Administration for Children and Families
Office of Family Assistance

Tribal TANF and Native American Works

"Employment Strategies for Youth and the Hard to Employ

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"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

-- Albert Einstein

Staff Principles that
Promote Career Readiness

- ✓ **CARING ADULT:** "They don't care what you know until they know that you care."

- ✓ **ASSETS – Not Deficiencies**: Skills are transferrable

- ✓ **RESPECT YOUTH INTELLIGENCE AND CULTURE**

- ✓ **YOUTH CULTURE TRANSFERABLE TO CAREER CULTURE**

- ✓ **HIGH SUPPORT and HIGH EXPECTATIONS**

- ✓ **PEER-LEADERSHIP: Facilitate Group to be Self-Governing**

Career Readiness in Context

1) **A Career Ready Culture can have a great influence over how well individual youth programs and staff effectively prepare young people for post-secondary education, gainful employment, and growth as leaders**

2) **A Career Ready Culture is limited in its influence over broader systemic issues such as labor market trends, tuition costs, wage gaps, job creation, criminal justice system, employment discrimination, etc.**

3) **A Career Ready Culture is more than curricula, a workshop, or a great facilitator.**

Context for Career Readiness

1) **KNOWLEDGE-BASED ECONOMY = PSE REQUIRED**
   Two-thirds of all new United States jobs will require Post-Secondary Education and Credentials (BLS)

   Native Americans and Jobs, Economic Policy Institute, 2013

   • "High educational attainment is the factor most likely to increase American Indians' odds of securing employment."

   • Recommendation: "Maximize the number of regular high school diplomas obtained by Native Americans"

   • Recommendation: "Increasing the number and size of tribal programs supporting higher education."

CONTEXT FOR CAREER READINESS

Effects of Odds of American Indians Being Employed

GED[c]	50%
High school diploma[c]	108%
Some college[c]	192%
Associate degree[c]	269%
Bachelor's degree[c]	427%
Advanced degree[c]	607%

Native Americans and Jobs, Economic Policy Institute, 2013

1) Career Readiness Must Include a Post-Secondary Education Culture

CREATING A PSE CULTURE

➢ **Staff Culture: Do All Staff Believe It?**

➢ **Program Culture: Does it Promote Post -Secondary Education for ALL?**

➢ **Exposure: Is there monthly exposure to colleges and vocations on/off site?**

➢ **Empowerment: Do you have a 100% "PSE Aspiration Rate" by Graduation?**

Context for Career Readiness

2) **SERVICE-BASED ECONOMY = <u>PEOPLE SKILLS REQUIRED</u>**
   90-96% of all new jobs will be from Service industries
   (HealthCare, Business and Professional, Teaching, Etc.)

3) **LEADERSHIP DEVELOPMENT IS A CRITICAL ASPECT IN PROMOTING CAREER READINESS SKILLS**

2) Service-Based Economy = PEOPLE SKILLS REQUIRED

- **PROBLEM-FREE IS NOT FULLY-PREPARED**
  (Transportation; Substance Use-Abuse; Mental Health; Child Care, etc.)

- **PEOPLE SKILLS are often the LIFE PRESERVER as Young People attain Education/Credentials/Work**

  PEOPLE SKILLS are ESSENTIAL SKILLS

- **PEOPLE SKILLS ARE TRANSFERRABLE and ADVANCEMENT SKILLS**

ESSENTIAL SKILLS GAP: WHAT'S THE PROBLEM?

11% of

[_____]

strongly agree that college graduates have the necessary skills and competencies to succeed in the workplace.

(Gallup Poll/Lumina Foundation Feb 2014)

96% of

[_____]

believe that they're effectively preparing students for success in the workplace.

(Gallup Poll/Inside Higher Ed Feb 2014)

11%of

BUSINESS LEADERS

strongly agree college grads have the necessary skills to succeed in the workplace.

96%of

ACADEMIC OFFICERS

believe that they're effectively preparing students for success in the workplace.

"Could this rift in perception itself be a main cause for our skills gap? -- I think yes" (Julian Alssid, Chief Workforce Strategist at College for America)

What Skills Do Employers Want From College Grads

What's important to employers

Skill Quality	Weighted Average Rating*
Ability to work in a team structure	4.55
Ability to make decisions and solve problems	4.50
Ability to plan, organize, and prioritize work	4.48
Ability to verbally communicate with persons inside and outside the organization	4.48
Ability to obtain and process information	4.37
Ability to analyze quantitative data	4.25
Technical knowledge related to the job	4.01
Proficiency with computer software programs	3.94
Ability to create and/or edit written reports	3.62
Ability to sell or influence others	3.54

* 5-point scale, where 1=Not at all important; 2=Not very important; 3=Somewhat important; 4=Very important; and 5=Extremely important

Do Youth Have Their PACT Certification?

| ESSENTIAL SKILL GROUP	Specific Work Readiness Goals
1) **P**ROBLEM-SOLVING	• Problem-Solving is **Leadership Development** • Critical Thinking and Ability to Learn on job • Creativity & Innovation, Communicate new ideas • *Can you adapt to change?*
2) **A**TTITUDE & **Professionalism**	• Attendance, Punctuality, and Appearance • Demonstrating personal accountability • Accepting constructive criticism • *Are You Likeable?*
3) **C**OMMUNICATION **Skills**	• Oral: effectively articulate thoughts & ideas • Non-Verbal Communication • Written Communication • *Can you sell yourself?*
4) **T**EAMWORK & **Collaboration**	• Work with diverse teams, make team better • Manage and negotiate conflicts • ~~"My Job Description"~~ • *Can you network and influence others?*

Creating A Career Ready Culture

1. **SIMULATE**
   Career Readiness

2. **INTEGRATE**
   Career Readiness
   in ALL Components

3. **MEASURE**
   Career Readiness

4. **MODEL**
   Career Readiness

5. **LEADERSHIP**
   Involve Youth

How did YB Providence integrate career-ready skills into GED?

More Than a Workshop

1. **SIMULATE IT:** Not only should construction component simulate work habits, but all core services should promote "learning by doing".

2. **INTEGRATE IT:** "Throughout All Components (GED, Construction, Leadership, Counseling)
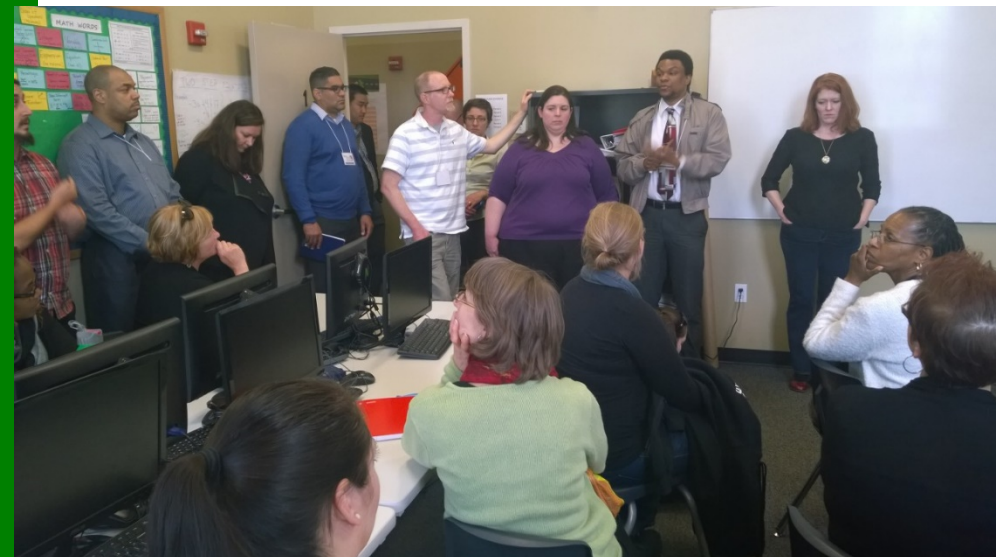
More Than a Curricula

3. MEASURE IT:
Education, credential gains, placement, and retention outcomes are measured…

But is career readiness BEHAVIOR also measured?

4. MODEL IT:
Are ALL staff promoting positive career-ready behaviors themselves?

Is modeling also measured?

Measuring Knowledge is Limited

A Very Brief Quiz

(Following 3 sample questions have been taken directly from Pre-Post Tests)

____ *"I understand the importance of demonstrating a positive attitude in the workplace."*

____ *"Employers are happy when employees stay home from work because they don't have to pay them for days missed."*

____ *"If you are not dressed appropriately, you will probably pass a job interview."*

____ *The three questions above represent effective indicators to measure a participant's work readiness.*

Measuring <u>Behavior</u> is Stronger Indicator

YOUTHBUILD WORK READINESS BEHAVIORAL ASSESSMENT TOOL

Participant Name:		Workplace:			
Start Date:		Trainer or Intern Supervisor:			
Review Date #1:		Mid-Review Date:		Final Review:	

FOUNDATION SKILL	PERFORMANCE EXPECTATIONS	Performance Improvement Plan Needed (1)	Needs Development (2)	Proficient (3)	Leader (4)
ATTENDANCE	Understanding work expectations for attendance and adhering to them. Notifying supervisor in advance in case of absence.	☐	☐	☐	☐ 1 missed day or perfect in month
PUNCTUALITY	Understanding work expectations for punctuality. Arriving on time, taking and returning from breaks on time, and calling supervisor prior to being late.	☐	☐	☐	☐ 1 late day or perfect in month
APPROPRIATE APPEARANCE	Dressing appropriately for position and duties. Practicing personal hygiene appropriate for position and duties.	☐	☐	☐	☐

Tool

Rubric

Find Tool Rubric, & Guidance!

	may be needed.	bare minimum performance.	interaction for next task.	and leads others.

QUALITY OF WORK

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Has not yet given best effort. Rarely evaluates work and utilizes feedback. Completes work inconsistently. Additional training may be needed.	Uneven work quality. Sometimes evaluates own work and utilizes feedback, but inconsistent in meeting quality standards.	Quality of work meets expectations. Evaluates own work, and utilizes employer feedback to improve performance.	Quality of work often exceeds expectations. Consistently gives best effort. Evaluates own work and utilizes employer feedback.

COMMUNICATION SKILLS

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Seldom speaks clearly or listens attentively. Repeatedly uses inappropriate language for the workplace. May need additional training and support.	Inconsistent in communicating in manner and language appropriate for workplace. Inconsistent in effort to speak clearly or listen attentively.	Demonstrates positive oral and non-verbal communication with rare exception. Listens attentively and uses language appropriate for workplace.	Consistently demonstrates positive oral/non-verbal communication skills. Speaks clearly and listens attentively, Can effectively present to a group if needed.

RESPONSE TO SUPERVISION

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Reluctant to accept feedback and constructive criticism from supervisor. Responds with poor verbal or non-verbal communication. Additional training may be necessary.	Inconsistent in accepting direction, feedback, and constructive criticism from supervisor. Shows potential for improvement.	Accepts direction and constructive criticism with positive attitude with rare exception. Uses feedback to improve work performance.	Consistently accepts direction and constructive criticism with positive attitude. Uses feedback to improve work performance, and provides new and useful ideas to employer.

TEAMWORK

Perf. Improvement Plan Needed	Needs Development	Proficient	Exemplary
Has not yet demonstrated appropriate group behaviors. Improvement	Inconsistent in promoting positive group behaviors amongst	Works well with co-workers, is respectful, and contributes to	Consistently facilitates positive group dynamics. Demonstrates leadership

MEASURING POST-SECONDARY EDUCATION READINESS
A look at PSE Initiative

Creating Postsecondary Partnerships that Work

Postsecondary Education Initiative (PSE) Performance Measures

Metric	Goal	Details
Degree or Certificate Attainment (includes high school diploma and GED)	75% for all who have joined the program without a GED or Diploma at entry will attain a GED/HS Diploma.	Asked every quarter for students identified as Current or Active, Completer, Termination, Previous Completers. (Please note: students who had a diploma or certificate prior to entry will not be included in this metric).
Reading and Math Level Improvement	60% of all students will achieve an education functioning level increase (approximately two levels) in math and reading.	Math and reading level data are collected at enrollment and exit. Scores at entry and exit are compared to determine if the student improved in math and reading.
Free Application for Federal Student Aid (FAFSA) Completion	100% students in the PSE Initiative will complete the FAFSA by completion of the program.	The FAFSA completion question is asked when a student completes the program. After the student is identified as a Previous Completer, the FAFSA completion question is asked during Quarter 2 and Quarter 4 follow-up.
PSE Application Submission	100% of enrollees in the PSE Initiative will complete at least one postsecondary institution application.	The college application question is asked when a student completes the program. After the student is identified as a Previous Completer, the FAFSA completion question is asked during Quarter 2 and Quarter 4 follow-up.
Postsecondary Acceptance Rate	At least 75% of students will be accepted into a college program by the point of program completion.	The question regarding postsecondary acceptance is asked of students who have either completed or terminated from the YouthBuild program.
Placement in Postsecondary Education Institution	50% of students in the PSE Initiative will be placed in postsecondary education institution.	After a student has completed the YouthBuild program, staff will report whether a student is placed in postsecondary education. This question is asked of completers and previous completers.
Retention	At least 50% of students	After a student completes the YouthBuild program and their placement is reported in

Tools: Measure Use vs. Abuse

- AUDIT: Alcohol Use Disorders Identification Test

- https://www.drugabuse.gov/sites/default/files/files/AUDIT.pdf

- DAST: Drug Abuse Screening Test
  https://www.drugabuse.gov/sites/default/files/files/DAST-10.pdf

A Culture of Career Readiness: Sample Strategies

ACTION	SAMPLE STRATEGIES	By Who/ By When
SIMULATE IT	-Implement daily expectations that are employer informed and align with workplace behavior -**Implement Career Days or Weeks**: One day per week where young people dress in business attire from corporate perspective (i.e. Workin' Wednesdays)	
INTEGRATE IT:	--**Case Conferencing** with all staff on weekly basis to address participant work readiness progress before determining assessment -- **One Norm Across Components**: Have construction, education, and other components adopt norms that promote career development growth	
MEASURE IT:	-- **Youth Work Behavior**: Use a Work Readiness Assessment tool on monthly to quarterly basis. (see Tool/Rubric/Guidance in YB Partnering With Employers Manual -- **Youth Career Portfolio**: Strengthen Portfolio Goals (see San Joaqin Handout)	
MODEL IT:	-- **Individual Staff Modeling:** Measure staff modeling with same tool that is used to measure youth progress (min quarterly basis). -- Have Values and Expectations highlighted throughout center	
FACILITATE YOUTH Involvement	-- **For Workshop Facilitators/Teachers:** Facilitate 1-2-3 method that integrates soft skills 1) Youth First (Problem-Solving); 2) Peers Second (Teamwork); and 3) Facilitator Last -- Have youth obtain information interviews employers/educators on expectations from young people. Prepare youth beforehand and Integrate into expectations.	
CELEBRATE IT!	-- **"Achievement Days"** on at minimum of quarterly basis -- **Beyond Wall of Fame:** Have success highlighted throughout the center -- **Celebratory Staff Culture**: 4 Positives delivered to youth for each potential negative	

Creating A Career Ready Culture Program Questions

1) **STAFF:** Do staff members have words "Post-Secondary", "Career", "Placement", "Transition", "Retention", "College", or "Graduate" in their job title?

2) **ORIENTATION:** Are career readiness principles integrated into structure and design of orientation?

3) **STRUCTURE:** Do you hold regular GROUP workshops on Career Readiness from outset of the beginning of program?

4) **CONTENT:** Does it heavily reflect the people skills that colleges and employers demand most? Do youth and educators/employers have a joint role in design?

5) **DELIVERY:** Is delivery of material dynamic, engaging, youth culturally competent, experiential, and peer-led?

Sample Career Readiness Curricula

- **Department of Labor (ODEP) "Skills to Pay the Bills":**
  Mastering Soft Skills for Workplace Success
  http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf

  - **Workin' With Tradition Workbook:**
    http://www.workinitout.com/images/Tradition_Sample.pdf

- **Commonwealth Corporation Empower Your Future: Career Readiness Curriculum Guide (Massachusetts)**
  www.commcorp.org/resources/documents/Empower%20Your%20Future%20-%20Career%20Readiness%20Curriculum%20Guide%202010.pdf

- **Princeton University Career Planning Guide**
  www.princeton.edu/career/pdfs/Career-Services-Guide_ENTIRE.pdf

Use what you like. If it doesn't apply – let it fly!