youth can experiences success and progress toward long-term goals.
- Divide youth's time between classroom and work-based learning like externships, on-the-job training, work experience, and employment.
- Shorten length of classes.
- Teach basic skills in real-world employment and life contexts.
- Integrate curriculum to incorporate basic, academic, work readiness, and occupational skills.
- Ensure that occupational skills and basic skills instructors coordinate instruction.
- Provide co-training for basic skills and occupational skills teacher.

What Can Employers Do?

By helping employees improve their basic skills, employers can benefit themselves at the same time.

- Strengthen training efforts. It is more cost-effective to train than replace employee.
- Establish onsite training. Keeping employees onsite for training saves time and money.
- Promote and reward education. Employees are more likely to participate in education and training if they understand its importance and if they are offered an incentive.
- Provide remedial basic skills training. It is more cost-effective to train an employee than to hire and train a new one. Employees with higher-level basic skills can not only perform better in their current position but also advance to a higher position.
- Tailor programs to meet employee's specific needs. Employees are more likely to participate if programs provide the specific basic skills they need in a manner that suits their learning styles.

Conclusion

In today's world, basic skills are absolutely necessary – to get a job, to keep a job, to advance on the job. Youth need basic skills just to succeed in the further education required for high-skill, high-demand, high-paying occupations and careers. Not only educators but also WIA program staff, service providers, and employers can help youth get the lifetime payoff of good basic skills – higher income, lower unemployment, and better opportunities for advancement and independent adult living.

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The Department of Workforce Development initially invested Workforce Investment Act Discretionary funds to support the WorkINDiana program. **WorkINDiana enrolled its first student in August of 2011 and has reached a total enrollment of 438 students in less than a year.** To date, 288 students have completed a program. Of those 199 students have earned the associated certification, and **100 have found employment** in their new field. Ninety-two students remain active in a program.



The WorkINDiana program offers short-term occupational training to adult education students resulting in industry-recognized certifications.

Almost one third of Indiana’s workforce (over 900,000 individuals) does not have the skills necessary to succeed in today’s workforce. To more effectively raise the skill level of the adult population and to meet workforce demands for middle skills attainment, the state has changed the structure of service delivery, refocused the goal of adult education, added basic occupational training opportunities (WorkINDiana), enhanced student support, and implemented new data systems to better track clients in the workforce and education training system.

The Department of Workforce Development created a framework of WorkINDiana certifications (see table) and requires regional partnerships between adult education centers, career and technical education centers, WorkOnes, community colleges and local economic development representatives. Together these partners determine training programs to implement from the certification framework that are relevant to their regions. **More than 40 site locations implemented certification training programs across the state in the first year,** and additional programs are being offered beginning in fall 2012.

WorkINDiana Career Certifications	
Industry Sectors	Certifications
Health Care	Certified Nurse Aide (C.N.A.)
	Pharmacy Technician (C.Ph.T.)
	Emergency Medical Technician (E.M.T.)
	Medical Coder (C.P.C.)
	Expanded Duties Dental Assistant (L.R.G)
Information Technology	Computer Support Specialist (Comptia A+)
	Electronics Installer/Repairers (ESPA/EST)
Business Administration & Support	Bookkeeper (AIPB)
	Tax Preparer (IRS Certification)
	Admin Assistant (IC3 or Microsoft Office)
Advanced Manufacturing	Production Worker (MSSC C.P.T.)
	Entry Welder (A.W.S.)
	CNC Operator (NIMS Level 1)
	Heating and Cooling Technician (HVAC)
Transportation and Logistics	Underground Coal Mining (MSHA 502)
	Truck Driver, Light and Tractor Trailer (CDL-B)
	Truck Driver, Heavy and Tractor Trailer (CDL-A)
	Laborers and Material Movers (MSSC C.L.A.)
	Laborers and Material Movers + Forklift Driving (MSSC C.L.A. +)
Hospitality	Automotive Service Technician (A.S.E.)
	Hospitality Staff (START)

Career and Technical Education

The Carl D. Perkins Vocational and Technical Education Act of 2006 articulate criteria for Career and Technical Education (CTE) programs combining secondary and post-secondary academic instruction and occupational skills training. CTE is intended to prepare individuals for stackable industry-recognized credentials, transition to higher education and/or workplace readiness. Indiana's CTE delivery system consists of 46 area vocational districts, nearly 300 school corporations and post-secondary institutions offering certifications and 2-year degree programs. In addition to approximately \$20M Indiana receives from the United States Department of Education in secondary and post-secondary Perkins funds, the Indiana General Assembly dedicates another \$98M to secondary CTE programming. The Indiana Department of Education oversees secondary CTE. For more information about those programs, visit: <http://www.doe.in.gov/achievement/career-education>.

Post-secondary Career and Technical Education

In April 2011, legislation was enacted naming the Indiana Department of Workforce Development (IDWD) as the state agency charged with administering the post-secondary Career and Technical Education (CTE) programs, in accordance with the State Workforce Innovation Council's guidance.

Eligible Activities

DWD and the SWIC embrace the call within the Perkins Act to establish post-secondary CTE programs of study based on a two-plus-two model. The model encourages secondary and post-secondary institutions to develop instructional plans that provide a minimum of two years of secondary CTE-study followed by two years of post-secondary instruction, with an Associate's Degree and accompanying certification as the preferred goal of the latter. Moreover, the Act and the United States Department of Education prescribe that CTE educational offerings be tailored to prepare students in defined career pathways and encourage the selection of those pathways to fit the state's economic development strategies for high-wage or high-demand occupations.

Accordingly, DWD and the SWIC have identified seven career pathways in which post-secondary Perkins funds may be utilized by institutions of higher education to provide the "plus two" experience to students previously enrolled in the same pathway during their secondary education. The selection of the seven pathways was informed by the prevalence of secondary CTE enrollments, employment opportunities within high-wage or high-demand occupations, and Indiana's economic development strategies. DWD and the SWIC envision that all post-secondary CTE students will achieve challenging academic and technical standards and be prepared for placement in current or emerging professions. The seven pathways identified are: Science, Engineering and Technologies; Health Services; Business, Management and Administration; Information Technology; Transportation and Logistics; Architecture and Construction; and Manufacturing and Processing.

In addition to its focus on delivering “plus two” educational opportunities within defined pathways, DWD and the SWIC emphasize the importance of credential attainment, including both educational credentials and occupational certifications. To that end, graduation-enhancing strategies, including intensive academic advising, study skills development, content area tutoring, and early interventions are particularly encouraged. In recognition of the value of objectively assessed, industry recognized certifications, activities that prepare students to successfully complete the certification exams, are likewise encouraged. Finally, there is also strong emphasis on job placement for post-secondary CTE students. Accordingly, placement enhancing activities are encouraged, including the development of experiential education (job shadowing, internships, co-operative experiences) and employment services and counseling (job-seeking skills instruction, development of on-the-job-training experiences, and other placement activities). For more information about post-secondary CTE, contact: Keith Chandler, kchandler@dwd.in.gov.



Unaccompanied Youth FAST FACTS

Incidence of Youth Homelessness

- Approximately 1.6 million youths (7 %) ages 12 to 17 had run away from home and slept on the street in the past 12 months. (SAMHSA Office of Applied Studies, 2004)
- 7.6% of adolescents 12 to 17 years of age had spent at least one night in an emergency shelter, public place, abandoned building, or with a stranger during the previous year. (Ringwalt, Greene, Robertson, & and McPhetters, 1998)
- 2.8 million youth run away from their homes each year. (Greene J. , Ringwalt, Kelly, Iachan, & Cohen, 1995)
- 18- to 19-year-olds are 5%, or 22,000 to 44,000 of the homeless population on a single day, or about 80,000 to 170,000 over the course of the year. (Burt, Aron, & Lee, 2001)
- 20- to 24-year-olds are 7%, or 31,000 to 59,000, of the homeless population on a single day, or about 124,000 to 236,000 over the course of a year. (Burt, Aron, & Lee, 2001)

Demographic Characteristics

- Most runaway youth (68 %) were older teens, ages 15-17. (Hammer, Finklehor, & Sedlak, 2002)
- The average age at the first homeless episode is 14.7 years. (YouthCare, Inc., 1998)
- The majority of homeless youth are Caucasian, 57%. Black or African American youth comprise 27% and American Indian or Alaskan Natives make up 3%. (Office of Applied Studies, 2004)
- Black or African American youth, who comprise 15.4% of the US youth population, are disproportionately represented among homeless youth populations. (U.S. Census Bureau, 2006)
- Available research suggests that between 20% to 40% of all homeless youth identify as lesbian, gay, bisexual, or transgendered (LGBT). (Ray, 2006)

Causal Factors

- The most common endangerment component of runaway and expelled youth is physical or sexual abuse at home in the year prior to the episode or being afraid of abuse upon return. The second most common endangerment was the youth's substance dependency. (Hammer, Finklehor, & Sedlak, 2002)
- Over 50% of youth in shelters and on the streets report that their parents told them to leave or knew they were leaving and did not care. (Greene J. , Ringwalt, Kelly, Iachan, & Cohen, 1995)



NN4Y Fast Facts: Unaccompanied Youth

- Results indicated that 51% left home because of being thrown out, 37% left because of their parents disapproval of their drug use, and 31% left home because of parental abuse. 47% indicated that they were sexually abused, with females reporting significantly higher rates than males. (Rew, Taylor-Seehafer, Thomas, & Yockey, 2001)

Abuse History

- 46% of runaway and homeless youth reported being physically abused, 17% reported being sexually exploited and 38% reported being emotionally abused. (Slavin, 2001)
- The prevalence of sexual abuse ranges from 21% to 70% in some studies. Abuse and trauma are further compounded by survival sex and other victimization. (YouthCare, Inc., 1998)
- According to YouthCare studies of a homeless youth sample, 33% had been in foster care, 51% had been physically abused, and 60% of girls and 23% of boys had been sexually abused. (YouthCare, Inc., 1998)
- In November 2002, the Department of Health and Human Services reported that between 21% and 40% of runaway youth had been sexually abused, compared to between 1% and 3% of the general youth population. (American Civil Liberties Union, 2003)
- Over 70% of runaway and throwaway youth in 2002 were estimated to be endangered based on 17 indicators of harm or potential risk. (Hammer, Finklehor, & Sedlak, 2002)

Mental Health

- 45% of homeless youth reported mental health problems in the past year. 50% to 56% of youth reported mental health problems over their lifetime. (Burt M. R., 2007, June 19)
- Two thirds of the youth in a sample conducted by YouthCare had diagnosable mental health issues based on the DSM III-R including Disruptive Behavior Disorder, Attention Deficit Disorder, Depressive Disorder, and Post Traumatic Stress. (YouthCare, Inc., 1998)
- About 50% of street youth have had a pregnancy experience compared to about 33% living in shelters. Less than 10% of household youth have had a pregnancy experience. (Greene & Ringwalt, 1998)
- Youths aged 12 to 17 who had run away from home in the past 12 months were more likely to have used alcohol, marijuana, or an illicit drug other than marijuana in the past year than youth who had not runaway. (Office of Applied Studies, 2004)



NN4Y Fast Facts: Unaccompanied Youth

Sexual Exploitation Experiences

- Runaway and homeless youth experience rape and assault rates 2 to 3 times higher than the general population of youth. (Robertson & Toro, 1998)
- 66% of males and 33% of females had been assaulted on the street, and 47% of the females had been sexually assaulted according to a sub-sample of homeless youth. (Cauce, et al., 1998)
- More than one third of homeless youth engage in survival sex. (Ray, 2006)
- 162,000 homeless youth are estimated to be victims of commercial sexual exploitation in the United States. (Estes & Weiner, 2001)

HIV and AIDS

- An estimated 16,859 to 27,600 runaway and homeless youth in the United States are currently HIV positive. (Rotheram-Borus, Song, Gwadz, Lee, Van Rossem, & Koopman, 2004)
- Runaway youth are 6 to 12 times more likely to become infected with HIV than other youth. (Rotheram-Borus, Song, Gwadz, Lee, Van Rossem, & Koopman, 2004)
- Homeless youth are 7 times as likely to die from AIDS and 16 times as likely to be diagnosed with HIV as the general youth population. (Ray, 2006)

Substance Abuse

- Homeless youth are 3 times more likely to use marijuana and 18 times more likely to use crack cocaine than non-homeless youth. (Ray, 2006)

Consequences

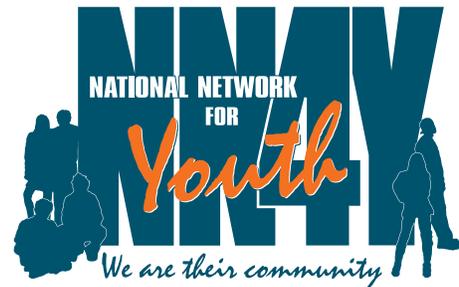
- A significant portion of homeless and runaway youth present in programs exhibit characteristics which are predictors of delinquent behavior, adult homelessness, addiction behaviors, and mental illness. In addition, they are subjected to cultures of violence in their families and on the streets. (Simkin P., 2004)
- Youth living on their own are at a higher risk for anxiety disorders, depression, posttraumatic stress disorder (PTSD), suicide attempts and other health problems due to the enhanced exposure to violence. (HCH Clinicians' Network, 2000)



NN4Y Fast Facts: Unaccompanied Youth

National Network for Youth

The National Network for Youth (NN4Y), founded in 1974, is a nonprofit membership organization that champions the needs of runaway, homeless, and other disconnected youth through advocacy, innovation and member services. NN4Y provides its members and the general public education, networking, training, materials and policy advocacy with federal, state, and local lawmakers. NN4Y is committed to ensuring that opportunities for development and permanence be made available to youth who face greater odds due to abuse, neglect, exploitation, homelessness, lack of resources, community prejudice, differing abilities, barriers to learning, and other life challenges.



NN4Y's membership includes community-based, faith-based, and public organizations that provide an array of services to youth and families in the U.S. states and territories as well as some international locations. NN4Y's organization members provide the full gamut of preventive, interventive, and developmental supports to youth and families in high-risk situations, including street-based crisis intervention, emergency shelter, transitional and independent living arrangements, permanent housing, individual and family counseling, lifeskills, parenting, and health and wellness education, physical and mental health treatment and care, and education, workforce development, arts, and recreation services. Collectively, NN4Y member organizations serve over 2.5 million youth annually. In addition, youth, youth workers, and regional and state networks of youth-serving organizations belong to NN4Y.

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Child TRENDS.

...ideas for program designers and practitioners on the types and uses of incentives in out-of-school time programs...

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USING INCENTIVES TO INCREASE PARTICIPATION IN OUT-OF-SCHOOL TIME PROGRAMS

Ashleigh Collins, M.A., Jacinta Bronte-Tinkew, Ph.D., and Mary Burkhauser, M.A.

BACKGROUND

Research suggests that incentives can motivate children and teens to become interested in activities that they might not have been interested in initially,^{1,2} and that incentives can also motivate them to continue their involvement in these activities.³ Specifically, using incentives can help motivate children and teens to attend and remain involved in out-of-school time programs.⁴ This motivation is especially important in light of the growing body of evidence showing the benefits of regular participation in out-of-school programs for children and youth.⁵ Some research has suggested that external rewards (such as incentives) can decrease children and teens' intrinsic motivation,⁶ interest,⁷ and creativity;⁸ however, effects have typically been reported for children and youth already motivated to participate in a particular activity.⁹ This brief discusses the usefulness of out-of-school time program incentives and highlights several types of incentives that programs may want to consider.

WHAT ARE INCENTIVES?

Incentives are tangible or intangible rewards used to motivate a person or group to behave in a certain way; for example, motivating children to increase their work effort and overall performance in school.¹⁰ For the purposes of this research brief, incentives for out-of-school time programs are defined as follows:

Incentives are the various methods used to motivate and/or reward children and youth to participate in out-of-school time programs.¹¹ Incentives may be in the form of activities (such as special field trips, food, or recreation) or in the form of rewards (such as gift certificates).

WHY SHOULD OUT-OF-SCHOOL TIME PROGRAMS USE INCENTIVES?

Research suggests that regular participation in out-of-school time programs can benefit children and youth in many ways. Out-of-school time program participation can spur higher academic achievement,¹² improve school attendance¹³ and student behavior,¹⁴ and increase effort in and enjoyment of school,¹⁵ and it may deter youth from delinquency.¹⁶ But such benefits cannot be obtained if children and youth do not attend programs, or do not attend them regularly.¹⁷ With so many activities competing for pre-teens' and teens' attention (e.g., jobs, school sports, and even risky lures, such as gang involvement), it is sometimes difficult to recruit young people to participate in out-of-school time programs.¹⁸ Incentives offer one way to boost this participation. In particular:

- **Incentives may promote program attendance.** Incentives can motivate youth to attend out-of-school time programs. Financial incentives, in particular, have been found to motivate older youth to attend after-school activities.¹⁹ Research shows positive associations between program attendance and program offerings that can be used as incentives, such as special art projects and recreational and academic activities.²⁰
- **Incentives may promote a sense of belonging to a program.** Research has found that program activities that can also be used as incentives—such as special leadership opportunities, career-development field trips, and service projects—can instill in participants a sense of belonging to a

program.²¹ Moreover, research suggests that participants continue to be involved in a program when they experience a sense of belonging to a group or activity.²²

- **Incentives may spur academic achievement.** Incentives may also strengthen participants' commitment to learning.²³ The increased program attendance that incentives inspire can provide youth with additional academic support and the personal adult attention that research shows can improve students' academic performance.²⁴

WHAT TYPES OF INCENTIVES CAN BE USED IN OUT-OF-SCHOOL TIME PROGRAMS?

Some incentives may work for almost all children and youth, but the value of other incentives will vary by participants' age, interests, and family characteristics.²⁵

INCENTIVES FOR ALL AGE GROUPS

Incentives that have been found to be effective *across* age groups include:

- **Financial Incentives.** Experimental research suggests that monetary incentives promote program participation,²⁶ especially for teens.²⁷ For example, youth participants in the National Mentoring Partnership, Inc., ranked financial incentives among the top aspects of the program.²⁸ Monetary incentives can include cash, gift certificates, school-store coupons, and stipends.²⁹
- **Food.** Offering food can be a motivating factor in drawing and retaining out-of-school time program participants of all ages.³⁰ Some programs use food as a recruitment technique, inviting interested participants to a picnic or a pizza party at the start of the school year.³¹
- **Prizes.** Prizes can serve as an effective motivator for youth of all age groups, but the age and interests of participants must be considered when deciding on the appropriate prize.³² Small toys, food, decorative pencils or pens, T-shirts, and tickets to high school athletic events can be effective incentives for younger children.³³ Some programs also hand out passes for every day that the child attends. Those passes can later be exchanged for prizes that are linked to the child's frequency of attendance.³⁴ For older participants, programs can use tickets to sports events and raffle prizes (e.g., iPods, school-spirit related apparel, and gift certificates).³⁵
- **Special Field Trips.** Even though field trips may be a regular feature of out-of-school time programs, reserving special field trips for participants with high attendance can serve a dual purpose—to reward these participants for their outstanding attendance record and to encourage other participants to attend programs more frequently. Trips to children's museums, zoos, and planetariums have worked well for younger children.³⁶ Non-academic field trips³⁷ (e.g., to skating rinks, bowling alleys, and the movies) have been found to motivate older children.

INCENTIVES FOR DIFFERENT AGE GROUPS

- **Incentives for young children:** Incentives that have been found effective in engaging young children in out-of-school time programs include special performing arts activities, computer or sit-down game time, and small tokens (toys, food, pencils, etc).³⁸
- **Incentives for middle school children:** Incentives that have been found to work with middle school children include special enrichment activities, computer time (e.g., Web design), extended sports or game time, and TV/movie watching.³⁹
- **Incentives for high school youth:** Older youth have multiple activities competing for their out-of-school time, including after-school jobs and extracurricular activities.⁴⁰ The following incentives have been found to attract and retain older youth: leadership opportunities (e.g., planning activities), internships and other job preparation activities, and financial incentives.⁴¹
- **Incentives for families:** While it is important to motivate youth to sign up for a program and continue to attend, it is also important to engage participants' families, especially in the case of

immigrant youth from cultures that put a high value on family closeness.⁴² Some family-friendly incentives might include offering participants' families sewing or arts and crafts programs, English-as-a-Second Language (ESL) classes, and access to program facilities (e.g., the computer lab or space for family gatherings).⁴³

FOUR TIPS FOR CHOOSING AND USING INCENTIVES

It is not enough to identify appropriate incentives for your program. It is also necessary to identify *how* incentives can be obtained and used to be most meaningful for your program's participants. The following tips may be useful in these regards.

Tip 1: Ask program participants for ideas about incentives. Asking about or observing participants' interests can help identify what incentives would be most desired by program participants, and might be more likely to have an influence on them.

Tip 2: Introduce incentives immediately after goals are reached. Provide participants with the incentive immediately after the set goal is reached, so they can draw a correlation between the desired behavior and the reward.⁴⁴ Also, limit the time set aside for an incentive (such as a pizza party from 6-8 p.m., or 15 minutes of special computer time). This strategy preserves the incentive's value and enables participants to easily connect the incentive with achievement of the outlined goal.⁴⁵

Tip 3: Gain community support. Community partnerships can help provide incentives by contributing funds or providing special opportunities, such as allowing older youth to shadow a community leader who will act as a mentor, or sponsoring on-the-job training or special field trips. Possible community partners might include local businesses, museums, colleges, or social service agencies.⁴⁶

- Match incentives that are on your program's "wish list" with community supporters who can supply these incentives.⁴⁷ For example, if your program seeks gift cards as a priority for attracting older youth, then it would be a good idea to explore local banks, movie theatres, or stores as potential sources of support.
- Use the phone book, community members, or the Internet to identify businesses, organizations, or other potential sources that might be able to provide or fund incentives. Libraries, schools, and universities often have Web sites with links to resource opportunities.⁴⁸
- Community organizations and businesses that believe in the mission of your program are more likely to support your program over several years. If potential funders are unfamiliar with your organization, be sure to introduce them to your program's mission, successes, and future plans.

Tip 4: Use incentives sparingly. Research suggests that if incentives are used too often, program participants may begin to rely on incentives alone as the motivation for attending.⁴⁹ Thus, it is important to use incentives primarily to pique children and youth's interest in program participation.⁵⁰ Then, incentive use should diminish (or be eliminated) as participants' intrinsic enjoyment of program components (e.g., skill-building, activities of interest, leadership opportunities, and supportive adult program leadership) retains their interest and involvement.^{51, 52, 53}

REMEMBER THE 4 TIPS FOR CHOOSING AND OBTAINING INCENTIVES

- 1: Ask program participants for ideas about incentives.
- 2: Introduce incentives immediately after goals are reached.
- 3: Gain community support.
- 4: Use incentives sparingly.

CONCLUSION

The many benefits of out-of-school time programs cannot be attained without participation.⁵⁴ Using incentives can help attract and retain children and youth by promoting program attendance and making young people feel invested in programs. To identify and use incentives, programs need to consider participants' ages, program needs, and potential supporters, and create a strategy to obtain support. However, while program incentives can indeed encourage program participation and help maximize program benefits, research suggests incentives should not be used excessively.

RESOURCES FOR YOUR PROGRAM

School administrators, teachers, and participants themselves are among the most useful resources for information on out-of-school time program incentives and activities.⁵⁵ The following is a list of printed resources:

- *Rethinking Programs for Youth in the Middle Years: New Directions for Youth Development*, No. 112 (2007); Dale A. Blyth and Joyce A. Walker, editors. Jossey-Bass: San Francisco, CA.
- *Fun Literacy Activities for After-School Programs: Books and Beyond* (2004). Sue Edwards and Kathleen Martinez, authors. Nashville: School Age Notes.
- *School Age Ideas and Activities for After-School Programs* (2005). Karen Haas-Foletta, Michele Cogley, and Lori Ottolini-Geno, authors. Nashville: School Age Notes.
- *Youth Participation: Improving Institutions and Communities: New Directions for Youth Development*, No. 96. (2003). Benjamin Kirshner, Jennifer L. O'Donoghue, and Milbrey W. McLaughlin, editors. Jossey-Bass: San Francisco, CA.

Online resources include:

- **The Council on Foundations** offers a database for identifying potential sources of funding for incentives. The database, which lists these sources by state, can be found at: <http://www.cof.org/Locator/>.
- **After-School Snack Program** offers cash reimbursement to schools and out-of-school time programs that serve children after-school snacks. For information on how to apply for reimbursements, which programs qualify, and the type of snacks required, see: <http://www.fns.usda.gov/cnd/Afterschool/default.htm>.
- **The After-School Corporation** is a nonprofit organization working to improve the quality, availability, and continued success of after-school programs in New York and across the nation. The organization's Web site provides information on staff training, publications, and funding that can be used to provide and enhance program incentives; available at: <http://www.tascorp.org/>.
- **National Institute on Out-of-School Time (NIOST)** is a clearinghouse for effective out-of-school time program practices. The NIOST Web site features publications on building community partnerships and engaging program activities, and it spotlights programs that effectively engage youth: <http://www.niost.org/>.
- **Harvard Family Research Project** conducts research on out-of-school time programming in an effort to improve program practices and policies. The project's research briefs discuss how to increase program attendance and engage adolescents, as well as strategies for attracting and retaining out-of-school time program participants. These briefs are available at: <http://www.gse.harvard.edu/hfrp/pubs/publist.html>. One of the project's particularly helpful publications is *Moving Beyond the Barriers: Attracting and Sustaining Youth Participation in Out-of-School Programs* (2004) by Sherri Lauver, Priscilla Little, M.D., and Heather Weiss. Available at: <http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/issuebrief6.html>
- **Afterschool Alliance** is a nonprofit organization that advocates for quality and affordable after-school programming for all children. It shares examples of engaging young people in out-of-school time programs, as well as potential funding resources: http://www.afterschoolalliance.org/funding_main.cfm.

IN THE SPOTLIGHT

Program: Latin American Youth Center

Locations: Washington, D.C., Silver Spring, MD, Langley Park, MD, and Riverdale, MD

In this interview, Isaac Castillo, the Latin American Youth Center's Learning and Evaluation Director, describes the organization's use of incentives to promote the participation and retention of young people in the center's activities.

What is the Latin American Youth Center? The Latin American Youth Center (LAYC) offers social services, education, work skills, advocacy, and a residential program for adolescent males in the District of Columbia's Child and Family Services system.⁵⁶ LAYC's goals are to help youth attain academic success, obtain postsecondary education or employment, and acquire and practice healthy behaviors.⁵⁷ The mission of the program is to support the desires of young people and their families to "live, work, and study with dignity, hope, and joy."⁵⁸ The center was founded in the late 1960s to address the absence of services available to the Latino community. Annually, LAYC serves 4,000 low-income immigrant and minority children, teens, young adults, and their families.

How are youth recruited and retained? Recruitment varies across programs. However, the majority of participants are recruited by word-of-mouth. About one-fourth of participants are referred from other organizations, schools, or the criminal justice system. Other participants are either walk-ins or attracted by center advertisements and fliers. Retention is often not a problem due to attractive programming (i.e., academic services) and other incentives.

What incentives does the program use for youth? LAYC has found that academic services serve as their own reward. Younger children are especially more likely to participate in activities without incentives. But older youth typically require incentives to encourage them to participate. Incentives that have proven helpful in attracting the participation of older youth include:

- Movie tickets
- Foot Locker gift cards
- Pre-paid American Express® cards
- Cash (i.e., \$3 and \$5 for every workshop attended)
- Food

When is the use of incentives helpful? Whereas children and youth of all ages appreciate receiving incentives, they are often more necessary for attracting at-risk older adolescents (i.e., those between the ages of 16 and 24). A variety of factors compete for the attention of this age group (e.g., money-making opportunities and illegal activities), and older adolescents are more calculating in how they spend their time.

Do incentives differ across age groups? Different types of incentives work across different age groups.

- Younger children are more willing to accept less expensive incentives, such as T-shirts and small toys.
- Older youth are more interested in financial incentives, such as payments for attendance or gift certificates.

Is parental consent obtained before offering incentives? Whether permission is needed depends on the type of incentive. Also, some program incentives are offered to youth above the age of 18 or to those who have little contact with their parents (i.e., homeless youth or runaways). For research-related focus groups, parental consent is always obtained before participant incentives are disbursed.

Are parents offered incentives? Yes, parents are also offered rewards for meeting certain attendance criteria or for participating in research-related activities. Rewards are helpful in ensuring long-term program attendance, getting better returns on research projects, and communicating LAYC's appreciation of parents' time spent at programs. Gift certificates to grocery or drug stores have worked best because parents can use them to buy groceries or medicine for their families.

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WORKING WITH PREGNANT & PARENTING TEENS TIP SHEET



Working With Pregnant & Parenting Teens - Overview

Every year, there are approximately 750,000 teen pregnancies and 400,000 teen births in the United States. Nearly 3 in 10 girls get pregnant at least once before age 20; higher rates are reported among youth of color. Subsequent births among teens aged 15-19 represent 18.7% of teen births. This rate is down from 19% in 2008, 19.3% in 2007, and 19.6% in 2006.¹

This Tip Sheet provides information to grantees serving pregnant or parenting teens to better support these youth.

Unique Needs of Pregnant & Parenting Teens

By and large, teen parents want to do what is right for their children. Because they are teens, parents, and often low-income, they need strong support networks and a comprehensive array of resources to help them parent effectively while working toward becoming self-sufficient adults. Unfortunately, the specialized service needs of pregnant and parenting teens are often overlooked in family and youth policies and practices.

A recent study found that slightly more than one-half of young mothers received a high school diploma by the age of 22, compared with 89% of women who had not had a child during their teen years. In a nationwide survey of dropout youth, close to one-half of all female dropouts and one-third of male dropouts said that becoming a parent played a role in their decisions to leave school.² These young women are also more likely to have mental health problems, such as depression and anxiety.³ Pregnant teens are less likely to receive adequate prenatal care; they are more likely to smoke during pregnancy, be unmarried, have inadequate nutrition, and give birth to low birth weight and pre-term infants. Thus, the consequences of teen pregnancy are not isolated to mothers; their children are also greatly affected.⁴ This is why supports and services for pregnant and parenting teens are so crucial.

Goals and Outcomes for Working with Pregnant and Parenting Teens

When working in the primary prevention field, the program goal is usually straightforward — to reduce teen pregnancy, sexually transmitted infections (STI), and/or HIV among program participants. However, when working with pregnant and parenting teen mothers and fathers, preventing (or delaying) subsequent pregnancies and reducing STIs/HIV is usually one of many goals, as pregnant and parenting teens typically have multiple, unique needs. Based on research from the Center for Assessment and Policy Development⁵, a comprehensive program for pregnant and parenting teens should work toward achieving the following outcomes in order to address their unique needs:

¹ CDC/NCHS, National Vital Statistics Systems. "Births: Preliminary Data for 2009." http://www.cdc.gov/nchs/data/nvsr/nvsr59/nvsr59_03.pdf.

² Perper, K., Peterson, K., Manlove, J. (2010). Diploma Attainment among Young Mothers. http://www.childtrends.org/Files/Child_Trends-2010_01_22_FS_DiplomaAttainment.pdf.

³ Panzarine S., Slater E., & Sharps P. (1995). Coping, social support, and depressive symptoms in adolescent mothers. *Journal of Adolescent Health*, 17, 113-9.

⁴ March of Dimes. (November, 2009). Teenage pregnancy quick references: Fact sheet. http://www.marchofdimes.com/professionals/14332_1159.asp.

⁵ Batten, Susan & Stowell, Bonita. (1996). "What Outcomes Should Programs For Adolescent Parents And Their Young Children Seek To Achieve?" CAPD. Retrieved from www.capd.org/pubfiles/pub-1996-10-12.pdf.

- **Self-Sufficiency Outcomes for Pregnant and Parenting Teens**
 - Increase high school graduation/GED completion.
 - Increase completion of post-secondary education, vocational training, and/or employment at a livable wage.
 - Increase self-reliance and transition to independent living.
 - Reduce/delay subsequent pregnancies.
 - Reduce STIs/HIV.

- **Developmental Outcomes for Children of Teen Mothers and Teen Fathers**
 - Increase healthy births by providing adequate prenatal care and strong support networks during pregnancy.
 - Increase age-appropriate physical, emotional, cognitive, and social development (and readiness for school success).
 - Increase appropriate discipline, nurturing behavior, and children who are well cared for.

- **Relationship Outcomes for Pregnant and Parenting Teens**
 - Increase healthy relationships between partner(s), peers, and family.

Clearly, this list of outcomes extends far beyond the prevention of pregnancy, STIs, and HIV/AIDS; pregnant and parenting teen programs typically have a broader focus than primary prevention programs.

In response to a need voiced by professionals working with pregnant and parenting teens, Healthy Teen Network (HTN) designed a Behavior-Determinant-Intervention (BDI) Logic Model for Working with Young Families (or, pregnant and parenting teens) in collaboration with various professionals in the field. This Logic Model demonstrates how a program, or a complementary network of programs and services, might address pregnancy and parenting teen program goals.⁶ Program developers use logic models to strategically and scientifically identify the causal pathways between goals and interventions. Logic models also point to the outcome and process indicators to be measured and evaluated. Thus, logic models are part of an evidence-based approach to providing programs and services. *For further information and to access the HTN BDI logic model, go to www.healthyteennetwork.org.*

Supports and Resources for Pregnant & Parenting Teens

Supports and resources for pregnant and parenting teens provide a skills-building foundation to help teen mothers and fathers develop self-sufficiency so that they may be successful and engaged parents and productive members of society. Programs that incorporate specific, core components are more likely to achieve desired outcomes. These core components are:

1. **Self-Sufficiency:** Supports and resources to help youth develop basic self-sufficiency skills, so that s/he will be able to transition to independent living and access resources and services without the assistance of a case manager.

2. **Housing Stability:** Supports and resources to facilitate attainment of affordable housing in a safe neighborhood, and continued housing stability and independent living upon completion of the program.

⁶ Healthy Teen Network (2008). "A BDI Logic Model for Working with Young Families: Resource Kit. Retrieved from http://www.healthyteennetwork.org/index.asp?Type=B_PR&SEC={2AE1D600-4FC6-4B4D-8822-F1D5F072ED7B}&DE={FFD15D0C-AA07-47BD-B83E-03E60C860736}.

3. **Financial Stability:** Supports and resources to help youth work toward financial stability by facilitating educational attainment and employment at a livable wage, as well as financial literacy.
4. **Successful and Engaged Parenting and Attachment:** Supports and resources to facilitate successful and engaged parenting skills, fostering attachment between parent(s) and child(ren).
5. **Healthy Relationships:** Supports and resources to cultivate a sense of self-worth and right to healthy relationships with partners, peers, family, and the community, as well as the skills to resolve conflict, solve problems, and negotiate.

These core components build upon each other, forming a foundation for successful pregnant and parenting teens. These core components support the diverse goals and outcomes of programs addressing the unique needs of pregnant and parenting teens.

HTN and Child Trends developed two resources regarding these core components of pregnant and parenting teen programming: 1) a resource defining and detailing what the core components include and 2) a report on findings from the field based on a national survey, phone interviews, and case studies. *For further information about each of these core components, see HTN's resource, "Bricks, Mortar, and Community: The Foundations of Supportive Housing for Pregnant & Parenting Teens".*^{7,8}

The Role of the Case Manager

To coordinate and ensure delivery of the supports and resources focusing on these core components, case managers play a critical role, assessing youth as individuals so that their unique needs may be met most effectively. Flexibility, individualization, nurturing, guidance through positive role modeling, and consistent coordination by one caring adult professional are key elements of case management services. Only the most comprehensive programs will provide direct services related to each core component. However, all programs should provide referrals and support access to services and resources in the community. They can accomplish this more effectively by using collaborations and partnerships. The case manager oversees, when not personally providing, access to these direct services. The case manager is the professional primarily responsible for creating an equal partnership with the young parent, developing a life plan driven and owned by the youth to help him/her transition to independent living.

Including Teen & Young Fathers

While less is known about teen fathers, they face the same risk factors as teen mothers in their daily lives. Children born to teen parents often have a unique set of needs which leave them at increased risk for repeating early parenting, thus perpetuating the cycle of poverty among future generations.⁹

⁷ Desiderio, G. Max, J., Scott, M., Ikramullah, E., Barry M., and Manlove, J. (2010). Bricks, Mortar, and Community: The Foundations of Supportive Housing for Pregnant and Parenting Teens: The Core Components of Supportive Housing. Healthy Teen Network and Child Trends. Retrieved from http://www.healthyteennetwork.org/index.asp?Type=B_PR&SEC={2AE1D600-4FC6-4B4D-8822-F1D5F072ED7B}&DE={97475831-0B51-4319-8C3C-D37F9339A975}.

⁸ Desiderio, G. Max, J., Scott, M., Ikramullah, E., Barry M., and Manlove, J. (2010). Bricks, Mortar, and Community: The Foundations of Supportive Housing for Pregnant and Parenting Teens: Findings from the Field. Healthy Teen Network and Child Trends. Retrieved from http://www.healthyteennetwork.org/index.asp?Type=B_PR&SEC={2AE1D600-4FC6-4B4D-8822-F1D5F072ED7B}&DE={4B7F22B3-0BA5-4721-9F36-6A40BC93C29A}.

⁹ Meade, C., Kershaw, AT. (2008). The Intergenerational cycle of teenage motherhood: An ecological approach. *Healthy Psychology*. 27(4), 419-429.

When working with pregnant and parenting teens, funding streams may dictate the priority population, which may often mean that the pregnant and parenting mothers receive the bulk of the services. However, it is important that programs include the father, as appropriate and as long as it is a healthy relationship for the mother and child(ren). Regardless of whether the teen mother and father are engaged in an intimate relationship or are co-parenting but no longer in an intimate relationship, program providers can work to provide both parents supports and services.

Co-Parenting

Co-parenting is defined as when at least two individuals are expected by mutual agreement or societal norms to have co-joint responsibility for a particular child's well-being, including areas of: physical, emotional, psychosocial, safety, and development.¹⁰ Most of the literature about co-parenting focuses on adults who co-parent as a result of divorce, never being married, live geographically distant from one another, or are co-parenting due to incarceration. However, this research can inform services for adolescents and young parents. While the research has shown that it is never too late to discuss co-parenting, having that discussion and entering into co-parenting agreements before the child is born is best.

Programs for Pregnant & Parenting Teens

There is some research that identifies programs evaluated to be effective with preventing/delaying subsequent pregnancy among pregnant and parenting teens.

- Advocates for Youth. (2009) *Science & Success: Programs that Work to Prevent Subsequent Pregnancy among Adolescent Mothers*.
<http://www.advocatesforyouth.org/storage/advfy/documents/sspregnancies.pdf>
- Healthy Teen Network. (2007) *What Makes a Difference: Hopeful Practices for Teenage Parents*. Literature review conducted for Healthy Teen Network.
<http://www.healthyteenetwork.org>
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http://www.thenationalcampaign.org/resources/pdf/pubs/AnotherChance_FINAL.pdf
- St. Pierre, R., Layzar, J. (1999) "Using Home Visits for Multiple Purposes: The Comprehensive Child Development Program." The Future of Children.
http://futureofchildren.org/futureofchildren/publications/docs/09_01_06.pdf

A review of each of these studies suggests the following practices for achieving successful outcomes with pregnant and parenting teens:

- Relationships with staff are critical.
- Home settings may encourage better relationships.
- School-based settings seem to improve school retention.
- There may be positive results for education and employment longer term that may be independent of positive effects in reducing subsequent births.
- Comprehensive services with easy access and a great deal of support are critical.

However, these studies, especially when considered together, indicate additional research is needed in order to compile a more extensive list of evidence-based programs and strategies for

¹⁰ Van Egeren, L.A., & Hawkins, D.P. (2004). Coming to terms with Coparenting: Implications of definition and measurement. *Journal of Adult Development* 11(3), 165-178.

pregnant and parenting teens. There are still many pregnant and parenting teen programs that have not been evaluated, and of the few evaluation studies conducted, many have methodological concerns. Using evidence-based approaches, such as the Getting to Outcomes approach outlined below, is essential.

10 Steps to Incorporate Evidence-Based Approaches for Serving Pregnant & Parenting Teens

It can be overwhelming to think about how to incorporate evidence-based approaches into a program when a long list of diverse and comprehensive evidence-based programs for pregnant and parenting teens does not exist. Fortunately, there are some concrete steps organizations can complete in order to be evidence-based in their approach to providing supports and resources for pregnant and parenting teens.

Part I: Goal Setting: *Identify the needs and resources for their community, in order to set goals.*

- **Step 1) Needs/Resources:** Look at what needs and resources in the community must be addressed by conducting a comprehensive needs and resource assessment.
- **Step 2) Goals/Outcomes:** Identify goals for the program, the target populations, and desired outcomes (objectives). Develop a logic model to identify the goals and desired outcomes.

Part II: Program Planning: *Plan for the implementation of program.*

- **Step 3) Best Practices:** Identify evidence-based programs, or evidence-informed (i.e., promising or innovative) programs to be used in reaching goals. Research existing programs for pregnant and parenting teens.
- **Step 4) Fit:** Make sure the candidate programs under review fit the needs of target population, and the community. Refer back to the needs and resource assessment to guide this process. (See *Selecting An Evidence-Based Program That Fits* Tip Sheet)
- **Step 5) Capacities:** Assess whether the organization has the capacity to implement the candidate programs. Consider staffing, financial resources, leadership, etc. Based on fit with the youth, community, and organization, select an appropriate program to implement.
- **Step 6) Plan:** Make a plan to implement the program. Prepare for each activity associated with implementation, including recruitment, training, authorization, implementation, fidelity monitoring, and evaluation.

Part III: Program Evaluation: *Implement the program and conduct process and outcome evaluation.*

- **Step 7) Implementation/Process Evaluation:** Think ahead about how to determine whether the program has been implemented well. Implement the program and the process evaluation, tracking data such as attendance, participant satisfaction, educator satisfaction, retention, etc.
- **Step 8) Outcome Evaluation:** Evaluate whether the program is meeting its goals, reaching its priority population, and achieving desired outcomes. Implement the outcome evaluation, tracking data such as the knowledge, attitudes, skills, and behaviors of the priority population.

Part IV: Improving & Sustaining Your Program: *Continuously work to improve and sustain the program(s); this is an ongoing process.*

- **Step 9) Continuous Quality Improvement:** Make a plan for continuous quality improvement (CQI) of the program.

- **Step 10) Sustainability:** Consider what will be needed to sustain the program if it is successful.

The ten steps identified above provide structure to the program planning and implementation tasks familiar to most organizations. These ten steps are part of the Getting to Outcomes (GTO) framework that incorporates evidence-based approaches, so an organization can utilize an evidence-based approach to providing supports and resources, even if a program proven with rigorous evaluation to change behavior is not available.

References & Resources

Pregnant and Parenting Teens

- Healthy Teen Network Resources (www.HealthyTeenNetwork.org):
 - Advocacy for Young or Expectant Parents in Foster Care, Healthy Teen Network: http://www.healthyteennetwork.org/index.asp?Type=B_BASIC&SEC={344F9750-7169-499D-AEFD-CF5FA7110D9C}&DE={447344D4-D341-470B-A5E9-0FA1E3CF0939}
 - An American Frame: Teen Pregnancy and Parenting, Healthy Teen Network: http://www.healthyteennetwork.org/index.asp?Type=B_BASIC&SEC={A5CE7C94-29BF-453B-8424-8024C995341A}&DE={9797F63C-7C89-44C6-BE48-9C88BB39D98E}
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 - Eating Well During Pregnancy for You and Your Baby: Fast Facts, Healthy Teen Network: http://www.healthyteennetwork.org/index.asp?Type=B_BASIC&SEC={3EEAA079-A14B-482D-B17D-895AD0CEBFE4}&DE={8E35709B-550D-45EF-ACEA-803AA574747E}
 - Helping Teens Help Themselves: A National Blueprint to Expanding Access to Supportive Housing for Pregnant and Parenting Teens Exiting Foster Care, Healthy Teen Network: http://www.healthyteennetwork.org/index.asp?Type=B_PR&SEC={2AE1D600-4FC6-4B4D-8822-F1D5F072ED7B}&DE={3082AB53-C68F-42F8-AFA8-5E8DC8347A18}
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- Housing Options for Independent Living Programs by Mark Kroner: www.cwla.org
- It's My Life: Housing: www.casey.org
- Lighthouse Youth Services Training Institute: <http://www.lys.org/professionalservices.html>
- Moving In: Ten Successful Independent/Transitional Living Programs by Mark Kroner: www.northwestmedia.com
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<http://www.advocatesforyouth.org/storage/advfy/documents/sspregnancies.pdf>
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- Using Home Visits for Multiple Purposes: The Comprehensive Child Development Program, The Future of Children:
http://futureofchildren.org/futureofchildren/publications/docs/09_01_06.pdf



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Mentoring Resources

Virginia Beall Ball Library - Indiana Youth Institute



Mentoring for meaningful results: asset-building tips, tools, and activities for youth and adults

Kristie Probst
HV1431 .P76 2006



Parent, teacher, mentor, friend: how every adult can change kids' lives

Peter L. Benson
HQ767.9 .B435 2010



Youth mentoring: sharing your gifts with the future

Patricia L. Fry
BV4447 .F77 2004



Handbook of youth mentoring

HV1431 .H3 2005



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Tom Pace
PS3616 .A24 M46 2007



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Lisa Haneberg
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Connect 5: finding the caring adults you may not realize your teen needs. By Kathleen Kimball-Baker.
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Conversations on the go: clever questions to keep teens and grown-ups talking. By Mary Alice Ackerman.
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Creating a mentoring culture: the organization's guide. By Lois J. Zachary. (HF5385 .Z33 2005)

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The elements of mentoring. By Brad W. Johnson. (HF5385 .J64 2008)

Foundations of successful youth mentoring: a guidebook for program development. By Michael Garringer.
(HV1421 .G37 2003)

A hand to guide me. Compiled by Denzel Washington. (BF637 .M45 H36 2006x)

The heart of mentoring: ten proven principles for developing people to their fullest potential.
By David A. Stoddard. (HF5385 .S763 2009)

How to build a successful mentoring program using the elements of effective practice: a step-by-step tool kit for program managers. (HV1421 .H68 2005)

How to talk so teens will listen--& listen so teens will talk. By Adele Faber. (HQ799.15 .F32 2005)

I want to talk with my teen about movies, music, & more. By Walt Mueller. (BV4529 .M83 2006)

Learn about being a great mentor. (HV1421 .L42 2005)

Men on a mission: valuing youth work in our communities. By William Marsiglio. (HQ1090.3 .M34 2008)

The mentee's guide: making mentoring work for you. By Lois J. Zachary. (HF5385 .Z33 2009)

The mentor leader. By Tony Dungy. (BV4597.53 .L43 D86 2010)

Mentoring answer book. By Cyndi Klapperich. (HV1421 .K53 2002)

Mentoring children and adolescents: a guide to the issues. By Maureen A. Buckley. (BF637 .C6 B8 2003)

Mentoring for resiliency: setting up programs for moving youth from "stressed to success."
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Mentoring millennials: shaping the next hero generation. By Daniel Egeler. (BV4408.5 .E37 2003)

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By Carla Herrera. (HD6270 .H45 2000)

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Mentoring young men of color: meeting the needs of African American and Latino students. By Horace R. Hall.
(LC2731 .H35 2006)

Positive support: mentoring and depression among high-risk youth. By Shawn G. Bauldry. (HV1431 .B38 2006)

The promise and challenge of mentoring high-risk youth: findings from the National Faith-Based Initiative.
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Raise them up: the real deal on reaching unreachable kids. By Kareem Moody. (HQ773 .M645 2006)

Supporting youth: how to care, communicate, and connect in meaningful ways. By Nancy Tellett-Royce.
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Stand by me: the risks and rewards of mentoring today's youth. By Jean E. Rhodes. (HV1431 .R48 2004)

Tag, you're it!: 50 easy ways to connect with young people. By Kathleen Kimball-Baker. (HQ799.2 .A3 K53 2002)

What's working?: tools for evaluating your mentoring program. By Rebecca Saito. (HV1431 .S24 2001)

IYI ISSUE UPDATE:

Mentoring: A Significant Return on a Small Investment (December 2008)

IYI's **Virginia Beall Ball Library** is a collection of books, journals, reports, video/audio tapes, curriculum guides and other materials of use to youth workers, policymakers and nonprofit managers. Our materials are available for free loan to anyone working on behalf of children and youth in Indiana. Our librarians are on hand to assist you with customized reference work and will recommend materials that can provide the valuable information you need.

Indiana Youth Institute
603 E. Washington St., Suite 800
Indianapolis, IN 46204

www.iyi.org/library
Call: 800-343-7060 or 317-396-2700
E-mail: library@iyi.org

January 2012

Guidance and Counseling

Education & Employment Focused

All youth should receive comprehensive guidance and counseling that is appropriate to the needs of the individual youth and his/her educational and employment goals. This may include career counseling and guidance, such as interpretation of career assessments and academic planning. WorkOne staff are expected to be experts on education and employment related issues and should provide this type of guidance and counseling to clients on their caseloads. For example, JAG specialists should know and guide students on matters related to graduation requirements, college selection and financial aid processes.

Strength-Based Approach

DWD and its partners utilize a strength-based model for case management. DWD provided comprehensive training around the state for WorkOne case managers on this model. The strength-based model builds on the client's individual strengths and motivation to develop a customized plan for success.

Refer for Intensive/Specialized Counseling Needs

Guidance and counseling may be needed to address more intensive issues, including but not limited to, drug and alcohol abuse, legal matters and mental health counseling. These types of guidance/counseling should be addressed through referrals to other entities within the community because these issues are outside the purview of WorkOne and require staff that have specialized training and/or licensing. WIA funds may be utilized to pay for such counseling; however, regional policies and procedure may vary greatly.

Regional Best Practice

Supportive Services and Incentives

One best practice that has been beneficial to the youth in Region 5 is the use of Supportive Services, and in particular, incentive payments. Generally, Supportive Services have been used to provide assistance with: transportation (gas), child care costs, housing (on a very limited basis), medical services, the purchase of work required clothing and/or tools, and fees associated with participation in extra-curricular activities at school. The incentive payments have been used creatively to reward and encourage the attainment of small, incremental goals that are developed by the youth and the Youth Counselor, that lead to the ultimate goals of the youth program, such as high school graduation, GED attainment, and/or employment. By developing a service plan that includes incremental steps that are rewarded with incentives, we can keep our youth engaged as they begin to develop a sense of pride and confidence.

Currently, the incentive plan includes rewards for the following:

- ❖ Goal Attainment/Skill Increase agreed upon by the Youth Counselor and the Youth
- ❖ High School Diploma
- ❖ GED
- ❖ Credential/Certificate
- ❖ Employment
- ❖ Follow-Up – Maintaining contact for the year after program completion

The incentive payments range from \$25 - \$200. One of the challenges we've had is being consistent throughout the region, so we are currently in the process of tweaking the plan to make recommendations to the Youth Committee that will "tighten-up" some definitions. WIA funding has been used to provide the incentives, and the Youth Committee approved the plan. Youth Service Provider staff are responsible for assuring that payments are appropriate and allowable. Implementation occurred over the past year, and as stated, will be refined soon.

For more information, contact

Becky Branham, Associate Director, Interlocal Association – Region 5,

317-467-0248, ext. 30, bbranham@workonecentral.org

NEMO Workforce Investment Board, Inc.
WIA Youth INCENTIVE CERTIFICATE

Participant Name: _____

Address: _____

City, State, Zip _____

✓	Incentive	Required Documentation	Amount
	Attainment of GED	<input checked="" type="checkbox"/> Allowable documentation include: Transcripts, certificates, diploma, letter from school system. <input checked="" type="checkbox"/> Documentation must be placed in file before payment can be made. <input checked="" type="checkbox"/> Documentation must include attainment date.	\$50.00
	Attainment of High School Diploma	<input checked="" type="checkbox"/> Allowable documentation include: Transcripts, certificates, diploma, letter from school system. <input checked="" type="checkbox"/> Documentation must be placed in file before payment can be made. <input checked="" type="checkbox"/> Documentation must include attainment date.	\$100.00
	Attainment of Post-Secondary Certificate	<input checked="" type="checkbox"/> Allowable documentation include: Transcripts, certificates, diploma, valid license, letter from training agency	\$50.00
	Completion of Workplace Readiness Program	<input checked="" type="checkbox"/> Allowable documentation include: Attendance sheets, certificate of completion. <input checked="" type="checkbox"/> Documentation must be placed in file before payment can be made. <input checked="" type="checkbox"/> Documentation must include attainment date.	\$50.00
	Completion of TABE test – Applies to Out-of-School youth who are included in the Literacy & Numeracy Performance measure (can be applicable for pre – or post –testing if other TABE testing incentives do not apply)	<input checked="" type="checkbox"/> Youth must be Out-of-School youth as defined in TEGL 17-05. <input checked="" type="checkbox"/> Must have scored an 8.9 or below in reading, language or math full battery TABE pre-test. <input checked="" type="checkbox"/> Allowable documentation include: TABE test, TABE on-line testing score sheet, TABE score sheet, verification of scores in written form from GED/AEL instructor <input checked="" type="checkbox"/> Documentation must be maintained in file before payment can be made	\$50.00
	Completion of TABE test and achieving the required level at first pre-testing	<input checked="" type="checkbox"/> Youth must be Out-of-School youth as defined in TEGL 17-05. <input checked="" type="checkbox"/> Allowable documentation include: TABE test, TABE on-line testing score sheet, TABE score sheet, verification of scores in written form from GED/AEL instructor <input checked="" type="checkbox"/> Documentation must be maintained in file before payment can be made <input checked="" type="checkbox"/> Must have scored above 8.9 in all areas	\$100.00
	Completion of Post TABE test and increasing score by one EFL on at least one area to meet performance	<input checked="" type="checkbox"/> Youth must be Out-of-School youth as defined in TEGL 17-05. <input checked="" type="checkbox"/> Must complete all post tests in which a deficiency is being measured. <input checked="" type="checkbox"/> Must have scored an 8.9 or below in reading, language or math full battery TABE pre-test. <input checked="" type="checkbox"/> Allowable documentation include: TABE test, TABE on-line testing score sheet, TABE score sheet, verification of scores in written form from GED/AEL instructor <input checked="" type="checkbox"/> Documentation must be maintained in file before payment can be made	\$100.00
	Completion of Post TABE test and increasing scores on at least one area	<input checked="" type="checkbox"/> Youth must be Out-of-School youth as defined in TEGL 17-05. <input checked="" type="checkbox"/> Must complete all post tests in which a deficiency is being measured.	\$50.00



INDIANA
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AND ITS **WorkOne** CENTERS



Indiana Youth Council Toolkit

Developed by the Indiana Department of Workforce
Development for Workforce Investment Boards

Indiana Youth Council Toolkit



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DEVELOPMENT
AND ITS **WorkOne** CENTERS

**Indiana Department of Workforce Development
Workforce Investment Act (WIA) Strategic Initiative/Youth Services
August 2012**

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This Toolkit is based on the following excellent resources for Youth Councils:

IowaWORKS Youth Council Toolkit
Iowa Workforce Development, 2010

"Getting Your Youth Advisory Group from Here to There"
Texas Workforce Commission Youth Program Initiative, 2003

"Youth Council Toolkit: Information and Options for Forming Youth Councils Under the Workforce Investment Act"
New York State Department of Labor, State Education Department, Business Council of New York State, and the
New York State AFL-CIO, September 1999

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Introduction

Whether you are starting, joining, or already participating in a youth council, use this Toolkit to find the resources you need.

In your community, the **Workforce Investment Act (WIA) of 1998** reformed federal job training programs and created a more customer-focused system. This Toolkit is designed to assist in forming and implementing a Youth Council. Youth Councils advise local workforce Boards on youth-related services and policy.

Who is this Toolkit for?

- **Policy makers, program developers, and implementers at the state level** involved in the formation and operation of the State Workforce Board;
- **Chief Elected Officials** making decisions about the formation and operation of local Workforce Investment Boards and Youth Councils;
- **Individuals and partnerships at the local, county and regional levels** involved with the design and formation of local Workforce Investment Boards and Youth Councils;
- **Members of the local Workforce Investment Boards;**
- **Chairs and other members of the Youth Councils;** and
- **Individuals and partnerships** at the local, county or regional levels who are **interested in being involved** in the Youth Council.



How is this Toolkit organized?

This Toolkit contains **Key Information** such as state contacts, **Legal** requirements of the Workforce Investment Act or other state or federal statutes, **Activities** for planning and organization, and **Resources** such as sample documents and links to training materials. Use the icons at left to find these items as you read.



The Toolkit is organized into step-by-step chapters.

Chapter	Questions answered
1. Introduction	Who is the Toolkit for? How is it organized?
2. Defining Purpose	Why have a Youth Council? Where do we start? How do we determine the scope of work, duties and responsibilities? Who are the required members of a Youth Council?
3. Developing Membership	Who else should we recruit? How do we choose a Chairperson? What kind of orientation and training might members need to start?
4. Doing the Work	What are examples of early agenda items or action items? How do we know we're doing well? How do we keep members engaged?
5. Further Resources	What additional resources are available to Youth Councils? Who can we ask for more assistance or training? Where can we find activity worksheets and sample materials?

2

Defining Purpose

Together with the Regional Workforce Investment Board, the Youth Council must define its mission and authority.

Why Have a Youth Council?

The simple answer is muscle. Workforce boards are large bodies, full of mandated members and partners. They must apply strength of the right kind, in the right direction.

Four big reasons for a Youth Council

- 1. Connection to Youth and Families** - youth and families are more comfortable with youth agencies and providers than they are with the “workforce system” as a whole. The Youth Council provides a bridge.
- 2. Connection to and among Youth Networks** - youth, educational agencies, and the workforce system do not have strong historical ties. By and large, they operate worlds apart. Most youth-serving organizations have had only fleeting, single program experiences collaborating with each other.
- 3. Leadership and linkage advantage** - your Youth Council can include members that may not be able to participate on your Workforce Board. Tactically, this gives you a way to leverage additional, critical relationships within youth service networks.
- 4. Workforce Board sanity** - your Board has hundreds of pieces of work to fit together in your large-scale, system-building efforts. A Youth Council can hold the youth pieces together.

This training packet is designed to help you assess the organizational and leadership power you bring to WIA youth services – whether you are a relatively new Youth Council or one with a few miles on the tires.

Legal and Regulatory Requirements for a Youth Council



The Workforce Investment Act (WIA) requires that each local Workforce Investment Board (WIB) establish a Youth Council as a subgroup of the Board. The Youth Councils are to be appointed by the WIB in cooperation with the Chief Elected Official(s) in the region covered by the WIB.

The purpose of the Youth Council is to provide expertise in youth workforce department policy and assist the local WIB to:

- **Develop and recommend** local youth employment and training policy and practice;
- **Broaden** employment and training policy to incorporate youth development;
- **Establish** linkages with other organizations serving youth;
- **Evaluate** a range of issues that impact young people's success in the labor market.

The charge for the Youth Council (*Section 117(h)(4)*) is to:

- **Develop the portions of the local workforce investment plan pertaining to eligible youth** under WIA, as determined by the chair of the local WIB;
- **Recommend eligible youth service providers** to be awarded grants or contracts on a competitive basis to carry out youth activities under WIA, subject to approval of the local WIB;
- **Conduct oversight** with respect to eligible providers of youth services in the local area;
- **Coordinate youth activities** that include:
 - **Providing** eligible youth seeking assistance in achieving academic and employment success, effective and comprehensive activities, which shall include options for improving educational and skill competencies and provide effective connections to employers;
 - **Ensuring** ongoing mentoring opportunities for eligible youth with adults;
 - **Providing opportunities** for training to eligible youth;
 - **Providing incentives** for recognition and achievement to eligible youth;
 - **Providing opportunities** for eligible youth in activities related to leadership development, decision making, citizenship, and community service.
- **Carry out other duties** as determined appropriate by the WIB Chair.

In carrying out these functions, the Youth Council can help to facilitate that programs serving eligible youth have the following components (*Section 129(c)(1)*):

- **Comprehensive objective assessment** of the academic levels, skill levels and service needs of each participant;
- **Development of individualized service strategies** for participants that identify an employment goal, appropriate achievement objectives, and appropriate services for the participant taking into account the assessment conducted;
- **Preparation for unsubsidized employment opportunities**, in appropriate cases;
- **Strong linkages** between academic and occupational learning;
- **Preparation for post-secondary education**, when appropriate; and
- **Effective connections to intermediaries** with strong links to (1) the job market and (2) local and regional employers.

Responsibility for oversight of youth workforce development programs rests with:

- **Local WIB** working with the **Youth Council**;
- Conducted in consultation with **Chief Local Elected Official(s)**; and;
- **Local WIB** can **delegate responsibility for oversight of providers** and other responsibilities to the Youth Council.



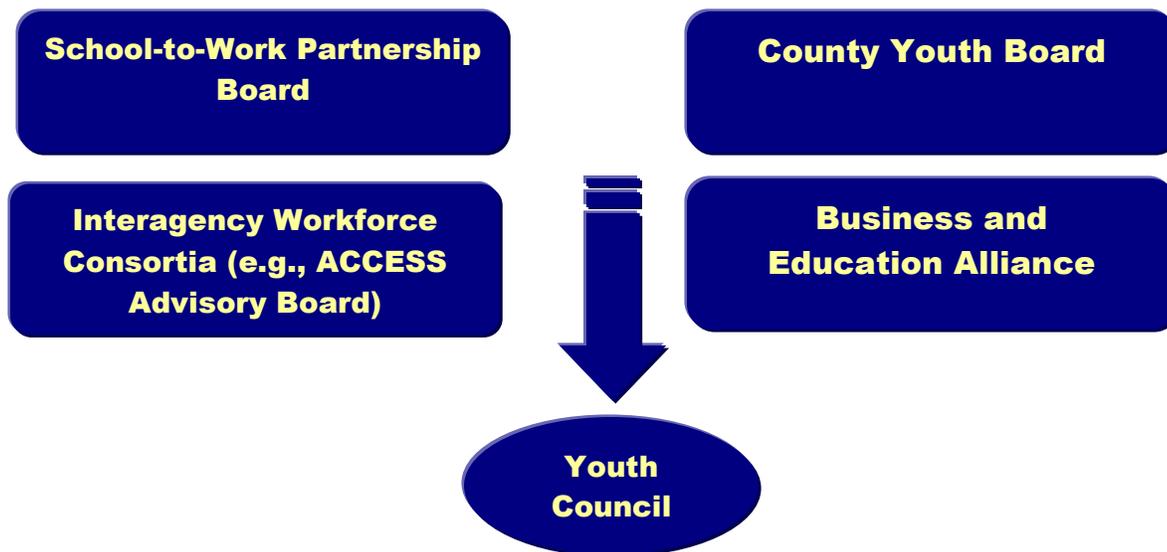
The full text of the Workforce Investment Act can be found here:
<http://www.doleta.gov/usworkforce/wia/>

Options for Forming a Youth Council

How should the Youth Council be formed? Should the Youth Council core be based on an existing youth advisory or governing group? (*Membership requirements may be found in Chapter 3 starting on page 13, or Section 117(h)(2) of the Act*) Or should a new Council be formed? Here are some potential advantages to forming a Youth Council based on an existing group, some potential advantages to forming a new group, and four groups to consider.

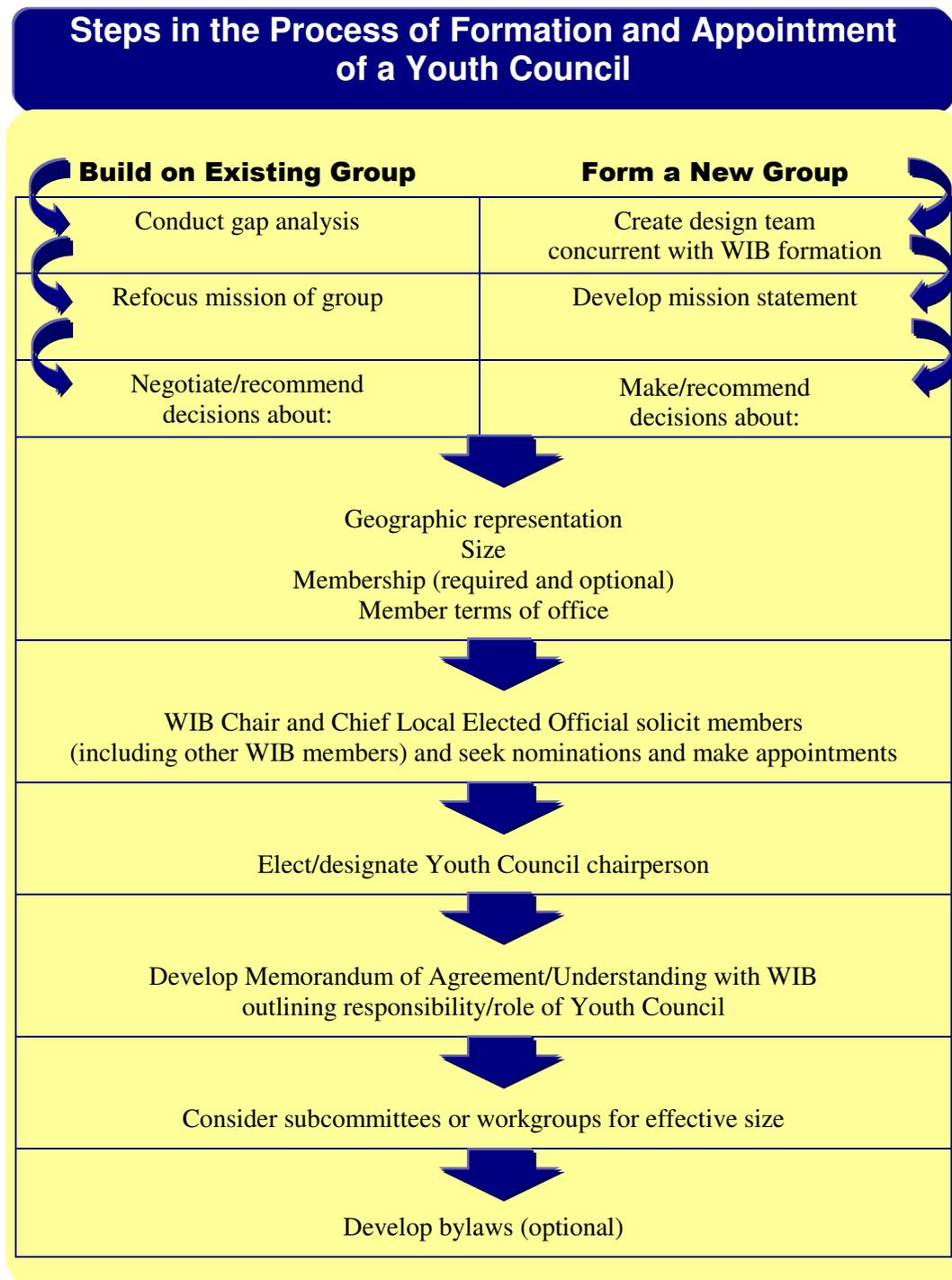
Advantages to forming a Youth Council based on an existing group	Advantages to forming a new group
Build on previous success and established linkages	Opportunity to develop new vision and mission
No need to “reinvent the wheel”	Opportunity to “break the mold”
Avoids duplication of efforts	No competing agendas
Build on existing involvement of business	Target appropriate geographic areas
Build on existing fiscal and administrative experience	No limitations of existing membership
Quicker start-up	

Possible Groups on which to form a Youth Council



Steps in the Process

What are the steps in forming a Youth Council? The chart below outlines the initial steps in the process of forming a Youth Council from an existing group or in forming a new group.



Developmental Stages

Whether you are a newly forming Youth Council or a seasoned group, help your Youth Council understand your group's developmental trajectory, where you are on it, and where you want to go. You have a vision for a youth investment system. You need a parallel vision for your group's role in creating it. Knowing where you are developmentally can help you focus your work, manage expectations, and support Youth Council members appropriately. It's also incredibly comforting!

Below are five stages many legislated community-based advisory councils or boards experience on the road to collaboration. Take note! Development isn't always neat and tidy. Like a seventh-grader with extra big feet, you may experience characteristics of several stages at once.

Youth Council Developmental Stages	
COLLABORATIVE BODY	You are part of a group of community partners, mandated and other, who plan together; share human, financial, and material resources; and evaluate results collaboratively.
COORDINATING BODY	You actively coordinate youth activities and projects with other community organizations.
OPERATIONAL GROUP	You have established procedures for planning and tracking results. You have strong relationships with mandated partners, organizations, and constituents.
FORMATIVE GROUP	You seek out members, define roles, and identify main goals.
CHARGED INDIVIDUALS	Someone or something (i.e., legislation, an event, a source of funding) has called your group into existence and charged it with a particular mission.

Activity One: Where Are You? Where Are You Going? Youth Council Development



Goal

- Take a developmental view of your Youth Council's growth. Discuss where you think you are in relation to the stages.

Materials

- Youth Council Developmental Stages
- Youth Council Developmental Stages Checkpoints Worksheet
- "Roles and Responsibilities" (page 12)

Time

- 20 minutes

Instructions

1. With members of your Youth Council, review the **Developmental Stages** and **Checkpoints Worksheet**. Have each person look at the checklist separately first. Then compare notes!
 - Are you "at" one stage in particular? Which one?
 - Do group members have a longer-term vision of what your Youth Advisory Group should be or do? What is it? Is development part of your plan?
 - How do you currently support Youth Council development?
2. What activities or support would help members – and the group as a whole – be ready for the next stage? Identify three or four things that would help.



Youth Council Developmental Stages Checkpoints – Worksheet

Stage	Checkpoints
Endorsement	<ul style="list-style-type: none"> <input type="checkbox"/> We know why we need this group. Community leaders have validated the need for us! <input type="checkbox"/> We understand our charge, our mission. <input type="checkbox"/> Our Board has endorsed the scope and scale of our mission: WIA-eligible youth vs. youth investment system (all youth). <input type="checkbox"/> We understand our duties. <input type="checkbox"/> We understand the authority we have, especially related to use of funds, negotiations with partners, and policy decisions.
Formative	<ul style="list-style-type: none"> <input type="checkbox"/> We have criteria for identifying members and a process for recruiting them. <input type="checkbox"/> We know how to orient members to WIA requirements and our mission as a Youth Council. <input type="checkbox"/> We share a vision for our youth investment system, as well as our Youth Council’s role in nurturing that system. <input type="checkbox"/> Each member of our Youth Council understands his or her role and how to fulfill that role effectively. <input type="checkbox"/> We understand the youth service providers in our community and the programmatic assets and gaps they represent. <input type="checkbox"/> We understand critical community/partner linkages we need to nurture at this stage. <input type="checkbox"/> We have explicit procedures for managing ourselves and for making decisions. <input type="checkbox"/> We know what information we need in order to make decisions effectively and how to get it.
Operational	<ul style="list-style-type: none"> <input type="checkbox"/> We have clear objectives and methods for tracking and publicizing progress. <input type="checkbox"/> We collect and review feedback regularly from critical constituencies and use it to revise procedures, policies, and support. <input type="checkbox"/> We can identify needs and develop the capacity of provider organizations and/or staff. <input type="checkbox"/> We have established linkages with critical partners at multiple levels within partner organizations. <input type="checkbox"/> We evaluate our own performance and address our own professional and leadership development needs.
Coordinating	<ul style="list-style-type: none"> <input type="checkbox"/> We know what role we play in a broader youth investment system and our relationship to other youth networks. <input type="checkbox"/> We actively promote and facilitate coordinated planning, training, and service and tool development among providers. <input type="checkbox"/> We have an effective cross-program/agency youth outreach and referral system <input type="checkbox"/> We share information about youth, resources, and opportunities across programs.
Collaborative	<ul style="list-style-type: none"> <input type="checkbox"/> We work collaboratively with community leaders to identify long-term strategies for sustaining our youth services system. <input type="checkbox"/> We leverage additional resources and blend resource streams to support our youth investment system. <input type="checkbox"/> People at each level of the organizations involved in our youth system work with each other, across organizational lines, to achieve major system goals.

Scope of Work of the Youth Council

A first step in the formation of a Youth Council is to determine the scope and roles of the Council. How these are defined will shape the role the Council will play in the region, and how it could potentially relate to a broad range of workforce development programs for youth. The Youth Council together with the WIB will define the Council's scope and roles. Presented below are some continuums of options to consider in defining the scope of the Youth Council. The minimum roles are presented in the left-hand column; broader roles are listed in the right-hand column.

Advisory to the WIB



Decision-Making

Will the Youth Council serve in an advisory capacity to the WIB, making recommendations that are then acted on by the WIB, or will the WIB delegate certain decision-making authority to the Council, e.g. making decisions on youth funding under WIA?

Targeted Programs



Comprehensive System-Building

Will the Youth Council deal with those targeted programs that will be directly supported under WIA, or will it work to develop a more comprehensive and integrated system of workforce development programs and services for youth?

“Eligible” Youth



All Youth

Will the Youth Council deal only with eligible youth under WIA, or will it help to develop a stronger “emerging workforce” including students enrolled in the high schools in the region?

Deficit Reduction



Asset-Building

Will the Youth Council focus its efforts on the deficiencies and problems of at-risk youth and strategies to alleviate those deficiencies and problems, or will it focus on the strengths or assets of youth and seek strategies to develop and capitalize on those assets?

WIA Youth Funds



WIA Youth and Leveraged Funds

Will the Youth Council deal with programs that are directly supported with WIA funds or will it deal with a broader array of workforce development programs for youth that are supported with a wider range of funds from various sources?

Roles and Responsibilities



Roles Described in the WIA for Youth Councils

- **Develop portions of the Local Plan** pertaining to eligible youth as determined by the chairperson of the local board
- **Recommend eligible providers of youth activities**, to be awarded grants or contracts on a competitive basis by the local board to carry out the youth activities
- **Conduct oversight** with respect to eligible providers of youth activities
- **Coordinate** youth workforce development activities
- Other duties as determined appropriate by the WIB chair.

Other Possible Youth Council Responsibilities

- **Broker relationships** and encourage referral and collaboration between youth service organizations.
- **Facilitate recruitment of partners** and opportunities critical to the success of a youth system, i.e. mentors, employers, partner/referral sources, etc.
- **Report and publicize issues** that impact success of youth in the labor market.
- **Identify, share, and celebrate effective practices** for youth employment and training.
- **Advocate** the development of a broader youth service delivery system.

Optional Youth Council Duties

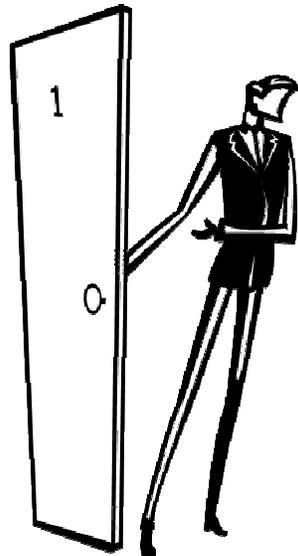
- Write youth components of the **Local Workforce Plan**
- Ensure 10 youth program elements are made available to all youth participants
- Define two eligibility “barriers” – one for basic eligibility and one for the 5% non-income eligible exception
- Articulate youth provider selection process
- Make available list of eligible providers, program descriptions, performance and cost information
- Report progress on youth performance indicators
- Include parents, youth, and former participants in program design and implementation
- Build linkages to educational agencies and other youth organizations

Organizational transparency – open meetings

One final thought on how you organize and operate your Youth Council. You are, of course, a public leadership body. As such, you are legally required to follow certain requirements: open

meeting rules, procurement procedures, fair hiring practices, and so on. These are minimum requirements. You may well want to raise the standards even higher.

- Specifically invite people to your meetings – to present briefly, share a success story, or to listen to a key discussion and provide feedback.
- Invite public comment on major issues or decision items.
- Post all meeting minutes publicly to a website.
- Send news or a summary of important decisions and opportunities to providers and partners.
- Announce RFPs in community newspapers, youth network newsletters, and other forums.



Developing Membership



Membership Requirements and Examples



WIA states that Youth Council membership:

(A) Shall include:

- i. Members of the local board...with special interest or expertise in youth policy;
- ii. Representatives of youth service agencies, including juvenile justice and local law enforcement agencies;
- iii. Representatives of local public housing authorities;
- iv. Parents of eligible youth seeking assistance under this subtitle;
- v. Individuals, including former participants, and representatives of organizations, that have experience relating to youth activities; and
- vi. Representatives of the Job Corps, as appropriate; and

(B) May include such other individuals as the chairperson of the local board, in cooperation with the chief elected official, determines to be appropriate.

Examples of organizations and individuals to consider:

- Businesses (chief executive officer or human resources director)
- Organized labor leader
- Board of Cooperative Educational Services (BOCES) or school district superintendent
- School district director of guidance or pupil personnel services
- College or University president
- County or municipal Youth Bureau director
- Workforce Investment Act (WIA) youth services director
- School to Work (STW) partnership coordinator
- Executive director or community-based organization that serves youth
- Department of Labor regional director
- Executive of agency that serves individuals with disabilities
- One-stop Career Center manager
- Adult education director
- Alternative education program director
- County social services commissioner
- Regional or local providers of substance abuse services
- Health department director or commissioner
- Faith-based youth leader
- Local or County Youth Services Depts.

Criteria to Consider when identifying members

Meets membership requirements under WIA

Includes several WIB members who meet Youth Council membership requirements

Represents a significant customer group, e.g., employers

Represents a significant provider of youth workforce development services, e.g., secondary education

Represents a significant target population or special need, e.g. disabilities

Represents geographic diversity

Represents racial and ethnic diversity

Represents more than one membership category, e.g., a business representative who is a school board member

Demonstrates interest and willingness to contribute to the work of the Youth Council

Experience and effectiveness as a decision-maker

Effective relationship and coordination with elected officials.



Activity Two: Member Muscle

Goal

Explore the membership of your Youth Council and how you can make the most of the skill and will in your group.

Materials

- Member Recruitment Worksheet
- Member Expertise Checklist
- Member Recruitment Examples
- Membership Compass

Time

- 30-45 minutes

Instructions for New Youth Councils

1. Identify a small group of people to help identify prospective members.
2. Together, brainstorm a list of all the youth serving organizations and programs in your community.
3. Now, using the Membership Compass and the Member Recruitment Examples as a starting point, create a list of potential members. If you know the exact person, list him or her. If not, list the organization and the type of person you want (title, skills, experience, etc.).
4. Next, list information you think your prospective members would want or need. What are their interests? What issues do they care about?
5. Identify how you will engage prospective members: who will contact them, how, and when.
6. As you engage new members, ask them to look over the Member Expertise Checklist. Beyond their position and organization affiliation, what specific skills and knowledge do they bring to your effort?

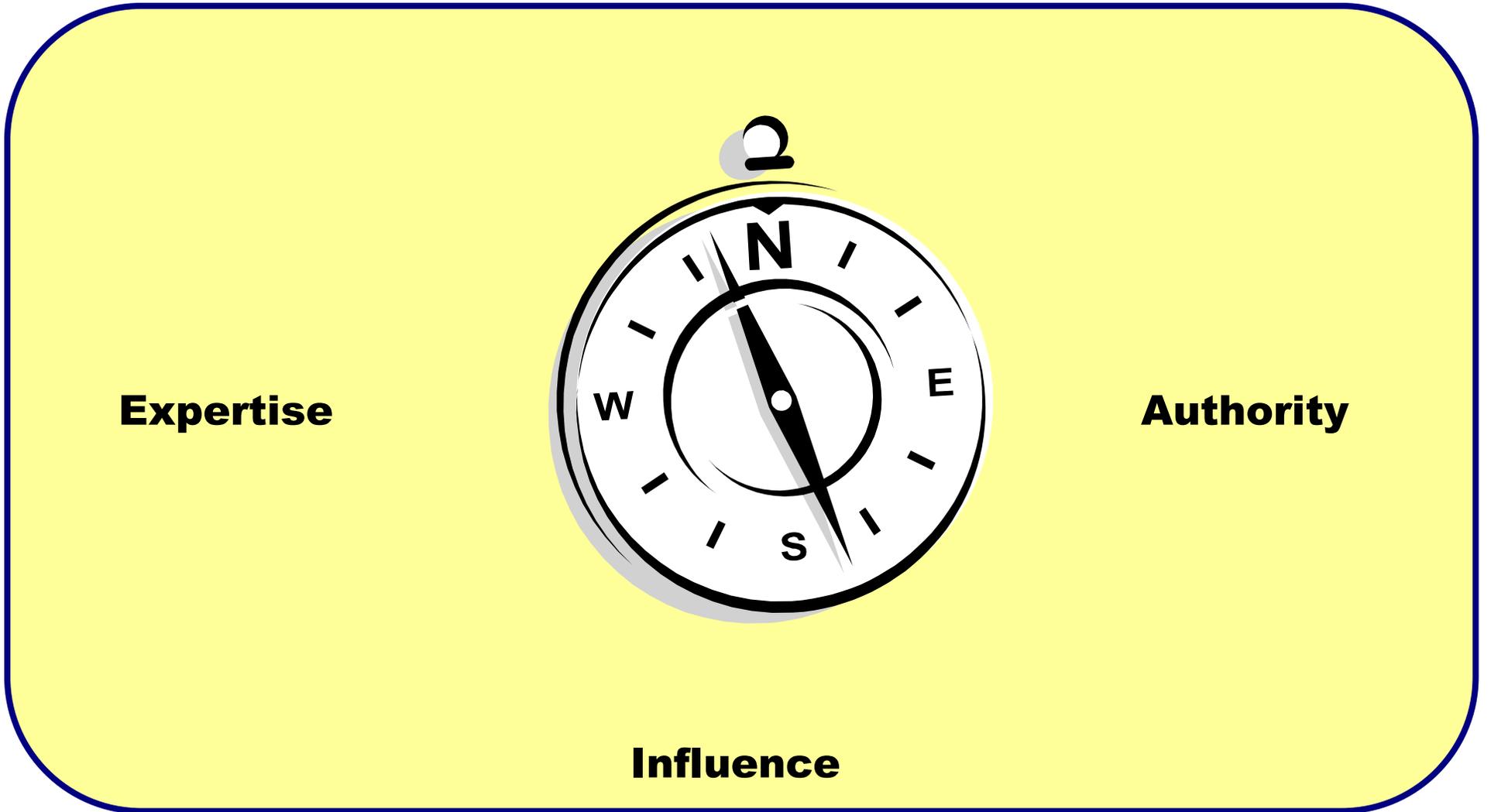
Instructions for Existing Youth Councils

1. Give Council members the Member Expertise Checklist. Working individually, check off areas where you have valuable skills and knowledge.
2. As a group, report back and compare responses. Ask one member to make a “tick mark” on a master list each time a Youth Council member reports skills in that area. Look over your list. Where is your Youth Council strong? Where could you use help or training support?

Tip: Remember that Youth Council members also can reach into their own organizations – where you’ll find even more expertise, authority, influence, and interest (for task or working groups, etc.). You may recruit new members only once a year but you’ll always be trying to involve people in your effort. Use these same strategies!



Membership Compass





Member Recruitment – Worksheet

Category	Organization Name(s)	Potential Member Names and Contact Information	Recruitment Strategies (Method, Who's Responsible)	Notes/Status
Employers				
Local School District(s)				
Youth-Serving Community Organizations				
Youth or Former Program Participants				
Out-of-School Youth Providers				
Juvenile Justice				
Housing				
Other				

Member Recruitment – Examples

Potential Member	Interests	Authority	Influence	Expertise
School District Asst. Superintendent Stakeholder Group: Education	<ul style="list-style-type: none"> New requirements and pressures of No Child Left Behind (Reauthorization of the Elementary/Secondary Education Act) ISTEP test and scores Funding and/or services for high-risk students 	<ul style="list-style-type: none"> Budget proposals/spending authorization Staffing/hiring Program endorsement/design District’s professional development strategy 	<ul style="list-style-type: none"> District and building level administration School committee Youth and their parents/families Area colleges and universities Local educational association Education-business partnership 	<ul style="list-style-type: none"> Planning and budgeting Public relations Special education requirements Student safety and privacy Transportation and issues/liability
Labor Union/Apprenticeship Program Representative Stakeholder Group: Labor	<ul style="list-style-type: none"> High wage/high skill job Provider opportunities related to apprenticeships Grievance procedures 	<ul style="list-style-type: none"> Vote on union executive Advisory Group Youth apprenticeship program oversight 	<ul style="list-style-type: none"> Union apprenticeship program staff Regional and local union leaders Employees Union membership Employers Industry associations 	<ul style="list-style-type: none"> Organizing and advocacy Employee-management relations Workplace safety Workplace skill assessment, training, supervision models
VP, Community Relations/Large Employer Stakeholder Group: Business/Employer	<ul style="list-style-type: none"> Company public/community image Relationships with educational and community-based organizations Her 17-year old daughter and friends 	<ul style="list-style-type: none"> PR budget; periodic grant funding Community relations strategy & campaigns 	<ul style="list-style-type: none"> Company management team and CEO Company website Employees and supervisors Company partners, Customers Business groups and professional associations 	<ul style="list-style-type: none"> Public relations and marketing Community outreach Relationship management Partnership development Event coordination
Former Participant (now employed at local hospital) Stakeholder Group: Clients/Youth	<ul style="list-style-type: none"> Networking Professional development Help younger 	<ul style="list-style-type: none"> Peer leadership Input on departmental decisions 	<ul style="list-style-type: none"> Co-workers, supervisor and other hospital staff Peers Family Program staff 	<ul style="list-style-type: none"> Program experience Peer-to-peer communication/PR Computer-multimedia
Owner, Small Business Stakeholder Group: Business/Employer	<ul style="list-style-type: none"> Hiring (summer, part-time, and full-time positions) Expansion of customer base 	<ul style="list-style-type: none"> Budget Hiring/HR practices Schedule Company giving 	<ul style="list-style-type: none"> Employees Customers Suppliers Local Chamber of Commerce, Rotary, other business groups 	<ul style="list-style-type: none"> Accounting; financial management Hiring practices Customer service Quality control
Owner, Small Business Stakeholder Group: Business/Employer	<ul style="list-style-type: none"> Additional mentors and youth partnerships Resources/funding Connection to other youth organizations 	<ul style="list-style-type: none"> Staffing Program/service priorities and development Mentor recruitment Resource and partner development Monthly newsletter 	<ul style="list-style-type: none"> Mentors, employees, professionals Area schools Youth and their parents/families Other community-based organizations 	<ul style="list-style-type: none"> Mentor recruitment, screening, and orientation Youth outreach/recruitment Parental involvement Marketing and community awareness



Member Expertise Checklist

Where are your skills? Where are you strong as a Youth Council? Where might you need support?

	Potential Member Has	Total # Members That Have
Youth and Workforce Issues		
Knowledge of comprehensive youth development approaches		
Knowledge of labor market statistics and data sources		
Knowledge of regional and local educational outcomes – dropout rates, test scores, college and work-bound rates		
Community and Regional Resources		
Knowledge of youth organizations and networks		
Knowledge of support services; child care, transportation, health		
Knowledge of business, employer, industry group networks		
Database creation and management		
Skills Related to WIA Youth Program Elements		
Knowledge of youth workplace issues and policies		
Knowledge of youth educational requirements – secondary, alternative, and GED		
Youth outreach and involvement		
Program evaluation		
Strategic Planning and Management		
Planning meeting facilitation skills		
Group and task management skills		
Performance evaluation		
Partnership Development		
Negotiation		
Collaborative management		
Marketing and Public Relations		
Positioning and messaging methods		
Marketing channels and PR opportunities		
Performance Management/Accountability		
Contract management		
Quantitative and qualitative data collection and analysis		
Customer service		
Other		

Selecting the Chair of the Youth Council

The following criteria could be considered in designating the chairperson of the Youth Council:

- Strong leadership skills
- Ability to advocate for youth
- Reputation of respect
- Credibility with the WIB
- Membership on the WIB
- Business person familiar with youth workforce development issues



Council Member Orientation

Sample Orientation Packet

- | | |
|--|---|
| <ul style="list-style-type: none"><input type="checkbox"/> WIA fact sheet<input type="checkbox"/> Summary of WIA youth elements and performance indicators<input type="checkbox"/> Success story, article, sheet of quotes from participants or partners, newsletter or other interesting material from a provider, etc.<input type="checkbox"/> One-paper or executive summary of local 5-Year Workforce Plan's youth goals and list of current year's priorities.<input type="checkbox"/> A "certificate" that congratulates new member on Youth Council selection<input type="checkbox"/> An overview or list of the Youth Council's main duties | <ul style="list-style-type: none"><input type="checkbox"/> Member role description<input type="checkbox"/> An organizational chart includes Board and Youth Council structure<input type="checkbox"/> The Youth Council's charter or bylaws<input type="checkbox"/> A calendar of Board and Youth Council meetings, provider and other youth organization events (and member birthdays!)<input type="checkbox"/> Contact information for Board, Board staff, and Youth Council members<input type="checkbox"/> List of current providers and partner organizations<input type="checkbox"/> Youth Council self-assessment tool |
|--|---|

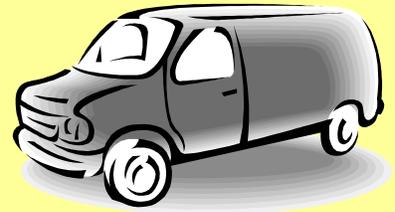
Four Member Orientation Scenarios

Scenario One: Official Board Welcome

Members receive orientation packet. They attend a meeting of full Workforce Board where they are formally welcomed and charged with their mission. A former or current program participant and a partner/direct service staff member speak. Youth Council and Board members mix and mingle over light refreshments. The Board adjourns. Youth Council members attend a 1 1/2 to 2-hour orientation.

Scenario Two: Youth Services Road Trip

Part 1: Members meet on Friday morning for coffee and muffins. They participate in a facilitated overview and fun discussion of WIA youth vision and their role. Next they visit 3-4 youth programs; a one-stop center, a local high school, an employer, and a community-based youth program. Local press is invited to participate. The day ends with a short debriefing. Part 2: Follow-up meeting with facilitated discussion of Youth Council goals, plans, and member roles.



Scenario Three: Lively Youth Council Meeting with Homework

The Board chair welcomes new members at a Youth Council meeting and gives members their charge. The meeting includes a panel of past and current youth participants and provider staff. Members then participate in orientation activities; meet and greet, WIA youth overview, vision exercise, strategic goals, and basic Youth Council operations. They get a 'homework' assignment to 1) review the year's goals and identify areas of particular interest and 2) interview at least 3 other people about youth services.

Scenario Four: the Lone New Member

For established boards, the Youth Council chair and representative from a participating organization or company take the new member out to breakfast or lunch. They arrange for member to visit a youth program or representative for a perspective they wouldn't normally see.

4

Doing the Work

Implementation of a Youth Council

What should be the initial agenda items and actions for implementing a Youth Council? In planning the schedule of meetings, the use of subcommittees, and meeting agendas for a Youth Council, it is important to consider the time commitments called for from its members. This will be especially important for business members of the Youth Council. Meetings should be planned and facilitated so that they are not dominated by process and governance issues, but rather focus on tangible results, and meeting current and/or future workforce needs in the service area.



It is important that careful thought be given to the Youth Council's authority, scope of responsibilities and relationship with the WIB. Once this has been established, written documentation may guide the work of the Youth Council. Examples may include how the agenda is set, process of reporting to the WIB, funding, and adding new members.



Phase 1 – Initial formation

- WIA orientation and training for the Youth Council
- Orientation to the area economy and business community, employment opportunities and trends, employer needs and concerns, the larger economic picture, and economic development efforts underway
- Clarify mission and scope of the Youth Council
- Clarify roles and responsibilities of the WIB and Youth Council
- Information on level of WIA youth funding available and other funds that can be leveraged in the service area
- Information on parameters set by the WIB regarding the percentage of WIA youth funding to be allocated for specific services, time of year, or geographic areas
- Orientation to WIA youth performance measures
- Decisions regarding meeting schedule and subcommittees

Outcomes:

- Memorandum of Understanding with WIB
- Bylaws (optional)
- Clear statement, in writing, of mission, scope, roles, responsibilities, etc., to effectively guide the work of the Youth Council

Phase 2 – Initial decision-making and action-taking steps

- Identify or develop matrix of existing youth employment programs including target populations served by these programs
- Conduct needs/gap assessment through focus group(s) and meetings of customers, both employers and youth
- Identify target populations (in-school and out-of-school)
- Conduct analysis of funding resources for youth workforce development services, including resources other than WIA, and formulate budget
- Conduct analysis of funding resources for operation of the Youth Council, and formulate budget
- Develop service design and submit to WIB
- Develop and establish RFP process and criteria for applications by providers for 10 allowable WIA youth activities for approval by the WIB
- Identify youth performance measures and criteria to monitor providers



Activity Three: Top Five Priorities

Goal

- Help a group, even a large one, come to consensus on the top issues or priorities it should tackle

Materials

- Flip chart, markers, masking tape

Other Helpful Tools

- More Planning Activities that Work



Time

- 30 minutes

Instructions

1. Working alone, write down the five strategic priorities that, in your view, would, if addressed, make the biggest difference in your board, committee, or council’s effectiveness.
2. Working in small discussion groups (5-8 people each), come to consensus on the five priorities that everyone agrees are important to the organization’s effectiveness. Each small group should put its top five priorities on a flip chart.
3. Working in the whole group, everyone looks across the priorities listed on the small group flip charts and identifies common priorities. If a priority is mentioned in every group, then, by definition, it is a priority that everyone in the whole group considered important.

My Priority Notes

My Top Priorities	My Group’s Top Priorities	Our Council Priorities
1.	1.	1.
2.	2.	2.
3.	3.	3.



More Planning Activities That Work

Your Vision in Technicolor

Start a group vision or mission statement exercise without words. Rather than write the statement, draw a picture of the vision on a flipchart. When you are happy with the picture, have one member write 1 or 2 sentences that describe it.

Planning by Post-It®

Trying to articulate goals or priorities? Need to get a lot of ideas out and distill them to major themes and issues? Try this: have group members write their ideas down, one per Post-It®. Ask each person to stick his or her Post-Its® on the wall. Next, as a group, arrange “like” notes together, sticking one on top of the other. Add a new note on top that summarizes the theme or issues of each pile. These represent priorities or goals the group cares about. Place straggler notes (ones that don’t seem to fit anywhere) off slightly to one side. Discuss the stragglers. If they now fit in one of the piles, place them there. If they are important – an issue or goal in its own right – place them alongside the other groups. If they aren’t as important, but you don’t want to forget them, record them as “maybe later” items.

Mind mapping and melding

Great for a group that needs to prioritize issues related to a particular goal, then dig into strategies for addressing them. Tape 6-8 pieces of flip chart paper together, on the wall. This will serve as your “map” area. Draw a 12” circle in the middle of the blank map. In the center of the circle, write the name of the theme or issue members will discuss, for example: “better youth services” or “interagency collaboration.”

Ask members to think silently for 3-5 minutes and jot down the major challenges or issues that come to mind. Next, ask people to go up to the map, one at a time, and draw a “branch” off the circle for each of their challenges. If the challenge relates to (is a subtopic of) an existing branch, the person should draw a sub-branch off that existing branch. The final map will likely have 5-8 main branches and a number of sub-branches. To help your group prioritize issues, give each member ten small, colored dot or star stickers (colored markers will also work). Ask members to use their stickers to mark the issues they want the group to focus on. A person can put all ten of their stickers on one branch or sub-branch or spread votes. Use the results of the map – the top challenges raised – to frame planning. Pairs or small teams can work on strategies for a particular challenge.

Evaluation of Performance Measures

Evaluation under WIA is multi-layered-convoluted even! Ultimately, you care about a small subset of mandated youth performance indicators listed below and referred to by the US Department of Labor as *Common Measures*. The US DOL and the state negotiate percentage goals for each measure annually.

Youth Common Measures

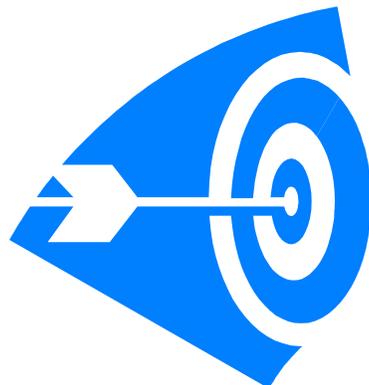


- Placement in Employment or Education
- Attainment of a Degree or Certificate
- Literacy and Numeracy Gains

To achieve the indicators, however, you need people and organizations, even whole systems to accomplish things. In turn, those people need your Youth Council to accomplish things. In all of the layers, you can easily forget to measure your Council's own performance. In other words, what indicators do you have for yourselves?

Monthly reviews should be short and sweet: for example, a five-minute review at the end of the meeting. More than anything, they focus members so that they don't lose track of major items amidst all the detail.

At least once a year, your Youth Council should conduct a more in-depth evaluation of its performance. Include external feedback from staff, providers, customers, partners, etc. Put your own performance goals out there, boldly, beyond meeting room doors, and let others scrutinize them and you!



Connecting with Customers

Some Youth Council members see WIA-served youth and provider staff every day. Others don't. For that reason, you need a handful of methods for systematically collecting and sharing feedback, information that comes directly to you from the front lines. There are many methods you can use based on feedback you want, from whom, and when you need it.

Structured – Ongoing

- Ask youth, family members, and employers to serve on the Youth Council.
- Create special customers advisory subcommittees (i.e., youth & families, employers, provider staff, etc.)
- Identify existing groups that can provide regular advice; industry associations, youth groups, parent groups, etc.

Open-Ended Feedback

- Comment cards
- Customer feedback hotline or phone number
- Web-based suggestion form



Decision Input or Work Plan Development

- Focus groups
- Phone or face-to-face interviews
- Informal “on call” or ad hoc advisors

End of Year Review

- Site visits
- Interviews
- Surveys



Your methods can be very formal:

- “We will create a youth-only subcommittee to advise our council.”
- “We will create a survey for 100 WIA-eligible, non-participating youth to learn what services might be of value to them.”
- “Each Youth Council member will volunteer 5 hours/month for a youth organization.”

Other methods go after ingrained behavior:

- “Each member will make it a habit to interview three stakeholders, quickly by phone, prior to finalizing a work plan or taking up a decision on the table.”

At a minimum, plan at least one formal, face-to-face opportunity (focus groups, phone interviews, site visits, etc.) each year that enables Youth Council members to speak directly with customers and the staff that support them.

Feedback contact management

Once you identify willing people, don't lose them. Ask if they could provide feedback again. Add them to a list or database. Many businesses keep a running list of customers they can call for feedback, to test new ideas, etc. Your Youth Council can do the same. The list doesn't need to be big: 15-20 youth, former participants, family members, employers that your members can call 'as needed' (with respect to their time).

Youth as advisors

Youth served by WIA funds are old enough to have an opinion. Many youth councils involve youth leadership. One council, in California, has a young person as co-chair, requires that at least 50% of the council be youth, and provides stipends to youth who advise. Others form a separate youth committee. If you ask youth to participate formally in your Advisory Council or on a related committee, prepare and support them. Many have never served a formal role in a governing or advisory body.



Organizations like **Youth On Board** have great materials you can use to prepare and support youth as advisors. See more in Chapter 5: Further Resources, starting on page 27.

<http://www.youthonboard.org>

Keeping Members Engaged

Creating a youth investment system is a demanding enterprise. There's seriousness to the purpose, the business details, and the nature of the funding that can start to weigh heavily on a Youth Council. That said, the Youth Council is a wonderful networking forum, professional development opportunity, and community and youth connection for members. Keep members fresh and energized by amplifying these benefits.

Mix and mingle...Let members work together in different combinations, especially one-on-one or in smaller groups. Every member should have a chance to connect directly with every other member and with some youth receiving services.

Share expertise...Youth programs are always looking for guest speakers, volunteers, mentors and advocates. Youth council members can share their own knowledge and expertise with participants, while gaining huge insight on the programs and services WIA offers.

Arrange a youth-related volunteer project at least once a year that members can do together. Challenge youth in a particular program to a basketball or softball game; work side-by-side with youth participants on a community service project, etc.

Celebrate small successes...WIA youth goals are big and challenging. Reward yourselves and others (youth, provider staff, task groups, etc.) along the way. Identify simple, fun incentives whenever you set an important target. For example:

- Present certificates of appreciation to staff who meet their individual goals.
- Host 'graduation' parties at WorkOne offices to celebrate participants who successfully earned their GED during the last quarter.



Small, even silly, milestone markers like these help members experience progress viscerally and feel appreciated. These two things, **progress and appreciation, are what keep members engaged over time.**

Circulate and refresh . . . Provide opportunities for members to step into new roles or even cross-train. Just because someone is good with numbers doesn't mean they always do the budget.

Finally, **manage burnout.** A person's energy, interests, and attention will surge and ebb. Don't take it personally! Do recognize when people need a break. Keep them engaged with small, doable tasks. If the situation merits, replace them temporarily – a sabbatical of sorts, where another member of the organization can stand in – or do so permanently.



Activity Four: My Life as a Youth Council Member

Goal

- Explore your daily routines, interactions, and connections to see where and how you might integrate actions that help you fulfill your role as an Advisory Council member.

Materials

- My Life as a Youth Council Member Calendar
- Youth Council Member Role or Job Description (if members have)

Other Helpful Tools

- Practically Speaking! 15 Things Youth Council Members Can Do To Fulfill Their Role

Time

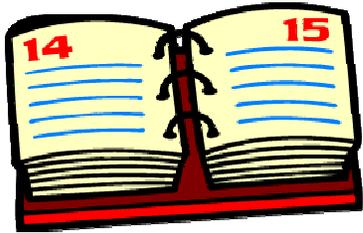
- 30-45 minutes

Instructions

1. Think about your weekly or monthly activities for the month ahead. What else do you do? What other groups or activities are you involved in? What are your “spheres of influence”? Brainstorm a list.
2. How might you integrate your Youth Council goals and the critical functions you need to fulfill into those moments?
3. Use the **My Life as a Youth Council Member Calendar** to show ways you can integrate your Advisory Council role and WIA youth goals into other areas of your life, activities, and work.
4. If you have a **Youth Council Member Role Description**, review it. As it stands, it is probably generic – all Youth Council members have the same description, except perhaps officers. Make a list at the bottom of your description that relates specifically to things YOU can do to fulfill your role. Use the examples from your calendar.

If you don't have a Role Description yet, take 15-20 minutes to create one for yourself. In it, outline:

- Your Basic Role
 - Major Responsibilities
 - Particular Expertise You Bring to the Role
 - Specific Actions You Can Take to Fulfill the Role
 - Title – feel free to have fun with this one!
5. Be prepared to report on your role and supporting actions to the group.



My Life as a Youth Council Member – Calendar



Month:

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>

Practically Speaking! 15 Things Youth Council Members Can Do to Fulfill Their Role



1. Perfect both a thirty-second elevator speech and a 5-minute pitch. Learn how to explain the Youth Council's mission, major goals, benefits, and opportunities succinctly and with ease.
2. Serve as a mentor. Employ WIA-eligible youth.
3. Identify other staff members in your organization who need to support the Youth Council's goals, and equip them with the information and action recommendations they need to do so.
4. Grab coffee with a new Youth Council member or provider representative each month.
5. Post youth system news and opportunities in a company newsletter or calendar.
6. Call or visit a Board or Youth Council member from a neighboring region to compare notes, lessons, successful programs, etc.
7. Provide email addresses and/or contact information for other people in your organization or network who would be interested in or need to receive information and news about your WIA youth services effort.
8. Get on other agendas throughout the community. Present your Youth Council and WIA youth vision elsewhere in the community: staff brownbag luncheons, meetings, and sessions.
9. Ask your organization to provide a scholarship, matching funds, or information about grants and resource development opportunities.
10. Identify a provider organization or staff member for special recognition – personally call to thank someone for his or her work on behalf of WIA youth services.
11. “Adopt a program” – pick a program, service or activity you particularly like and want to see succeed. Attend events, invite others to participate, and talk it up.
12. Take a key committee or task group person to lunch to get an update.
13. Keep an eye and ear out for “stories” that would make good press – interviews, photographs, letters to the editor, announcements, etc.
14. Follow up with staff, a Youth Council task group, or a provider, etc., to get feedback on the impact of a decision made or to check on progress on a particular target.
15. Interview one provider staff member and/or youth participant each month.

Council Resources



US Department of Labor Resources

The Department of Labor provides a Youth Advisory Group Toolkit for effective youth Councils. There are six modules that provide varying degrees of information.

http://www.doleta.gov/youth_services/toolkit_2002.cfm

- **Module 1:** Key Principles for effective Youth Councils is a reference tool that provides Youth Councils with key principles for effective operation such as creating a youth system strategic plan, expanding the role of the Youth Council, and determining appropriate Youth Council members.
- **Module 2:** Work Plan Template provides a format for youth councils to record, organize and plan work activities to carryout the responsibilities delegated to youth councils by the local workforce boards.
- **Module 3:** Membership Scorecard for Retaining and Sustaining Members is designed for Youth Council chairpersons to evaluate and rate their progress for retaining and sustaining members as well as key practices for running well-organized, effective meetings and maintaining a strategic focus.
- **Module 4:** Training Quick Start Guide is a reference tool to train Youth Council members and other interested parties on what the Youth Council does, who they are, and their roles and responsibilities.
- **Module 5:** Implementation: An Operational Resource offers quickly accessible information about the critical elements necessary for a youth council to operate successfully and to implement continuous strategies primarily to ensure youth are served effectively.
- **Module 6:** Public Relations: A Guide to Community Outreach offers tips for developing an outreach plan and sample correspondence to recruit community leaders and organizations to help in developing a local workforce development system.

State Youth Council Tools

- California Youth Advisory Group Institute’s guidebook provides a good general guide on Youth Council’s and creating a powerful local youth-serving system.
http://www.nww.org/yci/tools/YCi_Guidebook_Final.pdf
- The Board and Network Partners area of the Texas Workforce Commission website provides 12 training packets on youth program initiatives.
<http://www.twc.state.tx.us/svcs/youthinit/ypi.html>
- The “Youth Council Toolkit: Information and Options for Forming Youth Councils Under the Workforce Investment Act” by the New York State Department of Labor, State Education Department, Business Council of New York State, and the New York State AFL-CIO is a great resource for forming and implementing a Youth Council and legal and regulatory requirements for a Youth Council.
<http://www.labor.ny.gov/workforcenypartners/toolkits/toolkit.pdf>

Involving Youth in Your Youth Council

- Youth On Board
<http://www.youthonboard.org>
- Center for Youth as Resources
www.yar.org

Group Planning and Facilitation

- Virtual Teams- Free Management Library
http://www.managementhelp.org/grp_skill/virtual/virtual.htm
- Effective Meeting Facilitation: Sample Forms, Tools, and Checklists- Lessons Learned – National Endowment for the Arts
<http://www.arts.endow.gov/resources/Lessons/DUNCAN2.HTML>
- Leadership Strategies-The Facilitation Company
<http://www.leadstrat.com/>

Key Info



Indiana Contacts

For further information and training on Workforce Investment Act (WIA) Youth Services and Youth Councils in Indiana, contact the DWD Strategic Initiatives Team:

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August 2012

Teen Parenting

Virginia Beall Ball Library Bibliography

[Teen Dads: Rights, Responsibilities, and Joys](#)

By Jeanne Warren Lindsay

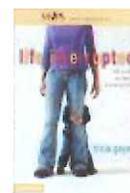
This helpful guide offers useful tips to teen dads who want to improve their parenting skills, with an emphasis on dealing with children from birth to the age of three.



[Life Interrupted: The Scoop on Being a Young Mom](#)

By Tricia Goyer

Sharing stories from her own experience as a teenage mom and from other young mothers, author Tricia Goyer offers ways for young teen mothers to meet nine basic needs that all young moms have.



[The First Years Last Forever](#)

Produced by I Am Your Child Foundation

This introductory DVD program for new parents offers an overview of the importance of bonding, communication, health, nutrition, and child care; while helping new parents learn how to help their infants reach their full potential.



[Your Healthy Baby](#)

Produced by I Am Your Child Foundation

This DVD program discusses children's changing health and nutritional needs as they grow. It provides useful information on prenatal care, breastfeeding, visiting a pediatrician, nutrition, and exercise.



[How I Learn: Ages & Stages of Child Development](#)

Produced by Learning ZoneXpress

Hosted by a teen childcare worker, this DVD documentary examines the physical, social, emotional, and intellectual growth and development of children from age birth through age eight years.



**INDIANA DEPARTMENT OF CORRECTION
JUVENILE FACT CARD
July 1, 2012**

NUMBER OF JUVENILE FACILITIES		5
TOTAL POPULATION		533
AVERAGE PER DIEM (FY12)		\$238.54
OFFENDERS BY OFFENSE LEVEL (most serious offense)		
I (Violent)		22.70%
II (Serious)		7.00%
III (Less Serious)		59.60%
IV (Minor)		10.70%
SEX		
Male		92.30%
Female		7.70%
RACE/ETHNICITY		
White		49.60%
Black		34.70%
Hispanic		8.90%
All Other		6.80%
AVERAGE AGE AT INTAKE		
		16.5
AVERAGE CURRENT AGE		
		16.9
LENGTH OF STAY (most serious offense) *Based on FY 2012 releases – in months (N=1,293)		
I (Violent)		9.8
II (Serious)		7.7
III (Less Serious)		7.7
IV (Minor)		6.7
TYPE OF OFFENSE (most serious offense)		
Property		39.70%
Person		21.50%
Sex Offenses		7.10%
Controlled Substances		7.90%
Weapons		3.80%
Status		1.80%
Other^ includes offenses such as Resisting Law Enforcement, Escape/Failure to Return, Intimidation, Disorderly Conduct, and Alcohol & Vehicle Related Offenses		18.20%
(11.6% of juvenile population has 1 or more drug offenses)		
JUVENILES ON PAROLE (excludes Indiana parolees on parole in other states; includes other states parolees supervised by Indiana)		
Male		93
Female		20

NOTE: Due to rounding totals may not equal 100%.

For more information, contact:
Susan Lockwood, Ed.D. Director of Juvenile Education, Indiana Department of Correction
(317) 233-4458, slockwood@idoc.in.gov



CHILDREN OF INCARCERATED PARENTS FACT SHEET

Incarceration of adults

- More than one in every 100 adults in America are in jail or prison¹.
- On any given day, over 1.5 million children in this country--approximately 2% of the minor children—have a parent serving a sentence in a state or federal prison².
- There is a disparate impact on families of color, with African-American children nine times more likely and Hispanic children three times more likely than white children to have a parent in prison³.
- Between 1995 and 2005, the number of incarcerated women in the U.S. increased by 57% compared to 34 percent for men⁴ (Harrison & Beck, 2006). 75 percent of incarcerated women are mothers⁵.
- Sixty-three percent of federal prisoners and 55 percent of state prisoners are parents of children under age 18⁶.
- Forty-six percent of all imprisoned parents lived with at least one of their minor children, prior to entry⁷.
- The average age of children with an incarcerated parent is eight years old; 22 percent of the children are under the age of five⁸.

How does this affect children and families left behind?

- Despite widespread statements that children with incarcerated parents are many times more likely than other children to be incarcerated as adults, there is no reliable research evidence to support this assertion⁹.
- Parental incarceration creates additional challenges for children and families often resulting in:
 - Financial instability and material hardship, with financial problems the most severe for already vulnerable families and caregivers who support contact between the incarcerated parent and his or her child¹⁰;
 - Instability in family relationships and structure, and residential mobility¹¹;
 - School behavior and performance problems¹²; and
 - Shame, social and institutional stigma¹³.
- In addition to lowering the likelihood of recidivism among incarcerated parents, there is evidence that maintaining contact with one's incarcerated parent improves a child's emotional response to the incarceration and supports parent-child attachment¹⁴;
- Many programs and services for children whose parents are incarcerated offer promise in meeting some aspect of children's needs, but have not been empirically validated as having either short- or long-term impacts on children's well-being¹⁵.



The Annie E. Casey Foundation



casey family programs



marguerite casey foundation

How does this affect children and youth with respect to foster care?

- Most law enforcement agencies lack training and protocols on where to place children when a parent is arrested and incarcerated¹⁶.
- Ten percent of incarcerated mothers have a child in a foster home or other state care¹⁷.
- Eleven percent of children in foster care have a mother who is incarcerated for at least some period of time while in foster care; however, 85 percent of these children were placed in foster care prior to the mother's first period of incarceration¹⁸.
- The average stay in first foster care for a child with an incarcerated mother is 3.9 years¹⁹.
- Children of incarcerated mothers are four times more likely to be "still in" foster care than all other children. Children of incarcerated mothers are more likely to "age out" of the foster care system; less likely to reunify with their parents, get adopted, enter into subsidized guardianship, go into independent living or leave through some other means²⁰.
 - Reunification is 21% for children of incarcerated mothers versus 40% for all children
 - Adoption is 37% for children of incarcerated mothers versus 27% for all children.

End notes

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The Annie E. Casey Foundation



casey family programs



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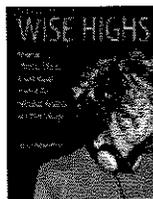
Youth and Substance Abuse

Virginia Beall Ball Library - Indiana Youth Institute



50 life skills to ensure kids stay in school, off drugs and out of trouble

David Becker
HQ781 .B367 2008



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Alex J. Packer
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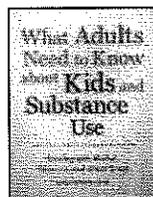
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IYI's Virginia Beall Ball Library is a collection of books, journals, reports, video/audio tapes, curriculum guides and other materials of use to youth workers, policymakers and nonprofit managers. Our materials are available for free loan to anyone working on behalf of children and youth in Indiana. Our librarians are on hand to assist you with customized reference work and will recommend materials that can provide the valuable information you need.

Indiana Youth Institute
603 East Washington Street, Suite 800
Indianapolis, IN 46204

www.iyi.org/library
Call: 800-343-7060 or 317-396-2700
E-mail: library@iyi.org

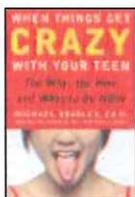
Motivating and Engaging Older Youth

Virginia Beall Ball Library - Indiana Youth Institute



Fires in the mind: what kids can tell us about motivation and mastery

Kathleen Cushman
LB1031.4 .C87 2010



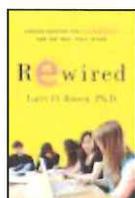
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Michael J. Bradley
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HQ799.2 .M352 H36 2010



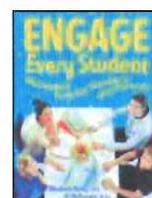
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Larry D. Rosen
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Children of hope. CWK Network. (DVD BF723 .S77 C44 2007)

Connect with kids: character collection 1, high school. CWK Network. (DVD BF723 .P4 C66 2006)

Disconnect. CWK Network. (DVD LC146.6 .D57 2007)

The real character/real people series. Human Relations Media, 2006.

Series of 7 DVDs - profiles in: courage, citizenship, empathy, honesty, perseverance, respect and responsibility.

IYI's **Virginia Beall Ball Library** is a collection of books, journals, reports, video/audio tapes, curriculum guides and other materials of use to youth workers, policymakers and nonprofit managers. Our materials are available for free loan to anyone working on behalf of children and youth in Indiana. Our librarians are on hand to assist you with customized reference work and will recommend materials that can provide the valuable information you need.

Indiana Youth Institute
603 East Washington Street, Suite 800
Indianapolis, IN 46204

www.ivi.org/library
Call: 800-343-7060 or 317-396-2700
E-mail: library@ivi.org

Annie E. Casey Kids Count Data Center How-To

The Annie E. Casey Foundation *Helping vulnerable kids & families succeed* Major Initiatives > KIDS COUNT > Data Center

KIDS COUNT DATA CENTER

HOME | DATA BY STATE | DATA ACROSS STATES | DATA BOOK | HELP/FAQ

Access hundreds of measures of child well-being, including all those regularly used in our popular *Data Book* and *The Right Start for America's Newborns*, and local data from our 53 grantees (formerly CLIKS).

Data By State ▶

- Data within the bounds of a single state or territory
- Includes community-level data
- Search by location or topic
- Create profiles, maps, rankings, line graphs, or raw data

Data Across States ▶

- Data spanning the U.S.
- Compare states or cities
- Search by topic
- Create maps, rankings, line graphs, or raw data

To look at **national data** or compare data across states, please visit: <http://datacenter.kidscount.org/>

On the **main Kids Count** page, numerous features exist, including:

- comparing data across states
- seeing what are the most popular topics (what data individuals who visit our website are looking for)
- get updates on what data has become available or news for the national website
- view a state profile

POPULAR TOPICS

IN ▼

UPDATED ON 6/10/2009

- % of Children in Poverty, Age 0-17
- Monthly Average of Persons Issued Food Stamps (FY)
- Per Capita Income
- % of Students Receiving Free Lunches
- Child Abuse and Neglect Rate per 1,000 Children Under Age 18

Have a question regarding accessing data on the AECF site, contact: Sarah Patterson at spatterson@iyi.org, or call 317-396-2715

Media inquiry for the Indiana Youth Institute, contact: Glenn Augustine at gaugustine@iyi.org or call 317-396-2734

For all other data requests, please use this form: <http://www.iyi.org/datarequest> or contact Emily Krauser at ekrauser@iyi.org or call 317-396-2720



To view **Indiana** data or compare counties or school districts, please visit: <http://www.iyi.org/data> (or you can click on Indiana when choosing data by state on the national page)

Profiles

(Showing 8 Featured Indicators of full set)

View the Profile for This State/Territory

View Community-Level Profiles

On the Indiana page, you can view data for the whole state

Or you can view county or school district level data

Rankings, Maps, or Trend Graphs by Topic

On the main landing page, you are given quite a few options for where to go to find data.

On the right side of the page, you can even click directly into a category, and choose a particular indicator, such as poverty in the economic section

- Featured Indicators
- IN KIDS COUNT Indicators
- National KIDS COUNT Key Indicators
- By Category
 - Demographics
 - Education
 - Economic Well-Being
 - Family and Community
 - Health
 - Safety and Risky Behaviors

Geographic Area:

Franklin (County)

Select another IN location

Indicators:

- Featured Indicators
- IN KIDS COUNT Indicators
- National KIDS COUNT Key Indicators
- Custom Profile
- By Category

Demographics

Notes/Sources:

Show

When available, show data as:

- Number/Currency
- Percent/Rate

When looking at a **specific location** (either a county or school district) you can view a few indicators across categories in one report. Choose from a menu those indicators you are interested in.

When looking at a **specific indicator**, you have a variety of options, including mapping the data, or even creating line graphs. Any available option will be listed on this bar, so for instance this indicator does not provide school district level, but you can choose a particular age group.

123 Ranking  Map  Line Graph

Geographic Areas: Show County Data

Year: 2007

Sort order by: Alphabetical by Region

Age Group: Show All

To view **Indiana** data or compare counties or school districts, please visit: <http://www.iyi.org/data>

(or you can click on Indiana when choosing data by state on the national page)