



# YCi GUIDEBOOK

*youth-serving system • comprehensive local youth-serving system • comprehensive*

**Youth Council Institute  
National Edition  
2006**

This updated, national version of the *YCi Guidebook* is the product of the hard work and dedication that was put into the California Youth Council Institute (YCi) between 2001 and 2005 and serves as a compilation of tools, practices, and resources collected through YCi. This new version has been developed as part of the expansion of the Youth Council Institute to serve Youth Councils nationwide. The expansion of YCi is being funded by the William Randolph Hearst Foundation and is managed by New Ways to Work (New Ways).

This guidebook contains information and guidance intended to help the Youth Councils around the country establish practices to better serve youth. In an effort to provide useful and practical materials, the guidebook authors have updated the tools, materials, strategies, and approaches developed by YCi, and highlighted them with examples of quality practices employed by Youth Councils throughout

the nation. The guidebook itself is augmented with a listing of additional resources and publications on Youth Council practice from around the U.S.

This national edition was written, edited, and compiled by New Ways staff Steve Trippe, Charlene Mouille, Chandra Larsen, and Nancy Uber-Kellogg. Contributors to the first edition of the *Guidebook* (2003) also included New Ways staff Lois Ann Porter and Molly Wertz.

This guidebook would not have been possible without the original guidance, support, and hard work provided by the California State Youth Council and the more than 40 Youth Councils in California that have adopted and implemented the All Youth-One System<sup>SM</sup> approach in their communities.

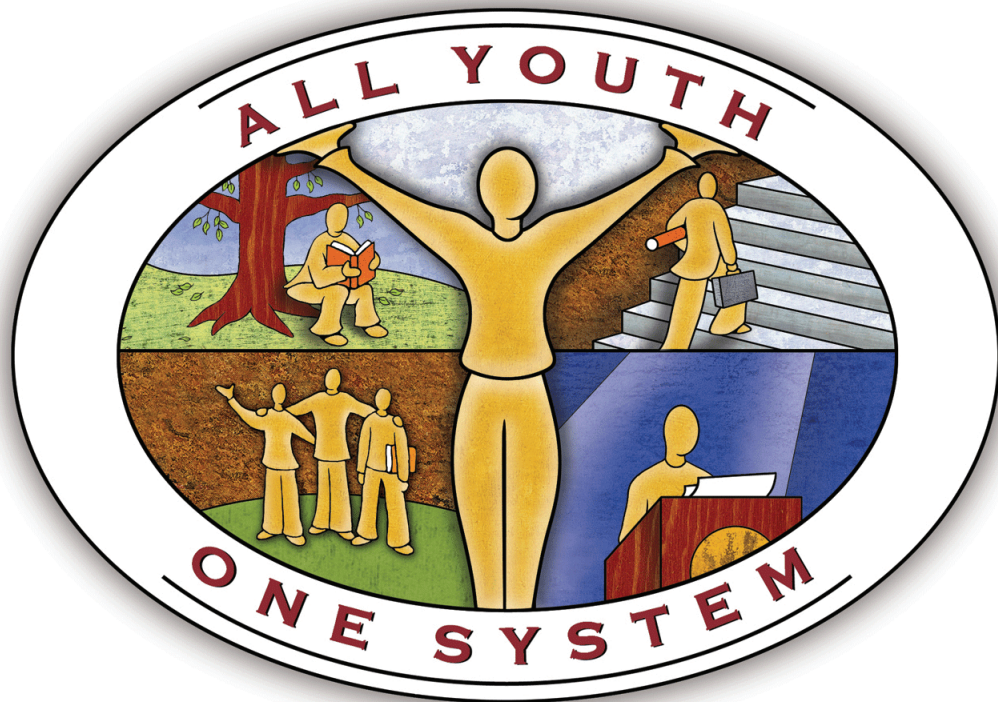
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Additional copies of The YCi Guidebook can be downloaded from the New Ways to Work website library: <http://www.newwaystowork.org/librarycontentsone.html>.

New Ways to Work  
103 Morris Street, Suite A  
Sebastopol, California 95472  
(707) 824-4000  
[www.newwaystowork.org](http://www.newwaystowork.org)

New Ways to Work  
The Thoreau Center  
1016 Lincoln Boulevard, Suite 222  
San Francisco, CA 94129  
(415) 995-9860



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# TABLE OF CONTENTS

## Introduction

- › The Context for System Building by Youth Councils . . . . . 1
- › The Emerging Context for Youth Councils: WIA Reauthorization . . . . . 2
- › About the Youth Council Institute . . . . . 4
- › About *The YCi Guidebook* . . . . . 7

## Section One

- Youth Councils: Catalyzing a Youth-Serving System . . . . . 11
  - › Youth Council Responsibilities and Options . . . . . 11
  - › All Youth–One System . . . . . 14
  - › Why Pursue a Broader, Strategic Agenda? . . . . . 15

## Section Two

- Youth Council Development: Three Frameworks for Success . . . . . 19
  - › Elements of a Comprehensive Local Youth-Serving System . . . . . 21
  - › Functions of a Youth Council in Building the System . . . . . 31
  - › Stages of Building a Comprehensive Local Youth-Serving System . . . . . 41

## Section Three

- How to Use the YCi Tools . . . . . 51
  - › YCi Tools . . . . . 51
  - › Getting Ready to Use the Tools . . . . . 52
  - › Using the Tools . . . . . 53
    - Quick Map . . . . . 54
    - The Elements of a Comprehensive Local Youth-Serving System Chart . . . . . 58
    - The Functions of a Youth Council in Building the System Chart . . . . . 60
    - The Stages of Building the System Chart . . . . . 62
    - Self-Assessments . . . . . 65
    - Next Step Tools . . . . . 69
  - › Additional Support and Tools . . . . . 74
    - Where to Go for Additional Help . . . . . 75

- Summary . . . . . 77**

## Appendices

- › Appendix A: The Workforce Investment Act: A Primer . . . . . 79
- › Appendix B: National Youth Employment’s Coalition Side-by-Side Comparison of Current and Proposed Versions of WIA . . . . . 89
- › Appendix C: New Ways to Work’s Overview of Proposed Changes to WIA . . . . . 103
- › Appendix D: Employment and Training Administration’s Training and Employment Guidance Letter (TEGL) 17-05: Common Measures Policy . . . . 107
- › Appendix E: Employment and Training Administration’s “New Strategic Vision for the Delivery of Youth Services under the Workforce Investment Act” (TEGL 3-04) . . . . . 109
- › Appendix F: Glossary of Terms . . . . . 115
- › Appendix G: Website and Organization Resources . . . . . 119
- › Appendix H: About the YCi Partners . . . . . 141

# INTRODUCTION

comprehensive local youth-serving system

*The YCi Guidebook* has been prepared by the Youth Council Institute (YCi) to assist and guide Youth Councils across the nation in pursuing the development of a single comprehensive system that serves all youth. It is written with a number of audiences in mind: the staff of local Workforce Boards and Youth Councils, Youth Council members and leadership, local practitioners and educators, policy-makers and institutional leaders at the local and state levels, and the partners and potential partners needed to develop a strong and vibrant system.

The *YCi Guidebook* brings together the updated tools, materials, strategies, approaches, and lessons learned by Youth Councils across California between 2001 and 2005.

## **The Context for System Building by Youth Councils**

Local Youth Councils, formed under the auspices of the Workforce Investment Act, present a powerful and viable opportunity to focus local communities on the development of comprehensive youth-serving systems.

In *The Workforce Investment Act of 1998: A Vision for Youth*, the Secretary of the U. S. Department of Labor said:

*The WIA is based on the premise that the right interventions at the right time in a young person's life will have a major impact on his or her future success. It reflects a core value that all youth can learn and acquire skills, and that it is indeed possible to achieve parity among the employability prospects for youth of all backgrounds.*

*The WIA brings new emphasis and substantive reform to how youth are served within the workforce investment system. It presents an opportunity to better prepare our young people and offer them a comprehensive array of services so that they are able to successfully transition to the workforce and to continued education and training. The Department expects that the provision of workforce training and related activities will be driven by youth service needs within individual communities, will redefine current local youth program offerings, and will build upon innovative methodologies and experiences.*

*The Act challenges local communities to achieve a level of collaboration that brings together local workforce training providers, schools, community organizations, and others, in an effort to strategically align and leverage resources and to create community assistance strategies.*

The Youth Council Institute represents a significant response to that challenge. YCi has worked closely with local Youth Councils, local practitioners, the California State Youth Council, and leaders from California and around the nation to develop and field test strategies, tools, materials, and approaches presented in this guidebook.

### **The Emerging Context for Youth Councils: WIA Reauthorization**

The Workforce Investment Act is currently undergoing reauthorization. A number of shifts in the focus of the youth program component will have direct impacts on local Youth Councils across the country—and present a new set of challenges. The proposed changes and adjustments include new performance measures (Common Measures), an emphasis on out-of-school youth (rather than focusing up to 70% of the resources on in-school youth), a new program focused on serving the most vulnerable youth in a community, and the possibility that Youth Councils themselves will be made optional. A side-by-side table of the changes proposed by the administration, the Senate, and the House appears in Appendix B. The table was prepared by the National Youth Employment Coalition.

This following section details some of the differences that either will be instituted or appear likely to be instituted.

**The New Common Measures.** The U.S. Office of Management and Budget has initiated the use of Common Performance Measures across employment and training programs. The U.S. Department of Labor (DOL) has agreed to use them, and it published the final policy guidance in TEGL 17-05 in February 2006 (See Appendix D). These Common Measures will eventually replace the WIA measures—once reauthorization occurs. In the mean time, WIA programs were required to begin collecting data that addresses the common measures for Program Year 2005 (beginning July 1, 2005).

The Common Measures focus on four outcomes and make no distinction between younger and older youth. The four measures are as follows:

- Placement in employment/education
- Attainment of degree/certification
- Literacy/numeracy gains
- Efficiency (to be gauged at the federal level)

**The Department of Labor's New Vision.** The DOL's Employment and Training Administration's (ETA) *New Strategic Vision for the Delivery of Youth Services under the Workforce Investment Act*, while not legislated, guides the work of local and state workforce systems. The ETA's "overarching priority" for the whole workforce investment system is as follows:

*[To] meet the demands of business by providing adults and youth with the necessary educational, occupational, and other skills training and services needed for high demand occupations in the 21st century.*

The *New Strategic Vision* acknowledges the importance of providing effective support for the nation's neediest youth so that they are prepared for jobs and careers in the knowledge economy:

*WIA-funded youth programs will provide leadership by serving as a catalyst to connect these youth with quality secondary and postsecondary educational opportunities and high-growth and other employment opportunities.*

The ETA has adopted a strategic approach across four major areas, called the Four Pillars:

- Focus on Alternative Education
- Meet the Demands of Business, Especially in High-Growth Industries and Occupations
- Focus on the Neediest Youth
- Focus on Improved Performance

**Proposed Changes to WIA.** As of May 2005, the Administration, Senate, and House of Representatives each has proposed changes to WIA. The Senate and House have not yet been able to reconcile the differences in their bills, but both versions propose changes to the age of eligibility, income eligibility for in-school youth, percentage of in-school versus out-of-school youth served, program elements, and types of grants and requirements for matching grants. All three proposals allow for Youth Councils to continue, but none makes them mandatory.

**The Continuing Value of Youth Councils.** Despite the shift in federal policy toward focusing on the “neediest youth” and making Youth Councils optional, powerful forces in our economy and society support a continued focus on system building. Youth Councils are especially well suited to carry out this work. Cross-agency decision-making bodies, including Youth Councils, have matured into viable and stable interagency partnerships that serve to sustain complex community connections. These connections help improve young people’s opportunities to succeed in postsecondary education, careers, and community and civic engagement.

### About the Youth Council Institute

YCi began with conversations within and among the staff of both the California Workforce Investment Board and the California Department of Education regarding the need to assist California’s 50 Youth Councils in developing comprehensive youth-serving systems and to expand the scope of their activities well beyond the regulatory mandates of the Workforce Investment Act. Local Youth Councils were struggling to define their role and position within their local area. Local education agencies signaled frustration with the inconsistency in the composition and perceived responsibilities of local Youth Councils, in particular their relationships to schools. Public comment at various statewide conferences and workshops consistently requested support from the state to implement local systems able to serve all youth. Local Youth Councils indicated a need for help in attracting youth members and in effectively recruiting and retaining youth program participants. Youth Councils also required a catalyst at the policy and coordination level to help leverage a broad range of local resources and to create a system that would be responsive to individual youth needs regardless of the location of a young person’s initial enrollment. Youth themselves, the ultimate customers and beneficiaries of the local youth-serving system, needed a collaborative and connected system offering services on a universal basis.

YCi represented a new idea for states within the workforce development system—that of the state being a collaborative partner with third-party organizations in encouraging local providers and systems to pursue an agenda beyond simple compliance. From 2001 through 2005, YCi worked closely with the State of California as a partner (not a funder) and with the local councils as members of a network (not as clients). YCi has also been informed and enhanced by a team of senior representatives of highly respected and knowledgeable organizations from across the country (see Appendix I).



Between 2001 and 2005, YCi provided peer-networking opportunities for thousands of Youth Council members, staff, local practitioners, and partners to meet together in order to share best practices, receive information, and engage in activities that increase their effectiveness in serving youth. YCi developed and implemented a capacity-building and technical assistance plan for local Youth Councils and their partners that includes strategic planning institutes, workshop trainings, regular content conference calls, a newsletter, and dissemination of promising practices through both printed and web-based media. In addition, YCi provided strategic support to assist Youth Councils with institutionalizing the capacity to provide age-appropriate, developmental services to young people. YCi developed technology-based solutions, that include a website, list serve, and email distribution list to enhance communication and dissemination of information and resources.

The All Youth–One System<sup>SM</sup> tools and frameworks that serve as the foundation for this guidebook were formally adopted by the California State Youth Council and Workforce Investment Board, the California Workforce Association, as well as by the California State Interagency Team responsible for coordinating the federally mandated redesign of the Child Welfare System in California. The tools and frameworks have greatly influenced local councils, providing a rational and clear road map for councils involved in the process of defining their work. More than 40 of California’s local Youth Councils have formally adopted the All Youth–One System approach, as have Youth Councils in New York, Oregon, Alaska, and Florida. The tools and frameworks were also used to help frame the work of the Intermediary Network, a national association of leading education and workforce development organizations working in local communities to ensure student success. YCi participants have consistently reported that the YCi experience, resources, and tools have helped move their work forward significantly.

YCi employs the principles of collaboration and innovation, and applies state-of-the-art processes and tools to its work. It embodies a customer-responsive support strategy and has had a significant impact on the development of Youth Councils and the delivery of youth services.

In recognition of the outstanding work performed by YCi and its partners, YCi received the 2002 “Architect of Change-Innovation in Customer Service Award” from the National Association of Workforce Agencies and U.S. Department of Labor.

Currently the Youth Council Institute is expanding its scope beyond California to reach a national audience of state and local Youth Councils. The first stage of this expansion involves adapting materials originally designed for California Youth Councils so that they can be readily used by councils in every state. This revised version of The YCi Guidebook is part of that effort. The expansion also entails creating a web site with a national focus, including a library of tools, materials, and publications as well as reports of promising practices being implemented by Youth Councils from around the country. The William Randolph Hearst Foundation is supporting these efforts.

For more information about YCi, please see [www.newwaystowork.org/initiatives/yci.html](http://www.newwaystowork.org/initiatives/yci.html).

## About The YCi Guidebook

Over the past four years, the frameworks, tools, and materials in *The YCi Guidebook* have been updated and refined as Youth Councils have conducted their work and as changes in WIA appeared likely to be legislated. The frameworks are comprehensive and flexible. They can be used with whatever configuration the reauthorized WIA may take.

*The YCi Guidebook* provides a clear and user-friendly road map for those Youth Councils seeking to implement the broad vision of youth services as described in the Workforce Investment Act. It is intended to provide clarity and support to local staff, council members, practitioners, and policy-makers as they seek to establish their local council as a catalyst for program planning and implement practices that serve to build a comprehensive system over time.

*The YCi Guidebook* is organized into three primary sections, with a summary and appendices:

### Section One

#### Youth Councils: Catalyzing a Youth-Serving System

Section One of the guidebook focuses on the range of activities possible under the Workforce Investment Act and most particularly the role of Youth Councils in carrying out this work. This section offers interpretations of the role of Youth Councils, making a case for pushing the boundaries of WIA in order to create a comprehensive system that serves all youth. In this section, the reader will find

- a review of the required functions of local Youth Councils under WIA;
- a description of three possible models of Youth Council activity and authority; and
- a discussion of the importance and benefits of pursuing a strategic vision for comprehensive youth-serving systems.

### Section Two

#### Youth Council Development: Three Frameworks for Success

Section Two details the characteristics of a comprehensive youth-serving system, identifies some of the Youth Council practices necessary for its attainment, and outlines the stages of system development a community must go through in the course of building such a system. This section examines three frameworks for success that have evolved from the work of YCi with the input of practitioners and providers throughout California.

In this section, the reader will find three conceptual frameworks that address the following key questions:

- What does a comprehensive local youth-serving system look like? Whom does it serve, and what key *elements* and service strategies need to be in place to support it?
- What are the *functions* a local Youth Council must perform to help build the local system? What needs to be done by local councils in order to bring together the right people and institutions to craft the system, coordinate services, measure effectiveness, and ensure growth and sustainability?
- How might a Youth Council and its partners build a local system over time? What are the *stages* of local system development, and what process must be followed to move from the current state of categorical (and in many cases, disconnected) service strategies to an integrated, sequenced, and coordinated comprehensive system?

## Section Three

### How to Use the YCi Tools

Section Three describes how to employ specially designed tools to support the frameworks described in Section Two of the guidebook. This section offers guidance for a site leader – an experienced facilitator, trainer, or project director – who can help the Youth Council’s planning team think about and apply the system elements, Youth Council functions, and developmental stages to its work. The YCi tools provide a road map for building, improving, and sustaining the work of Youth Councils.

In this section, the reader will find a guide that addresses how a Youth Council might use the frameworks, graphic tools, assessments, and work plans that address the following three aspects of Youth Council development:

- Elements of a Comprehensive Local Youth-Serving System
- Functions of a Youth Council in Building the System
- Stages of Building the System

In addition, this section contains and refers to a set of next-step tools and resources created and collected by YCi to assist with specific aspects of local Youth Council development and systems implementation. In most cases, the tools and resources are organized by the *Functions of a Youth Council in Building the System* and the *Elements of a Comprehensive Youth-Serving System Frameworks*.

## Appendices

*The YCi Guidebook* provides appendices that support and further define aspects of local Youth Council work. In the appendices the reader will find relevant publications, the YCi tools and frameworks, fact sheets, and other resources, including a glossary of terms.

We trust that *The YCi Guidebook* will help Youth Councils, and the people that serve on and support them, to move their work forward as they seek to create quality comprehensive systems that serve all of the nation's youth.

We will add new or updated material to the YCi web site as available, so please visit [www.newwaystowork.org/initiatives/yci.html](http://www.newwaystowork.org/initiatives/yci.html).





# CATALYZING A YOUTH-SERVING SYSTEM

*comprehensive local youth-serving system*

## Youth Councils: Catalyzing a Youth-Serving System

This section of the guidebook focuses on the range of activities possible under the Workforce Investment Act and most particularly the role of Youth Councils in carrying out this work.<sup>1</sup>

To that end, this section will

- review the required functions of local Youth Councils under WIA,
- describe three possible models of Youth Council activity and authority, and
- discuss the importance of the strategic vision for comprehensive youth-serving systems.

## Youth Council Responsibilities and Options

New opportunities and challenges face Youth Councils and service providers alike as they seek to inform decision-makers, organize staff, and provide youth services in their local areas. The Workforce Investment Act changed eligibility requirements for both service providers and youth clientele, and local areas have encountered difficulties in both finding qualified providers and enrolling eligible youth. The guidelines provided by WIA rely on intensive cooperation among agencies, organizations, and programs to deliver the ten service elements, yet conflicting viewpoints and approaches have presented stumbling blocks on the road to implementation. On the other hand, Youth Councils have before them the chance to engage a cross-section of local leadership to leverage and coordinate services and funding to assist youth far beyond the narrow segment of the population eligible for services under WIA. Partnerships with organizations not traditionally thought of as part of the workforce development system (such as school districts and other educational providers) are bringing innovation and a renewed sense of purpose to local efforts to create youth-serving systems answerable to a spectrum of community stakeholders.

The formation, membership, and roles of Youth Councils across the nation vary greatly, from those that have been established by prescription and simply fulfill the regulatory function of providing input on the use of local WIA youth dollars, to those that have embraced a broader purpose as suggested in the law itself – that of a planning and policy body seeking to weave together a highly effective web of services and supports for all youth in a given community.

<sup>1</sup> Appendix A of this guidebook provides a comprehensive overview of the Workforce Investment Act and its youth provisions.

The required functions of local Youth Councils are straightforward: advise the local Workforce Investment Board on the use of WIA youth dollars (allocated by formula to each workforce area and targeted for eligible disadvantaged youth) and assist in the identification, selection, and monitoring of local service providers. For Youth Councils that have begun to coordinate a range of targeted programs, or those that strive to build a comprehensive system that serves all youth, the benefits and implications vary.

The table below describes three levels of possible Youth Council focus, each with different implications for the council's relationship to the local WIB, the council's composition, the youth it aims to serve, the dollars it has influence over, and the range of its impact.

### The Scope of Youth Council Possibilities

	REGULATORY	COORDINATING	STRATEGIC
<b>Scope and Purpose</b>	Provide advice and policy direction on the use of local WIA formula youth dollars	Leverage WIA dollars with a range of other categorical dollars targeted to serve at-risk populations	Design, develop, and implement a comprehensive system that serves all youth
<b>Relationship to WIB</b>	Advisory	Decision-making	Represents the WIB's interests in a comprehensive youth-serving system
<b>Composition</b>	Representatives per federal and state requirement	Leadership from a range of targeted programs	Influential community leadership from all sectors
<b>Staffing</b>	Helpful, but not required	Dedicated WIB and other staff	Range of staff from partner programs and institutions
<b>Youth Served</b>	WIA-eligible youth, 14 to 21	All at-risk youth, 14 to 21	All youth, 14 to 21
<b>Dollars</b>	WIA formula dollars	Range of targeted categorical dollars, including workforce, health and human services, juvenile justice, vocational education, and others	All dollars intended to serve young people. Categorical, core services and educational dollars.
<b>Impact</b>	Less than 5% of the eligible youth population (at current WIA funding levels)	Significant percentage of at-risk youth	All youth (100%) of a local area

*Regulatory* councils are established solely to meet the requirements of WIA; their scope is limited to providing recommendations (or making decisions, depending on the authority granted by the local WIB) on the use of dollars intended to serve youth as provided through the act. Membership usually includes only representatives of the categories prescribed by law, and meetings focus on selecting service providers and monitoring their performance. Often these councils are only asked to approve staff recommendations for funding of contracts to provide services.

*Coordinating* councils broaden their scope by using WIA dollars to help leverage a range of programs to extend services to both WIA-eligible and non-WIA-eligible at-risk youth populations. Council membership is expanded to include local leaders from a wide range of programs and institutions that can make decisions about the use of funding and delivery of targeted services to youth. A small portion of the Youth Council's meeting time is devoted to conducting WIA business, with the balance spent learning about parallel systems and programs and developing strategies to integrate and coordinate services for at-risk youth. Most coordinating Youth Councils begin by working with a defined set of core and ready partners and intentionally grow a coordinated system over time.

*Strategic* councils take the opportunity presented by the formation of a local Youth Council to engage the entire community in the process of developing a comprehensive local youth-serving system. Members are influential leaders from the public and private sectors, representing the interests of youth development, economic development, workforce development, social services, education, recreation, juvenile justice, and community. Strategic Youth Council meetings focus on crafting and implementing a strategic plan that over time brings together the multiple resource streams, institutions, and organizations that serve a community's young people into a coordinated and comprehensive system that seeks to serve all youth.

## **All Youth–One System<sup>SM</sup>**

This guidebook focuses on methods and approaches for carrying out the strategic vision for local Youth Councils—one that views councils as the architects of and catalysts for the development of comprehensive youth systems. Such councils seek to ensure a full range of services and opportunities for all youth; leverage local resources; coordinate services among schools, public programs, and community organizations; and provide ongoing leadership and support for change, and continuous quality improvement. Youth Councils present a tremendous opportunity for local communities dissatisfied with fragmented and/or low-performing programs and services for youth.

## Why Pursue a Broader, Strategic Agenda?

The reasons for Youth Councils to pursue a broader, strategic agenda cluster around three main themes: coordination, efficiency, and sustainability. In an era of reduced government support for youth services, it cannot be emphasized too strongly that youth program providers and practitioners must enhance their capacity to cooperate with each other, meet the most rigorous standards of cost efficiency and outcome success, and sustain meaningful programs. Establishing a comprehensive and youth-centered system as the goal concentrates effort and initiative in three directions.

Strategic Youth Councils seek to

- promote a culture of coordination among providers and practitioners,
- build on the idea that a comprehensive and youth-centered system is both highly effective and cost-efficient, and
- maximize sustainability and impact.

### **Promote a culture of coordination among providers and practitioners.**

WIA's ten elements call for a collaborative, coordinated and sequenced approach to assistance for each individual youth served with WIA funding. There are simply not enough dollars available through the WIA youth formula funds to fully support all of the required activities, and many such services are beyond the scope and experience of the traditional youth workforce provider. By partnering with a wide range of local education, employment, and service providers as well as building efficient local networks, Youth Councils can offer more youth a wider range of better quality services. If coordinated over time, activities and services can be organized for greater continuity and cohesion, thus providing young people with the sustained support they need to be successful in the future.

### **Build on the idea that a comprehensive and youth-centered system is highly effective.**

The comprehensive system envisioned by YCi gives top priority to the young person—not the institution or program—and allows easy access, sequenced activities, and seamless transitions so that young people get what they need, have the chance to fulfill their aspirations, and reach their full potential. Currently, too many of our young people are getting lost as they seek to navigate on their own the array of programs and services provided by multiple organizations within communities. Too few connections exist among school, community, and work, and little or no guidance or direction is offered to youth as they move from school to school, job to

job, or program to program. Many don't make it—and end up alienated, disenfranchised, and without hope for the future. As WIA dollars only represent a fraction of the resources targeted to serve young people in a given community, new resources and services must be leveraged even if we seek to provide a full range of services only to the WIA-eligible population. Services designed to address perceived deficits and/or conditions that some youth face often fail to recognize the developmental needs of the whole person. Streamlined, comprehensive approaches that focus on assets and apply developmental strategies to fully develop the whole person are much more effective than the more traditional and fragmented approaches typical of a “train and place” system.

### **Maximize sustainability and impact.**

Youth Councils that choose to define themselves as regulatory councils—providing advice and oversight of the use of WIA dollars and programs—will likely devolve over time and, as WIA either solidifies or expires, the Youth Council will diminish in both activity and impact. The primary actions of the council will likely consist of reacting to staff recommendations and responding to community concerns about the allocation of WIA funding. If, however, the council defines itself as the community's youth leadership body, responsible for catalyzing, implementing, and monitoring a new and comprehensive system for all young people, its strength and influence will only grow over time. This type of Youth Council performs the strategic functions of *convening* leadership around the important issues concerning youth; *coordinating* services, programs and educational opportunities for all youth; *measuring*, evaluating and communicating the impact of local efforts; and *ensuring sustainability* through the creation of effective policies.

### **Summary**

A casual appraisal of the strategic agenda might yield the comment that, in the face of diminishing dollars from government sources, service providers and local administrators should commit to helping only the poorest and most at-risk youth and let the others maneuver the options on their own. However, a system accessible to all young people sends the message that youth, as a group, are valued stakeholders in the larger community; that they must serve as resources in their own and others' development; and that their well-being and success are key to the overall advancement of society. There is also strong evidence that when young people from varied and diverse backgrounds and experiences are engaged in the same program activities, at-risk



youth are provided a wider range of opportunities, have greater access to broad services, and are released from the stigma of being associated with a targeted and deficit-based program.

There are many reasons why local Youth Councils should take on the challenge of serving as the catalysts and architects of comprehensive local youth-serving systems. Youth Councils can offer direction and establish the parameters for the development of a system that ensures equity, access, and the provision of quality services, programs, and educational opportunities for all young people. This goal cannot be achieved without creative thinking, leadership, and community resolve. Youth Councils can, in a neutral yet proactive environment, bring new participants to the table, break down the walls between categorical services and programs, and build public commitment to a new and better way of serving our youth.



## THREE FRAMEWORKS FOR SUCCESS

comprehensive local youth-serving system

### Youth Council Development: Three Frameworks for Success

Appendix A of this guidebook explains the Workforce Investment Act of 1998 and Section One offers interpretations of the role of Youth Councils, making a case for pushing the boundaries of WIA to encompass creating a system that serves all youth. Section Two details the elements of such a system, identifies the Youth Council functions necessary for its attainment, and outlines the stages of progress. It examines in detail three frameworks for success that have evolved from the work of YCi with the input of practitioners and providers throughout California and the nation.

The three conceptual frameworks address the following key questions:

- What does a comprehensive local youth-serving system look like? Whom does it serve and what key *elements* and service strategies need to be in place to support it?
- What are the *functions* a local Youth Council must perform to help build the local system? What needs to be done by local councils in order to bring together the right people and institutions to craft the system, coordinate services, measure effectiveness, and ensure growth and sustainability?
- How might a Youth Council and its partners build a local system over time? What are the *stages* of local system development, and what process must be followed to move from the current state of disconnected and categorical service strategies to an integrated, sequenced, and coordinated comprehensive system?

Each of the three frameworks for success is provided in both graphic and narrative formats. Local examples of effective practices across the country are highlighted and illustrate key concepts as they are applied in practical and realistic ways.



## Elements of a Comprehensive Local Youth-Serving System

### What Does a Comprehensive Local Youth-Serving System Look Like?

Narrowly conceived, a Youth Council merely oversees and monitors WIA-funded services. Although the law does not specifically grant the Youth Council sweeping authority, the U.S. Department of Labor and many state entities administering WIA encourage local Youth Councils to broaden their objectives and create comprehensive systems that serve all youth. In building a comprehensive youth-serving system, Youth Councils bring local programs, initiatives, and institutions to a single table to strategize how to eliminate the duplication of services, maximize multiple funding sources, and establish long-range planning.<sup>2</sup>

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<sup>2</sup> *Evaluation of the Transition to Comprehensive Youth Services Under the Workforce Investment Act*. Boston: Jobs for the Future and New Brunswick, NJ: John J. Heldrich Center for Workforce Development, May 2002.

The four key elements illustrated on the chart on the following page must be in place in order to provide a balanced set of services to youth and develop a structure to support community-wide coordination of those services. The elements and the targets of each one are listed below. These four content elements are supported by a fifth: a community-wide structure and approach that ensures the coordination of a continuum of services across programs, institutions, and projects, and delivers those programs and services with a youth development approach.



#### **Academic Achievement**

All youth are engaged in their learning in the classroom.



#### **Career Preparation**

All youth are engaged in their learning in the workplace and community.



#### **Community Services and Support**

All youth receive individualized services and community support.



#### **Youth Leadership**

Youth are visible and active in leadership roles.

The four elements are supported by a fifth:



#### **Comprehensive Youth Development Approach**

A formal network provides the foundation for an equitable and coordinated system.



# ELEMENTS OF A COMPREHENSIVE LOCAL YOUTH-SERVING SYSTEM







## Academic Achievement

In a comprehensive youth-serving system, all youth are engaged in active learning in the classroom. Teachers and other practitioners hold high expectations for the youth they serve and apply teaching strategies that address the learning styles of each individual. Curriculum is designed to support standards-based academic achievement while also linking content to contextualized and relevant learning experiences that prepare youth for future educational success and technical skill mastery. Programs and services support the attainment of high academic standards, and workplace and community experiences encourage academic achievement. Educators utilize a variety of strategies to support young people's educational attainment, specifically tailoring approaches to address individual learning and developmental needs. When young people complete their education, they are prepared for success in their career and life, and understand the range of options before them.

The following characteristics describe a community that is successfully addressing the *Element of Academic Achievement*:

*All youth are engaged in their learning in the classroom.*

- Adults promote high academic and technical success
- Workplace experiences support classroom learning
- Multiple educational approaches address individual needs
- Standards-based alternatives are available at all levels of education

All youth are educated and ready to learn

### **South Bay Youth Council (in the Los Angeles, CA area): High Achievers Tutoring Program Academic Achievement**

High Achievers is a multifaceted afterschool tutoring program available to all high school students within the Council's area. The program addresses basic skills problems and weaves together the goals and criteria of several major community and youth support funding sources and initiatives. The basic skills instruction and homework are embedded in life skills workshops, employment training, and career activities. The tutors are slightly older youth who not only provide instruction and support, but also serve as role models and mentors. Quarterly reports tracking student progress have shown improvements in reading and math skills. To read more, please visit [www.newwaystowork.org/initiatives/yci/ycideascouncilindex.html](http://www.newwaystowork.org/initiatives/yci/ycideascouncilindex.html) and click on South Bay Youth Council.



### Career Preparation

In a comprehensive system, all youth are engaged in their learning in the workplace and community. Early and ongoing exposure to career and employment opportunities is provided to young people in school and in community programs. In addition to being engaged in classroom learning, youth participate in work-based experiences linked to their learning. Schools and community-based organizations have strong partnerships with local businesses and workplace partners, who provide relevant learning experiences for young people. These sequenced experiences meet the individual needs of each young person, who is prepared for and understands his or her career options.

The following characteristics describe a community that is successfully addressing the *Element of Career Preparation*:

*All youth are engaged in their learning in the workplace and community.*

- Early employment exposure and experiences are provided
- Quality work-based learning opportunities are in place
- Employers and workplace partners provide work and learning opportunities
- Classroom learning supports career preparation

**All youth are experienced and ready for careers**

#### Youth Council of Northern Virginia: Job Hut Career Preparation

Located in Manassas Mall, Job Hut is the first employment center for youth in Virginia. With over two-thirds of its cost donated through gifts and in kind contributions, it offers quality, no-cost employment and career services as well as resources for youth and businesses. Designed and driven by youth, the center offers a safe and friendly place for youth 14-21 to explore future careers, seek advanced training and education, look for financial aid, and find local employment opportunities. On average, the Job Hut receives between 200 and 300 visits per month. Employers use the facility to host job fairs; workshops are offered throughout the month, with presenters from the community, government and business. In March 2004, the Youth Council of the Northern Virginia Workforce Investment Board was honored by the National Association of Workforce Boards for the creation of The Job Hut. To learn more, visit [www.jobhut.com](http://www.jobhut.com).



## Community Services and Support

In a comprehensive system, all youth receive individualized services and community support. All youth have safe and stable living arrangements with support from caring adults who see to their physical, developmental, and emotional needs. They thrive with strong and enduring peer relationships and connections to at least one adult who will support them throughout their lives. Young people are prepared for adulthood, having experienced and practiced the life skills necessary to live independently. In addition, they have access to a full range of culturally competent social services and supports to address their needs.

The following characteristics describe a community that is successfully addressing the *Element of Community Services and Support*:

*All youth receive individualized services and support.*

- All youth have safe and stable living arrangements
- All youth have strong and enduring adult and peer connections
- All youth receive life skills training and practice
- A full range of social services is available

**All youth are connected to adults, peers, and services**

### **Kern, Inyo, and Mono County Consortium, California: Re-entry Education Attainment Program Includes Full Spectrum of Supports Community Services and Support**

The Re-entry Education Attainment Program (REAP) is a year-round program for out-of-school youth. Its academic and experiential learning activities are customized to meet the needs and abilities of the students while linking training to economic needs of Kern County. REAP matches the needs, abilities, and interests of youth with a combination of educational and training services and provides needed emotional support from caring staff. Because many youth in REAP are parents, staff members work with each participant to create an educational plan that meets his or her childcare, work, and transportation needs. Youth have access to work experience, GPA improvement, driver's license preparation, conflict resolution and decision making, life skill conferences, and basic health care. REAP staff stay with youth until they graduate. When youth enroll, barriers to success are identified in an Individual Employment Plan (IEP), and staff continually reassess the barriers as many students' lives are in frequent turmoil. Industry-sponsored project-based learning activities, tutoring, and follow-up activities complete the REAP offerings. To read more, visit [www.newwaystowork.org/initiatives/yci/nationalcideas/nationalcouncilindex.html](http://www.newwaystowork.org/initiatives/yci/nationalcideas/nationalcouncilindex.html) and look for Kern, Inyo, and Mono County Consortium.



### Youth Leadership

In a comprehensive system, youth are visible and active in leadership roles. They participate in decisions about their lives and play active roles in designing their individual service strategies. They provide the voice that drives policy and decision making. Adults encourage and support youth in leadership roles within their organizations and institutions, and opportunities for youth leadership are leveraged within communities and connected to broader, systemic change. As a result, youth grow up confident and ready for life.

The following characteristics describe a community that is successfully addressing the *Element of Youth Leadership*:

*Youth are visible and active in leadership roles.*

- Youth actively participate in decisions about their lives
- Youth voice drives policy and decision making
- Youth are encouraged and supported in leadership roles
- Youth leadership opportunities are leveraged and connected

**All Youth are confident and ready for life**

#### **Chemung Schuyler Steuben Workforce New York Youth Council (CSSWNY) Corning, New York Youth Leadership**

In Corning, New York, one-third of the Youth Council is comprised of youth. Youth who participate agree to adhere to the 10 Youth Council member responsibilities. One of the areas that youth members have focused on is visiting One-Stop centers to evaluate activities devoted to youth and recommend to the Youth Council services or changes. Other youth are involved in the Youth Council through a policy that requires all providers to bring one youth with them to council meetings.



## Comprehensive Youth Development Approach

In a comprehensive system, a formal network provides the foundation for an equitable and coordinated system. Institutions and organizations that support young people utilize a youth development approach to all activities and services. Community leadership is engaged in efforts that support the lives of youth and that foster effective collaborations between and among systems. Activities are intentionally sequenced and coordinated; resources are leveraged; and a connected, operational infrastructure is in place. A quality system addresses the diversity of people within it by building services and supports that are responsive to individual and cultural differences.

The following characteristics describe a community that is successfully addressing the *Element of Comprehensive Youth Development Approach*:

*A formal network provides the foundation for an equitable and coordinated system.*

- Individualized, youth-centered plans guide programs and services
- Adequate resources are available and leveraged
- The community publicly supports a focus on youth
- A quality system is responsive to individual and cultural differences
- All activities embody a youth development approach
- Engaged community leadership supports collaboration

**A connected, operational infrastructure supports youth success**

### **Gloucester County Youth Council, Woodbury, New Jersey: Youth One-Stop Offers Comprehensive Services Comprehensive Youth Development Approach**

The Gloucester County Youth Council designed their Youth One-Stop to provide a comprehensive, coordinated continuum of employment preparation, education, youth employment, counseling, and support services for out-of school youth. All activities are conducted using an understanding of youth development principles. Young people are engaged in the program by a recruiter (a recent college graduate) who goes where youth hang out; gets to know them; invites them to participate; and once they enroll, mentors them through the program. The program operates on an open entry / open exit basis. Incentives are used; when youth meet their weekly required hours, they are paid a stipend. The One-Stop is housed at Gloucester County Institute of Technology, a comprehensive high school, vocational school, and alternative school. One-Stop participants study with teachers from these schools but in classes offered after the “regualr” school day is over. To support the program, the Council combines WIA youth funds with adult literacy funds, so they are able to serve non-WIA youth. To read more, visit [www.newwaystowork.org/initiatives/yci/nationalycideas/nationalcouncilindex.html](http://www.newwaystowork.org/initiatives/yci/nationalycideas/nationalcouncilindex.html) and look for Gloucester County Youth Council.





### Tools to Help You Get the Job Done

The Youth Council Institute has created a number of tools and processes to help Youth Councils and community members build an understanding of the elements of a comprehensive system, plan their activities, assess their progress, and create a work plan for success.

The *YCi Elements* tools<sup>3</sup> include

- *Elements Chart: Elements of a Comprehensive Local Youth-Serving System,*
- *Elements Self-Assessment,*
- *Elements Work Plan,* and
- *Elements Progress Report.*

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<sup>3</sup> These tools (and all YCi tools and information) can be found at the YCi web site at [www.newwaystowork.org/librarycontentsone.html](http://www.newwaystowork.org/librarycontentsone.html). Section Three of this guidebook is written as a guide for the person who will lead the Youth Council through the use of these and other YCi tools.



## Functions of a Youth Council in Building the System

### What is the Role of a Youth Council in Building a Comprehensive Local Youth-Serving System?

Four broad functions describe the roles and actions undertaken by a local Youth Council as it builds and supports a comprehensive system. Each function needs to be addressed if a council is to be successful in its efforts. A functional description – rather than a task or activities list – allows local councils to develop their own plans and conduct those operations that respond to local needs and take advantage of unique opportunities. At the same time, councils from diverse communities facing different sets of challenges can, by focusing on the functional aspects of the work, communicate, share practices, and build on each other's accomplishments.

The four functions a local Youth Council needs to perform to support the development of a comprehensive system are illustrated on the chart following page 32 and described in greater detail below.



#### Convene Local Leadership to Take Action

Youth Councils bring together key leaders representing a range of sectors to develop strategies and make decisions. These leaders are able to make commitments on behalf of the organizations they represent and often dedicate staff and/or resources to the local effort.



#### Coordinate Youth Services

Youth Councils seek to organize a range of programs and services, creating a seamless web of assistance for the youth of their communities. At a minimum, local councils seek to align those programs and services funded with WIA dollars. Coordinating and strategic councils also provide the leadership for bringing together a full range of targeted programs and, eventually, all core services provided for young people in the community, including public education and social services.



#### Measure Quality and Impact of Local Efforts

Youth Councils set goals, establish standards for services, and measure their effectiveness against those goals and standards. They utilize external and internal evaluation tools and use data to improve performance. All partners and the community have timely access to the results, and the council publicly celebrates and communicates its success and uses data to improve performance.

**Promote Policies to Sustain Effective Practices**

Youth Councils develop and promote programmatic and public policies that sustain and grow the comprehensive system. They regularly involve organizational, governmental, and political leadership and other influential people in their work and seek to create a climate that actively supports the maintenance and growth of quality practices.

**CONVENE LOCAL LEADERSHIP TO TAKE ACTION**

Youth Councils must recruit & support appropriate members.

They also:

- Engage Council in decision-making & action
- Establish effective governance & committee structure
- Leverage youth-serving resources
- Educate leadership on system & lessons learned

**COORDINATE YOUTH SERVICES**

Youth Councils must ensure effective implementation of WIA's 10 elements.

They also:

- Map all services available to youth in the community
- Develop framework for youth services
- Define single year-round, comprehensive, coherent system
- Intentionally link youth-serving organizations (including schools)

**PROMOTE POLICIES TO SUSTAIN EFFECTIVE PRACTICES**

Youth Councils must make formal recommendations to the local WIB.

They also:

- Guide & develop broad youth policy
- Advocate for and with youth
- Educate leadership & generate public awareness
- Catalyze shift from programs to one system

**MEASURE QUALITY & IMPACT OF LOCAL EFFORTS**

Youth Councils must assess, recommend, evaluate and hold providers accountable.

They also:

- Encourage youth involvement in decision-making
- Benchmark best practices
- Set quality standards based on best practices
- Motivate individuals, agencies & communities to improve quality of youth services







### Convene Local Leadership to Take Action

Youth Councils bring together key leaders with special interest or expertise in youth policy and services in a forum for change and system building. They ensure broad and diverse representation on the council and engage youth in leadership positions.

While the Workforce Investment Act requires representation from certain sectors, it also leaves considerable discretion to the local WIB and elected officials to determine the appropriate additional members needed to create a Youth Council that best represents the community and that will be successful in accomplishing locally determined goals and objectives. For example, many WIBs are including youth members as well as representatives from business and education. There is no mandated size, but the typical Youth Council might be comprised of 20 to 25 members appointed by the local WIB with the input and consultation of local elected officials.

To convene local leadership to take action, Youth Councils must, at a minimum, recruit and support appropriate members. To build a comprehensive system, they also

- engage the council members in decision-making and action,
- establish an effective governance and committee structure,
- leverage youth-serving resources, and
- educate leadership on the system and lessons learned.

#### **Tulare County Youth Council, California:** **Committee Structure Aligned to All Youth – One System Elements** **Convene Local Leadership to Take Action**

Working closely with the WIB and aligning with its goals, the Youth Council shaped and unanimously approved a new committee structure. Each of the four primary committees focuses on one of the YCi *Elements of a Comprehensive Local Youth-Serving System*. (See pages 21–29 of this Guidebook.) The new governance structure allows for greater focus as well as increased opportunities for informing and integrating the youth community. Because community partners are more comfortable with the structure, relationships have blossomed. The County Probation Department has become more involved, which has resulted in a more integrated partnership for funding opportunities. The new system better embraces and integrates the key tenets of the two founding groups of the Council, School-to-Career and the Tulare County Community Youth Coalition, and it provides a better environment for their work to blend. Above all, Youth Council and WIB meetings are more efficient, with committees that drive the work and support the system. To read more, visit [www.newwaystowork.org/initiatives/yci/ycideascouncilindex.html](http://www.newwaystowork.org/initiatives/yci/ycideascouncilindex.html) and look for Tulare County–Youth Council Committee Structure in the Youth Council Index.

**Smart Start Tip****Examine and adjust the current membership of your council.**

In determining the composition of your Youth Council, consider and address the following questions:

- Are the right segments of the community represented?
- Are members in a position to make commitments of time and resources on behalf of the organizations or constituencies they represent?
- Does a WIB representative(s) sit on the executive committee?
- Have you built an intentional structure for supporting youth voice through formal membership on the council or the development of a parallel and empowered youth advisory group?



### Coordinate Youth Services

Youth Councils seek to organize a range of programs and services, creating a seamless web of assistance for the youth of their communities. Regulatory councils seek to align those programs and services funded with WIA dollars. Coordinating and strategic councils also provide the leadership for bringing together a full range of targeted programs and, eventually, all core services provided for young people in the community, including education and social services.

To organize youth services, Youth Councils must, at a minimum, ensure effective implementation of WIA's ten elements. To build a comprehensive system, they also

- map all services available to youth in the community,
- develop a framework for youth services,
- define a single year-round, comprehensive, coherent system, and
- intentionally link youth-serving organizations (including schools and social service agencies).

#### **Enterprise Youth Council Marion, Polk & Yamhill Counties, Oregon: Sub-Regional Partnerships Required in Requests for Proposals Coordinate Youth Services**

The Enterprise Youth Council accepts only sub-regionally centered and designed, multi-partner proposals to their WIA Request for Proposals (RFP). Successful proposals must include at a minimum partners from One-Stop centers; schools, including post secondary; youth service providers capable of serving youth in foster care, migrant youth, and youth offenders; businesses and Chambers of Commerce; and the Department of Human Services Self-Sufficiency; youth; and others with youth expertise. The 5 sub-regional partnerships established through this process have flourished and in some areas have become collaboratives in the fullest sense. To Learn more about Marion, Polk, and Yamill Counties' youth services, visit the Mid-Willamette Education Consortium web site: <http://mwec.org/youth-service-provider>. To access the Enterprise Youth Council RFP, visit <http://mwec.org/youth-service-provider> and scroll 2/3 of the way down the page to the Request for Proposals section.



#### **Smart Start Tip**

#### **Start with core and ready partners.**

Begin by demanding and reinforcing effective collaboration among subcontractors supported by the council to deliver WIA related services. Identify gaps in service against the ten elements and reward new partnerships that bring experienced organizations to the youth workforce development table to fill those gaps.



### Measure Quality and Impact of Local Efforts

Youth Councils set goals, establish standards for services, and measure their effectiveness against those goals and standards. They utilize both external and internal evaluation tools and use data to improve performance. All partners and the community have timely access to the results, and the council publicly celebrates and communicates its success.

To measure quality and impact of local efforts, Youth Councils must, at a minimum, assess, recommend, evaluate, and hold providers accountable. To build a comprehensive system, they also

- encourage youth involvement in decision-making,
- benchmark best practices,
- set quality standards based on best practices, and
- motivate individuals, agencies, and communities to improve the quality of youth services.

#### Philadelphia Youth Council, Pennsylvania: Youth Customer Satisfaction Survey **Measure Quality & Impact**

In 2001 the Council's administrative partner, the Philadelphia Youth Network (PYN), assembled a group of highly motivated young people who became the core team that designed and implemented the first Youth Customer Satisfaction Survey. The survey, now institutionalized as a formal WIA activity for a team of young people, is revised and administered annually to approximately one-third of the 6,000 young people participating in the Council's summer and year-round activities. Survey results are compiled and shared with funded providers for purposes of program improvement. A representative group from the survey team also makes presentations each fall to the full Youth Council on their findings and recommendations for improvement, which PYN subsequently factors into professional development, training, and program requirements for the following year. To read more, visit [www.newwaystowork.org/initiatives/yci/nationalycideas/nationalcouncilindex.html](http://www.newwaystowork.org/initiatives/yci/nationalycideas/nationalcouncilindex.html) and look for Philadelphia Youth Council – Youth Customer Satisfaction Survey in the Youth Council Index.



#### Smart Start Tip

#### Define measurable results beyond the WIA performance measures.

Once you determine goals for your Youth Council, establish specific, measurable objectives for system elements, Youth Council effectiveness and provider collaboration. Review progress on a regular basis and use the data to communicate results and adjust activities.





### Promote Policies to Sustain Effective Practices

Youth Councils develop and promote programmatic and public policies that sustain and grow a comprehensive system. They regularly involve organizational, governmental, and political leadership and other influential individuals in their work and seek to create a climate that actively supports the maintenance and growth of quality practices.

To promote policies that sustain effective practices, Youth Councils must, at a minimum, make formal recommendations to the local WIB on the use of local WIA youth dollars. To build a comprehensive system, they also

- guide and develop broad youth policy,
- advocate for and with youth,
- educate leadership and generate public awareness, and
- catalyze the shift from discrete programs to one system.

#### **Tri-County Workforce Youth Council (TRICO), Golden, Colorado: Creating a High Quality Workforce Development System Promote Policies to Sustain Effective Practices**

For the TRICO Youth Council, effective practices are coordinated across systems. The current focus is on creating a high quality workforce development system for youth by merging Office of Disability Employment Policy (ODEP) Principles, Employment Training Administration (ETA) Visions, WIA guidelines, and customized needs assessments into a relevant Youth Council strategic planning process. Youth Council workgroups, including TRICO YouthWorks staff, have established goals and action plans related to transition, leadership, and career pathways. For example, Workforce, Human Services, Mental Health, and Education are collaborating to conduct formal life skills assessments and teach independent living classes for a universal population, train facilitators, and create an instructional toolkit. Workforce, Education, and Division of Youth Corrections are aligning their workplace competency skills training programs and sharing expertise on career technical training programs. For performance measurement, the Council is using a balanced scorecard approach, common databases, and other success factors to validate direction and track results of services provided within their network. They are also implementing a pilot project to strengthen assessment, secondary education/remediation, and the transition process for foster youth and offenders at two residential facilities. To read more, visit [www.newwaystowork.org/initiatives/yci/nationalycideas/nationalcouncilindex.html](http://www.newwaystowork.org/initiatives/yci/nationalycideas/nationalcouncilindex.html) and look for Tri-County Youth Council in the Youth Council Index.



#### **Smart Start Tip**

#### **Begin with a common vision for coordinated services.**

Once the Youth Council is focused on policies they can control or influence, they can then consider crafting internal policies that promote linkages between categorical programs and provide a framework and support for leveraging non-WIA resources.



### Tools to Help You Get the Job Done

YCi has created a number of tools and processes to help Youth Councils and community members build an understanding of the functions of a Youth Council in building the system, plan their activities, assess their progress, and create a work plan for success.

The *YCi Functions* tools<sup>4</sup> include the following items:

- *Functions* Chart: *Functions of a Youth Council in Building the System*,
- *Functions* Self-Assessment,
- *Functions* Work Plan,
- *Functions* Progress Report, and
- YCideas identified by function.

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<sup>4</sup> These tools (and all YCi tools and information) can be found at the YCi web site at [www.newwaystowork.org/librarycontentsone.html](http://www.newwaystowork.org/librarycontentsone.html).

## Stages of Building a Comprehensive Local Youth-Serving System

### How Do You Build a Comprehensive Local Youth-Serving System?

YCi has developed a model for describing the process of building a comprehensive youth-serving system incrementally over time. Based on effective organization development practice, this model is designed to help a Youth Council and its partners visualize and identify progress, and it offers a road map to continuous improvement.<sup>5</sup>

The stages of building a comprehensive system are illustrated on the chart following page 42 and described in greater detail below. This model, which can be applied to many different systems-change processes, incorporates the following five stages:



#### Formation

Initially forming and/or reconstituting the Youth Council, analyzing the existing condition, and setting priorities for action



#### Design

Planning for implementation of strategies and activities that address established priorities, bringing together core partners and preparing to conduct the work



#### Incubation

Piloting strategies, services, and programs



#### Growth

Expanding activities



#### Integration

Institutionalizing the activities in a comprehensive youth system

<sup>5</sup> This section was modeled after *The Intermediary Guidebook: Making and Managing Community Connections for Youth*. The School-to-Work Intermediary Project. Boston: Jobs for the Future and San Francisco: New Ways to Work, 2000.

These five stages reflect a process of enhancing the capacity to deliver comprehensive and higher quality services. They highlight the important role that Youth Councils play in bringing potential partners together and facilitating collective work. Youth Councils can adapt these ideas in ways that best help them identify priorities and appropriate action steps. Users of the model should think of it in terms of a suggested progression or cycle of activities, rather than a strict set of steps to be followed.

In the *Formation Stage*, the Youth Council convenes community partners to define its mission and purpose, map resources, identify practices, and recruit additional partners. Its real work, though, takes place in the other four stages: *Design*, *Incubation*, *Growth*, and *Integration*. Each strategy or program that the community undertakes and that the Youth Council implements or brokers goes through some or all of these stages.

Most Youth Council efforts begin in the *Formation Stage*, then advance sequentially through *Design*, *Incubation*, *Growth*, and *Integration*, but this is not always the case. For example, another organization or agency may ask the Youth Council to take a successful pilot program and grow it. Or community stakeholders may pilot and even grow an initiative only to decide that it lacks sufficient impact or support to be continued. Moreover, at any one time several initiatives may be in the design stage while others are incubated and yet others grown, even as the process advances towards integration for the most developed and successful efforts. Most important, the five stages form a continuous improvement cycle. Even as some activities are integrated into an evolving community system, the Youth Council is likely to undertake new ones, applying the knowledge, experience, and credibility built up through these earlier efforts. And as strategies and activities move through the five stages of development, they contribute to the ongoing process of building a system of comprehensive youth services that provide young people with the resources they need to succeed in school and life.







## Formation

In the *Formation Stage*, the Youth Council comes together to build on effective local programmatic practices, consolidate existing efforts, and move beyond a set of isolated activities in order to create a system. The Youth Council surveys the community to identify needs and potential partners; assesses the status of current resources, services and programs; and prepares to set priorities for action.

The *Formation Stage* includes the following characteristics:

- youth issues have low visibility,
- there is a lack of coordination among providers,
- youth involvement is limited,
- the Youth Council is convened to meet WIA requirements,
- WIA-eligible youth are the only youth served, and
- activities are driven by funding.

The first suggested Youth Council activity in the *Formation Stage* is to define the mission and purpose of the council itself and then survey youth-serving organizations and the community-at-large to map existing resources. The council identifies practices that offer insight into the work in the *Design Stage* and recruits partners supportive of and active in all stages of building the system.

**The *Formation Stage* is complete when the Youth Council agrees to catalyze the development of a comprehensive youth-serving system. The members share the same expectations of the issues they will address in the Design Stage, and they agree on the general purpose of their work together.**



## Design

In the *Design Stage*, the Youth Council begins to assemble the infrastructure on which all of its system-building efforts will depend. Priorities identified for action in the *Formation Stage* are addressed, resources are aligned, and strategies are developed. The coordination of existing programs and the development of common goals begin.

The *Design Stage* is marked by the following characteristics:

- youth are involved in the design process;
- clear goals, objectives, and benchmarks exist;
- the Youth Council is aware of best practices and resources;
- a governance and committee structure is established;
- collaboration and clear roles among council members and others are defined; and
- a working group is engaged and empowered.

The first Youth Council actions in the *Design Stage* are to analyze the data collected in the formation stage, create a vision of the future, garner commitments from core partners to help achieve their common goals, and develop a plan to address the established priorities. Typically, a small team made up of Youth Council staff, key Youth Council members, and core partner representatives work together to design a set of strategies and activities that address the priorities set by the Youth Council. The design incorporates a variety of programs and services, providing a full range of developmental options for youth. Collaborative structures and effective communication systems are put in place, and staff of the partnering organizations and programs participate in common staff training and preparation.

**The *Design Stage* is complete for a particular strategy or activity when the Youth Council members and community partners commit to specific roles and responsibilities.**





## Incubation

In the *Incubation Stage*, the pilot implementation of activities takes place. Strategies, services and programs planned in the *Design Stage* are put into practice on a small scale, and operational systems are tested and refined.

The *Incubation Stage* includes the following characteristics:

- activities are aligned with the Youth Council's vision,
- staff development and planning are coordinated,
- resources are directed and practices are aligned,
- coordinated evaluation and improvement strategies are in place,
- regular progress and challenges are shared in reports to the Youth Council and others, and
- youth take on roles as leaders.

The incubation of new strategies requires a number of actions. First, the Youth Council and its partners conduct a pilot, working with a small and manageable group of programs, partners, and youth. The intent of the *Incubation Stage* is to field-test programs and projects in order to refine them and gauge their impact. Operational systems are implemented and adjusted. All staff receive training and support, with particular attention paid to aligning goals, objectives, and expectations cross-program and cross-system. The effectiveness of the design strategies is intentionally measured and the data gathered is used to adjust the plans and improve program performance.

**The *Incubation Stage* is complete for a particular strategy or activity when the Youth Council and its partners agree to expand the activities and practices to a broader section of the community.**



## Growth

In the *Growth Stage*, the partners improve and expand their practices by revisiting and evaluating the initiative's operational strategies. Most often, expansion “downshifts” a community back into elements of the *Design Stage* but at a higher level that builds on the experience of the pilot, engages more partners, and improves or expands services.

The *Growth Stage* includes the following characteristics:

- the number and range of partners are increased,
- the number and demographics of youth served are increased,
- resources follow a comprehensive strategic plan,
- plans to expand to the entire Workforce Investment Area are in place,
- youth have defined leadership roles and responsibilities,
- evidence of impact on the youth served has been gathered, and
- staff development is expanded.

Growing operations that have been tested and refined in the *Incubation Stage* to a larger scale requires a number of tasks. The first is to refine the strategies tested during the *Incubation Stage* and make the necessary adjustments to broaden scope and engage new partners in the work. The effectiveness of the strategies is then communicated to all partners and the community at large. New policies that support collaborative and sequenced services can now be put in place.

**The *Growth Stage* is complete for a particular strategy or activity when the Youth Council and its partners agree to integrate and sustain the practice in the existing system.**



## Integration

At the *Integration Stage*, strategies, services, and programs are institutionalized within the operation of the local system. As that happens, the Youth Council and core partners turn to the next set of priorities with the intent to continue improving key elements of the youth-serving system and addressing new priorities that have been set.

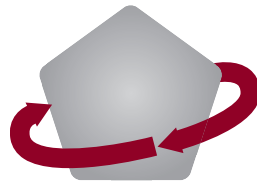
The *Integration Stage* includes the following characteristics:

- broad awareness and support are evident,
- quality services are available for all youth,
- all partners have embraced their appropriate roles,
- recurring resources have been aligned,
- a spirit of inclusion within the community is evident, and
- youth are visible and active in leadership roles.

The first major activity in the *Integration Stage* is to document the effectiveness of the strategies that have been developed and implemented across the local system. Plans to sustain the work over time are drawn up and resources are leveraged to ensure that key initiatives and programs remain active and viable in the local system. New opportunities are discovered and explored that serve to strengthen the work and inform a new set of priorities.

**The *Integration Stage* is complete for a particular strategy or activity when the Youth Council and its partners agree to continue to improve the system and move on to the next priority.**

At this point in the process, the Youth Council and its community partners engage in continuous improvement activities and prepare to move through the cycle addressing a new set of priorities. In reality, the community will likely have a number of initiatives and priorities in play at different stages of development at any given time. The work is not linear but cyclic, with the frame of continuous quality improvement guiding the regular work of the Youth Council and its partners.



## HOW TO USE THE YCi TOOLS

comprehensive local youth-serving system

This guidebook has presented three frameworks for building and sustaining effective Youth Councils that can help create comprehensive youth-serving systems. This section begins to apply the use of tools specifically designed to support those frameworks.

Assuming that the local area, through the efforts of the Youth Council, has assembled a team to conduct the work, *Section Three: How to Use the YCi Tools* provides guidance for a site leader—an experienced facilitator, trainer, or project director—who can help the team think about and apply the system elements, Youth Council functions, and developmental stages to their work. The Youth Council, with the help of the site leader, will use and adapt the tools as appropriate to their council and their community, its vision, and its resources. This section introduces tools that have been tested and refined through years of practice and that have proven to be flexible in their application to many local areas. It is written as a “how-to” guide for site leaders.

The YCi tools provide a road map for building, improving, and sustaining the work of Youth Councils. The charts, assessments, work plans, and progress reports provided with this guidebook support the process Youth Councils use to catalyze change in their communities.



### YCi Tools

YCi provides several tools in different formats in each content area or framework.

- *Charts* graphically illustrate the processes, activities, characteristics, and functions that a Youth Council must take into account as it builds a comprehensive youth system.
- *Assessment tools* drawn from the charts enable Youth Councils to conduct assessments of their progress and to prioritize the actions needed for each system element or Youth Council function.
- *Work plans* build from the priorities identified through the assessment process to identify tasks, strategies, outcomes, target completion dates, and responsible persons and agencies.
- *Progress reports* flowing from the work plans document progress toward objectives and lessons learned through the implementation of strategies.

These tools are all available online ([www.newwaystowork.org/librarycontentsone.html](http://www.newwaystowork.org/librarycontentsone.html)). They are designed as a sequential and integrated set.

- Use the charts to illustrate the need for the All Youth-One System dialogue.
- Use the charts to develop a common language and framework for planning.
- Use the assessments to identify progress toward the Youth Council's and community partners' outcome measures and priorities.
- Use the work plans and progress reports to lay out and monitor the implementation strategy.



#### Smart Start Tip

#### Attention Youth Council Leaders and Staff!

Before you bring the Youth Council (or a planning group) together to work with these tools, print out a set of the charts. You will want to create large, wall-size versions for your presentation. Put these charts up in your office and orient yourself to YCi, the *Elements of a Comprehensive Local Youth-Serving System*, the *Functions of a Youth Council in Building the System*, the *Stages of Building the System*, and the other resources available as you proceed through this guide.

Perhaps now would be a good time to review Section Two of this guidebook with the charts as a frame of reference. If you do this, it will be much easier to understand these tools and how best to apply them to your work.

## Getting Ready to Use the Tools

The tools comprise an interconnected set with consistent language and multiple connections that

- foster the use and understanding of common language;
- encourage the use of these tools in multiple settings;
- connect the tools in order to encourage concerted, focused system-building activities; and
- create a continuity of strategies, resources, and language among YCi Network members across the country.

Most of the exercises and facilitated sessions require the following items, which should be available and ready to use:

- Wall-size charts
- Individual copies of appropriate charts and/or tools including self-assessments
- Tape that will not harm charts or walls (e.g., Scotch 256 tape, available at art supply shops)
- Post-it notes
- Colored markers (e.g., Mr. Sketch brand markers don't bleed through paper onto walls)
- A poster-friendly meeting room with lots of good wall space for hanging and working with charts

We recommend that you use wall-size versions of the tools for group reference, with 11" x 17" table-top color versions for each individual to use and take home.

## Using the Tools

In an overview session, you will guide participants through four charts and one self-assessment.

You will use the following tools to help you in the session:

- *Quick Map*
- *Elements of a Comprehensive Local Youth-Serving System*
- *Functions of a Youth Council in Building the System*
- *Stages of Building the System*
- *Elements or Functions Self-Assessment*

Spend some time with each of these tools *before* using them with your Youth Council or your own organization's staff. Using the tools takes a bit of practice, but when you are comfortable with them, they provide a solid grounding for planning and implementing work in your local area. Keep the charts posted in your office. Refer to them when orienting new partners or policymakers to your work. Review your progress against the charts regularly. Use them to frame professional development activities among core and partner staff. Have them handy when conducting the assessments or crafting the work plans as described below.

**Quick Map**

The *Quick Map* tool and the accompanying exercise have three purposes:

- to illustrate current relationships and youth connections to services,
- to help a group of partners or staff discover why a Youth Council that coordinates multiple youth services is needed, and
- to provide an initial sense of what a Youth Council does to make and manage those connections.

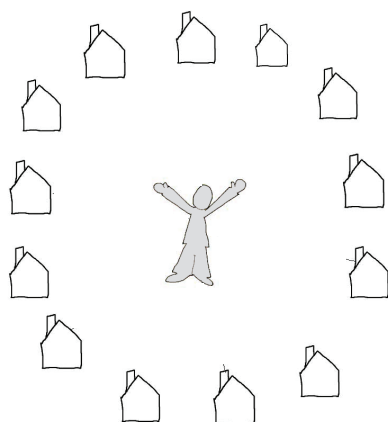
This exercise is best conducted with a group of partners and practitioners from a single local area. Grounding the members of a team in its current situation often helps clear up any misinformation or lack of information regarding services provided to youth. The *Quick Map* enables the group to talk about where they wish to be and to discuss the need to better coordinate efforts, both with the youth as customer and to connect various youth-serving programs and systems. This exercise visually depicts the confusion and inefficiencies created by multiple, disconnected, and/or competing efforts in a community. At the center of the blank *Quick Map* is the primary image signifying the targeted outcome for YCi communities supporting all youth through a coordinated system of youth services. However, for the purposes of this exercise, use the example that the image portrays one youth seeking and/or connected to needed services. Surrounding the page, the buildings represent various educational and community-based organizations as well as other entities that provide services to young people.



## How to Use the *Quick Map*

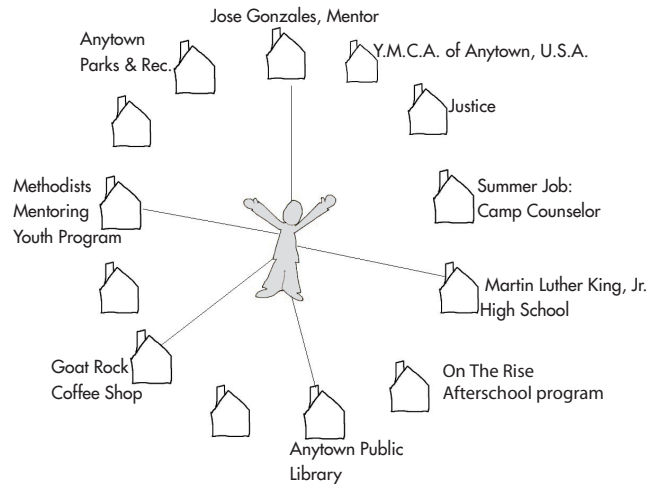
### 1. Graphically illustrate the current reality.

Begin by sketching a blank wall-size version of the *Quick Map* and taping it to the wall.



Explain the layout as summarized above. The goal is to visually describe current relationships and programmatic connections between youth and the youth-service providers and any connections among the youth-service providers. Using different colored markers, ask the group to name the agencies, schools, employers, faith-based organizations, and others who currently provide services to youth in your local area. Use specific examples from the community to help make the information on the chart concrete. Write the names of these organizations around the youth in the center of the chart. For example, instead of labeling “schools,” label individual buildings with local schools’ names. Once you have surrounded the youth with the youth-service providers in the community, spend five minutes drawing the typical connections between an individual youth and the youth-service providers.

Note: a small version of the Quick map can be downloaded at [www.newwaystowork.org/mastertools/Frameworks%20and%20Charts/YCi/QuickMap.pdf](http://www.newwaystowork.org/mastertools/Frameworks%20and%20Charts/YCi/QuickMap.pdf).



Next, using a different colored marker, spend five minutes drawing the current connections and collaborations among the local providers. Ask the group to describe the current relationships among the community's youth-service providers.

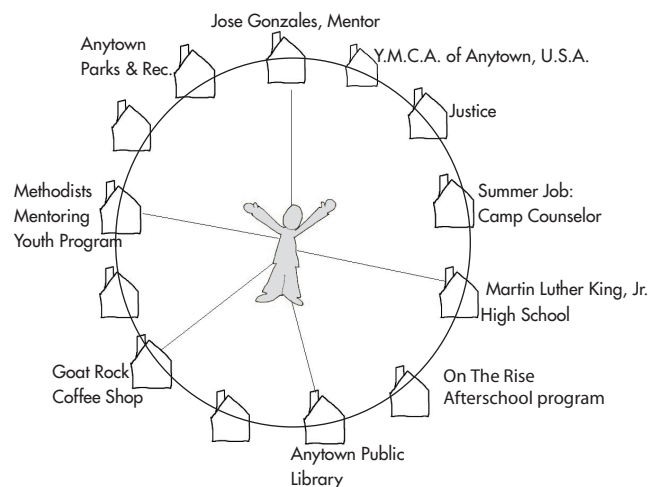
## 2. Discuss the chart with the group.

After the group has built the image representing the connections between youth and the youth-service providers, ask them for their first reaction to the image. What does it look like? How do they think this situation looks and feels to youth? To youth program partners? To parents? To teachers? What did they learn from doing this exercise?

Using the *Quick Map* exercise, groups often characterize their current situation as confusing and disconnected. Talk about your completed *Quick Map* with its dozens of confusing or non-existent connections. Explain that this lack of coordination is not just confusing for all parties; it duplicates efforts, wastes money, and fails to serve our youth in a comprehensive manner.

Point out that all of the youth-serving organizations have a single purpose in mind in relationship to these community connections: to provide young people with meaningful opportunities. With a disconnected approach, providers are confused and frustrated and young people lose opportunities for deeper, more meaningful learning as they hop from program to program and experience to experience.

### 3. Demonstrate the connected version of the *Quick Map*.



Next, draw a circle through the buildings on the completed chart, symbolically bringing together the myriad connections into a single system. Explain that the circle illustrates a system in which youth can access services through any given entry point.<sup>6</sup>

Use the completed map to frame a discussion about what a system might look like in the participants' community. What issues need to be addressed? Who should take the lead in facilitating a continuous development process? Who else should the process involve?

The circle symbolizes what the Youth Council is trying to develop, a coordinated system for serving youth that is effective, easy, and efficient for all parties.

#### **Quick Map** **First Session Summary**

- Post and demonstrate the *Quick Map*.
- Graphically illustrate the current reality with team input.
- Discuss the chart with the group.
- Demonstrate the connected version of the chart.
- Discuss the possibility of a new structure in the local area.

<sup>6</sup> A common fear among schools and youth organizations is that they will be asked to give up existing relationships and that they will lose autonomy. The *Quick Map* demonstrates that the Youth Council does not replace or displace existing connections or relationships. In fact, it honors existing connections and creates a framework from which these relationships are leveraged as part of one system for all youth.

### **The Elements of a Comprehensive Local Youth-Serving System Chart**

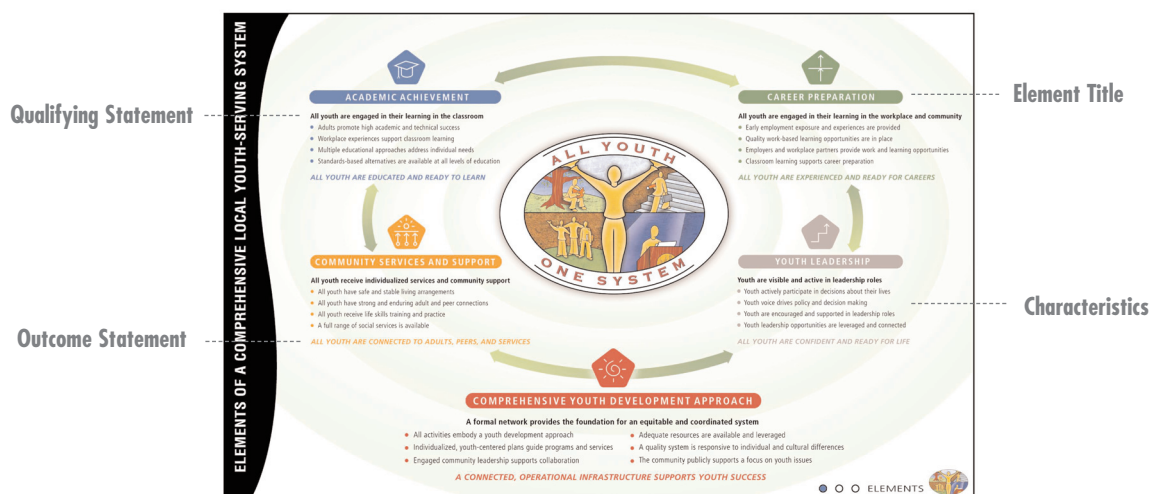
The *Elements of a Comprehensive Local Youth-Serving System* Chart conveys the five elements that collectively make up one system serving all youth. These five elements are listed below:

- Academic Achievement
- Career Preparation
- Community Services and Support
- Youth Leadership
- Comprehensive Youth Development Approach

The *Elements of a Comprehensive Local Youth-Serving System* chart helps Youth Councils and local leadership develop a shared vision and language for defining the elements that must be in place to serve the developmental needs of all youth. The first four elements are content related and should be visible across the system and in each program activity, classroom, or training session. All partners, regardless of their particular area of expertise or service delivery, should be aware of and address all four areas through their work with youth. The fifth element, *Comprehensive Youth Development Approach*, describes the system itself and the pieces that must be in place to ensure an effective and collaborative delivery system across programs, institutions, and projects.

### **How to Use the Elements Chart**

Walk your Youth Council through the *Elements* Chart, identifying first the five elements and the qualifying statements below each element title, concluding with *Comprehensive Youth Development Approach*. It is not always helpful to read through the chart word for word, particularly as you get to the sub-bullets below each element; however, make sure the participants understand the different parts of the chart and how the information is organized.



The *Elements* Chart has five elements:

- a graphic depiction and **title** for each element—*Academic Achievement*, *Career Preparation*, *Youth Leadership*, *Community Services and Support*, *Comprehensive Youth Development Approach*;
- a **qualifying statement** describing each element, which sets an expectation of that element as it applies to all youth;
- a listing of **characteristics** within each element that describes what effective implementation of the element might look like in a community (for example, under the element *Career Preparation*, the qualifying statement is “All youth are engaged in their learning in the workplace and community.” Within this element, we would see the listed characteristics manifested as the system is built over time);
- **an outcome statement** for each of the elements when successfully implemented; and
- the **image** of All Youth-One System with a youth at the center.

As a transition from the *Elements* chart to the *Functions* chart, emphasize that the work of building a comprehensive youth-serving system is a huge job and that no one organization will have full responsibility for the system. As a next step, the group will explore the various functions that a Youth Council must perform in building the system.

### The Functions of a Youth Council in Building the System Chart

The *Functions of a Youth Council in Building the System* Chart conveys the four functions of a Youth Council as follows:

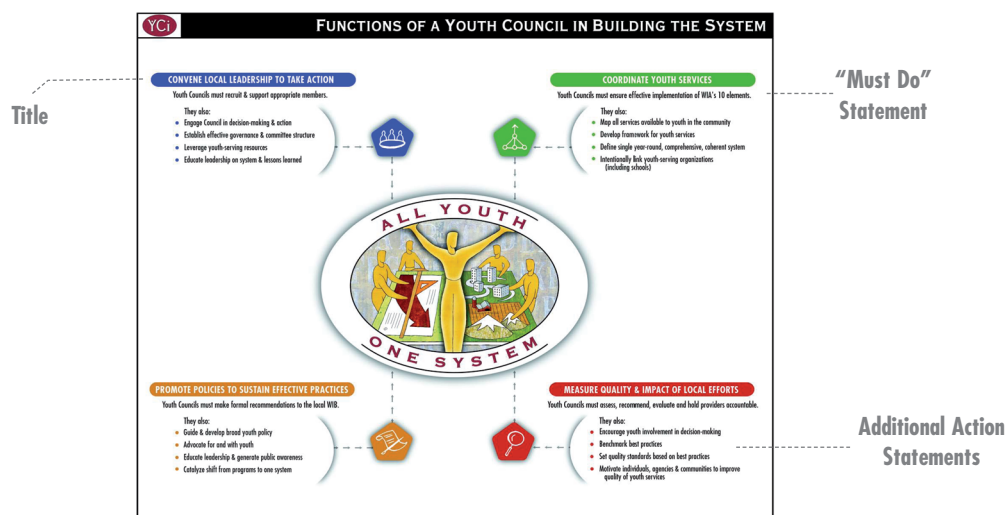
- Convene local leadership to take action
- Coordinate youth services
- Measure quality and impact of local efforts
- Promote policies to sustain effective practices

The *Functions of a Youth Council in Building the System* Chart helps Youth Councils develop a shared framework and language for defining their Youth Council activities in broad functional areas. It helps teams of partners and core staff begin discussing the *functions* that a Youth Council fulfills, rather than the individual *activities* that various partners may perform.

This focus on *functions* is important. Activities and strategies shift to address specific needs or take advantage of opportunities over time, but the functions performed remain consistent.

### How to Use the Functions Chart

Review the *Quick Map* on the wall. Remind participants of the *Quick Map* exercise and the conclusions the group has drawn. As you review the Youth Council functions, you will go deeper into defining what Youth Councils actually do.



### The Functions Chart has four elements:

- a graphic depiction and **title** for each function—*Convene, Coordinate, Measure, Promote*;
- a “**must do**” statement that refers to the Youth Council requirements as mandated by the Workforce Investment Act,
- additional **action statements** that describe the work Youth Councils may also conduct as they seek to build a comprehensive youth-serving system. For example, under the function title *Convene Local Leadership to Take Action*, there is a “must do” statement: “Youth Councils must recruit and support appropriate members.” Note, however, that councils may also engage in decision-making and action, establish an effective governance and committee structure, leverage youth-serving resources, and educate leadership on system and lessons learned.” These additional statements are actions that Youth Councils take to leverage each function towards building a system, and
- the **image** of All Youth—One System with a youth at the center.

### Review the Functions

Discuss each of the functions, beginning with *Convene Local Leadership to Take Action*. Briefly describe the types of activities that relate to this function and provide specific examples. Next, discuss *Coordinate Youth Services, Measure Quality and Impact of Local Efforts*, and finally *Promote Policies to Sustain Effective Practices*.

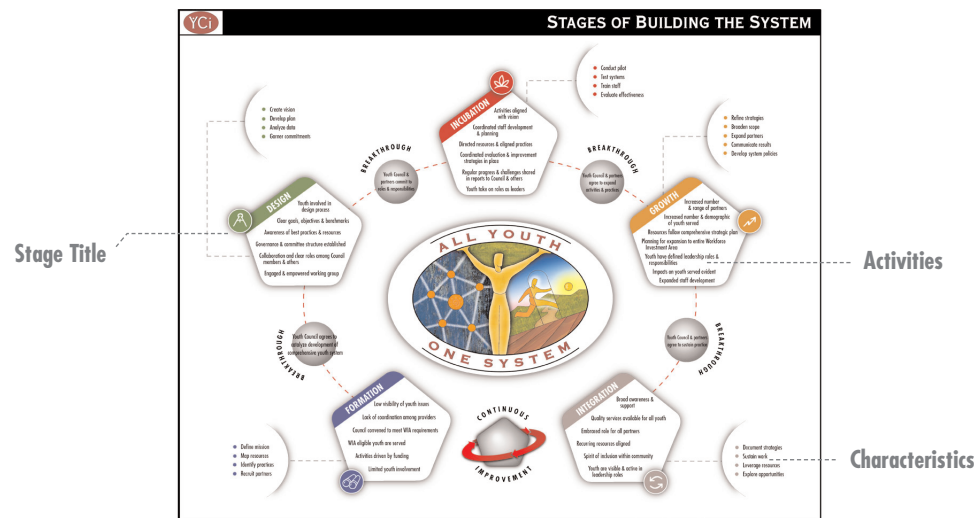
#### Functions of a Youth Council in Building the System Chart First Session Summary

- Review the Youth Council functions.
- Review the “must do” statements for each function.
- Discuss the additional action statements identified for each function.

You’ll go next to the *Stages* chart. To transition, state that now that you have developed clarity on the elements of a comprehensive system (the what we’re trying to build), the functions of a Youth Council in building the system (the job of the Youth Council), the group will address the stages of system development (how the work gets done and the process of building the system over time).

## The Stages of Building the System Chart

The *Stages of Building the System* Chart helps a Youth Council visualize and identify its stage of development in the system-building process. It provides a road map and guide to the system-improvement process and is a powerful tool for self-exploration and raising awareness, effective in both small and large groups.



## The Stages Chart has five elements:

- a graphic depiction and **title** for each stage—*Formation, Design, Incubation, Growth, Integration*;
- **characteristics** for each stage (in the pentagram beneath the title of each stage);
- **activities** typically conducted within each stage (to the side of each stage);
- A breakthrough indicator, shown between the stages, that signals when a community is ready to begin the next stage; and
- the image of All Youth—One System with a youth at the center.



## How to Use the *Stages* Chart

The purpose of the *Stages of Building the System* Chart is to describe the system-building process of Youth Council actions, decisions, activities, development, and continuous improvement. It is designed for use by a Youth Council that has worked together and whose members are familiar with the council's activities, local service-delivery strategies, and key stakeholders in the community.

### 1. Define and point out the five sections of the chart.

Walk the group through the five stages by reviewing the titles of each stage, beginning with *Formation*. Next, point to the characteristics of each stage, again beginning with *Formation* and moving through each stage of the cycle to *Integration*. Repeat the cycle, pointing out the activities and breakthrough indicators for each stage. Don't go into detail. You are really training the participants in how to read the *Stages* Chart, not going deep into its content at this point.

### 2. Review each stage and the characteristics of the stage.

Walk the group through each stage, emphasizing the continued growth of the system through the process. Focus on the title of each stage (*Formation*, *Design*, *Incubation*, *Growth* and *Integration*) and its characteristics. Read through the more detailed descriptions in the pentagrams beneath each stage, reviewing what a community looks like at each stage of development.

### 3. Have participants identify their Youth Council's stage of development.

Give the group about five minutes to examine the chart (up close on the wall or using their own 11" x 17" color, table-top chart). Ask each person to place a Post-it note on the wall chart on the stage that he or she believes characterizes the Youth Council's stage of development in building a comprehensive system today (Post-it notes should not be placed between stages or on a breakthrough indicator). To assist each person in placing the Youth Council in a specific stage, ask people to review and select the set of characteristics (not the activities) that best describe the current condition. Recognize that many activities are well underway and may be at very different stages. Ask the group to focus on the Youth Council's progress in building the system.

It is not uncommon for team members to have vastly different perspectives on the current stage for the same community. Remind participants that, for now, each individual is indicating what they believe without discussing their choices with one another. After each person makes

and posts a choice, ask the team for general feedback. How consistent are the opinions? Did the participants identify clusters of stages, or are the Post-it notes all over the chart?

#### 4. Reach general agreement.

Ask the participants to indicate where they placed the council on the chart and why. If the group is small, everyone can answer. If the group is larger than eight, you may want to sample clusters of votes. Have the group members discuss the chart and their opinions, observations, “ah-ha’s,” and understandings about the placement of the notes. Would anyone like to change their vote? If there was a great difference among participants’ initial placement, after discussion, ask the group to vote again, placing Post-it notes where they see the community today. Give them some time to work this out, reminding them that there are no right answers. The *Incubation Stage* is no better or worse than the *Formation Stage*. What is important is that the group comes to general agreement on the Youth Council’s current stage in the first session with the *Stages of Building the System* chart.

#### **Stages of Building the System Chart** **First Session Summary**

- Explain the purpose of the *Stages* chart.
- Define the sections of the chart.
- Review each stage and breakthrough indicator.
- Have participants identify their community’s stage of development.
- Discuss and reach general agreement.

#### **Ongoing Uses for the Chart**

The *Stages of Building the System* Chart, like most of the YCi tools, is designed for multiple purposes. Point out that the communities involved in YCi and dozens of other communities around the country have used it successfully to help key stakeholders visualize where a community is, where it wants to go, and how it might get there. New Ways to Work first designed the stages tool in 1997 as a way to visually document the process a community goes through in developing a system to make and manage workplace connections. The chart has evolved since then, incorporating feedback from practitioners around the country.<sup>7</sup>

<sup>7</sup> The charts result from years of collaboration between Gordon Rudow and the team at Bonfire Communications and the team at New Ways. Joint projects have included community and school-based reinvention projects, citywide institutes, train-the-trainer sessions, and the development of sophisticated learning and communication tools for facilitators. The underlying principles behind the mapping and tool-building processes incorporate some centuries-old practices as well as the latest thinking around organizational development, strategic communications, and adult learning.

### Summarize the Session

As a community or Youth Council works through the *Quick Map*, the *Elements of a Comprehensive Local Youth-Serving System*, the *Functions of a Youth Council in Building the System*, and the *Stages of Building the System*, there is a natural process to take the work to a next level.

At this point, review the work you have conducted so far. Refer to the *Quick Map* that describes your current condition. Point out that you've identified a picture of where you want to go (pointing to the *Elements* Chart), what the job of the Youth Council is in helping the community get there (pointing to the *Functions* Chart) and how you will progress towards a comprehensive system over time (pointing to the *Stages* Chart). Point out that at the center of each of the charts is the image of a successful young person—and the ultimate goal of All Youth–One System.

In order to take this awareness to a level of strategic planning, a community must move from basic awareness to assessment. We have created self-assessments to assist a Youth Council or subset of the Youth Council in assessing their progress in key areas, establishing priorities, and planning for the future.

### Self-Assessments

To assist communities in evaluating their current situation and to lay the foundation for a work plan, YCi has developed assessments that focus on the *Elements of a Youth-Serving System* and the *Functions of a Youth Council in Building the System*. It is recommended that all Youth Council members complete at least one of the assessments, selecting the one that best addresses your Youth Council's area of focus.

- Use the *Elements* to assess progress, identify gaps, and establish priorities for the community in creating a comprehensive system.
- Use the *Functions* to assess progress, identify gaps, and establish priorities for the Youth Council in its role as a catalyst for local system development.

This step formally grounds the group in the progress of building the elements or the functions in the community and in its system-building priorities. When a self-assessment is completed,

the site leader and the group as a whole should then use the priorities set through this process to drive the development of a work plan and the evaluation of progress against that plan over time.

**YCi Self Assessment**  
**Function: Convene Local Leadership to Take Action**

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**Progress:**  
○ = Not on our radar screen   ◐ = Just started   ◑ = Pretty far along in implementation or practice   ● = Fully integrated into system

**Priority:**  
— = Low priority (force at least 4 lows)   ▒ = Medium priority   ■ = High priority (limit 2 per category)

Criteria	Progress	Priority
(CLL1) The Youth Council has recruited and supports appropriate members.	○ ◐ ◑ ●	— ▒ ■
(CLL2) Staff engages council in decision-making and action.	○ ◐ ◑ ●	— ▒ ■
(CLL3) The Youth Council has established an effective governance & committee structure.	○ ◐ ◑ ●	— ▒ ■
(CLL4) The Youth Council leverages youth-serving resources.	○ ◐ ◑ ●	— ▒ ■
(CLL5) Staff and council members educate leadership on the system and lessons learned.	○ ◐ ◑ ●	— ▒ ■

### How to Use the Assessments

The assessments are organized in a straightforward way. The left-hand column lists conditional statements (or goals) that are drawn directly from the *Elements* or *Functions* frameworks. First the group identifies the Youth Council's progress toward meeting those goals. Then it prioritizes areas of focus for inclusion in the work plan.

#### 1. Determine which assessment is most appropriate.

There are two assessments for you to utilize in the self-assessment process:

- *Elements* Self-Assessment
- *Functions* Self-Assessment

(For assistance in selecting the self-assessment most appropriate for your Youth Council, refer to the descriptions on the previous page.)

#### 2. Explain the use of the self-assessment.

The team first meets as a group to agree on the identified goals or conditions listed within the selected self-assessment. The items listed are examples to help everyone gain a shared under-

standing of the desired outcomes associated with each assessment. Teams may edit or modify the statements to reflect the work of the Youth Council. To make it easier for participants to agree on the progress and priority of each item, enlarge a blank assessment template, post it on the wall, and modify it to reflect the agreed-upon activities.

In the progress column for each item, note the four circles. Explain them as follows:

- *Not on our radar screen (blank circle)*: Little or no progress
- *Just started (quarter-filled-in)*: Aware of the need in this area and have begun or are planning to address the issue
- *Pretty far along in implementation or practice (three-quarters-filled-in)*: Moving well along in this area; part of existing work plans and addressed on a regular basis
- *Fully integrated into system (filled-in circle)*

### **3. Individuals complete the assessment.**

Ask each person to complete the progress portion of the assessment. People can do this on their own prior to the meeting or during the first part of a group session. This individual activity should take ten minutes. Make sure they are given permission to skip an item if it is something they don't understand or one with which they have no relevant experience or opinion.

### **4. Individuals post and discuss progress.**

Ask each person to make a small dot on the large wall chart with a marker to indicate his or her sense of community progress as of today for each item. Discuss the votes. Is there general agreement? If the dots are clustered on two adjacent circles, note that there is general agreement on progress in the area, but don't discuss those items right now. Are there areas of wide disagreement, with some people feeling an item is fully integrated while others see little progress? Discuss these disagreements and try to bring the group to some common understanding of progress in that area.

**YCi Self Assessment****Function: Convene Local Leadership to Take Action****Progress:**

○ = Not on our radar screen   ◐ = Just started   ◑ = Pretty far along in implementation or practice   ● = Fully integrated into system

**Priority:**

— = Low priority (force at least 4 lows)   ▒ = Medium priority   ■ = High priority (limit 2 per category)

Criteria	Progress	Priority
(CLL1) The Youth Council has recruited and supports appropriate members.	○ ◐ ◑ ●	— ▒ ■
(CLL2) Staff engages council in decision-making and action.	○ ◐ ◑ ●	— ▒ ■
(CLL3) The Youth Council has established an effective governance & committee structure.	○ ◐ ◑ ●	— ▒ ■
(CLL4) The Youth Council leverages youth-serving resources.	○ ◐ ◑ ●	— ▒ ■
(CLL5) Staff and council members educate leadership on the system and lessons learned.	○ ◐ ◑ ●	— ▒ ■

**5. Establish priorities.**

After each person has shared his or her sense of progress for each of the items, and you have reached several agreements among the team, the next step is to establish priorities in each area. The bars in the far right column indicate low, medium and high priorities. Frame the exercise in the context of a time period for which the group will be developing a work plan (e.g., priorities for the coming year or priorities for the Youth Council from today through September of next year). Limit the number of “highs” each person can designate (we recommend two highs per element or function) and also set a required minimum number of “lows” (force at least four lows across the entire assessment). Unless forced to make some choices, groups will tend to rank most items as a high priority. A low ranking doesn’t mean an item is not important; it simply means that it is less of a priority in the context of the work plan’s time frame.

Ask each individual to post her or his priorities using a marker to indicate their choice around the priority bars on the wall chart. After individuals post their priorities, examine and discuss the results, focusing on areas where the group does not have a general sense of agreement. Use a similar process for the progress discussion described above. Discuss the areas where all three priority indicators have a few dots as well as those where most people voted “low” or “high.”

## 6. Discuss the relationship of progress to priority.

After everyone has posted their choices and the group has reached a general consensus, ask the group to look at the relationship of the priorities to the progress indicators. Discuss any observations group members may offer. Referring to the chart, point out combinations and discuss them as follows:

- *High priority with a low stage of development:* These are critical elements for the work plan to address.
- *High priority with a high stage of development:* The element is important, and the work plan should include it as a maintenance of effort.
- *Low priority and high stage of development:* Consider why the element is an area of focus in the community. Is need driving the work or some other factor? Consider not including it in the work plan.
- *Low priority and low stage of development:* Confirm that indeed this is not an important element in the community's plan for the near future.

With the self-assessment conducted and the progress and priority gauged, the first session is complete. Congratulations! This was a lot of hard work, and it will prove to be time well spent. You should feel really good about engaging your community or Youth Council leadership in the frameworks. The group probably developed a certain momentum around the tools. Don't wait too long before a follow-up meeting is scheduled to begin the work planning process.

## Next Step Tools

YCi has created a set of *Next Step Tools* to assist a Youth Council or subset of the Youth Council in taking its assessment of current progress and priorities to a level of strategic planning.

## Work Plans

Two formats of project work plans assist Youth Councils in moving from the assessment process to measurable implementation steps. Communities have the option of completing a work plan based on the *Elements of a Comprehensive Local Youth-Serving System* or the *Functions of a Youth Council in Building the System*. After you have completed the appropriate self-assessment, confirm the findings with the group.

## How to Use the Work Plan

### 1. Identify the work plan development team and prepare a template.

Prior to the work plan development session, identify key representatives from the core partners who will work together to develop the work plan. Modify the electronic file for the selected template by entering the priorities identified in the assessment process in the “Objective” column of the work plan. Make sure you customize your work plan template to include any items that have been added, or language that has been changed to reflect local concerns. Create a poster-size version of the modified template for use while working with the group.

Youth Council Institute YCi Elements				
<p>Work Plan Instructions: The following work plan is intended to provide a structure for your Youth Council's planning toward building a comprehensive youth-serving system. For each item prioritized on the Self-Assessment, the group must supply certain information and make decisions:</p> <ul style="list-style-type: none"> <li>› <i>Tactic</i>: What tactic, strategy, or activity will address the work plan component?</li> <li>› <i>Lead</i>: Who is responsible for conducting the activity?</li> <li>› <i>Expected Outcomes</i>: What results will each tactic, strategy, or activity produce? How will you measure its effectiveness?</li> <li>› <i>Timing</i>: What is the expected date of completion of the tactic, strategy, or activity?</li> </ul>				
Priority Objectives	Tactic	Leader	Expected Outcome	Timing
Academic Achievement				
a.				
b.				
c.				
Career Preparation				
a.				
b.				
c.				
Community Services & Support				
a.				
b.				
c.				
Youth Leadership				
a.				
b.				
c.				
Comprehensive Youth Development Approach				
a.				
b.				



## 2. Complete the work plan.

Developing the work plan means the group must supply certain information and make decisions for each prioritized item:

- *Tactics:* What tactic, strategy, or activity will address the work plan component?
- *Lead:* Who at what organization is responsible for conducting the activity?
- *Expected Outcomes:* What results will each tactic, strategy, or activity produce? How will you measure its effectiveness?
- *Timing:* What is the expected date of completion of the tactic, strategy, or activity?

Record the answers to these questions on the wall-size, modified template of the work plan. Ask a person to be the recorder and enter the data in the template, either on a printed document or directly into the file on a computer.

You have some options for the work planning process depending upon the size of the group. If the group is large, split it into teams of three to five people; ask each group to work with one or two of the work plan pages posted on the walls. There will be four or five pages in all, with a number of items on each page depending on the self-assessment selected. Each team can take a section of the assessment to convert into a work plan by beginning the planning process with the areas that were prioritized through the self-assessment process.

If you use the teamwork strategy, have a member from each team report to the whole group, explaining the reasons for each strategy or tactic. Ask the group as a whole to react: Do they agree? Would they change the strategies? Reach agreement and modify the plan pages as appropriate.

Criteria Identified as Priorities	Tactic	Leader	Expected Outcome	Timing
Youth Leadership				
a. Youth actively participate in shaping the system, both at council and programmatic levels.	a. Conduct youth forums as the primary source for gathering data to shape policies.	a. Roberto, Downtown Partner	a. Schedule 3 youth forums and gather data.	Oct. 2006
	b. Convene youth leadership group to respond to resource mapping results.	b. LaTisha, Youth Service Organization	b. Validate outcomes and define specific needs.	Sept. 2006
	c. Develop youth action committee to provide leadership to the Youth Council.	c. Ted, Youth Council Staff	c. Youth Action committees will actively participate in providing info to the Youth Council and other policy-making bodies.	May 2007
	d. Increase active youth membership on the Youth Council.	d. Jasmine, The Leadership Group	d. Establish one-to-one ratio of adults to youth.	Feb. 2007

### 3. Share the completed work plan with the full team.

Circulate the completed work plan to the full group of leaders from the Youth Council and its community partners. Confirm the plan. Confirm the role of each organization and staff person in executing the plan.

## Work Plan Progress Report

The *Work Plan Progress Report* is a tool to assess both progress to date and document any lessons learned. Interim assessments document progress and modifications to the work plan.

### How to Use the Work Plan Progress Report

Transcribe the goals, objectives, tactics, and due dates from the work plan to the work plan *Progress Report*. Briefly summarize progress to date, noting completion or stage of progress. Identify and record any lessons learned and modifications to the original work plan. When the *Progress Report* is completed, ensure that the work plan is modified to reflect any changes and that it is circulated to key staff and leadership.

YCi Functions Progress Report			
Youth Council: Anytown, U.S.A.		Person completing: Nicole	Date: 5/23/06
Strategic Function: Convene Local Leadership to Take Action			
Objectives & Tactics as identified in work plan	Due Date	Progress to Date	Lessons Learned & Adjustments to Plan
Objective: The Youth Council leverages youth-serving resources			
Tactic 1: Conduct mapping process	Sept 2003	In Process	Database of inventory of services will be tested and online by November 2006
Tactic 2: Convene youth-serving organizations within our local area	Nov. 2003	Ad hoc committee of Youth Council has been formed	The number of organizations that are not currently connected to the Youth Council is in the hundreds. This convening is going to be larger than we ever imagined.

## **Additional Support and Tools**

The tools included in this guidebook are intended to support the work of Youth Council members and staff. To assist you in selecting among the nine appendices, we have created the following description as a reference.

### **Appendix A—The Workforce Investment Act: A Primer**

This appendix provides an overview of the Workforce Investment Act and its youth provisions.

### **Appendix B—WIA Reauthorization: A Comparison of Current and Proposed Changes**

The National Youth Employment Coalition (NYEC) developed this side-by-side comparison of the current and proposed legislation.

### **Appendix C—WIA Reauthorization: An Overview**

New Ways to Work created this overview to introduce the Department Of Labor's (DOL) Common Performance Measures as well as the Employment and Training Administration's "New Strategic Vision for the Delivery of Youth Services under the Workforce Investment Act" (Training and Guidance Letter 3-04).

### **Appendix D—Employment training Administration's Training Employment Guidance Letter (TEGL) 17-05: Common Measures Policy**

This appendix contains the excerpts from the Employment Training Administration's (ETA) Guidance Letter (TEGL) 17-05 that consolidates the ETA's Common Measures Policy for the Performance Accountability System. It also contains links to the entire six-part document.

### **Appendix E—Employment and Training Administration's New Strategic Vision for the Delivery of Youth Services under the Workforce Investment Act (TEGL 3-04)**

This appendix contains the booklet version of the New Strategic Vision.

### **Appendix F—Glossary of Terms**

A handy guide to terms and acronyms in the workforce and youth development communities.

## **Appendix G—Websites and Organization Resource Matrix**

This appendix provides a listing of helpful websites and internet-based resources related to Youth Councils and working with youth.

## **Appendix H—About the YCi Partners**

A description of New Ways to Work, the California Workforce Association, the State Youth Council, the California Workforce Investment Board, and additional thought partners.

## **Where to Go for Additional Help**

A wealth of information is available at the YCi website. Notes from the content conference calls, tools from workshops, and a library of tools are available. Visit [www.newwaystowork.org/initiatives/yci.html](http://www.newwaystowork.org/initiatives/yci.html) to access these resources.

## **YCideas**

YCideas are a series of brief, self-reported stories of effective work conducted or sponsored by Youth Councils. All YCideas provide a glimpse of the promising practice and contact information. Some YCideas also have a listing of tools that you may request from the local contact person.

YCideas have been organized into two groups. YCideas in first group were collected under the auspices of the California Youth Council Institute between 2001 and June 2005. All 60 of these articles have been collected into a book: *YCideas: A Compilation of Promising Practices from Youth Councils throughout California, 2001–2005*. Each California YCidea can also be accessed individually on the Promising Practices section of the YCi website. They are indexed by Subject, Element, Function, and Youth Council. To access the entire book, visit [www.newwaystowork.org/initiatives/yci/ycideabook/ycideas.pdf](http://www.newwaystowork.org/initiatives/yci/ycideabook/ycideas.pdf).

The second group of YCideas has been collected during the national expansion of the Youth Council Institute during the fall of 2005 and the winter of 2006. They reflect the work of Youth Councils around the country. These YCideas can also be accessed at the Promising Practices section of the YCi website, under the index for YCideas from around the nation. They too are indexed by Subject, Element, Function, and Youth Council. To submit your own practice for inclusion, visit [www.newwaystowork.org/initiatives/yci/practices.html](http://www.newwaystowork.org/initiatives/yci/practices.html).



## SUMMARY

*comprehensive local youth-serving system*

Local Youth Councils can be the system architects for youth programs at the local level and serve as catalysts for the changes needed to provide truly comprehensive services for all youth in their communities. The Youth Council Institute supports those councils seeking to develop and implement comprehensive local systems.

Clearly the time to address the critical issues facing our nation's young people is upon us. Youth programs have experienced a sharp decline in public and foundation support in the last decade, particularly those initiatives focused on supporting youth in the transition to the workforce, higher education, and careers. Recent funding priorities are focused on highly targeted, narrowly defined programs that are successful, yet only touch a fraction of a community's young people with a small set of time-limited services. YCi believes that we need to target our energies and resources at building systems that work at the local level, bring together a range of organizations and programs, and provide seamless services over time based on an individual young person's needs. The All Youth-One System approach addresses this need by focusing effort at the community level, supporting the development of comprehensive systems that leverage public and private programs and resources, and generating support for new initiatives that will better serve our country's young people.

We trust that this guidebook and the resources, strategies, and approaches that it describes will serve as a road map for those Youth Councils striving to build vibrant and connected systems to serve their community's youth. We envision a locally driven system that brings workforce development together with education, career preparation, youth development and the social service community to provide all young people with the opportunities they need to become successful in the pursuit of their dreams, their choice of careers, and their growth as happy, healthy, and productive members of society.

Why should Youth Councils take on the challenge of creating this new system? If not Youth Councils, then who?

Good luck with this important work, and let the team at YCi know how we can be of assistance.

For more information, email [newways@newwaystowork.org](mailto:newways@newwaystowork.org)





## APPENDIX A

*comprehensive local youth-serving system*

### The Workforce Investment Act: A Primer

Signed into law on August 7, 1998, the Workforce Investment Act (WIA) of 1998 dramatically reformed the nation's workforce development system at the local, state, and national levels. The omnibus act—the first comprehensive rewrite of federal job training laws since the Job Training Partnership Act (JTPA) was passed in 1983—codified new standards of collaboration, accountability, and flexibility for participants, community agencies, and government entities alike. While the legislation also covers adults and dislocated workers, this document will focus on the innovative provisions for youth. Most notably, WIA mandates the establishment of Youth Councils to advise and assist each local Workforce Investment Board in developing employment, educational, and social service programs for young people.<sup>8</sup>

In this appendix we will provide a brief overview on all youth-related aspects of WIA. This primer is organized as follows:

- What's changed?
- Approach to youth services
- Workforce Investment Boards
- Youth Councils
- Eligibility
- Ten required program service elements
- Performance measures
- Connection to One-Stop Centers

### The Workforce Investment Act of 1998: What's Changed?

For the most part WIA is not so much a reinvention as a reconfiguration of the nation's workforce development system. Many of the act's primary themes existed under JTPA, either from its inception or as the result of subsequent amendments. By September 1998, for instance, over 800 One-Stop Centers were already in operation throughout the country, and over 95 percent of the states were in the process of building more. The majority of representatives on local governing boards (Private Industry Councils under JTPA, Workforce Investment Boards

<sup>8</sup> At this writing, the Workforce Investment Act is up for re-authorization by the United States Congress. The administration's proposal calls for major shifts in the youth title, including making Youth Councils (now mandatory in every local area) optional, and focusing WIA youth dollars primarily on highly targeted youth populations. It has not yet been determined which of these and other provisions will be included in the final re-authorization language, and it is difficult to predict their impact on local workforce systems.

under WIA) are required to come from the private sector, with the balance representing labor, state agencies, and community-based organizations. WIA further specifies the composition of local Youth Councils, calling for participation from representatives and former clients of youth programs as well as officials from Job Corps, juvenile justice, and public housing. In a sense, WIA simply represents a culmination of the priority shift in government social services over the last two decades to customer choice, private industry input, devolution of funding authority to states, and increased local control. What propels the legislation is a push toward streamlining and unifying workforce development programs. Workforce Investment Boards and Youth Councils together function as the engine behind this drive, seeking to eliminate duplication of services, enforce new standards of performance, and establish the system as a close-knit network rather than a collection of discrete, stand-alone programs.

### **The Approach to Youth Services under the Workforce Investment Act**

The Workforce Investment Act has affinities with other recent legislation pertaining to economic development and job readiness. The youth components of WIA were aligned with the framework set forth in the School-to-Work Opportunities Act of 1994 (STWOA), which called for improved career preparation activities for students both in schools and at workplaces, enhanced emphasis on the connections between school-based and work-based learning, and the formation of multiple-stakeholder advisory councils to make policy recommendations at the local level. Local collaborations around funding and service provision are similarly invoked in School-to-Work implementation language. School-to-Work has now expired as a federally funded initiative, but many of the local alliances developed to carry out its work have been important building blocks of WIA. It is important to note that WIA specifically prohibits the use of WIA dollars to support School-to-Work; however, the philosophy and key elements of STWOA at the local level are wholly consistent with the activities and approaches called for through the later measure. States and local areas can build on effective strategies and partnerships refined under School-to-Work and apply them to system-building and program development under WIA.

In its focus on increasing self-sufficiency for low-income youth, WIA also has much in common with the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, which replaced the federal guarantee of support for families with dependent children with Temporary Assistance to Needy Families (TANF). Funded by federal block grants to states,

TANF seeks to move welfare recipients into the labor market and places strict limits on the amount of time a family may spend on public assistance. In numerous communities, TANF funds have been directed toward WIA purposes and TANF services can be accessed through One-Stop Centers. TANF representatives sit on nearly all state Workforce Investment Boards and formal memoranda of understanding between TANF and WIA systems are in effect in many states.

WIA, School-to-Work, and TANF are concerned with workforce development, but it is the Workforce Investment Act's framework of youth development principles and the broad role of Youth Councils that sets it apart from the other two. It is this set of aims that lays the groundwork for Youth Councils aspiring to create comprehensive local youth-serving systems that have influence and impact beyond the requisites of WIA.

The principles of youth development stress that the community as a whole contributes to each child's passage to adulthood. Although populations with the greatest need should receive the most attention, the mobilization of stakeholders from all sectors of the local area can create strategies for the betterment of all youth. Certainly these are lofty goals, none more so than the final one. Achieving them will require dedication and effort on the part of all players. But concentrated resources are available, and some of the framework is already in place.

### Youth Development

A youth development approach views each young person globally, as an aggregate of needs to be addressed, assets to be preserved, and potentials to be nourished, rather than as problems to be solved. Moving beyond standards of employability (emphasized under JTPA), youth program planners must also account for young people's needs for structure, belonging, self-esteem, autonomy, competence, and healthy relationships. Youth development highlights the promotion of positive behavior over the treatment of negative behavior or conditions and the fostering of resilience in the face of difficulties and setbacks; it envisions youth as partners in progress, rather than simply recipients of services. Projects and programs using a youth development approach enable youth to build skills, exercise leadership, meet high expectations, form relationships with concerned adults, and improve their communities.

According to Karen Pittman, leading youth development theorist and executive director of the Washington, DC-based Forum for Youth Investment, "Even for marginalized youth and families, the strategy is not fix then develop, it is fix through development." Pittman enumerates five sets of competencies key to the attainment of adulthood that youth development must address: physical well being, personal and social, cognitive and creative, vocational, and citizenship.

Let's take a closer look at the parameters of the law itself.

### **Workforce Investment Boards**

Appointed by the chief elected official or officials in a local area, the membership of local Workforce Investment Boards must include representatives from business, education, labor, community-based organizations, economic development agencies, and One-Stop partner representatives. Boards develop and submit WIA service plans to the governor, select providers, and conduct oversight on WIA-funded activities. They also gather information pertinent to their decision-making, such as employment statistics and program effectiveness data, cultivate linkages with private sector employers, and may apply for and accept non-federal grants and donations.

### **Youth Councils**

Recognizing the unique needs of youth, especially those of the low-income, at-risk population that the act targets most directly, WIA calls for the formation of Youth Councils to serve local Workforce Investment Boards in an advisory capacity in the development of youth policy and the selection of youth service providers. Youth Councils are a unique feature of WIA with the potential to be the convener for the development of local youth-serving systems. The Youth Council, appointed by the WIB, consists of board members with expertise in youth policy as well as representatives from youth service agencies (including juvenile justice and law enforcement), public housing officials, Job Corps, parents of eligible youth, and people with experience relating to youth activities (including organization personnel and former participants). The council creates the portion of the WIA local plan that pertains to youth, recommends eligible youth activity providers, conducts oversight on those providers, and coordinates WIA-authorized youth activities. In its planning, selection, and oversight capacities, the council functions as the youth-focused extension of the greater board, though its actual prerogatives will differ from locality to locality. In many areas, for example, the Youth Council's responsibility is to develop the Request for Proposals for youth service providers; in others, they are empowered to also select the providers. In their role as coordinator and broker of youth activities covered by WIA, Youth Councils have an opportunity to make decisions that will affect all young people, not just those eligible for WIA programs, by expanding their focus to embrace a vision for the development of a comprehensive youth-serving system.

The institutional placement, composition, and authority granted to Youth Councils vary significantly from locality to locality. This flexibility is a positive and useful characteristic of the law, but it also means that Youth Councils are what local policy makers envision them to be.

Though Youth Councils have a strong role in the development of local youth-serving systems, they are initially charged and required to consider how to best meet the needs of youth eligible for WIA services.

## Eligibility

Youth programs funded by the Workforce Investment Act are open to young people age 14 to 21 who must submit documentation to prove eligibility. Ninety-five percent of youth served must be low-income<sup>9</sup> and face one or more barriers to employment. These may include

- basic literacy skills deficiency;
- school dropout;
- homeless, runaway, or foster child;
- pregnant or a parent;
- an offender<sup>10</sup>; or
- an individual who requires additional assistance to complete an educational program, or to secure and hold employment (may be defined at the state or local level per WIA Final Regulations Section 664.210).<sup>11</sup>

Five percent of those enrolled may be non-low-income. At least 30 percent of youth funding must be invested in services for out-of-school youth. Youth are divided into two age-based categories: younger (14–18) and older (19–21). Older youth may enroll concurrently in WIA adult programs. All young people, regardless of economic background, may use core resources for job search and referral services at One-Stop Centers.

<sup>9</sup> The term “low-income” means any youth who receives or is a member of a family that receives public assistance in the form of cash payments; whose income or whose family’s income does not exceed either the poverty line or 70 percent of the lower living standard income level, whichever is higher; receives or is eligible to receive food stamps; is homeless; is a foster child; or is an individual with a disability who meets either of the first two requirements, even if he or she is a member of a family whose income is higher. [WIA, Title I, Section 101 (25)]

<sup>10</sup> The term “offender” means any youth who is or has been subject to any stage of the criminal justice process, for whom services under WIA may be beneficial, or who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction. [WIA, Title I, Section 101 (27) WIA Section 101(13)]

<sup>11</sup> WIA Section 101(13)

## Ten Required Program Service Elements

Ten elements must be incorporated into every local design of year-round WIA programs and services for youth:

1. Tutoring, study skills training, and instruction leading to completion of secondary school, including dropout-prevention strategies
2. Alternative secondary school services
3. Summer employment linked to academic and occupational learning
4. Paid and unpaid work experience including internships and job shadowing
5. Occupational skills training
6. Leadership development, which may include community service and peer-centered activities encouraging responsibility
7. Supportive services
8. Adult mentoring during program participation and at least 12 months subsequently
9. At least a 12-month follow-up upon program completion
10. Guidance and counseling, including drug and alcohol abuse counseling and referral.

In addition to these ten program elements, each young person must be given an individual needs assessment, participate in the development of an individual service strategy, receive preparation for post-secondary education and/or employment, and have access to information and referrals.

## Performance Measures

When WIA was first authorized, seven core performance indicators were established as measures of individual progress. For younger youth, the measures are basic skills attainment; high school diploma/GED attainment; and retention in postsecondary education, advanced training, apprenticeship, military or employment. For older youth, the measures are employment; employment retention; earnings change; and credential attainment. For both participants and employers, formal customer satisfaction ratings have been established. WIA provides that states may earn monetary incentives or be assessed penalties based on performance levels.

In 2003, the Office of Management and Budget (OMB) developed common performance measures to be used in all WIA-funded Employment and Training Authority programs. The common measures were created as a strategy to meet one of the President's Management

Agenda priorities—to tie program performance to budget decision making. Beginning with Program Year 2005, programs are required to collect common measure data for reporting purposes only along with WIA performance indicators. Once WIA is reauthorized, the OMB common measures will replace the WIA performance indicators. For more information, see Appendix C, pages 103 to 106.

## Connection to One-Stop Centers

The One-Stop delivery system required under WIA is intended to maximize convenience and concentrate resources for the benefit of both job seekers and workplace partners. In a single location, WIA job seekers receive assessments, seek guidance and referrals, obtain help with paperwork, and carry out education, training, career, and employment research by phone or computer. Workplace partners receive referrals from pre-qualified job seekers, job fair opportunities, and access to a pool of ready applicants. Each local area has established at least one such center providing all core services, with satellite offices or networks supplementing offerings as necessary. Workforce Investment Boards select the operators of One-Stop sites.

Although the One-Stop system was not designed to provide a full range of services to individuals under the age of 18, some services and activities are available to them. Some localities have established One-Stops especially for youth, often situated near places where young people are likely to congregate; other areas are staffing existing One-Stops in part with youth program personnel. Not all services are located in the physical space of the One-Stop, but all are accessible through that site.

### Services to Youth through One-Stop Centers around the Nation

- Gloucester County, New Jersey's Youth Council has established a Youth One-Stop Center at the Gloucester County Institute of Technology, offering comprehensive services to out-of-school youth and others.
- Marion, Polk & Yamhill Youth Council in Oregon requires that all proposals include a One-Stop center among the partners.
- Kings County Youth Council in California operates five mini One-Stop centers at area high schools.
- The Youth Council of Northern Virginia operates a youth-designed employment resource center named the Job Hut. Located in Manassas Mall, a regional shopping center, the Job Hut operates during hours suggested by youth.
- The Philadelphia Youth Council now partners with the city's Department of Human Services (DHS) to run three Youth Opportunity Centers. DHS established a strand of education, life skills, and work experience programming to meet the needs of returning young offenders, and the Centers have continued to provide services to out-of-school youth.



## Summary

The Workforce Investment Act significantly altered the administration of workforce preparation services for youth at the national level in order to promote the establishment of comprehensive youth-serving systems at the local level. Combining JTPA year-round and summer youth allocations into a single formula-based funding stream, WIA targets services to low-income youth ages 14 to 21 who face one or more barriers to employment. Emphasizing youth development principles, WIA prescribes ten service elements that address a broad range of young people's needs, including mentoring, counseling, and a full year of follow-up tracking. Laying the foundation for greater local control and more informed planning, WIA charges local Workforce Investment Boards to appoint Youth Councils that will guide and oversee all board decisions pertaining to youth programs. Above all, the law encourages practitioners to look beyond their own narrow funding streams to consider developing service systems that respond to all youth in a community, not just the portion of low-income at-risk young people directly targeted by the act.



## APPENDIX B

### **National Youth Employment Coalition Side-by-Side Comparison Workforce Investment Act Youth Provisions**

Updated May 11, 2005

See pages 90 through 101 for the comparisons.



## APPENDIX C

*comprehensive local youth-serving system*

### **WIA Reauthorization Overview - Summer 2005 Changes and Opportunities in the Workforce System**

This overview was prepared by New Ways to Work for the Youth Council Institute. Originally created as a Power Point presentation, it was used during forums offered during the summer of 2005 to help Youth Councils in California plan for changes to WIA and for adoption of common measures. The last section of this overview presents clarifying questions that were used during the portion of the forums designed to assist Youth Councils with their planning.

US Department of Labor's (DOL) New Strategic Vision for Delivery of Youth Services under the Workforce Investment Act

The DOL Employment and Training Administration's (ETA) overarching priority for the entire workforce investment system is to meet the demands of business by providing adults and youth with the necessary educational, occupational, and other skills training and services needed for high demand occupations in the 21st century. The New Strategic Vision is not legislated

The vision statement reads as follows:

Out-of-school youth (and those most at risk of dropping out) are an important part of the new workforce "supply pipeline" needed by businesses to fill job vacancies in the knowledge economy.

WIA-funded youth programs will provide leadership by serving as a catalyst to connect these youth with quality secondary and postsecondary educational opportunities and high-growth and other employment opportunities.

The new strategic vision for youth is focused in four areas, known as the four pillars:

- Focus on alternative education
- Meet the demands of business, especially in high growth industries and occupations
- Focus on the neediest youth
- Focus on improved performance

To read the entire New Strategic Vision, see Appendix E, pages 109 to 114.

Workforce Investment Act Reauthorization

The Workforce Investment Act (WIA) formula-funded youth program serves eligible low-income youth, ages 14-21, who have barriers to employment. Service strategies prepare youth for employment and/or postsecondary education through strong linkages between academic and occupational learning.

Over the past several years, Congress has attempted to reauthorize WIA, but members have not yet reconciled differences in proposed changes to WIA. The following list identifies the areas of WIA where changes have been proposed:

- Age of eligibility
- Income eligibility (some form of none)
- Percentage of in-school vs. out-of-school youth served
- New program elements
- Replacement of Youth Opportunity Grants with Challenge Grants
- Matching grant requirements
- Youth Council status (mandatory or optional)

For a more detailed description of proposed changes, see Appendix B, pages 89 to 102.

### Common Measures

Whatever changes eventually emerge, the ETA is requiring all WIA-funded programs to use a set of common measures developed by the Office of Management and Budget (OMB) to evaluate the effectiveness of similar programs. Common measures are being used to formally integrate performance review with budget decisions, as called for in the President's Management Agenda.

In many cases, the common measures are similar to the existing performance measures. However, no common measure is calculated exactly like any current performance measure. Beginning in 2005, WIA-funded programs were required to gather data for both the initial WIA performance indicators and for the new common measures. The common measure data were for reporting purposes only in 2005. Once WIA is reauthorized, the common measures will replace the original WIA performance indicators.

The measures for youth employment and education programs cover entry into employment and education, attainment of a degree or certificate, literacy and numeracy gains, and cost. Other changes entail eliminating the distinction between younger and older youth, switching from program registration to program participation, and clarifying the definition of program exit.

Attainment of degree/certificate. The following section presents some details about the common measure related to attainment of degree/certificate:

A diploma is defined as any credential that a state education agency accepts as equivalent to a high school diploma.

A certificate is awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Recognition of generic pre-employment and/or work readiness skills are not considered certificates.

The common measures recognize the following awarding institutions:

- State educational agency
- Institution of higher education
- Professional, industry, or employer organization or a product manufacturer
- Registered apprenticeship program
- Public regulatory agency
- Program approved by the Department of Veteran Affairs
- Office of Job Corps
- Indian Tribe Higher Education Institution

For Planning Meetings: Clarifying Questions

The following questions were developed by the New Ways staff to guide Youth Councils in planning for the implementation of the common measures as well as for the proposed changes to WIA:

Large group discussions. These questions were used to gather strategies and issues prior to breaking into small groups to discuss local issues:

- How are you preparing for these changes?
- How is your community handling the possibility of voluntary local Youth Councils?
- What challenges or barriers do you anticipate?

Small group discussions. Each small group consisted of members from a single Youth Council:

- What strategies are you exploring or implementing?
  - o Alternative education?
  - o High-growth industries and occupations?
  - o Neediest youth?
  - o Improved performance?
  - o Connections to child welfare systems/foster care youth?
- What challenges/barriers to implementation are you anticipating or experiencing?
- What supports and technical assistance do you need?

Small group discussion report out. The following questions were used to guide reports given by each small group:

- What key strategies are being explored or implemented?
- What are your most critical challenges/barriers?
- What support and technical assistance do you need?

Large group discussion. The following questions were used to guide the whole group discussion that followed the report out. The focus was on supports that the Youth Council Institute might offer:

- What services and supports are needed that the Youth Council Institute could offer?
- What systems development lessons have you learned?
- What outside services and supports are needed?
- What content areas would you like the Youth Council Institute to address?
  - o What technical assistance?
  - o What training topics?



## APPENDIX D

*comprehensive local youth-serving system*

### **Employment and Training Administration's Training and Employment Guidance Letter (TEGL) 17-05: Common Measure Policy**

On February 17, 2006, the U.S. Department of Labor (DOL) Employment and Training Administration (ETA) issued a unified DOL guidance document on common performance measures: Training and Employment Guidance Letter 17-05. Appendix D contains the summary of TEGL 17-05 and links to each of the six-part document.

Directive:

TRAINING AND EMPLOYMENT GUIDANCE LETTER NO. 17-05

Subject:

Common Measures Policy for the Employment and Training Administration's (ETA) Performance Accountability System and Related Performance Issues

Purpose:

The intent of this guidance is to replace existing guidance with a single, unified Department of Labor guidance document on the common measures and WIA Section 136 performance accountability system. This guidance sets forth one set of measures to be used for both common measures reporting purposes and WIA Section 136 performance accountability purposes (with certain exceptions). The methodology for applying these measures is set forth in Section 5 of this guidance.

To:

ALL STATE WORKFORCE AGENCIES  
ALL STATE WORKFORCE LIAISONS  
ALL STATE TRADE COORDINATORS

From:

EMILY STOVER DeROCCO  
Assistant Secretary

Date:

February 17, 2006

Expiration Date:

Continuing

Rescissions:

TEGL 7-99; TEGL 6-00; TEGL 6-00 change 1; TEGL 28-04;

Contact:

Direct all questions to the appropriate Regional Office.

For links to the six TEGL 17-05 documents, see the next page.  
TEGL 17-05 documents

TEGL 17-05 consists of six documents. All should be consulted.

TEGL 17-05 (Common Measures Policy) (PDF 1.7 mb)  
([www.newwwaystowork.org/documents/ycidocuments/TEGL17-05.pdf](http://www.newwwaystowork.org/documents/ycidocuments/TEGL17-05.pdf))

Attachment A (Common Measures at a Glance) (PDF 70 kb) ([www.newwwaystowork.org/documents/ycidocuments/TEGL17-05\\_AttachA.pdf](http://www.newwwaystowork.org/documents/ycidocuments/TEGL17-05_AttachA.pdf))

Attachment B (Definitions of Key Terms) (PDF 115 kb) ([www.newwwaystowork.org/documents/ycidocuments/TEGL17-05\\_AttachB.pdf](http://www.newwwaystowork.org/documents/ycidocuments/TEGL17-05_AttachB.pdf))

Attachment C (Educational Functioning Level Descriptors) (PDF 51 kb)  
([www.newwwaystowork.org/documents/ycidocuments/TEGL17-05\\_AttachC.pdf](http://www.newwwaystowork.org/documents/ycidocuments/TEGL17-05_AttachC.pdf))

Attachment D (WIA Title IB Performance Measures and Related Clarifications for PY 2005 and PY 2006) (PDF 205 kb) ([www.newwwaystowork.org/documents/ycidocuments/TEGL17-05\\_AttachD.pdf](http://www.newwwaystowork.org/documents/ycidocuments/TEGL17-05_AttachD.pdf))

Attachment E (Listing of Programs Affected by Common Measures) (PDF 51 kb)  
([www.newwwaystowork.org/documents/ycidocuments/TEGL17-05\\_AttachE.pdf](http://www.newwwaystowork.org/documents/ycidocuments/TEGL17-05_AttachE.pdf))

## APPENDIX E

*comprehensive local youth-serving system*

### **Employment and Training Administration's New Strategic Vision for the Delivery of Youth Services under the Workforce Investment Act (TEGL 3-04)**

See pages 110-114 for the booklet version of the New Strategic Vision.



## APPENDIX F

*comprehensive local youth-serving system*

### Glossary of Terms

#### A

##### **Actual Daily Attendance (ADA)**

Actual Daily Attendance refers to the count of students who are in school on any given day.

##### **Americans with Disabilities Act (ADA)**

Legislation that provides clarification of services and accommodations to individuals with any disability.

##### **Adult Basic Education (ABE) Classes**

Classes for adults below the high school level.

##### **At-risk**

Youth who are exposed to factors that may increase their tendency to engage in problem or delinquent behaviors.

#### B

##### **Basic Literacy Skills**

Those skills relating to the ability to compute or solve problems and read, write or speak English at a level necessary to function on the job, in the individual's family or in society.

#### C

##### **Community Based Organization (CBO)**

Generally, non-profit organizations that provide social and other services targeted to local communities. WIA requires CBO membership on the local Youth Council.

##### **Competency-Based Education**

A performance-based process leading to demonstrated mastery of skills or knowledge.

##### **Criminal Offender**

Any individual who is charged with or convicted of a criminal offense.

#### D

##### **Department of Labor (DOL, USDOL)**

The federal department that regulates and funds WIA activities.

##### **Dictionary of Occupational Titles (DOT)**

Listing of job titles and descriptions, currently in its fourth edition, supplied by the US Department of Labor.

#### E

##### **Employment and Training Administration (ETA)**

The department within the US Department of Labor with direct responsibility for implementing the Workforce Investment Act.

##### **English as a Second Language (ESL)**

Education for persons with an inability to understand, speak, read or write the English language.

#### F

##### **Faith-Based Organization (FBO)**

A term used to describe any organization with its primary function as that of a place of worship.

#### G

##### **General Equivalency Diploma (GED)**

A high school equivalency test composed of five subtests for writing skills, science, social studies, literature and the arts, and mathematics.

##### **General Accounting Office (GAO)**

The audit, evaluation, and investigative arm of Congress that examines the use of public funds, evaluates federal programs and activities, and provides analyses, options, recommendations and other assistance to help the Congress make effective oversight, policy, and funding decisions.

**H****US Department of Health and Human Services (HHS)**

The US government's principal agency for protecting the health of all Americans and providing essential human services.

**I****Individual Training Accounts (ITAs)**

Training vouchers given to One-Stop customers to pay for training. Customers use the ITA to purchase training services from a state list of certified training providers.

**J****Job Corps**

A residential education and job training program inaugurated in 1964 for at-risk youth ages 16 through 24.

**Job Training Partnership Act (JTPA)**

Federal job training legislation passed in 1983 and replaced by the Workforce Investment Act of 1998. JTPA governed a series of federally funded employment and training programs delivered at the local level.

**K****L****Labor Market Information (LMI)**

Labor-related information about employment, unemployment, industries, occupations, and other relevant data.

**Limited English Proficiency (LEP)**

An individual who has limited ability in speaking, reading, writing or understanding the English language; and (a) whose native language is a language other than English; or (b) who lives in a family or community environment where a language other than English is the dominant language.

**Local Workforce Investment Board (LWIB)**

See Workforce Investment Board (WIB).

**Local Education Agency (LEA)**

Usually a school district or county office of education.

**M****Memorandum of Understanding (MOU)**

A written, legally binding document that expresses a commitment of cooperation between two or more parties or organizations.

**N****O****One-Stops**

Facility offering comprehensive services and resources for employment training and career development under one roof (short for One-Stop Career Centers).

**One-Stop Operators**

Entities responsible for coordinating all the service providers in a One-Stop. Operators are selected in one of two ways: competitive process (in which private and public agencies submit competitive bids for the contract) or collaborative process (in which 3 or more agencies come together to form a consortium to deliver services). Once selected, the operator enters into an agreement with the WIB and is formally certified.

**On the Job Training (OJT)**

Training provided by an employer to an employee who is engaged in productive work.

**Out-of-School Youth**

A WIA-eligible youth who is a school dropout, or who has received a secondary school diploma or its equivalent but, is basic skills deficient, unemployed, or underemployed. For reporting purposes, this term includes all youth except: (i) those who are attending any school and have not received a secondary school diploma or its recognized equivalent, or (ii) those who are attending post-secondary school and are not basic skills deficient.

**P****Program Year (PY)**

The span of time covered by a given annual allocation of funds.

**Private Industry Council (PIC)**

The local governance board for JTPA. Workforce Investment Boards replaced PICs as WIA was implemented. Private Industry Councils still exist as the operating entity delivering key WIA services in many local workforce areas.

**Q****R****Request for Proposals (RFP)**

A formal request, usually competitive, for bids and plans on a project.

**Resource Mapping**

The process of inventorying the services and/or resources available to youth (or adults) in an area. Mapping is the process by which a community collects and publishes data and information.

**S****School-to-Work Opportunities Act of 1994 (STWOA)**

Comprehensive federal legislation that enhanced career exploration and preparation activities for students K-12. The act's sunset was in 2003; however, many programs and networks still exist at the state and local levels to promote and deliver key components or principles defined by the act.

**Self-sufficiency**

The term self-sufficiency is used throughout the Workforce Investment Act as a goal for all One-Stop services. Ideally, any customer using a One-Stop should participate in activities that improve their employment prospects, job retention and overall earnings, allowing them to gain self-sufficiency employment—described as a job that allows them to live and thrive in the region. The definition of what it means to be self-sufficient is determined at both the state and local level.

**Service Provider**

An organization, facility, or government agency that fulfills a public need in providing services to a specific group (i.e. youth, parents, homeless, etc.).

**T****Temporary Assistance for Needy Families (TANF)**

Federal program authorized in 1996 that provides assistance and work opportunities to needy families by allocating block grants for states to develop and implement their own welfare programs.

**U****V****W****Work-Based Learning (WBL)**

Activities that occur at a workplace, providing structured learning experiences for students through exposure to a range of occupations. Students learn by observing and/or actually doing real work. Learning in the workplace supports learning in the classroom and promotes the development of broad transferable skills.

**Workforce Investment Act of 1998 (WIA)**

Mandates the formation of local Workforce Investment Boards to administer programs within a specific local area and to oversee a One-Stop service delivery system. Up for reauthorization in 2003. WIA mandates the creation of local Youth Councils.

**Workforce Investment Area**

Geographic area for which a WIB has the responsibility to provide services. The Workforce Investment Area serves as the administrative region for WIBs. A regional designation is either requested by local officials or designated by the governor. Regions with a population of 500,000 or more are automatically designated as local workforce investment areas. The term and acronym is Local Workforce Area (LWA).

**Workforce Investment Board (WIB)**

Appointed board charged with carrying out the mandates of WIA at the state and local levels. Local Workforce Investment Boards replaced PICs. Members are appointed by the chief elected official. The State Board develops the state plan and oversees how it is carried out.

**X****Y****Youth Council**

Locally appointed executive entities charged with assisting in carrying out the mandates of WIA as they apply to youth. Each WIB must appoint a Youth Council. All issues concerning at-risk youth, ages 14–18 and 19–21, will be addressed through these councils.

**Youth Development**

A subset of educational theory and practice that views young people globally and that emphasizes the importance of progress in all aspects of a young person's character, intellect, and skills.

**Z**



## APPENDIX G

*comprehensive local youth-serving system*

### Website and Organization Resources

#### Academy for Educational Development (AED)

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

AED is an independent, nonprofit organization committed to solving critical social problems in the U.S. and throughout the world. Major areas of focus include health, education, youth development and the environment. The AED website provides information about multiple approaches to addressing educational issues. Features include sponsored links to community youth resources mapping and recent publications and studies.

#### AFL-CIO Working for America Institute (AFL-CIO WAI)

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

WAI promotes education, training and economic development to advance the interests of working families and their communities. Working in partnership with employers, government and community groups, WAI fosters “high-road” approaches to worker training, technology development and job creation. This website provides information and service strategies for workforce, partnership, and individual capacity building.

#### Afterschool Alliance

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

The Afterschool Alliance is a nonprofit organization dedicated to raising awareness of the importance of afterschool programs and advocating for quality, affordable programs for all children. It is supported by a group of public, private and nonprofit organizations that share the Alliance's vision of ensuring that all children have access to afterschool programs by 2010. Their website features a comprehensive resource guide that lists over 30 funding opportunities for afterschool programs.

#### American Association of Community Colleges (AACC)

[www.aacc.nche.edu](http://www.aacc.nche.edu)

AACC has been a national voice for two-year associate degree granting institutions since its inception in 1920. Located in the National Center for Higher Education in Washington, D.C., AACC works with other higher education associations, the federal government, Congress and other national associations that represent the public and private sectors to promote the goals of community colleges and higher education. Among the resources available on their website are reports on community colleges, including trends and facts; national news and events; legislative updates and alerts; and publications and products.

**America's Career Information Network**

**CareerOneStop (ACINet)**

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

ACINet operates as a federal-state partnership under the U.S. Department of Labor's vision for America's Labor Market Information System, the CareerOneStop portal. They offer several tools to assist workforce development interest including America's Job Bank, America's Career InfoNet and America's Service Locator. This website can be used to learn about typical wages and employment trends across occupations and industries; check education, knowledge, skills and abilities against requirements for most occupations; search for employer contact information nationwide and find cost of living data; and review state profiles with labor market conditions.

**American Society for Training and Development (ASTD)**

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

ASTD's mission is to provide leadership to individuals, organizations and society to achieve work-related competence, performance and fulfillment. Founded in 1944, ASTD represents more than 70,000 members in the field of workplace learning and performance. Their website includes information on training fundamentals, evaluation, leadership, performance and consulting.

**American Youth Policy Forum (AYPF)**

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

AYPF is a nonpartisan professional development organization that provides learning opportunities for policymakers working on issues related to youth at the local, state and national levels. The AYPF website offers several comprehensive reports and publications on topics related to education, youth development, research and evaluations.

**The Association for Supervision and Curriculum Development (ASCD)**

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

ASCD is an international, nonprofit, nonpartisan association of professional educators of all grade levels and subject areas. ASCD espouses issues of importance to educators and provides a forum in education issues and professionalism. One of their projects is "First Amendment Schools". ASCD was initially envisioned to represent curriculum and supervision issues. Over the years, their focus has changed, and they now address all aspects of effective teaching and learning—such as professional development, educational leadership and capacity building. ASCD offers broad, multiple perspectives—across all education professions—in reporting key policies and practices. As representatives of all educators, they are able to focus solely on professional practice within the context of "Is it good for the children?" rather than what is reflective of a specific educator role. In short, ASCD reflects the conscience and content of education. This website is full of valuable resources that are easily accessed through their comprehensive database and search options.

**Bureau of Labor Statistics  
(BLS)**

[www.bls.gov](http://www.bls.gov)

BLS is a fact-finding agency for the federal government in the field of labor economics and statistics. They collect data relevant to the needs of the social and economic conditions of workers, workplaces and workers' families. Resources on the website include links to information about inflation and consumer spending; wages, earnings and benefits; productivity; safety and health; occupations; publications and research papers; industries; employment and unemployment and a youth information section.

**Business Coalition for  
Education Reform (BCER)**

BCER is made up of 13 national business-led organizations and 400 state and local business-education coalitions that coordinate their efforts to increase the academic achievement of all students by promoting business involvement in education at the national, state and local levels. To do so, the partners leverage resources and expertise; build partnerships to help states and communities learn from each other's experiences and provide technical assistance to a growing network of state and local coalitions. Website includes resources for national partners, state and local coalitions and those interested in learning more about their specific areas of focus. BCER is a California-provided School-to-Career resource.

**California School-to-Career  
Clearinghouse**

[www.stc-clearinghouse.com](http://www.stc-clearinghouse.com)

The CA School-to-Career Clearinghouse provides resources for educators and youth service providers to support the School-to-Career initiative. Visitors can search their online library for specific resources and may request hard or electronic copies for their personal use. The website features include a STC resource library, outstanding practices library, work-based learning toolkit and resources, newsletter and calendar of events.

**California Workforce  
Association (CWA)**

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

CWA is a non-profit organization representing the 50 Workforce Investment Boards, over 200 One-Stop Career Centers and other workforce development partners in California. CWA's mission is to promote, enhance and serve the interests of local workforce development partnerships in California. At the state and federal level, CWA represents the voice of the local system to ensure that policy and administrative decisions are made with full understanding of the implications for implementation. On the local level, CWA works to support and provide access to a peer network of

**California Workforce  
Investment Board (CalWIB)**  
[www.calwia.org](http://www.calwia.org)

practitioners around the state. The CWA website includes information about the organization's conferences and workshops, workforce investment area directory, an event calendar and information on membership services, such as advocacy, appropriations and business services. They also have an extensive "members only" section of policy and workforce practice information.

CalWIB was established to advise and assist in planning, coordinating, and implementing the provisions of California's workforce development programs and services. The board members represent many facets of workforce development, business, labor, public education, higher education, economic development, youth activities, employment, and training. They are charged with developing a comprehensive youth development system that serves all youth, builds on existing programs and networks, and works specifically with the State Youth Council. This site provides background on CalWIB, information about their projects and services, calendar of events and recommended resources and reports. All announcements, membership, and information about the State Youth Council are located on the CalWIB website.

**Casey Family Programs**  
[www.casey.org/Home](http://www.casey.org/Home)

Established by United Parcel Service founder Jim Casey, the Casey Family Programs are a national operating foundation that has served children, youth, and families in the child welfare system. They provide direct services, and promote advances in child-welfare practice and policy. Drawing on four decades of front-line work with families and alumni of foster care, they develop tools, practices, and policies to nurture all youth in care and to help parents strengthen families at risk of needing foster care. They also offer publications, online tools, videos, and training events for child welfare professionals.

**Center for Law and Social  
Policy (CLASP)**  
[www.clasp.org](http://www.clasp.org)

CLASP is a national, nonprofit organization that conducts research, policy analysis, technical assistance and advocacy on issues related to economic security for low-income families with children. Among the services and resources CLASP provides are comprehensive reports and policy briefs; CLASP Update, a monthly newsletter on the latest development in family and social policy issues; Audio teleconferences on topical policy issues, which reach hundreds of policymakers, program administrators, and advocates around the country; Tracking of federal and state family and social policy affecting low-income families. Use the website to search for publications and to sign up for email updates, which provide information on legislative issues and new publications.

**Center for Workforce  
Preparation-  
US Chamber of Commerce  
(CWP)**  
[www.uschamber.com/cwp](http://www.uschamber.com/cwp)

CWP deals with workforce issues and is affiliated with the U.S. Chamber of Commerce. They work to establish the U.S. Chamber as a leader in workforce development strategies by working to ensure that the employees of its members are fully equipped to compete in the 21st century economy. They promote and support effective local education and training initiatives concerning workforce excellence, conduct and support research that will develop more effective worker training programs, and initiate and document promising education and workforce preparation programs that can be replicated by chambers of commerce and small businesses at the local level. Their website features information about their membership; government and legal links and issues index; news and events; and resources including business tools, research and statistics, programs and affiliates.

**Center for Youth Development  
and Education (CYDE)**  
[www.commcorp.org/youth](http://www.commcorp.org/youth)

The Center for Youth Development and Education (CYDE) expands learning and career development opportunities for youth. CYDE's goal is to enable young people to make successful transitions to adulthood and become vital contributors to their communities. While working on behalf of all youth, CYDE is especially interested in serving those who are at risk of not completing high school, entering post-secondary education or training, or acquiring the skills necessary for success in the demanding, high-skills economy of the twenty-first century.

**Center for Youth Development  
and Policy Research (CYDPR)**

CYDPR was established in 1990 at the Academy for Educational Development in response to growing concern about youth. Like many organizations, the Center is dedicated to contributing to better futures for all youth in the United States. CYDPR shares with many the conviction that too many children and youth are at the risk of poor outcomes because opportunities are too few, too fragmented, too problem-focused, and too distant from family and neighborhood. The website features resources and publications related to youth development.

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

Building knowledge to serve children is the mission of the Chapin Hall Center for Children. Located at the University of Chicago, Chapin Hall is a research and development center that brings the highest standards of scholarship and the intellectual resources of one of the world's great research universities to the real-world challenges of policymakers and service providers struggling to ensure that children grow, thrive, and take their place in a formidable world. Working behind the scenes with lawmakers and government administrators, as well as on the front lines with program providers, Chapin Hall puts rigorous, non-partisan research in the hands of those who shape the programs and policies that affect all children in their daily lives. The website provides access to the numerous Chapin Hall publications.

**Child Welfare League of America**<http://www.cwla.org/katrina/>

CWLA is an association of more than 900 public and private non-profit agencies that assist more than 3.5 million abused and neglected children and their families each year with a range of services. CWLA is developing a National Framework because they believe comprehensive national strategies implemented at the community level are needed to ensure that each child and youth receives the right level of assistance, at the right time. As CWLA members and other stakeholders articulate the National Framework, CWLA will produce on monograph describing it and a community implementation guide.

**Children, Youth and Families Education and Research Network (CYFERnet)**[www.cyfernet.org](http://www.cyfernet.org)

CYFERnet is a national network of Land Grant university faculty and county Extension educators working to support community-based educational programs for children, youth, parents, and families. CYFERnet provides program, evaluation, and technology assistance for children, youth, and family community-based programs. CYFERnet is designed to be used by anyone who needs comprehensive children, youth, or family information. This website brings together the children, youth and family resources of all the public land-grant universities in the county. Materials are carefully reviewed by college and university faculty.

**Children's Defense Fund (CDF)**

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

The mission of CDF is to Leave No Child Behind® and to ensure every child a Healthy Start, Head Start, Fair Start, Safe Start and a Moral Start in life and a successful passage to adulthood with the help of caring families and communities. The executive director, Marion Wright Edelman, was the author of the “Act to leave no child behind.” CDF provides a voice for all children in the U.S. through policy reform, implementation strategies and efforts. This website provides links for services and legislative policy related to CDF’s mission. Information includes access to research on policies affecting children and youth.

**Coalition of Essential Schools (CES)**

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

CES is a national network of over 1,000 schools and 24 regional support centers. It is a decentralized network of regional centers that provides technical assistance and personalized support to schools. CES National supports the work of regional centers that coach schools through systematic changes at the school site. This organizational structure allows CES to maintain both a national vision and a strong commitment to local implementation. This website defines the philosophy behind CES schools and provides information on how to become an affiliate.

**Committee for Economic Development (CED)**

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

CED is an independent, nonpartisan policy research group of business leaders and educators committed to a stronger and more productive economy, a freer global trading system and greater opportunity for all Americans. The trustees of CED – chair, presidents and senior executives of major American corporations and university presidents – dedicate their time and expertise to the research of national economic and social public policy issues and the implementation of their policy recommendations. This website includes information about their organization, projects and free publications to download.

**Commonwealth Corporation**

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

Commonwealth Corporation is a quasi-public organization providing a range of services to workers, businesses, youth, educators and the workforce development system. Commonwealth Corporation administers and delivers a wide range of public and privately funded initiatives. These initiatives are designed to meet the labor needs of businesses; improve current and emerging workers’ skills; foster career success through lifelong learning; and retain, sustain, improve and create job-generating businesses. Their website includes detailed information about their projects, programs and services. Each project includes resources and tools specific to the content area of each project.



**Connect for Kids (CFK)**  
[www.connectforkids.org](http://www.connectforkids.org)

CFK is a nonprofit organization dedicated to bringing attention to ways public policies can help strengthen families and improve kids' lives. CFK carries out its work by employing communications technologies to disseminate information and opinions related to children's issues. CFK generates a new edition of its homepage each week, maintains a comprehensive website with links to information and research, conducts civic journalism, publishes e-newsletters that cover the news and views of the child advocacy field, and provides community and strategic communications efforts on specific issues.

**Developing Educational Standards (DES)**  
[www.edstandards.org/standards.html](http://www.edstandards.org/standards.html)

DES has received a new emphasis over the last decade at the national, state, and local levels. DES indexes sources of information about educational standards and curriculum frameworks from all sources (national, state and local). This website lists CA (and other states') educational standards and includes an extensive listing of CA organizations and governmental agencies. Among the features are a list of 18 abstracts and links for associated organizations.

**Editorial Projects in Education Inc.**  
[www.edweek.org](http://www.edweek.org)

Editorial Projects in Education Inc., a nonprofit organization based in Washington, D.C., publishes both Education Week and Education Week on the Web. Their mission is to help raise the level of awareness and understanding among professionals and the public of important issues in American education. The website provides information and resources on topics related to education reform, schools and the policies that guide them. They also feature online news and research articles and daily or weekly updates on K–12 education.

**Educational Resource Information Center (ERIC)**  
[www.eric.ed.gov](http://www.eric.ed.gov)

ERIC is a national information system designed to provide users with ready access to an extensive body of education-related literature. Their resources, information and resource services are organized under three portals: database search, website clearinghouse and resources. The website provides access to journal articles, research reports, curriculum and teacher guides, books, virtual libraries, directories, subject links, resources for parents, event calendar and an online question-answering service.



**Federal Commons**

<http://12.46.245.173/cfda/cfda.html>

The Federal Commons is an internet grants management portal serving the grantee organization community. This portal offers all grantees (state and local governments, universities, small businesses, etc.) full-service grants processing across all functions in the grant life cycle. The Federal Commons provides public information, such as grant programs and funding opportunities, as well as the secure processing of e-grant transactions. Search the website by topic to see listed government departments that focus on particular content areas. The website also links directly with departments for specific grant information and guidelines for their department.

**Forum for Youth Investment (FYI)**

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

FYI is a national initiative dedicated to increasing the quality and quantity of youth investment and youth involvement in the U.S. by promoting a “big picture” approach to planning and policy development. FYI was designed to add value to existing efforts to improve youth outcomes by finding or creating tools, vehicles and opportunities for reaching across fields and systems to bring researchers, policy makers, practitioners, media and philanthropists together to identify common messages and agendas. FYI has a comprehensive website with resources for educators and youth practitioners, including position papers, public policy information, best practice examples, tools for strategy development and a newsletter.

**The Foundation Center (FC)**

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

The Foundation Center collects, organizes, and communicates information on U.S. philanthropy; conducts research on trends in the field; provides education and training on the grant-seeking process; ensures public access to information and services through the web; provides print and electronic publications; and hosts five library/learning centers and a national network of cooperating collections. Their website features a comprehensive search engine for easy access to specific information. They also post a list of trainings, conferences and events for people involved in philanthropy and nonprofits.

**Give Kids Good Schools**

[www.givekidsgoodschools.org](http://www.givekidsgoodschools.org)  
(Will go live fall 2006)

GiveKidsGoodSchools.com believes that every child has a right to a world-class education. Given the vital role teachers play in the lives of young people, they believe the best way to start is to put a good teacher in every classroom. Public education is a cornerstone of a successful democracy, and the key to the future strength of our communities. Providing every child with access to the best possible education means making sure each child gets a good teacher. GiveKidsGoodSchools.com is a project of Public Education Network (see listing), which seeks to build public demand and mobilize resources to provide quality public education for all chil-

dren. GiveKidsGoodSchools.com features monthly news/policy briefs, including information about important issues related to educational policy and how to take action.

#### **GPO Access**

[www.gpoaccess.gov](http://www.gpoaccess.gov)

GPO Access disseminates official information from all three branches of the federal government. The information includes listings of federal resources, publications available at local libraries and an online government bookstore. This website features an option to select any of the branches of government to receive a list of resources, including congressional bills, laws and federal regulations. Users are able to obtain copies of legislative bills in both the Senate and House of Representatives by entering the bill number.

#### **Groundhog Job Shadow Day**

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

Groundhog Job Shadow Day organizes a national initiative to support job shadowing. This organization connects youth to businesses and organizations offering job shadows as well as providing resources to support teachers and workplace partners in developing job shadow day activities. This website features all the resources needed to sign up and implement a job shadow program in businesses or organizations. They also include success stories and best practices.

#### **Institute for Educational Leadership (IEL)**

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

IEL is a nonprofit, nonpartisan organization based in Washington, D.C. that has worked to achieve better results for children and youth. IEL's mission is to build the capacity of individuals and organizations in education and related fields to work together across policies, programs and sectors. IEL is building and supporting a cadre of diverse leaders, strengthening the capacity of education and related systems and informing the development and implementation of policies. IEL's projects are focused on youth both inside and outside of education and include technical assistance for the juvenile justice system. Their website features information on all of their programs and includes access to publications and additional information about their initiatives.

#### **The Intermediary Network (INet)**

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

In communities large and small, adults have explored diverse ways to organize and sustain complex community connections in order to improve young people's opportunities to succeed in postsecondary education and careers. INet members connect schools, communities, and workplace partners to improve education and build a future workforce. Members also convene local organizations doing similar work to maximize resources and effort. New Ways to Work serves as the facilitating partner for the network. The website includes tools, publications, links to related web sties, and information for INet members.

**Jobs for the Future (JFF)**[www.jff.org](http://www.jff.org)

Through partnerships with states and communities, national and local foundations and other organizations, JFF accelerates opportunities for people to advance in education and careers through research, analysis and policy development; practical, on-the-ground projects; and advocacy, communications, and peer learning. JFF seeks to influence the policies and practices driving the nation's educational and workforce development systems. This website provides background information regarding youth development and employment systems and includes a variety of resources, papers and publications related to youth.

**Just For The Kids (JFTK)**[www.just4kids.org](http://www.just4kids.org)

JFTK aims to raise academic standards and increase student achievement. Their primary functions are to analyze state test data to identify how well individual schools are performing; study the highest-performing schools to find out what works; and develop tools and instruction to help others replicate educational best practice. Their comprehensive website offers detailed information and tools classified by state to assist educators and evaluators in identifying best practices and provides tools for evaluation based on research.

**Keep the Change, Inc.**[www.keepthechange.org](http://www.keepthechange.org)

Keep the Change, Inc. is dedicated to coaching communities and giving them the tools to make system-wide, sustainable changes in workforce development and education reform. J.D. Hoyer, president, is the former director of the National School-to-Work Office in Washington, D.C. The website features information about their services including leadership and counseling, events and resources.

**Leonard Resource Group (LRG)**[www.lrginc.org](http://www.lrginc.org)

LRG is focused on community and business development, strategic planning, public policy analysis, program development and implementation, marketing and communications, and training and technical assistance. LRG works with both public and private sector clients. LRG offers services and skill sets in the following resource areas: government relations, communications and marketing, business partnerships and association management. Their website features information on all their areas of content and Youth Council resources. They also produce a monthly newsletter called Youth Works.

**Manpower Demonstration and Research Corporation (MDRC)**

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

MDRC is a nonprofit, nonpartisan social policy research organization dedicated to learning what works to improve the well being of low-income people. Through its research and the active communication of findings, MDRC seeks to enhance the effectiveness of public policies and programs. This website offers publications based on comprehensive research of issues related to workforce development.

**National Association of State Workforce Agencies (NASWA)**

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

NASWA is a national organization of state administrators of unemployment insurance, employment and training services and labor market information programs. The mission of NASWA is to strengthen the National Workforce Development Network through information exchange, liaison and advocacy. This website offers information about the WIA system, national legislative news, calendar of events, and a subject resource browser with several workforce development topics.

**National Association of Workforce Boards (NAWB)**

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

NAWB represents business-led workforce boards that plan and oversee state and local workforce development and job training programs. Workforce boards consist of public and private sector members who are leading the way in workforce development so that the U.S. can remain competitive in the global marketplace. NAWB supports and promotes the work of its members through a program of advocacy, technical assistance and communications. This website offers information on membership and services, workforce advocacy and briefs, publications, announcements and grants.

**National Association of Workforce Development Professionals (NAWDP)**

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

NAWDP is a national voice for workforce development professionals and works to meet the individual professional development needs of the membership. Their website features information about conferences and workshops, a membership newsletter and membership applications and services.

**National Center for Research  
in Vocational Education  
(NCRVE)**

<http://ncrve.berkeley.edu>

The NCRVE mission was to strengthen education to prepare all individuals for lasting and rewarding employment and lifelong learning. Although NCRVE closed in 1999, the website maintains an archive of research and reports produced between 1988 and 1999.

**National Center on Education  
and the Economy (NCEE)**

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

NCEE's work is focused primarily on standards-based reform. NCEE concentrates on helping states and localities build the capacity to design and implement their own education and training systems suited to their history, culture and unique needs. Their website includes information about their areas of focus, including research, policy forums and training opportunities. Specific content areas feature online include school design, school leadership and workforce development. Their online bookstore offers textbooks and curriculum related to their areas of focus.

**National Child Welfare  
Resource Center for Youth  
Development (NRCWRCYD)**

[www.nrcys.ou.edu/nrcyd/](http://www.nrcys.ou.edu/nrcyd/)

The University of Oklahoma National Child Welfare Resource Center for Youth Development (NCWRCYD) increases the capacity and resources of States and Tribes to effectively help youth in care establish permanent connections and achieve successful transitions to adulthood. The Center can help States incorporate youth into all areas of programs and services, implement services that address legislative requirements, prepare for Child and Family Services Reviews (CFSR) and Program Improvement Plan (PIP) development, and implementation. The Center bases its technical assistance and training around the four core principles of youth development, collaboration, cultural competence, and permanent connections.

**National Clearinghouse for  
Youth Development  
Practitioner Apprenticeship  
(YDPA)**

[www.levitan.org/initiatives.html#YDPA](http://www.levitan.org/initiatives.html#YDPA)

The National Clearinghouse was established by the U.S. Department of Labor to facilitate the development and implementation of YDPA Programs across the nation. The Clearinghouse is dedicated to improving the quality and increasing the quantity of registered YDPA Programs through a variety of means, including information dissemination and marketing, technical assistance and acting as the repository for related instruction curriculum. The website links to resources and program information.

**National Collaborative on  
Workforce and Disability for  
Youth (NCWD/Youth)**

[www.ncwd-youth.info/](http://www.ncwd-youth.info/)

The NCWD/Youth website is a source for information about employment and youth with disabilities. NCWD/Youth partners with experts in disability, education, employment, and workforce development to provide high quality, relevant information. NCWD/Youth is funded by a grant administered by the Office of Disability Employment Policy (ODEP) at the U.S. Department of Labor.

**National Foster Care Coalition**

<http://www.natl-fostercare.org/>

As a unique coalition of national organizations and foster care alumni, the National Foster Care Coalition is dedicated to raising public awareness, coordinating advocacy efforts and building diverse alliances that strengthen foster care and community supports to ensure children, youth and families reach their full potential.

**National Governor's Association (NGA) Center for Best Practices**

[www.nga.org/center](http://www.nga.org/center)

The NGA Center for Best Practices helps governors and their key policy staff develop and implement innovative solutions to challenges facing their states. Among the areas of best practices they share are the fields of education and employment. The website offers access to a multitude of research papers, reports and other publications on issues related to education and youth.

**National Institute for Occupational Safety and Health (NIOSH)**

[www.cdc.gov/niosh/homepage.html](http://www.cdc.gov/niosh/homepage.html)

NIOSH is the federal agency responsible for conducting research and making recommendations for the prevention of work-related disease and injury. This website covers hundreds of topics related to worker health and safety. The site index allows search by topic to identify areas of interest and access to papers, publications, and resources.

**National League of Cities (NLC) The Institute of Youth, Education and Families**

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

NLC's Institute of Youth, Education and Families focuses on five core program areas: education, youth development, early childhood development, safety of children, and youth and family economic security. The website offers research papers and publications, tools, and information about NLC's programs and services.

**The National Mentoring Partnership (MENTOR)**

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

MENTOR advocates for the expansion of mentoring and serves as a resource for mentors. The website provides information on and materials for mentoring as well as national sites in need of mentors.

**The National Resource Center for Family-Centered Practice and Permanency Planning (NRCFCPPP)**

[www.hunter.cuny.edu/soc-work/nrcfcpp/about-us.html](http://www.hunter.cuny.edu/soc-work/nrcfcpp/about-us.html)

The NRCFCPPP focuses on increasing the capacity and resources of State, Tribal, and other publicly supported child welfare agencies to promote family-centered practices that contribute to the safety, permanency, and well-being of children while meeting the needs of their families. The NRCFCPPP helps agencies implement strategies to expand knowledge, increase competencies, and change attitudes of child welfare professionals, with the goal of infusing family-centered principles and practices in their work with children, youth, and families who enter the child welfare system.

**National Young Worker Safety Resource Center (YWSRC)**

[lst-socrates.berkeley.edu/~safe-jobs/nation/index.html](http://lst-socrates.berkeley.edu/~safe-jobs/nation/index.html)

The National Young Worker Safety Resource Center was established to work with state-level agencies and organizations to share existing training and education resources and help states initiate new activities. The YWSRC provides training, technical assistance, and resource materials to groups throughout the country. The Center is a partnership between the Labor Occupational Health Program at UC Berkeley and the Education Development Center, Inc.

**National Youth Development Information Center (NYDIC)**  
[www.nydic.org](http://www.nydic.org)

NYDIC is a project of the National Collaboration for Youth. NYDIC provides practice-related information about youth development to national and local youth-serving organizations. They are concentrating on materials related to research and evaluations (demonstrating the value and impact of youth development programs); projects and programs (best practices); policies and regulations that have an impact on development of youth; foundation and federal funding opportunities; and career development information. The website includes information on evaluation, research, federal and state policies, statistics and program development.

**National Youth Employment Coalition (NYEC)**  
[www.nyec.org](http://www.nyec.org)

NYEC is a national organization dedicated to promoting policies and initiatives that help youth succeed in becoming lifelong learners, productive workers and self-sufficient citizens. Members have access to a range of special benefits, including a newsletter, conference calls, retreats and coalition building. Educators, youth practitioners and the public have access to research, policies, strategies, and system focus and development materials related to youth and youth serving systems. NYEC's projects include PEPNet, New Leaders Academy and monthly Youth Notes and Advocacy Notes. Extensive information available online includes position papers, strategies for system development and educational and public policy information to assist educators and youth practitioners in their work. The public can access the database to review promising practices in organizations and programs across the country.



**New Ways to Work (New Ways)**[www.newwaystowork.org](http://www.newwaystowork.org)

New Ways to Work builds community connections that prepare youth for success as adults. New Ways pioneered the All Youth-One SystemSM approach to help communities build comprehensive youth-serving systems for all youth, including our most vulnerable young people. New Ways helps create powerful partnerships among schools, community organizations, social service agencies, the private sector, government, and community partners to ensure better access to quality educational and career opportunities for youth. For the past 20 years, New Ways has worked across the nation to ensure that public resources targeted to prepare youth for their future are used effectively. New Ways' website includes information about their projects and includes free tools for building the capacity of programs and initiatives as well as a library of publications related to youth development, supporting vulnerable populations, supporting intermediaries, and developing comprehensive youth-serving systems. Their projects include the Youth Transition Action Teams Initiative, the Youth Council Institute, the Intermediary Network, Diploma Plus – California expansion, Engaging Workplace Partners, Quality Work-Based Learning, and the Sonoma County California Work Ready Certification Program. New Ways also offers customized training and technical assistance.

**NonProfit Pathfinder**[www.independentsector.org/pathfinder/innovations/index.html](http://www.independentsector.org/pathfinder/innovations/index.html)

The NonProfit Pathfinder: The Global Gateway to Civil Society Research and Innovation is an online collaboration between Independent Sector and the University of Maryland Civil Society/Community Building Initiative. The goal of the website is to organize research sources on the nonprofit sector and to provide scholars and practitioners with descriptions and links to the best of them.

**Northwest Regional Education Laboratory (NWREL)**[www.nwrel.org](http://www.nwrel.org)

NWREL is one of ten regional education labs across the U.S. that works to improve educational results for youth and adults by providing research and development assistance in delivering equitable, high-quality educational programs. They provide research and development assistance to education, government, community agencies, business and labor. This website offers resources on educational topics (administration and management, community and family, education reform, teaching and learning), including products, publications and information about programs.



**Occupational Information  
Network (O\*NET)**

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

O\*NET is an application that was created for the public to provide broad access to a database of occupational information. The O\*NET database includes information on skills, abilities, knowledge, work activities and interests associated with occupations. Information in O\*NET is available for over 950 occupations. Each occupational title and code is based on the most current version (2000) of the Standard Occupational Classification system. This website allows the user to search by occupation key words, job families or complete list. They have a survey that matches skills to careers that best suit skill sets.

**Occupational Outlook  
Handbook (OOH)**

[www.bls.gov/oco](http://www.bls.gov/oco)

OOH is a source of career information designed to provide assistance to individuals making decisions about their future work lives. Revised every two years, the handbook describes what workers do on the job, working conditions, the training and education needed, earnings and expected job prospects in a wide range of occupations. This website provides information about the handbook as well as links to related information and resources.

**Occupational Safety and  
Health Administration  
(OSHA)**

[www.osha.gov](http://www.osha.gov)

OSHA adopts and enforces workplace safety and health standards to protect workers from work-related injuries and illnesses. The Compliance Office conducts inspections in response to employee complaints or as part of a targeted inspection program initiated by OSHA to ensure that workers and the public are protected from safety hazards. OSHA also has compliance assistance specialists who can provide general information. This website features information and tools to assist workplaces in meeting compliance, understanding law and regulations and creating safe and healthy environments for workers, including a special link to support teen workers.

**Office of Youth Services  
(OYS)**

[www.doleta.gov/youth\\_services](http://www.doleta.gov/youth_services)

OYS is a department within the USDOL primarily responsible for coordinating all youth-related workforce activities, providing leadership, policy direction, program administration, technical assistance, guidance, and support activities for the major youth programs authorized by the Workforce Investment Act (WIA) of 1998: State formula-funded grants, Youth Opportunity Grants, Job Corps, and other discretionary programs. They also publish a bimonthly newsletter, Youth Resource Connection, which provides updates on papers and publications, legislation, funding opportunities and a calendar of events on topics related to youth.

<b>Project 540</b> <a href="http://www.project540.org">www.project540.org</a>	<p>Project 540 gives 100,000 students nationwide the opportunity to talk about issues that matter to them and to turn these conversations into real school and community change. This website features interactive dialogue for youth, updates on youth involvement in change, and critical research based on youth report and feedback.</p>
<b>Promising and Effective Practices Network (PEPNet)</b> <a href="http://www.nyec.org/pepnet">www.nyec.org/pepnet</a>	<p>PEPNet is a system and information source for identifying and promoting effective youth employment and development practices. The PEPNet criteria are used to measure the effectiveness of programs in the field. Organizations/initiatives can complete an extensive self-assessment and application for recognition as promising practices. A peer review team recognizes qualifying organizations as PEPNet awardees. The website has a data base with all PEPNet awardee practices. PEPNet is a project of NYEC (see listing).</p>
<b>Promising Practices</b> <a href="http://www.promising-practices.org">www.promising-practices.org</a>	<p>Promising Practices is a research and reference resource for innovative and continuous improvement practices in workforce development. The site features a search engine with topic, population, and state searches. The site contains links to programs and organizations modeling promising practices. Users may register their own promising practices.</p>
<b>Promising Practices in Afterschool</b> <a href="http://www.afterschool.org">www.afterschool.org</a>	<p>This website provides youth workers with a valuable resource that covers all aspects of creating or improving after-school programs. The site is managed by the Center for Youth Development and Policy Research (see listing) at the Academy for Educational Development.</p>
<b>Public Education Network (PEN)</b> <a href="http://www.publiceducation.org">www.publiceducation.org</a>	<p>PEN's mission is to create systems of public education that result in high achievement for every child. PEN is a national association of local education funds (LEFs) advancing school reform in low-income communities across the country. The network advocates for changes in school system funding, curriculum and assessment practice reform, school-level authority and decision making, ongoing professional development for teachers, and public engagement in building relationships among citizens, schools, and communities. PEN's website provides information about LEFs and reports proven strategies for improving student achievement in U.S. public schools.</p>

**Rubistar**  
[rubistar.4teachers.org/index.php](http://rubistar.4teachers.org/index.php)

Rubistar is a tool to help the teacher who wants to use rubrics but does not have the time to develop them from scratch. This website is a resource for creating rubrics for project-based learning activities.

**School and Beyond**  
[www.schoolandbeyond.org](http://www.schoolandbeyond.org)

School and Beyond is a School-to-Career website developed for the California Federation of Teachers (under contract to the state). The goal of this project is to provide professional development for educators, including teachers, counselors, career guidance staff and other youth services staff, in the concepts of “School-to-Career” and “authentic learning”. The website offers a comprehensive and easy to navigate resource guide, toolkit and a great deal of information related to all aspects of school-to-career. Features include tools and resources to assist in integrating rigorous school-to-career pedagogy into curriculum and practice.

**School Grants**  
[www.schoolgrants.org](http://www.schoolgrants.org)

School Grants is an online resource for grants, instructional materials, discussion groups, grant writing aids, newsletters and consulting services. The website features instructional material regarding how to write grants as well as postings of local, state and national grants available for PK–12 and an online listserve that sends updates on grants and funding opportunities.

**Search Institute**  
[www.search-institute.org](http://www.search-institute.org)

At the heart of the Search Institute’s work is the framework of 40 Developmental Assets. These assets are positive experiences, relationships, opportunities and personal qualities that young people need to grow up healthy, caring and responsible. This website provides information about the institute including the 40 Developmental Assets framework and compatible tools.

**Struggling Teens**  
[www.strugglingteens.com](http://www.strugglingteens.com)

This resource for troubled adolescents and their parents is designed to help them find programs, schools and support for handling behavioral problems. The site includes a listing of specialized education options.

**Strumpf Associates and the Center for Strategic Change**  
[www.strumpfassociates.com](http://www.strumpfassociates.com)

The Center for Strategic Change helps human resource organizations improve the quality of their delivery systems and services by ensuring the connection to workplace skills. They provide technical assistance, leadership training, partnership facilitation, creative problem solving and practical research, all designed to improve customer satisfaction. Their website provides information about the Center for Strategic Change and access to their surveys.

**U.S. Department of Education**

[www.ed.gov](http://www.ed.gov)

The U.S. Department of Education's mission is to strengthen the federal commitment to assuring access to equal educational opportunity for every individual; supplement and complement the efforts of states, the local school systems and other instrumentalities of the states, the private sector, public and private nonprofit educational research institutions, community-based organizations, parents, and students to improve the quality of education; encourage the increased involvement of the public, parents, and students in federal education programs; promote improvements in the quality and usefulness of education through federally supported research, evaluation, and sharing of information; improve the coordination of federal education programs; improve the management of federal education activities and increase the accountability of federal education programs to the President, the Congress, and the public. Their website provides information on topics such as funding opportunities, research, statistics, news, events, programs, services, publications, products and online educational resources.

**U.S. Department of Health and Human Services  
Family and Youth Services  
Bureau (FYSB)**

[www.acf.hhs.gov/programs/fysb/](http://www.acf.hhs.gov/programs/fysb/)

FYSB supports local communities in providing services and opportunities to young people, particularly runaway and homeless youth. FYSB does so by awarding funding that enables communities to offer services to young people and their families and to test new approaches to helping youth. The FYSB website provides resources for developing a positive youth development approach within organizations, policy reform and communities.

**U.S. Department of Labor (DOL)**

[www.dol.gov](http://www.dol.gov)

The U.S. Department of Labor (DOL) fosters and promotes the welfare of the job seekers, wage earners and retirees of the United States by improving their working conditions, advancing their opportunities for profitable employment, protecting their retirement and health care benefits, helping employers find workers, strengthening free collective bargaining and tracking changes in employment, prices, and other national economic measurements. In carrying out this mission, DOL administers a variety of federal labor laws, including those that guarantee workers' rights to safe and healthful working conditions; a minimum hourly wage and overtime pay; freedom from employment discrimination; unemployment insurance; and other income support. The department's website provides information on government and service agencies, laws, regulations, statistics, data, news, programs, services and related sites. Easy navigation by topic or audience to identify specific information related to youth health and safety and federal child labor laws is a feature of this site.

**What Kids Can Do (WKCD)**  
[www.whatkidscando.org](http://www.whatkidscando.org)

WKCD is a national nonprofit organization that documents the value of young people working with teachers and other adults on projects that combine powerful learning with public purpose for an audience of educators and policy makers, journalists, community members and students. Their website offers several great papers and feature stories related to youth organizing, leadership, activism and civic participation.

**Youth Development and Research Fund (YDRF)**  
[www.ydrf.com](http://www.ydrf.com)

YDRF was formed in response to the need to reclaim the lost economic fortunes of at-risk young adults by a multicultural group of young professionals with expertise in youth programming, research and policy. YDRF's mission is to improve programs, policies and opportunities for youth through research, training and culture. The YDRF website offers several tools and reports aimed at guiding youth practitioners in increasing youth cultural competence in their organizational structure and framework. Information about training, professional development, curriculum resources and guidance through workshops and events is also available.

**Youth on Board**  
[www.youthonboard.org](http://www.youthonboard.org)

Youth on Board helps young people and adults think differently about each other so they can work together to change society. Their work is focused on preparing youth to be leaders in their communities and strengthening relationships between youth and adults by providing publications, customized workshops and technical assistance. This website offers information about training and professional development opportunities as well as tools and publications to help organizations launch or enhance youth participation in organizational development and implementation.

**Youth Policy Action Center**  
[www.youthpolicyactioncenter.org/](http://www.youthpolicyactioncenter.org/)

More than 30 of the country's leading national advocacy organizations have joined forces for improving policies and programs for children and youth. The new Youth Policy Action Center, generously supported by the award-winning technology of Capitol Advantage, will help youth and concerned adults contact elected officials about important programs and initiatives. The Youth Policy Action Center gives young people a platform on which to stand and be counted in national debate and dialogue. It gives national advocates a way to come together and act as one. And it gives all citizens — concerned parents, proud grandparents, dedicated teachers — political power which used to be the exclusive providence of entrenched special interest lobbyists.

**Youth Today**  
[www.youthtoday.org](http://www.youthtoday.org)

Youth Today is an independent, national newspaper geared to people who work with youth. It includes an extensive calendar of workshops and conferences related to professional development and youth issues, reviews of books and videos for use with staff and youth, grants awarded in the youth field and analysis of legislative issues concerning youth. Youth Today is connected to the Forum for Youth Investment. This website features highlighted abstracts of current issues and subscription information.

**The Youth Transition Funders Group (YTFG)**  
[www.ytfg.org/](http://www.ytfg.org/)

The Youth Transition Funders Group is a network of grantmakers whose mission is to help vulnerable youth make a successful transition to adulthood by age 25. The YTFG is dedicated to improving the lives of the 3 million young people, between the ages of 14 and 24, in need of extra support. The YTFG has adopted the theme, “Connected by 25,” to describe this mission. They collaborate to change the way that adults work together in order to make sure that every young adult has the education, skills, and supports to be Connected by 25.

## APPENDIX H

comprehensive local youth-serving system

### About the YCi Partners

#### New Ways to Work

New Ways to Work (New Ways) builds community connections that prepare youth for success as adults. New Ways pioneered the All Youth-One System<sup>SM</sup> approach to help communities build comprehensive youth-serving systems for all youth, including our most vulnerable young people. New Ways helps create powerful partnerships among schools, community organizations, social service agencies, the private sector, government, and community partners to ensure better access to quality educational and career opportunities for youth. For the past 20 years, New Ways has worked across the nation to ensure that public resources targeted to prepare youth for their future are used effectively.

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

#### California Workforce Association

The California Workforce Association (CWA) is a non-profit organization representing the 50 Workforce Investment Boards, over 200 One-Stop Career Centers and other workforce development partners in California. CWA's mission is to promote, enhance and serve the interests of local workforce development partnerships in California. While many other associations have an interest in workforce development, CWA is the only organization that participates in developing a broad spectrum of workforce development policies. At the state and federal levels, CWA represents the voice of the local system to ensure that policy and administrative decisions are made with the full understanding of the implications for implementation. On the local level, CWA works to support and improve regional and community system building through the provision of training, technical assistance and access to a peer network of practitioners around the state.

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

#### California Workforce Investment Board

The California Workforce Investment Board (CalWIB) was established through an executive order by Governor Gray Davis to advise and assist in planning, coordinating, and implementing the provisions of California's workforce development programs and services. All members of the board are appointed by the governor and represent the many facets of workforce development, business, labor, public education, higher education, economic development, youth activities, employment and training. CalWIB is committed to developing a comprehensive youth development system that serves all youth and builds on existing programs and networks.

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



### **California State Youth Council**

The California State Youth Council was established by the CalWIB to provide leadership for youth development in California. The State Youth Council is committed to facilitating and modeling meaningful youth involvement and creating system-wide solutions by working in a collaborative effort with youth, local Youth Councils and workforce boards, state and local agencies, educational institutions, workplace and business partners, and communities to improve the quality of life for the youth of California.

*[www.calwia.org/youth\\_development/syc\\_mission\\_vision.tpl](http://www.calwia.org/youth_development/syc_mission_vision.tpl)*

### **Additional Thought Partners in the Original Design of YCi**

#### **Keep the Change, Inc.**

Keep the Change, Inc., is dedicated to coaching communities and giving them the tools to make system-wide, sustainable changes in workforce development and education. J.D. Hoye, President of Keep the Change, is the former director of the National School-to-Work Office in Washington, D.C. There she addressed the necessity for relevant education in our schools.

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

#### **Commonwealth Corporation**

Commonwealth Corporation is a quasi-public organization providing a range of services to workers, businesses, youth, educators, and the workforce development system. John Niles serves as Director of Operations for the Center for Youth Development and Education (CYDE) at CommCorp. Previously, he served as Executive Director of the Massachusetts Office for School to Work Transition, where he directed the federal School-to-Work Opportunities Initiative.

*[www.cbwl.org/cyde/index.html](http://www.cbwl.org/cyde/index.html)*

#### **Strumpf Associates and the Center for Strategic Change**


The Center for Strategic Change helps human resource organizations improve the quality of their delivery systems and services by ensuring the connection to workplace skills. The Center provides technical assistance, leadership training, partnership facilitation, creative problem solving, and practical research. Lori Strumpf is a nationally known expert in organizational management, training, and design for education, training, and human resource development systems. She has over 25 years in the human services and workforce development fields and has served as President of Strumpf Associates: Center for Strategic Change for 20 years. Prior to that, Lori was Assistant Director for the National Association of Private Industry Councils.

*[www.strumpfassociates.com](http://www.strumpfassociates.com)*





New Ways to Work (New Ways) builds community connections that prepare youth for success as adults. New Ways pioneered the All Youth-One System<sup>SM</sup> approach to help communities build comprehensive youth-serving systems for all youth, including our most vulnerable young people. New Ways helps create powerful partnerships among schools, community organizations, social service agencies, the private sector, government, and community partners to ensure better access to quality educational and career opportunities for youth. For the past 20 years, New Ways has worked across the nation to ensure that public resources targeted to prepare youth for their future are used effectively. New Ways' website includes information about their projects and includes free tools for building the capacity of programs and initiatives as well as a library of publications related to youth development, supporting vulnerable populations, supporting intermediaries, and developing comprehensive youth-serving systems.



This guidebook contains information and guidance intended to help Youth Councils around the nation establish practices to better serve youth. In an effort to provide the most useful and practical materials possible, the authors of this guidebook have gathered together the tools, materials, strategies, and approaches developed by the Youth Council Institute (YCi) and highlighted them with examples of quality practices employed by Youth Councils throughout the country. The guidebook itself is augmented with a listing of additional resources and publications on Youth Council practice.

Produced for the  
Youth Council Institute  
[www.newwaystowork.org/initiatives/yci.html](http://www.newwaystowork.org/initiatives/yci.html)

by

New Ways to Work  
103 Morris Street, Suite A  
Sebastopol, CA 95472  
(707) 824-4000

New Ways to Work  
The Thoreau Center  
1016 Lincoln Boulevard, Suite 222  
San Francisco, CA 94129  
(415) 995-9860

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

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