



2015 Annual Report

YouthWorks
A catalyst for reform



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2015 YouthWorks Annual Report

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Introduction

YouthWorks is a catalyst, not a program. Communities are funded if they agree to make permanent changes to existing systems to increase work-based learning. In school years 2013-14 and 2014-15, YouthWorks roughly doubled the number of students with employer mentors and workplace internships in participating schools and dropout re-engagement programs. This report summarizes the results of this new reform, created by a partnership of the Governor's Office, Employment Security Department (ESD), Office of the Superintendent of Public Instruction (OSPI), Workforce Development Councils (WDCs), local schools and dropout re-engagement programs, and the Workforce Training and Education Coordinating Board.

Established under the pilot, "Career Readiness for a Working Washington," and the subsequent statewide initiative, "YouthWorks," this reform tested new ways to increase the number of youth accessing mentors, internships and work-based learning across the State of Washington, to increase graduation rates and young adult employment rates over the long term.

YouthWorks changes lives! It is successfully achieving its primary goals:

- (i) Permanently increase work-based learning by leveraging existing state and community resources, while maintaining local flexibility to choose effective strategies. For example:
 - Using the workforce development system's existing business relationships and job-matching capabilities to develop work-based learning opportunities for students in our schools and youth in dropout re-engagement programs.
 - Hiring shared staff for business outreach, mentor recruiting, and internship development.
 - Investing in technology, such as [Career Cruising](#) software, to help students identify their skills and abilities and explore potential career possibilities and educational pathways.
 - Building lasting relationships between complementary programs.
- (ii) Position Washington as a leader in developing youth and a skilled workforce;
- (iii) Capture promising best practices to share with program operators and policymakers; and
- (iv) Meet or exceed quarterly goals for the number of students with business mentors, graduation coaches, employer internships, other work-based learning opportunities, and career pathways identified.

Background

During the pilot, "Career Readiness for a Working Washington," referred to in this report as Phase 1, ESD and OSPI provided \$240,000 to test the concept in five areas of the state. In the statewide initiative, "YouthWorks," referred to in this report as Phase 2, all partners agreed to use \$1.9 million in federal Workforce Innovation and Opportunity Act (formerly Workforce Investment Act -WIA) funding and \$150,000 from federal Carl D. Perkins funding to increase graduation rates and job and career success for youth. In each community, the local Workforce Development Council works with one or more school

districts or dropout re-engagement programs to recruit and organize employers and coordinate student participation.

YouthWorks creates permanent and growing capacity to connect youth with mentors, work experience and work-based learning. YouthWorks emphasizes career readiness and involves community-based organizations as well as school districts to reach youth no longer in school. YouthWorks systematically builds partnerships between WDCs, school districts and out-of-school dropout re-engagement programs, strengthening local employer connections and creating more mentors, student internships, teacher externships and other work-based learning opportunities.

Flexible YouthWorks funds allow WDCs, schools, and programs for out-of-school youth to coordinate their existing funding sources to give youth all across our state a better chance at successful careers, and employers statewide a more educated and skilled workforce.

Research indicates that increasing work-based learning for youths has long-lasting positive impacts on their lives. Mentorship has been associated with youth having a more positive belief about their ability to succeed in school and attain better grades in school when compared to others who are not mentored.¹ Better attitudes toward school and better grades lead to increased graduation rates. Increased graduation rates from high school, post-secondary, and four-year institutions lead to higher employment for youth ages 16-24.² Increased high school graduation rates also lead to a per-student lifetime monetary benefit to that individual, taxpayers, and other beneficiaries in society of \$552,408 in net present value, 2013 dollars.³

YouthWorks is increasing work-based learning for youths across Washington and changing lives for the better!

Acknowledgements

Thank you to the following partners for making YouthWorks successful:

State Partners:

- Washington State Office of the Governor
- Employment Security Department
- Washington State Office of the Superintendent of Public Instruction
- Workforce Training and Education Coordinating Board

¹ Herrera, Carla, David L. DuBois and Jean Baldwin Grossman. 2013. The Role of Risk: Mentoring Experiences and Outcomes for Youth with Varying Risk Profiles. New York, NY: A Public/Private Ventures project distributed by MDRC.

http://www.mdrc.org/sites/default/files/Role%20of%20Risk_Final-web%20PDF.pdf

² http://www.northeastern.edu/clms/wp-content/uploads/The_Consequences_of_Dropping_Out_of_High_School.pdf

³ <http://www.k12.wa.us/LegisGov/2015documents/GradandDropoutStats2015.pdf>

Local Partners in Communities throughout Washington:

Local Workforce Development Councils, Educational Service Districts (ESDs), School Districts (SDs) and dropout re-engagement programs:

- **Olympic Consortium**
 - ESD 114
 - South Kitsap High School
 - Discovery Alternative High School
 - Olympic ESD 114 Education Advocate Dropout Reengagement Center
 - Bremerton School District
 - Bremerton High School
 - Renaissance Alternative High School
 - West Sound Technical Skills Center
 - Open Doors Career and Academic Program
 - Central Kitsap School District
 - Olympic High School
 - Eastside Alternative High School
 - South Kitsap School District
 - **Pacific Mountain WDC**
 - Thurston County YouthBuild Community Youth Services
 - CareerTREK at Community Youth Services
 - WIOA Youth Programs at ESD113
 - AmeriCorps Youth Projects – Washington Service Corps
 - Thurston County Chamber of Commerce
 - YWCA of Olympia
 - New Market Skills Center
 - **Northwest Workforce Council**
 - Bellingham School District
 - Blaine School District
 - Ferndale School District
 - Lynden School District
 - Meridian School District
 - Mt. Baker School District
 - Bellingham Technical College
 - Northwest Workforce Council
- **Seattle-King County WDC**
 - Seattle Public Schools
 - Highline Public Schools
 - Multi Service Center of Federal Way
 - Safe Futures
 - Learning Center North of Shoreline
 - YouthSource
 - **Workforce Central**
 - Tacoma Public Schools
 - The REACH Center
 - Goodwill – Tacoma-Pierce
 - **Southwest Washington WDC**
 - ESD 112
 - Innovative Services NW
 - Partners in Careers
 - YouthBuild Vancouver

- Goodwill – Longview
- Camas School District
- Battleground Public Schools
- Vancouver School District
- **North Central WDC**
 - SkillSource WIOA Title I
 - Open Doors 1418 Re-engagement
 - Moses Lake School District
 - Columbia Basin Skills Center
 - Okanogan WorkSource Center
- **South Central WDC**
 - Yakima School District
- Toppenish School District
- OIC of Washington/South East Community Center
- Northwest Community Action Center
- South Central Workforce Development Council
- Safe Yakima
- Yakima Rotary Club
- **Eastern Washington Partnership WDC**
 - SEA-TECH Skills Center
 - Kalispel Career Training Center
 - Walla Walla Community College
- **Benton-Franklin WDC**
 - Tri-Tech SkillsCenter
- **Spokane Area WDC**
 - Northeast Washington ESD 101
 - Goodwill Industries of the Inland Northwest
 - Career Path Services
 - Community Colleges of Spokane
 - Open Doors Reengagement Program
 - Spokane Public Schools

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Section 1: Performance Phase I

Employment Security and OSPI funded five local pilots in Wenatchee, Spokane, Vancouver, Yelm and Renton for Phase 1 of YouthWorks, called Career Readiness for a Working Washington. Pilots were required to use a comprehensive career goal + mentor + internship model, and to build permanent systemic change in the school system. Pilots committed to specific increases in graduation rates, business mentors, student internships and teacher externships. School and WDC partnerships had broad flexibility to design locally, and many focused on STEM careers.

Actual results, 2013-2014 school year:

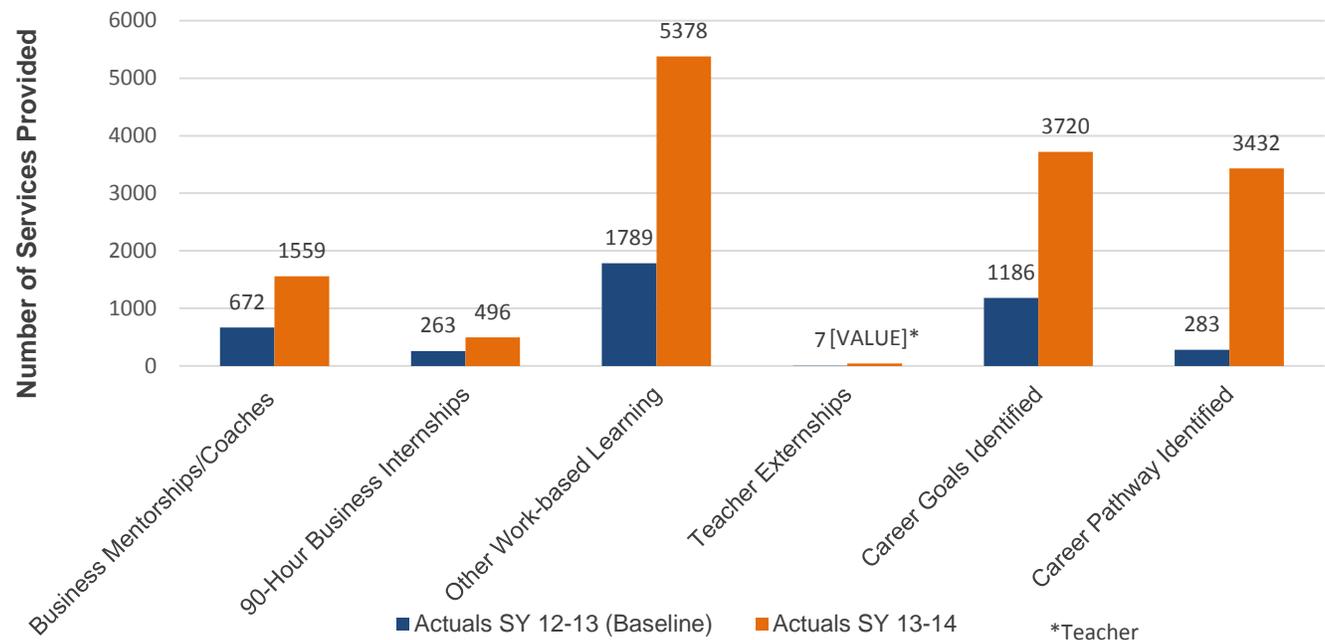
Each community was required to identify its baseline results and its intended increase over the baseline before implementing the pilot. The actual increases over the baseline achieved were as follows:

- 5,378 students received work-based learning, compared to the baseline of 1,789. This was an increase of 3,589 students, or an increase of **201%** over the baseline.
- 496 students received 90-hour internships, compared to the baseline of 263. This was an increase of 233 students, or an increase of **89%** over the baseline.
- 1,559 students were matched with an employer mentor/grad coach, compared to the baseline of 672. This was an increase of 887 students, or an increase of **132%** over the baseline.
- 46 teachers participated in externships, compared to the baseline of 7. This was an increase of 39 teachers, or an increase of **557%** over the baseline.

See outcome definitions in Appendix A.

Figure 1-1. Five area baseline from school year '12-'13 compared to actuals from school year '13-'14

Source: Employment Security Department / WCDD, Grants Management



Section 2: Performance Phase 2

Changes Implemented in Phase Two

When implementing YouthWorks statewide, one of the greatest changes between Phase 1 and Phase 2 was the shift from in-school youth to out-of-school youth. ESD and OSPI funded both Phase 1 and 2 with [Workforce Investment Act](#) (WIA) and [Carl D. Perkins](#) funds. While both sources were able to focus on in-school youth during Phase 1, this was no longer possible during Phase 2. Phase 2 was implemented during the transition from WIA to the new [Workforce Innovation and Opportunity Act](#) (WIOA). The new Act contained new requirements for WDCs to expend at least 75% of youth funds on out-of-school youth, compared to WIA, which required a minimum of 30%. This change had a profound impact because about 92% of funding for Phase 2 was from WIOA.

In the application development process for this opportunity, partners tightened outcome definitions for greater clarity and to align with the new funding stream; highlighted successes from Phase 1 and those of existing successful WDC youth programs; had little focus on teacher externships, and included a major focus on dropout re-engagement programs.

Applicants had a shorter planning period before applications were due for this phase, so co-application by WDC, school and dropout re-engagement program was not required. Applications came from WDCs only, and they partnered with interested school districts and dropout re-engagement programs; whereas in Phase 1, pilots were self-selected early implementers.

Actual results, 2014-2015 school year through summer 2015:

Each community was required to identify its baseline results and its intended increase over the baseline before implementing the pilot.

The actual increases over the baseline achieved were as follows:

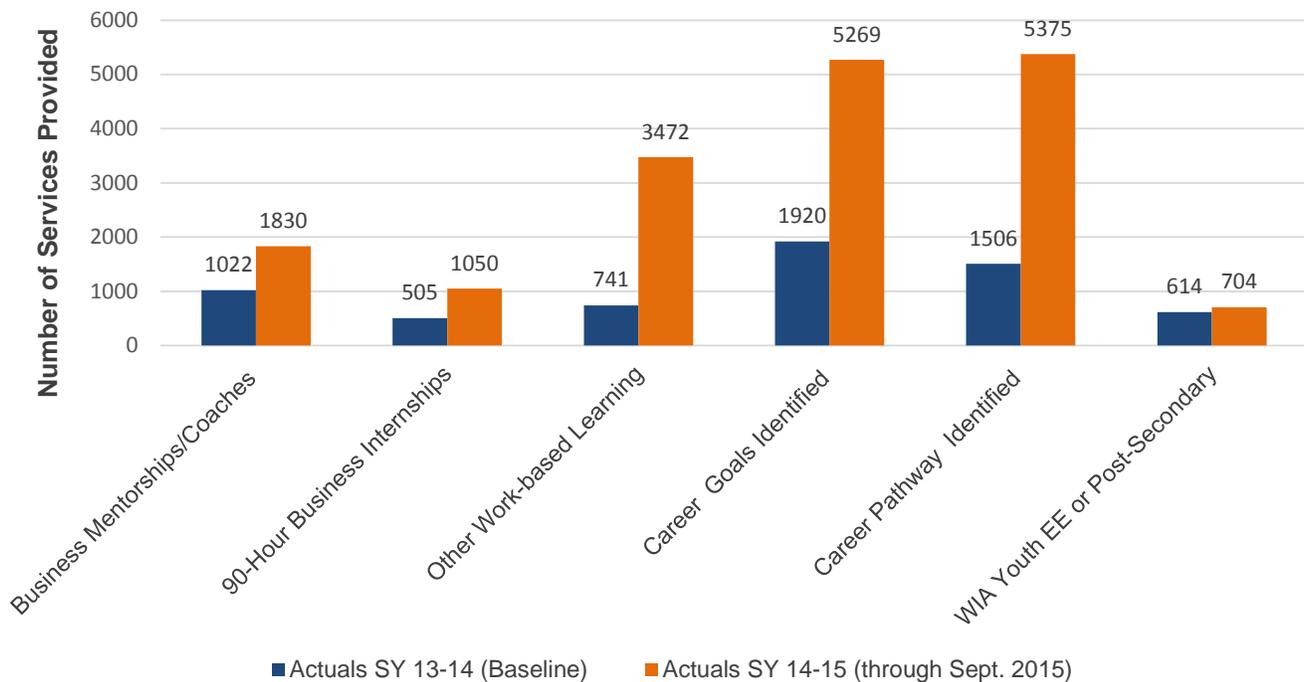
- 3,472 students received work-based learning, compared to the baseline of 741. This was an increase of 2,731 students, or an increase of **369%** over the baseline.
- 1050 students received 90-hour internships, compared to the baseline of 505. This was an increase of 545 students, or an increase of **108%** over the baseline.
- 1,830 students were matched with an employer mentor/grad coach, compared to the baseline of 1022. This was an increase of 808 students, or an increase of **79%** over the baseline.
- 704 WIA youth entered employment or postsecondary education, compared to the baseline of 614. This was an increase of 90 youth, or an increase of **15%** over the baseline.

See outcome definitions in Appendix A.

Phase 1 results are not directly comparable to Phase 2. This is primarily because there was no focus on dropout re-engagement in Phase 1, compared to a major focus on that population in Phase 2. This focus also led to a different mix of participating school districts, individual schools, and out-of-school dropout re-engagement program partners. In addition, existing local program designs with differing partners, and modified outcome definitions were more flexible during Phase 1 and tightened for Phase 2.

Figure 2-1. Statewide baseline from school year '13-'14 compared to statewide actuals from school year '14-'15

Source: Employment Security Department / WCDD, Grants Management



Phase 3: Recommended Next Steps

Partners involved with this initiative want to continue and grow the successes of the first two years. The plan is to continue to utilize WIOA and Perkins funding, and potentially find more flexible funding in addition to these primary sources.

The team plans to continue the focus on local design flexibility; requirements to build permanent change into the existing system, achieving permanent increases over baseline, and build sustainable programs that won't disappear when funding ends. As such, the team would like to continue the requirement for program operators to leverage and transform existing school and WDC funding streams.

To continuously improve YouthWorks, partners intend to establish an Evaluation and Replication team to analyze outcome data, cost-effectiveness, and long-term impacts on graduation rates and young adult employment. This will include reviewing the number entering employment across the entire YouthWorks initiative and analyzing co-enrollments with all WIOA funds.

At the end of this funding cycle, the team plans to determine YouthWorks' estimated value to the state, how much funding would be needed to double work-based learning outcomes for all of Washington, and how this would impact graduation rates and young adult employment statewide.

Phase 4: Business and Student Perspectives

Olympic Region:

The Olympic Consortium’s YouthWorks initiative was designed through a partnership with Olympic Educational Service District 114 and is based on collaborative relationships with the Consortium, Bremerton, Central Kitsap and South Kitsap School Districts, Olympic College, Olympic Educational Service District (OESD) Student Services programs, the OESD STEM network, the local literacy councils, WorkFirst, and local businesses to ensure sustainable client success. Eligible youth are recruited through local school district and high school completion programs, services are prioritized to in-school seniors and out-of-school (disengaged youth), however students between the ages of 16-17 are also served.

The YouthWorks initiative endeavors to provide each youth a viable bridge between their high school completion and an independent, sustainable career path. Youth, explore in-demand, 21st century career fields and stackable industry-recognized credentials, develop resumes and cover letters, practice interviewing and develop soft skills, learn job search techniques, connect with college advisors, financial aid and post-secondary education options, gain additional job readiness skills and create an individualized career path. Through local business partnerships the YouthWorks initiative is able to positively introduce each participant to the workforce with a 90-hour mentored internship (10-hour varied job shadowing/volunteer exploration and 80-hour paid internship). Through the internship experience, youth receive coaching and mentoring, enabling them to learn to navigate the workplace experience successfully. Internships, whenever possible are correlated closely to the youth’s long-term career path.

SUCCESS STORY!

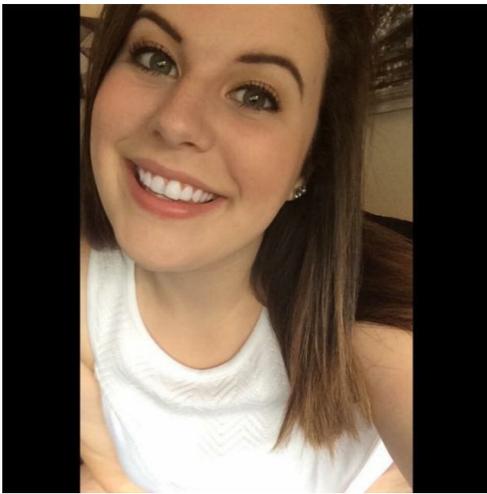
Olympic’s partnership with Pathways to Success YouthWorks initiative provides introductory “real world” work experience for youth. Even though many students think they know what they want to do after graduation or where they might want to work in the future, this initiative helps students better understand the realities of the working world. One student placed with Kitsap Regional Library was quickly able to adapt to the work environment and worked closely with staff on training, goal setting and skill development. With the YouthWorks’ model, interns were able to thrive in the workplace, take on new tasks, set educational goals and be inspired professionally based on their experiences.



Pacific Mountain:

In the Pacific Mountain region, YouthWorks has enabled staff to research, develop and implement innovative employment training for youth. Through implementation of the cohort model, our Uplift! Course is a multi-phase approach to providing intensive, experiential learning that assists youth in developing workplace readiness essential skills. This approach allows staff to provide a strong foundation for youth to explore, seek and gain employment and career development opportunities, and excel in the long-term.

Uplift! utilizes the Workplace Excellence Series curriculum as the core foundational components to develop rich, effective and applicable skills that employers are seeking in their hires. Pacific Mountain's Youth Services Department has built upon the existing curriculum and created additional learning opportunities that highlight other skill development areas that are designed with youth in mind. Beyond the intensive training components, YouthWorks provides Uplift! youth with opportunities for ongoing training, mentor matching, career pathway scholarships and alumni engagement opportunities.



SUCCESS STORY!

After completing the Uplift! Course through YouthWorks, Shelby Babcock landed four interviews with separate companies! She attributes this success to her instructors who taught her how to create an outstanding resume and cover letter which would wow employers. With coaching and practice mock interviews, Shelby gained confidence in interviewing skills and was able to represent herself in a professional manner during her interviews. After interviewing, Shelby accepted a customer service position with Fred Meyer and continues to grow her work skills to prepare her for future opportunities.

Northwest:

IMPACT!/YouthWorks is a re-engagement initiative that helps create a path to academic and career success for students who have dropped out, or are at severe risk of dropping out of high school.

Students work to complete their GED, and simultaneously build skills necessary for success in the work world. Students are offered instruction in work-based learning activities, including informational interviewing, job shadowing and paid internships to further career and job training goals. The course is flexible, with each student working with staff to make realistic goals for learning and for their career. Students move through the course at their own pace, and participate in the service options as they have demonstrated readiness to achieve. Desired outcomes include achievement of the High School Diploma or GED, development of work-based skills and experience, a solid career plan and pathway, and opportunities for regular employment and/or continued training at Bellingham Technical College in their chosen career.



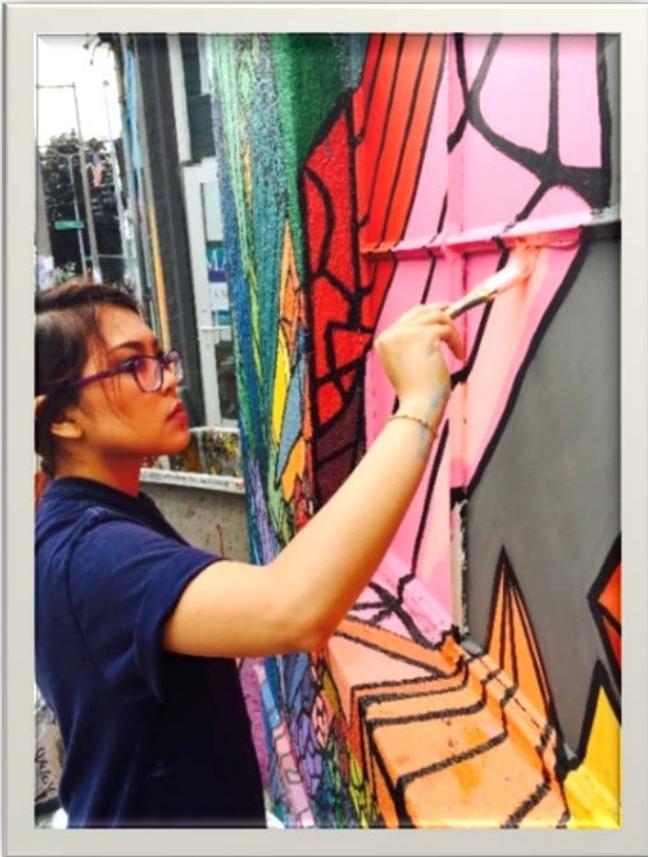
SUCCESS STORY!

Braythen Hernandez is one of IMPACT!'s original students. He struggled with traditional high school, and dropped out. He tried other alternative schooling options before enrolling in IMPACT! and participating in YouthWorks. With YouthWorks' support, Braythen completed his GED last spring, and after a paid internship experience, was hired by his internship site to continue working part time. He has now completed 3 successful quarters of developmental and college coursework, and his new goal is to complete his AAS Transfer degree and pursue a Bachelor's degree.

Seattle/King:

The Workforce Development Council of Seattle-King County (WDC) has implemented the YouthWorks Project to help thousands more young people across King County prepare for meaningful, living-wage careers, and the education opportunities necessary to attain them. In partnership with Highline Public Schools (HPS), Seattle Public Schools' (SPS) Skills Center Programs, and King County Employment and Education Resources (KCEER), the YouthWorks Project supports internships, business mentorships, and work-based learning experiences for youth. Teachers also participate in weeklong business externships over the summer to incorporate real-life work skills into their curricula.

- Highline Public Schools (HPS) has a bold strategic plan that aims to have all students complete a work-based learning and internship experience before they graduate. The YouthWorks Project has contributed significantly to this goal and facilitated many new business partnerships and opportunities for youth, including paid internships, career-focused site visits, job shadows, mentorship opportunities, and career goal and pathway exploration. The YouthWorks project has thrived at HPS and has been a timely project aligned with the goals of the district.
- Through YouthWorks, King County Employment and Education Resources (KCEER) supports four dropout-reengagement centers through paid internships, and employment and post-secondary education placements. KCEER also implemented the Community Gardening Project, in partnership with Highline Public Schools at New Start High School, an alternative school. Students participate in an integrated education and employment opportunity. This summer school partnership allows youth to earn up to one high school credit in science while building a sustainable garden.
- The Seattle Skills Centers were able to increase their infrastructure to support student internship opportunities and engage with prospective employers through site visits, field trips, mentorships, and internships. The partnerships created through YouthWorks helped recruit more students and business partnerships for the Skills Centers.



SUCCESS STORY!

Through the YouthWorks Project in Seattle-King County, three Highline Public School students participated in the Urban Artworks Summer 2015 Internship – Emily and Vy from the Arts and Academics Academy, and Grace from New Start High School. The students worked two to four days a week working with professional artists creating and painting colorful murals around Seattle. After completing her 90-hour paid internship experience, Emily (EJ) said, “This internship made me think differently about how I’m going to go through school. It’s given me more motivation to succeed in school.” EJ also noted she improved her painting skills as well as her ability to communicate her ideas and work with others who possessed different skill levels. Vy said the internship helped her develop her teamwork skills and validated her plan to pursue art as a career.

Tacoma/Pierce:

Tacoma's YouthWorks initiative serves both in-school and out-of-school youth. The in-school youth program centers around their partnership with the Tacoma Public School District (TPSD). A primary goal of Tacoma/Pierce County is to improve student graduation rates. Through YouthWorks funding, a Graduation Coach now works out of two schools in the TPSD. The Graduation Coach works side-by-side with credit deficient students to help them get back on track and start planning for their future. Tacoma/Pierce region also uses a portion of their YouthWorks funding to create weeklong business externships for educators which allows them to participate in local industries and, as a result, to incorporate real-life work skills into their curriculum.

To serve the out-of-school youth population, Tacoma's Workforce Development Council partnered with local community colleges and technical colleges to provide employment services and to allow staff to proceed with educational goal planning in the mode that best fits each youth's unique plan.



SUCCESS STORY!

Carlos came to YouthWorks with significant credit deficiency. Even though he was a senior, he was far behind and not on track to graduate with the rest of his class. With the support and motivation of YouthWorks' Graduation Coach, Carlos was able to explore his interests and develop a plan for his future. Carlos is now back on track to graduate with the rest of his class, and then enroll in the Iron Worker pre-apprenticeship training program offered through WorkSource Central.

Southwest:

The goal of Southwest’s YouthWorks initiative is to increase exposure and interaction between the youth and business communities in the tri-county area of service: Cowlitz, Wahkiakum, and Clark. The SWWDC has partnered with several service providers and education districts to effectively roll out programming and information.

One of the SWWDC’s largest projects under YouthWorks has been the deployment of Catalyst, which is the name for the Career Cruising Inspire program being used in southwest Washington. The program is built around the idea that youth, parents, educators, and businesses all have an easily accessible platform in which they can all interact and exchange information on a multitude of topics. Catalyst will expose communities to career information, job pathways, work-based learning activities, online mentorship, and much more information. The initiative is in its pilot year, but the SWWDC is looking to expand membership in the future to other service providers and education districts.

SUCCESS STORY!

With the incoming implementation of Catalyst—a youth, employer, and educator database engagement program—and using the Business After School program, the SWWDC is finding ways to expose youth to the work-based learning opportunities they need to kick start their curiosity and engagement in the workforce. One way this was utilized was through the Industry Fair hosted by Battle Ground School District. The SWWDC, WorkSource, and Battle Ground School District successfully utilized their partnership through YouthWorks to maximize business recruitment for the event. Sixty-eight businesses were represented which was over the minimum goal of forty. Not only were businesses who already engaged with youth and part of the event able to expand on their community involvement, new businesses were introduced and engaged with Catalyst, joining the program to help connect youth with work-based learning opportunities. Over 500 community members were exposed to local businesses at the Industry Fair. By coordinating events like these, the YouthWorks initiative will continue to grow and encompass more businesses and youth in the area.



North Central:

Moses Lake SkillSource and the Omak Learning Center's primary purpose is to re-engage disconnected youth who have dropped out of school. YouthWorks provides an opportunity to expand Career Exploration and/or Work-Based Learning activities ranging from: graduation coaches, web-based and worksite career exploration, project-based learning, job shadows, guest speakers and structured field trips.

Youth start by attending an Assessment, Career & Training 12- hour workshop. During the workshop youth receive assessment services, such as basic skills and career interests using Career Bridge and Career Scope. Youth participate in a variety of career exploration activities and research. Guest speakers regularly come in to educate youth about workplace expectations and skill requirements. Field trips include a tour of the Columbia Basin Technical Skills Center and Columbia Basin Job Corps, local employers and community colleges. Sixteen Career Clusters are explored and, when possible, structured field trips to local career related industries are arranged.

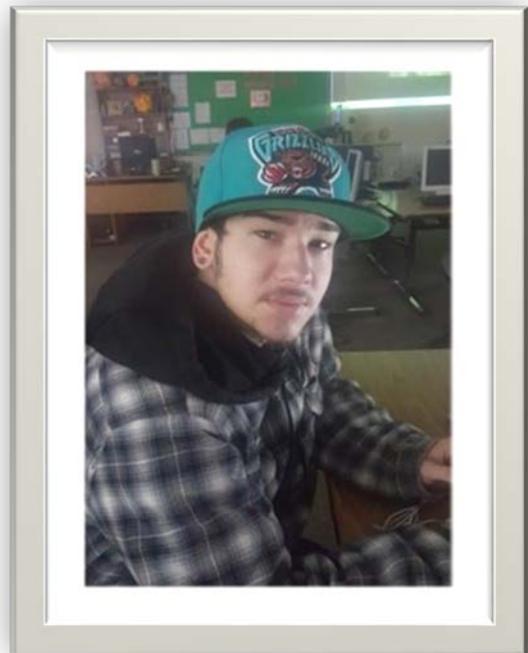
Creating on-site business internships, individual and/or group, within the local community is a primary focus. The goal is to provide youth the opportunity to explore a career interest, identify a career goal and develop a pathway to complete their secondary education and continue on to post-secondary education and/or employment related to their career interest.

SUCCESS STORY!

Tanner is a 17 year old youth who dropped out of school after completing the 10th grade. A difficult home life affected his attendance and he found himself credit deficient and discouraged. He came to SkillSource seeking GED preparation and job training. Tanner had no previous work experience.

After completing Washington Career Bridge Career Quiz, Tanner demonstrated strong interests in the Manufacturing field, welding, and maintenance, as possible career choices. With guidance and support from YouthWorks staff, Tanner participated in the local Job Club and learned necessary workplace skills that eventually helped him secure a maintenance internship with Family Services of Grant County.

Tanner's work experience gave him the motivation to continue working on his GED. Now, Tanner is working toward his education with the intent to start in the Welding program at Big Bend Community College in the future.



South Central:

South Central in Yakima County is faced with the reality of many youth lacking access to something meaningful or productive during the summer months. Too many live in neighborhoods that put them at major risk for gang activity, access to weapons or drugs and the strong potential of breaking the law with vandalism, theft, and assault, as well as a loss in learning. However, this summer, many youth chose a positive alternative with **YouthWorks**, and turned that opportunity into SUCCESS!

In strong partnership with “100 Jobs for 100 Kids”, the goal was to double the number of youth served, expand the opportunity to Toppenish, complete the “High School and Beyond Plans” and provide all youth with a work experience. Starting with a Job Fair put on by community and business, over 200 youth began their employment exploration. As a result of YouthWorks funding and community partnerships, the initiative was able to provide 92 youth with 90+ hour YouthWorks internships. More than 50 private, non-profit and public businesses volunteered their time, cash donations, and classroom space as an investment in area youth. Youth also received additional mentoring with 100% of youth completing the “High School and Beyond Plans”.



SUCCESS STORY!

Betzy Villa participated in a work experience at Dispute Resolution Center as Clerical Personnel. Betzy received career guidance which included mentoring, career exploration and work experience which introduced her to experience a glimpse of what it is like to work in an attorney’s office.

Eastern:

The SEA-TECH Skills Center has been highly successful in the quality of programs it is making available to its students. Using YouthWorks funding, Blue Mountain Action Council has worked with SEA-TECH to identify WIOA-eligible students who want to secure internships with businesses who can give them real-life experience in the field which they are interested.

SEA-TECH also received YouthWorks funding to implement a career exploration software program that helps students identify their specific interest and aptitudes and jobs that would be related to them, schools that could offer them training in particular fields, labor market information about pay ranges for particular jobs, what the demand is like for a given occupation and what sort of career path is available in that career. Both counseling staff and students find this software useful.

SUCCESS STORY!



Nicole is a single mother trying to support two small children. She has struggled to get ahead, facing battles with poverty and homelessness. Thanks to YouthWorks, Nicole completed an internship with a local salon and is now working towards getting her cosmetology degree.

Benton-Franklin:

The Benton Franklin WDC, Career Path Services and Tri Tech Skills Center partnered to provide career exploration, business mentorship and paid internship opportunities to eligible youth in local area schools. Tri Tech Skills Center is a technical education center providing training in multiple industries. Each student has selected an industry focus where they earn skills and certifications toward employment in that field. Some of these programs include nursing, culinary arts, construction trades, etc. Once eligible students are enrolled, they are required to complete career exploration and business mentorship. Students use the Career Cruising tool provided by the skills center to assess their interests towards future career opportunities. Once their Career Cruising results have been identified, they are required to complete the Business Mentorship component of the initiative. This includes researching training facilities and employers to conduct informational interviews to learn about the industry and to establish a mentor. Students also have the opportunity to job shadow an employer to meet this requirement. Students must complete 10 hours of this component before they can be placed in a work experience host site.

After the student is matched with an employer, they being a 90 hour paid internship. We certify each worksite and establish a contract signed by all parties. Work schedules and duration of internship vary based on the students schedule and employer need. Students learn relevant, hands on skills in the field they are training in and studying in school. Some students have the opportunity to be hired upon successful completion of their work experience. We believe this model will lead to successful outcomes because their skills set, training and interests matches the industry they are working in.

SUCCESS STORY!



As a senior in High School, Irina Prishka applied into the Youth Works Initiative and began her internship as soon as she received her Registered Dental-Assisting license. Youth Works provided Irina with the opportunity in applying her dental skills at Jilek Family Dentistry. She was able to gain practical skills while working with genuine patients and the healthy tooth team. Because of Youth Works, Irina decided to stay in the dental career and to further her education at the University of Washington Tacoma for a Biochemistry Bachelor's degree. She intends to continue her studies and eventually apply to the UW Doctor of Dental Surgery Medical School in Seattle, WA.

Spokane:

YouthWorks Spokane has systematically empowered local partnerships between the Spokane Area Workforce Development Council (SAWDC), Spokane Public Schools, and our young adult One-Stop Center, Next Generation Zone. In Spokane, we have taken a two-pronged approach to YouthWorks; an in-school focus and an out-of-school focus. These programs operate separately to best serve the unique needs of both high school students and out-of-school youth; however the SAWDC acts as the convener to ensure continuity and seamless sharing of and resources. Our in-school portion of the initiative, operated by Spokane Public Schools, provides students with career readiness activities and assessments, funds mentor participation for CyberPatriots and FIRST Robotics clubs where students learn hands-on about careers in technology, and leverages existing work-based learning opportunities for students. SAWDC provides teacher training including labor market presentations, facilitates connections with employers, and provides our Passport to Career Success tool to teachers and students.

Next Generation Zone, the SAWDC's young adult career One-Stop Center, is home to the out-of-school portion of the initiative. We see over 3,500 visits and serve over 400 young adults ages 16-24 each year in various center services. Through our partner programs, we provide an intensive focus on industry exposure for youth, business mentorships and partnerships, internships, and placement in employment and postsecondary education. Through YouthWorks, we hired a Career and College Navigator to work with Next Generation Zone students to facilitate business and industry connections, coordinate college and career workshops, connect youth to work-based learning, and provide post-placement navigation and intervention to ensure a successful transition to employment or postsecondary education after program completion. This position has been transformational for our youth workforce system as we have seen increased retention in employment and postsecondary education, and will be permanent and sustainable through tremendous coordination with federal, state, and private fund sources.

Through leverage and partnerships, thus far YouthWorks Spokane has facilitated 148 Business Mentorships, 60 on-site internships, over 230 other work-based learning experiences including job shadows and employer tours, and assisted over 200 students in identifying career goals and postsecondary pathways.

SUCCESS STORY!

Kelsey was a high school senior and felt hopeless; her job search wasn't going anywhere. She heard about the Next Generation Zone from a family member and went in to see what they had to offer. With YouthWorks help and her own motivation, Kelsey completed an internship, graduated from high school, completed training, and now has started her own business to launch her career.

Appendix A

Outcome Definitions Phase 1



Business Mentorships or Graduation Coaches: Number of students connected with a business mentorship or graduation coach.

On-site Business Internships: All work experience activities on-site at a business for 90 hours or more. For example, this includes but is not limited to Opportunity Internships-<http://wtb.wa.gov/OpportunityInternship.asp>, cooperative worksite learning, and instructional worksite learning.

Other Work-based Learning: All work-based learning experiences not counted in the count of on-site business internships.

Teacher Externships: Number of teachers participating in externships.

Career Goal Identified: Number of students identifying a career goal.

Career Pathway through High School and Post-Secondary Identified: Number of students identifying a career pathway through high school and post-secondary education.

Extended Graduation Rate (not reflected in the graph): Annual percentage point increase in graduation rate.

Outcome Definitions Phase 2

Business Mentorships or Graduation Coaches: Number of students school-wide connected with a business mentorship or graduation coach. Mentorship or coaching of at least 10 hours per year, and/or mentorship or coaching provided through [JAG](#) (Job's for America's Graduates <http://www.k12.wa.us/CareerTechEd/JWG/>), [AVID](#) (Advancement Via Individual Determination), [Gear-Up](#) (Gaining Early Awareness and Readiness for Undergraduate Programs), or [Washington STEM Alliance](#). Local areas may report mentorship and graduation coaches separately but are not required to.

On-site Business Internships: Number of students school-wide participating in work experience activities on-site at a business for 90 hours or more. For example, this includes but is not limited to Opportunity Internships, cooperative worksite learning, and instructional worksite learning.

Other Work-based Learning: Number of students participating in all work-based learning experiences not counted in the count of on-site business internships and business mentors/graduation coaches.

Career Goal Identified: Number of students identifying a career goal. Must be recorded in High School and Beyond Plan (HSBP) and/or career exploration software such as WOIS/The Career Information System, Career Bridge, or Career Cruising.

Career Pathway through High School and Post-Secondary Identified: Number of students identifying a career pathway through high school and post-secondary education. Must be recorded in High School and Beyond Plan (HSBP) and/or career exploration software such as WOIS/The Career Information System, Career Bridge, or Career Cruising.

WIA-enrolled youth entering employment or post-secondary education: Number of WIA-enrolled youth entering employment or post-secondary education.

Teacher Externships (not reflected in the graph): Number of teachers participating in externships. Minimum of 40 hours per teacher each school year or each summer.

Extended Graduation Rate (not reflected in the graph): Annual percentage point increase in graduation rate for schools involved. Does not apply to out-of-school youth programs.