

June 3, 2011

THE WHITE HOUSE COUNCIL

— ★ ★ ★ ★ *for* ★ ★ ★ ★ —

COMMUNITY SOLUTIONS

**Early Findings on the Fact-Base on
Disconnected Youth**

- Effectiveness Workgroup -



Executive summary

1 How is the labor market changing?

- Today's labor market is rapidly changing and demanding more post-secondary education and higher-order skills than ever before.

2 Who are the youth that are being left behind by this change?

- Three to four million people aged 16 to 24 are temporarily disconnected from education or work. The costs of failing to connect these youth to our economy are enormous and affect all of us.

3 Why is this happening?

- Youth face many challenges in connecting to the labor market, including educational, economic, and social challenges, and require different support systems tailored to their particular circumstances.

4 What can we do about it?

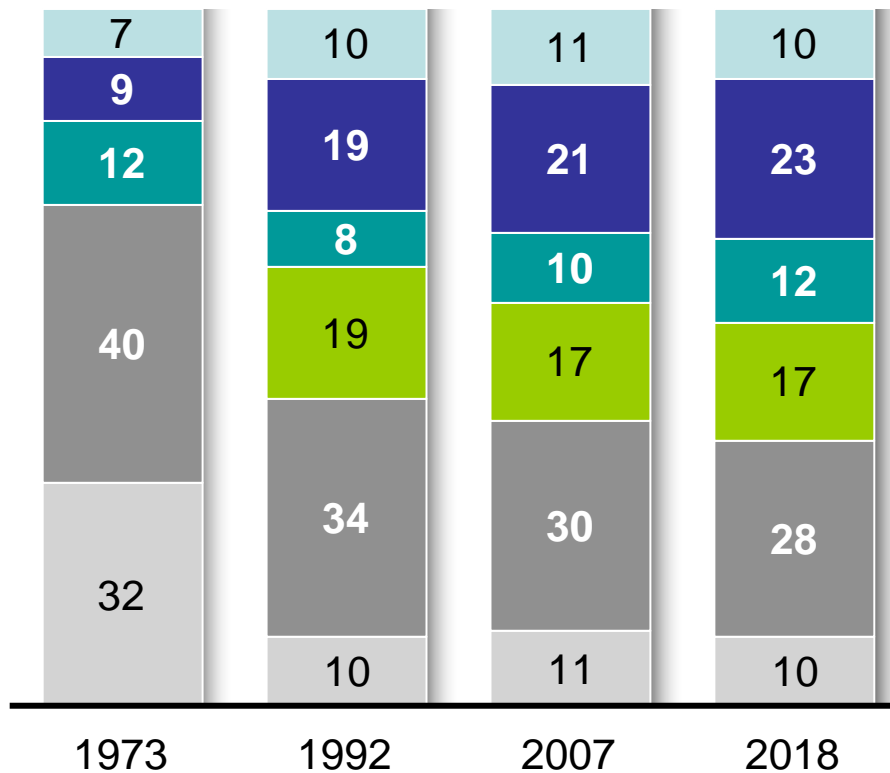
- Creating these career pathway support systems requires a multi-sector, systematic approach, including roles for the private, non-profit, and public sectors.



The US labor market is increasingly demanding post-secondary education and higher-order skills

■ Master's degree or better
 ■ Associate's degree
 ■ High school graduates
■ Bachelor's degree
 ■ Some college, no degree
 ■ High school dropouts

Percentage of workforce, by education level

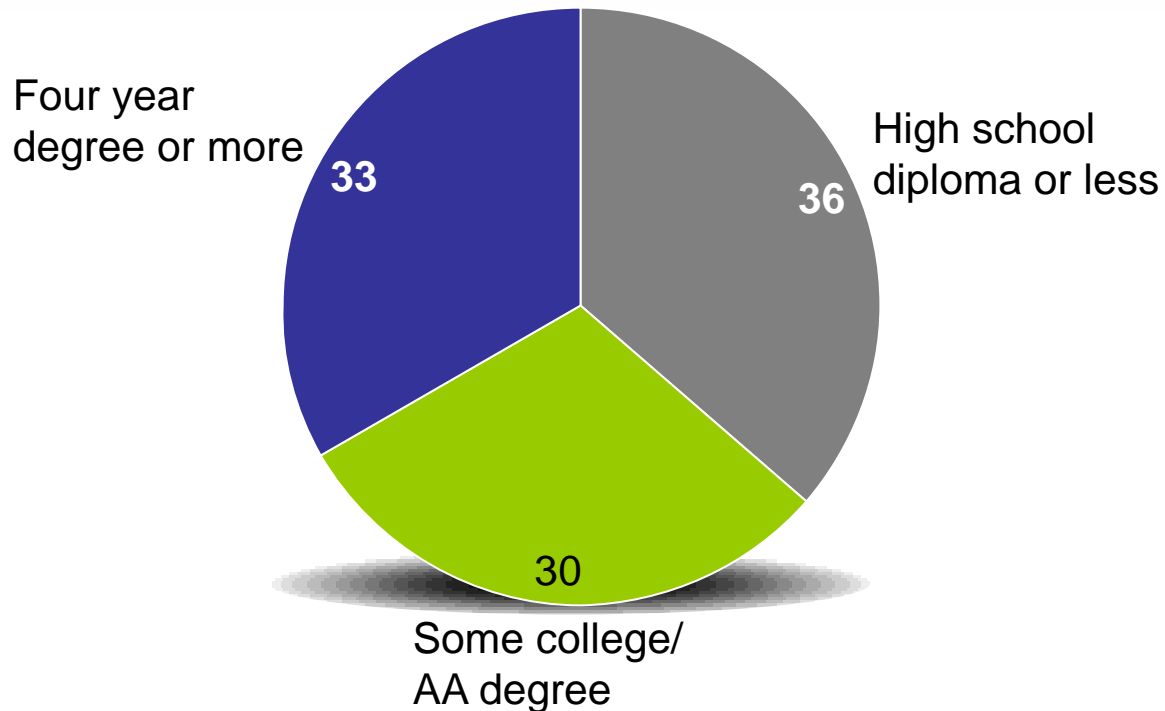


- In 1973, only 28% of jobs required some post-secondary education
- By 2018, 63% of job openings will require some post-secondary education



However, post-secondary education does not mean that everyone needs to get a four-year degree

Educational requirements of jobs today



- Majority of jobs today do not require a four-year degree
- However, credentialing remains important – over 40% of workers today require some form of certification, licensure, or registration to perform their jobs
- In fact, 27% of people with licenses or certificates – short of an AA degree – earn more than the average BA recipient

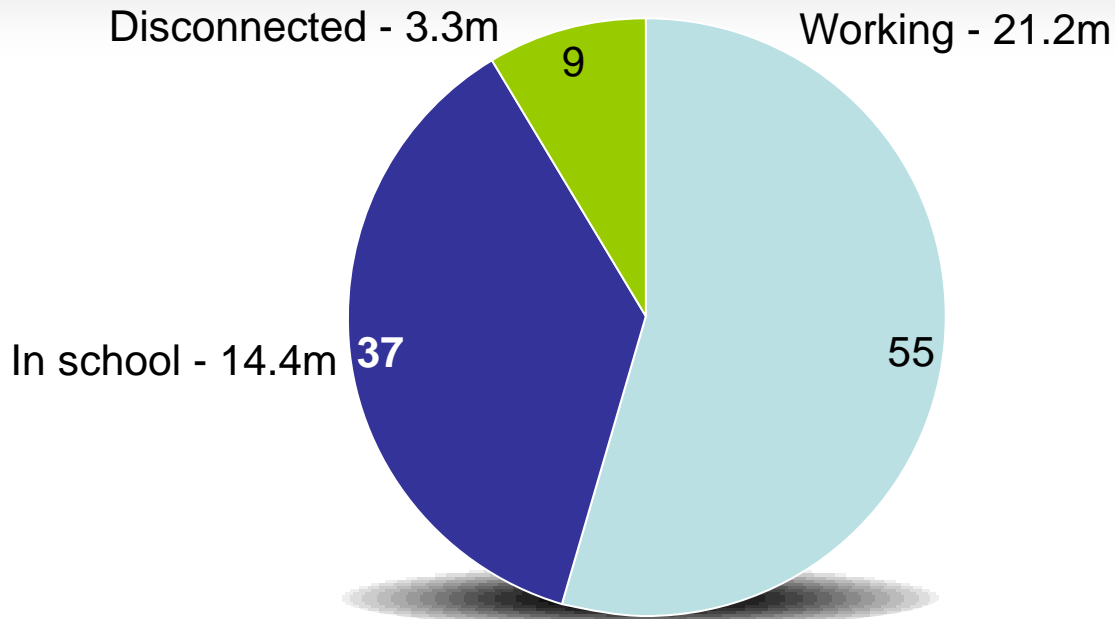
SOURCE: Carnevale, Strohl, and Smith. "Help Wanted: Projections of Jobs and Education Requirements through 2018." June 2010; "Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st century." Harvard Graduate School of Education. February 2011



Roughly 3 to 4 million US youth aged 16 to 24 are disconnected from the labor market and are neither in work nor in school

US population age 16-24, March, 2011

Percent (100% = 38.9m¹)



- While most youth successfully integrate into work or school, a significant share are disconnected from both
- Other estimates of the disconnected group made in the last ten years range from 1.9m to 5.2m
- 17% to 18% of people aged 16 to 24 are unemployed
 - For young Latinos, the rate is around 20%
 - For young African Americans, the rate is 25% to 30%

¹ Includes estimated 0.7m in jails and prisons or homeless

SOURCE: Current Population Survey, March, 2011; Bureau of Justice Statistics, 2002, 2009, 2010; National Alliance to End Homelessness; Bureau of Labor Statistics

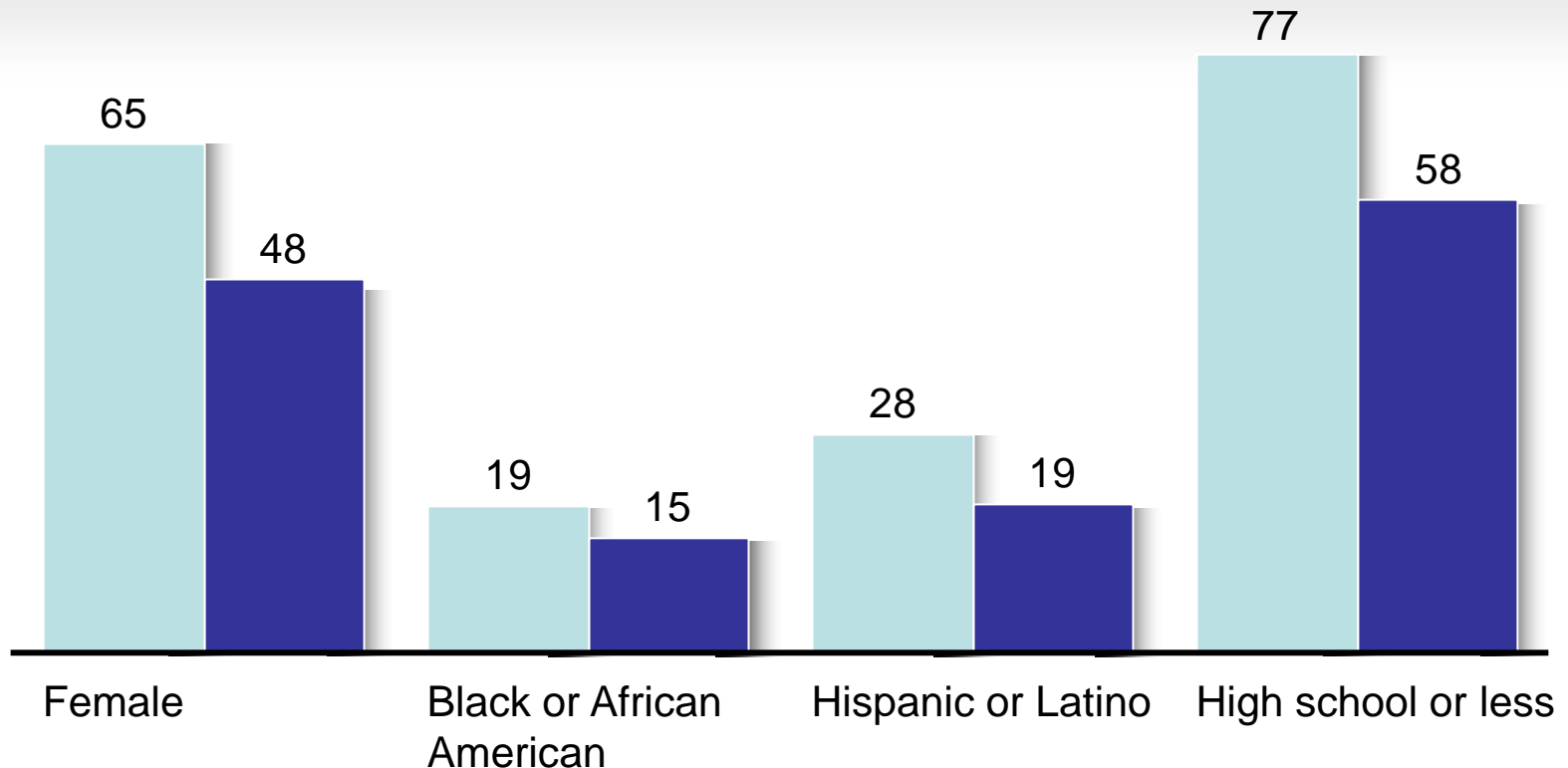


This population is made up disproportionately of women, minority groups, and the less-educated

Disconnected youth¹
Other youth

Share of group, March, 2011

Percent (100% = 2.6m disconnected youth, 35.6m other)



¹ Definition for this sample: Youth aged 16-24, not in school or work. Does not include those in jails and prisons, institutional health care, or homeless

SOURCE: Current Population Survey, March, 2011

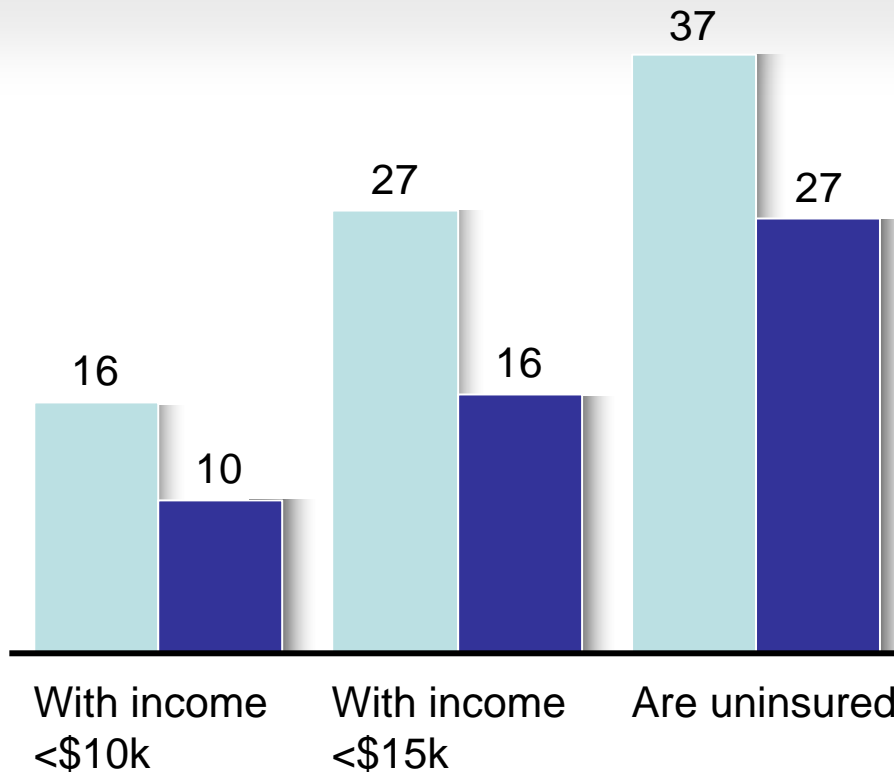


They also face a range of other challenges linked to their disconnected status

■ Disconnected youth^{1,2}
■ Other youth

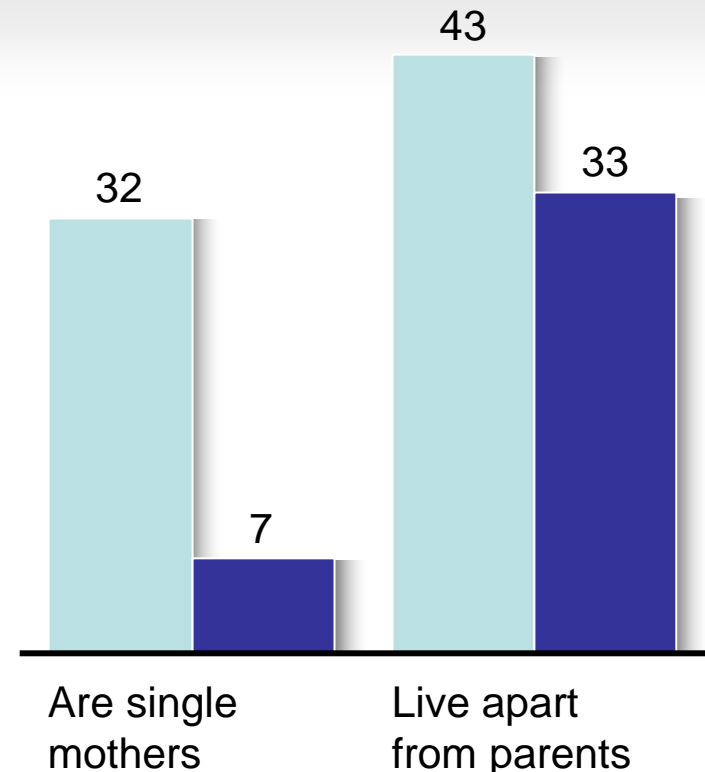
Share of group that ..., March, 2011

Percent (100% = 2.6m disconnected, 35.6m other)



Share of group that ..., 2008

Percent (100% = 1.9m disconnected, 35.7m other)



1 Definition for 2011 sample: Youth aged 16-24, not in school or work. Does not include those in jails and prisons, institutional health care, or homeless

2 Definition for 2008 sample: Youth aged 16-24, not in school and out of work for at least 12 months. Does not include those in jails and prisons, institutional health care, or homeless, or those with a child and married to a spouse who is in work or school

SOURCE: Current Population Survey, March, 2011; "Disconnected Youth", Congressional Research Service (2009)



Two things define their prospects – their degree of preparation for work or school, and their ability to take advantage of that opportunity

| | | Definition | Examples |
|--|---------------|---|---|
| Degree of preparation for work or education | Higher | <ul style="list-style-type: none"> Has enough preparation for work (or further education) to have “marketable” skills | <ul style="list-style-type: none"> High school graduate GED or other certification Completed apprenticeship |
| | Lower | <ul style="list-style-type: none"> Needs further education or work preparation to be marketable for appropriate opportunities | <ul style="list-style-type: none"> High school dropout Learning disabilities Language barriers |
| <hr/> | | | |
| Ability to take opportunities for work or education | Higher | <ul style="list-style-type: none"> Able to move into work or further education if connected to an appropriate opportunity | <ul style="list-style-type: none"> Manageable family obligations Basic health and welfare in place Actively interested in work or educational opportunities |
| | Lower | <ul style="list-style-type: none"> Faces barriers that make it difficult or impossible to move into work or further education, even if an opportunity exists | <ul style="list-style-type: none"> Full-time caregiver for family/child Mental or physical health issues In prison or justice system Homeless, or issues with food or transportation No encouragement from mentors |



These could be used to define a few large sub-groups¹ ...

| | | | |
|-----------------------|--------|---|--|
| Degree of preparation | Higher | C: “Facing obstacles outside education” <ul style="list-style-type: none"> ▪ High school or better education ▪ Unable to transition ▪ 45-50% (1.5-1.6m) | A: “Mismatched with employment system” <ul style="list-style-type: none"> ▪ High school or better education ▪ Able to transition ▪ 10-15% (0.5-0.7m) |
| | Lower | D: “Facing multiple hurdles” <ul style="list-style-type: none"> ▪ Less than high school education ▪ Unable to transition ▪ 30-35% (1.0-1.1m) | B: “Mismatched with education system” <ul style="list-style-type: none"> ▪ Less than high school education ▪ Able to transition ▪ 5-10% (0.2-0.3m) |
| | | Lower | Higher |

Ability to take up opportunities

¹ Segment sizes based on an estimated disconnected youth population of 3.3m

SOURCE: Current Population Survey (March, 2011), Bureau of Justice Statistics (1997, 2002, 2009, 2010)



... each facing a somewhat different set of barriers

| | | | |
|-----------------------|--------|--|--|
| Degree of preparation | Higher | C: “Facing obstacles outside education” <ul style="list-style-type: none"> ▪ Family obligations ▪ Health problems or disability ▪ Incarcerated ▪ Housing, food, or transport issues ▪ Lack of social support | A: “Mismatched with employment system” <ul style="list-style-type: none"> ▪ Qualifications mismatched to jobs ▪ Shortage of the right job opportunities ▪ Difficulty connecting with the right jobs |
| | Lower | D: “Facing multiple hurdles” <ul style="list-style-type: none"> ▪ Issues listed above AND ▪ Issues listed to the right | B: “Mismatched with education system” <ul style="list-style-type: none"> ▪ System issues <ul style="list-style-type: none"> – Inadequate schools – Not enough pathways ▪ Students’ needs <ul style="list-style-type: none"> – Learning disabilities – Language barriers |
| | | Lower | Higher |
| | | Ability to take up opportunities | |



Group B – Mismatched with the education system

Examples of important barriers

Suitability of education

Inadequate schools

Not enough pathways to graduation

Not enough student choice

Real/opportunity cost of school

School safety

Students' special needs

Learning disabilities

Language barriers

Discouragement of previous failures

Examples of first-priority programs

- Education
 - Basic skills remediation/tutoring
 - GED programs
 - Multiple pathways to graduation
 - Scholarship programs/financial aid
 - Dropout recovery/re-enrollment programs
 - Flexible hours
- “Learn and work” programs
 - Work experience in high schools
 - Second chance programs (GED plus job skills)
 - School-friendly employment
- Work-readiness programs
 - Community colleges/vocational education/CTE
 - “Stackable/portable” certificates
 - Apprenticeship programs



Group C – Facing non-work, non-education obstacles

Examples of important barriers

Family obligations

Taking care of family

Taking care of a child

Health or disability problems

Severe disability

Addiction/mental health problems

Incarcerated or criminal record

Other barriers that may overlap

Housing, transport, food issues

Domestic violence

Lack of parent/mentor support

Examples of first-priority programs

- Family programs
 - Child care
 - Parenting classes
 - Responsible fatherhood programs
 - “Young mother” programs
- Health care
 - Health insurance solutions
 - Substance abuse/mental health care
- Access to housing, food, transportation (including residential programs)
- Life-skills coaching



The most effective programs seem to have a few elements in common

Address needs holistically

- Provide **individual counseling** referring youth to additional services
- Provide **health services** and **child care**
- Provide **housing**, food, and transportation assistance
- Create **positive groups** with role models and leadership opportunities

Design rigorous programs

- **Connect clearly to the workforce** (e.g., through experiential learning)
- Create **individualized or self-paced curricula** with flexible schedules
- Use **appropriate incentives**, e.g., transportation or housing vouchers
- Focus on **known transition points** and transitions out of programs

Create effective organizations

- Provide appropriate **training, benefits, and development** to staff that can innovate and build strong relationships with youth
- Build relationships with **stakeholders** (e.g., city government, employers)
- **Collaborate** to create common entry points and shared case-planning

Empower youth

- Set **high expectations** and balance with a **clear code of conduct**
- Create an **opportunity for youth to give** and focus on their assets rather than just problems
- **Involve youth in decision-making** to strengthen their leadership skills and improve programs



However, they face a number of challenges

Program challenges

- **Lack of spaces** in programs that work
- Programs at different stages **may not link together** well
- **Lack of comprehensive impact evaluation** and/or poor performance makes it hard to justify scaling up many programs
- **Outreach is fundamentally challenging** and requires intensive activity and a longer-term approach

Organizational capacity

- Many organizations **lack the capacity or funding** to do holistic youth development successfully
- **Lack of diversity** in staff or leadership
- **Lack of collaboration** between programs, or of funders encouraging it

Demand issues

- **Employment markets vary widely** from one region to another
- The set of sectors that are hiring youth is **narrow and less-skilled**
- Competition from the **underground economy**

Gaps in support

- Some **sub-groups are under-served** (e.g., transitions out of foster care, the incarcerated)
- **Some support services are hard to find** in many communities (e.g., housing, mental health services, transportation)



Effective Community Collaboratives: Initial Findings and Insights

- History and current opportunity
 - Many community collaborations have faced challenges and had less impact than desired
 - Some promising next generation collaboratives are moving the needle on community-wide change; many are still unproven
- Six common elements of next generation collaboratives
 - Shared vision, strong leadership, broad interventions, shared measurement, sufficient infrastructure and resources
- Challenges of next generation collaboratives
 - Gaining the long-term commitment of stakeholders, securing and aligning leaders, establishing decision structures and accountability
- Needs expressed by next generation collaboratives
 - Increased visibility and respect
 - Policy changes that support collaborative approaches
 - Convenings to share best practices
 - Hands-on, readily available technical assistance

