

**RESEARCH SUMMARY REPORT**

**Prepared by  
Strumpf Associates: *Center for Strategic Change***

**For the  
Northwest Workforce Development Council**

**May 2004**



# Contents

## Introduction

## Overview

## Section 1: The Northwest Workforce Development Council Research and 2004 Youth Survey

## Section 2: Drop Out Prevention

## Section 3: Transition to Work

## Section 4: Grants and Scholarships

## Section 5: 2004 Youth Survey

## Appendices

- A. Impacts on Dropout Rates
- B. Transition to Work Programs
- C. Job Market Data
- D. 2004 Survey Data

# YOUTH AT RISK REPORT

## Northwest Workforce Development Council

### Overview:

The research data from the Northwest Workforce Development Council (NWDC) on youth at risk shows clear indicators of where Skagit, Whatcom, Island and San Juan counties are succeeding and where there are gaps and opportunities for development.

This paper will review the gaps identified by the Northwest Workforce Development Council research. National, State and local trends are provided that give insight on where the data is leading. Best practices, key indicators and predictors of success information are given to lay a foundation for next steps. Resources and references are provided where appropriate.

### **Section 1: The Northwest Workforce Development Council Research and 2004 Youth Survey**

---

#### Overview

This section overviews the gap data compiled in earlier research. The research was provided to Strumpf Associates: Center for Strategic Change by The Northwest Workforce Development Council (Referenced reports are listed below).

On behalf of the Northwest Workforce Development Council, **Strumpf Associates: Center for Strategic Change** was asked to:

- Identify the service gaps that all or most of the provided research cited in the reports
- Link the local research to national and state trends
- Forecast local needs into the future based on local, state and national data to support local decision-making.

To accomplish the above objectives, Strumpf Associates conducted a review of data provided in the reports to determine gaps and research in these gap areas to determine national trends, best practices, lead indicators and success factors. Analysis of the gap areas in light of the national research was done to forecast local needs.

In addition, we conducted a survey of youth. The survey asked youth to rank thirty-two factors on how important they were to getting and keeping a job. This data is used in this summary report to identify areas for service delivery that young people believe would further their ability to get and keep a job.

## Reports

1. Youth Survey (2/2004)
2. Resource Mapping Focus Group Report (7/2003)
3. Youth Audit and Resource Mapping – Final Report (2/2003)
4. Community Counts -- Whatcom County Health Indicator Report (2002)
5. Youth Workforce Development Toolkit, (9/2002)

## Identified Gap Summary

The following are the prioritized gaps from the research provided by the Northwest Workforce Development Council. The Youth Survey research is separated out because it deals with specific program information versus the more global regional information of the other studies

**Highest Ranking Gaps from Northwest Development Council Research Projects** (reports 2-5). For the purpose of this report, gaps are defined as current services that rank above average in importance and below average in availability.

- Dropout prevention
  - Homework support
  - Decision-Making Programs
- Transition to work
  - Vocational counseling
  - Occupational training
  - Paid work experience
  - Job placement
- Scholarships and grants

**Ranking from the 2004 Youth Survey:** The top eight (8) issues youth identified as important to getting and keeping a job are:

- Transportation
- Money for college
- Basic skills knowledge
- Education for employment
- Knowing what to do and what you are good at
- Managing your anger
- Health Benefits
- Coping skills

## Commentary

The research gaps reflect key areas of need and identifies where service availability does not meet the demand.

The changing population and economic climate in the nation and the four counties of the Northwest Workforce Development Council region also impacts applicability of the research to future Northwest Workforce Development Council interventions and priorities. Three specific areas that will impact this region are:

- Migration of the Hispanic population and the growing diversity in the Northwest Workforce Development Council regions,
- Significant growth in the number of people moving North for more affordable housing and a different lifestyle,
- National economic and labor market changes.

Each gap is covered below in the context of the nation, the state and the local influences. Tying local research and priorities to national, state and local strategies impacts matching requirements, standardizing measures and to reducing duplication of efforts. It is also important in leveraging resources, and clearly ascertaining where funding sources might exist for key initiatives.

## **Section 2: Drop Out Prevention**

---

### **Overview**

High school graduation rates are a national and state priority. Graduation from high school is important because it impacts employability, income, crime, and general socio-economic advancement. The statistics for Washington and the Northwest Workforce Development Council region indicate that this is a high priority. This is also on the top of national and state agendas. The Urban League states: *The nation finds itself in the midst of a serious, broad-based, and (until recently) unrecognized crisis in high school completion.*

### **The Identified Gaps for Reduction of Dropout Rates**

Based on input from service providers included in the various reviewed studies, The Northwest Workforce Development Council has the following gaps in dropout prevention:

1. Programs for racial/ethnic impacted areas
2. Preventive programs and services for high impact areas: juveniles, low income, homeless, disabled, and parenting youth.
3. Distribution of youth academic services
4. Services are identified that impact dropout rate, however, there is no initiative to reduce the dropout rate in the region

### **Characteristics of Effective Dropout Reduction Programs**

#### **Trends**

*Dropout prevention is "one of the most notorious measures (for youth at risk) because definitions vary so widely over the country, says Search Institute researcher, Peter Scales.*

Defining, tracking/counting, providing interventions and reporting are the key elements of dropout reduction. Interventions take two approaches:

- A single or dropout only intervention approach
- The whole-child and whole school program approach that deals with the environment that impacts the youth's decisions about school.

The latter creates more impact and is what much of the U. S. is trying to define and develop. This portion of the paper will give an overview of the research, the programs and the environmental impacts on youth at risk. Most of the earlier research has focused on defining and tracking. The new research frontier is on what programs are getting results.

### **Defining Dropout Rate Consistent with National Definition**

The first step in working with dropout rates is to define what it means and to make it consistent with national reporting. A universal process is found in the **national scorecard which is tracked through the National Center for Education Statistics (NCES)**. Other good definitions are offered by the Manhattan Institute, The Annie E. Casey Foundation and the Urban Institute (See Appendix A for definition variables).

### **Measurement of Racial and Ethnic Impact**

Graduation rates for Blacks, Hispanics, and Native Americans average **less than 50% in each of these racial/ethnic categories**. The increased migration of Hispanics to the Pacific Northwest can be expected to have an impact in Northwest Workforce Development Council communities.

Specific indicators are defined for the different ethnic groups. Program design must take into consideration the needs of the communities and populations they serve. See Search Institute Insights and Evidence, November 2003, Vol. 1, No. 2 pp.5-7.

### **Programs that Best Reduce Dropout Rates**

Where are the programs that work? There are a few programs that deal with the whole child and that are also successful with youth in the high impact black, Hispanic, and low economic categories.

The Gates Foundation recommends the **Kipp Academy** model as a best practice for reducing dropout rates for blacks and Hispanics. This model is used successfully in the Bronx, New York and Texas. It was started by two *Teach for America* graduates. The **Comer Schools** provide another effective model. The **Comer School System** was developed by Dr. James Comer, a Maurice Flak Professor of Child Development at Yale University's School of Medicine's Child Study Center. Other communities with programs where graduation rates are best for Hispanics and blacks are found in New Mexico, Louisiana, West Virginia and Wyoming.

Our local and national research took us to the YMCA, Gates Foundation, the Urban League, the school districts and other agency programs.

On the West Coast, a Program that stood out was **Oakland's Life Academy**.

See the states with the lowest dropout rates for sources by state. The appendix to this section includes Washington State locations where successful programs are being applied.

## Ranking of Graduation and Dropout Rates

Graduation Rate by State		Black Graduation Rate by State		Hispanic Graduation Rate by State	
1. North Dakota	89%	1. New Mexico	73%	1. Louisiana	74%
2. Wisconsin	87%	2. W. Virginia	70%	2. Wyoming	65%
3. Iowa	85%	3. Arkansas	69%	3. Hawaii	64%
4. W. Virginia	84%	4. Maryland	66%	4. New Mexico	62%
39 Washington	66%	25 Washington	53%	17 Washington	48%
National	70%	National	51%	National	52%

### Comparison of Dropout rates in the Northwest Workforce Development Council Region

National dropout rate: 4.2%.<sup>1</sup>

Washington State's dropout rate: 7.7%<sup>2</sup>

NORTHWEST WORKFORCE DEVELOPMENT COUNCIL region dropout rates:

Skagit: 10.8%

Island: 8.6%

San Juan: 5.5%

Whatcom: 5.3%

#### Indicators of Success

The above statistics measure state and national graduation and dropout rates. At the program level there is a need to delve deeper into the predictors of these outcomes. **Lead indicators, success factors and best practices** for youth at risk of dropping out provide program tools to measure/ compare results on a national and state level. These indicators are located in the Appendix A under *Defining Program Measures*. Programs that are successful compare results against the indicators that fit their community profile and need.

#### Recommended Actions for Decreasing Dropout Rates in the NWDC Areas

The following are recommendations for decreasing the dropout rates for youth in the NWDC region:

1. Link service providers and community resources to create an initiative to reduce the dropout rate in the region by 1-1.5 percent per year until it matches or goes below the national average.
2. Track success of programs in racial/ethnic communities as they impact the dropout rates.
  - a. Increase programs in these areas as needed
3. Review distribution of youth academic achievement services and develop plan to overcome service gaps
  - a. Link with service providers, community, and schools to increase services in high impact areas: juveniles, low income, homeless, disabled and parenting youth.
4. Partner with stakeholders and alliances to establish broad-based funding sources.

Sustaining success requires a solid program tailored to the community,

<sup>1</sup>Child Trends DataBank, 2001-2002

<sup>2</sup> Washington State Superintendent of public schools, *Helping Children Finish School*

competent, consistent staff and long term funding are also critical factors. Programs that are successful and stand the test of time have multiple links to national, state and local funding.

## **Section 3: Transition to Work**

---

### **Overview**

An overriding goal of those who develop programs for youth-at-risk is to see that this population is ready to assume an “adult” role within society by the age of 25. This means that they have achieved at minimum a high school diploma, are gainfully employed (or enrolled in school), have clear career expectations, and are not involved in risky behaviors. An integral part of this development is work experience in its many forms.

### **The Identified Gaps**

Based on input from service providers included in the various studies reviewed, the Northwest Workforce Development Council faces the following issues related to transitioning youth to work:

1. Occupational Training
2. Paid Work Experience
3. Job Placement
4. Vocational Counseling

Youth who were surveyed perceive education for employment as very important for getting and keeping a job.

### **Characteristics of Effective Transitioning to Work Programs**

Balance: Effective programs provide balance. They are characterized as addressing the “total” participant by providing academic and vocational training, career-focused work experience, job placement, and comprehensive counseling.

Quality and Availability: Research indicates that the effectiveness of programs, particularly in local regions, is tied to the availability and quality of local business, education, and public resources. (The Workforce Alliance 2002 Study, Skills Training Works)

Local Leadership: Effective programs maintain local leadership. The personnel needs of businesses are extremely localized. A customized strategy for developing the local workforce can only come from the local business leaders. They know, better than anyone else, what their industries need to increase productivity, remain competitive and profitable, and create more jobs for local workers. The system must be more responsive to the needs of local business and economic development, and more able to close local skills gaps and move local workers into good, highly skilled careers. (Building the American Workforce of the 21<sup>st</sup> Century, 2003)

Limit Hours Spent in Work: If work experience is used to improve the long-term economic position of youth-at-risk, programs must limit the hours spent at work. Multiple studies as reported in Child Trends, Employment Programs and Youth Development: A Synthesis, May 2002, have shown that 20 hours +/- is most efficacious.

## Best Programs for Work Transitions

One program that places greater emphasis on linking vocational and academic preparation and that has received consistently high marks when evaluated is **Career Academies**. Experimental evaluations show several positive impacts, including a greater likelihood of graduating high school on time, more motivation to attend school, and having high-quality work-based learning activities while in high school. For youth at the most risk of dropping out of school, participation in the program also led to lower dropout rates, higher attendance, and appears to have forestalled their disengagement from school.

**Career Beginnings** is a two-year program for at-risk 11th- and 12th-graders that is designed to enhance success in school and the workforce. The program provides mentoring, workforce training and placement, and a competency-based curriculum.

**Job Corps** helps disadvantaged youth between 16 and 24 to become "more responsible, employable and productive citizens." Program components include academic education, health education, health care, vocational training, job placement, and counseling services. Positive impacts on participants include higher paying jobs; higher levels of employment; and increased levels of educational attainment and job training.

Some innovative programs focus on non-traditional means of developing responsibility in youth at risk. An example of this approach can be found in [Massachusetts Cultural Council's \(MCC\) YouthReach](#). It is a statewide program that enlists arts organizations and other community groups in addressing the concerns of their young people. The program serves children with disabilities, school dropouts, homeless youth, young people facing neighborhood violence, court-involved youth, runaways and pregnant or parenting teens. "These young people are seen as a set of resources with something very special to offer," says MCC Program Coordinator H. Mark Smith. Through such partnerships, a broader range of resources can be coordinated to provide a nourishing environment for children and teenagers.

See [Appendix B Section 2](#) for a review of Best Programs.

## Indicators of Success

Indicators of long-term employability of youth-at-risk include:

- Engagement in workplace activities.
- Possession of workplace skills.
- Unemployment rate among targeted youth.
- Number of youth in hazardous and illegal working conditions (Child Trends)

**Characteristics have been identified by Child Trends' research as predictors of long-term program impact:**

- Keeping the focus on younger teens and youths at high risk of poor school performance or employment.
- Offering a well-structured program is more effective for sustaining youth participation
- Providing more than once-a-week contact with youth.

## Recommendations for Success

1. Review occupational training programs for balance between academic and vocational preparation.
2. Develop a plan to overcome gaps in job skills training.
  - a. Link with schools to increase the opportunity for marketable-vocational-skill training.
  - b. Include skills identified by youth in the 2004 Youth Survey such as anger management and coping.
3. Expand linkages with the local business community via Job Developers to:
  - a. Create/find paid work-experience positions and permanent job placements to satisfy the demand
  - b. Oversee placement of program participants to insure matching of career interests and competencies
  - c. Monitor participants and positions.
4. Partner with stakeholders and alliances to establish/extend funding sources to increase the availability of work experience opportunities.
  - a. Explore alternative programs such as Arts-based.

## Section 4: Scholarships and Grants

---

### Overview

The scholarships and grants category surfaced frequently as a high need low availability item in most of the research. It showed up three times in the Youth Audit and Resource Mapping document, twice in the Academic Achievement Services and once in the Dropout Prevention Services section. The 2004 Youth Survey named *money for college* as a top need. This may translate into grants and scholarships. Finally, scholarships and grants were mentioned as important in the other documents but not specifically tied to a specific objective.

The shrinking national and state funding makes this a high priority category that warrants a strategy for development for long-term success.

### The Identified Gaps

The gaps in scholarships and grants fell into several categories:

- Academic Achievement Services Funding
- Dropout Prevention Services Funding
- Money for College
- Program Support

### Best Practices

Scholarships and grants are already a focus for the Northwest Workforce Development Council. Here are the most recent trends driving changes in this arena:

Partnership and Resource Sharing: One trend is the sharing of resources in partnership with key external stakeholders to obtain the limited funds available. Diverse organizations share in the scholarship and grant process to optimize the attainment of the limited funding available.

Expansion of Scope: Nationally there is a trend to increase the scope of development programs. Development portfolios with diverse sources of funding are created to secure national, state, and local support. This better ensures the longevity of the project in case one funding source fails to fund in subsequent years. Programs often end when a government or foundation leader changes and thus priorities change or gets deleted from the agenda. A diverse portfolio also protects against changes in the economy and the political climate.

Long-term Planning: As partnerships and scopes expand so does the requirement for long term project planning. Strategic planning involving more groups of people and sustaining results over longer timeframes has become a sophisticated process for many organizations competing for funding.

Building of Networks: Much like the partnerships and resource sharing, networks are developed where one organization will form a hub that others can join to achieve common long-term strategies. This means crossing over business, government, education, agency, community boundaries removing funding silos that, in the past, gave exclusivity to one organization. Resources spread across multiple organizations reinforce the sharing of information, services and resources reducing duplication or conflicting efforts.

Clear, Quantifiable, Objectives: Competing for funding today requires clarity of purpose and the ability to communicate it effectively to a funding source that shares your vision. Alignment with the government, state, foundations', business and local agendas is critical. Focused goals/objectives and the ability to demonstrate quantifiable results further help to gain credibility and secure future funding.

**Recommended  
Actions in Securing  
Scholarships and  
Grants for Gap  
Areas**

The following are recommendations for developing funding for the future of NWDC:

1. Further develop the role of the NWDC as the network hub for organizations to partner in obtaining funding for high priority initiatives.
2. Define outcomes in quantifiable terms that tie to funding source agendas, e.g.: tie current support for reduction of dropout rates to a specific number/percentage of dropouts that will stay in school as a result of NWDC interventions.
3. Build a database of funding sources on projects related to current priorities and secure partnerships with the ability to obtain outcomes necessary for the projects.
4. Contribute to building a long-term strategy for key projects so that funding becomes secure for the life of the project.
5. Develop methods to help students secure money for college via grants and scholarships.

## **Section 5: 2004 Youth Survey**

---

**SURVEY OF  
YOUTH  
Overview**

As part of this analysis, a survey of youth was conducted. Youth were surveyed to find out what they thought were the greatest barriers to getting and keeping a job. In total, one hundred and ninety-one (191) youth were surveyed using two different methodologies. The two different methods by which the same survey was administered were electronically and by paper and pencil. An electronic announcement was sent to youth organizations in the four county area letting them know that the survey was on line and how youth could access it. Youth entered their responses directly onto the survey by computer and responses were E-mailed directly to Strumpf Associates. The survey was posted on a public WEB Site. In total, fifty-six (56) surveys were completed this way.

The survey was posted on the web site for two weeks from January 26, 2004 through February 6, 2004. After February 6<sup>th</sup> the survey was no longer accessible. To be counted, respondents were instructed to complete the survey by the close of business (5:00 p.m.) February 6, 2004. After 5:00 p.m., the survey was closed and did not allow for further responses. The total figures and the percentages found in the presented charts are based on a total of fifty-six (56) surveys.

The survey was also distributed to some youth by program staff while the youth were attending various activities. The youth were asked to fill the survey out on site and return it directly to the staff person. These surveys were filled out by hand by the youth and then the data entered into the electronic database by staff of Strumpf Associates. One hundred and thirty-five (135) surveys were completed and entered in this manner. The total figures found in the survey and the percentages found in the charts are based on a total of one hundred and thirty-five (135) surveys.

The youth who filled out the survey were asked their gender, age, ethnicity, and zip code. For both methods, the respondents were a majority female (58.9% for the electronic version; 60% for the paper and pencil version); majority in the 17-18 year old range (53.6% and 63% respectively); and white (71.4% and 84.4% respectively).

## Results

Youth were asked to identify what factors they thought affected their ability to get and keep a job. They were presented with thirty-two (32) factors and asked to rank them as

- Very Important
- Important
- Somewhat Important
- Not important in affecting their ability to get and keep a job.

When numbers are presented in the narrative below, the electronic version is presented first and then results for the form that was filled out on paper. Youth ranked eight factors higher than any of the others as being **very important** to getting and keeping a job. These are:

### Eight Top Factors for Youth

- Transportation (item number 8)
- Money for College (item number 25)
- Basic Skills Knowledge (item number 1)
- Education for Employment (item number 2)
- Knowing What to Do and What You are Good at (item number 30)
- Managing Your Anger (item number 32)
- Health Benefits (item number 34)
- Coping Skills (item number 31)

Using the electronic survey responses as the lead for prioritization purposes, respondents appear to perceive **transportation** and **money for college** as the two most important factors in getting and keeping a job. Sixty-two percent (62.5%) of the youth on the electronic version ranked both factors as very important, with 51.9% on the paper version for transportation and 36.3% on the paper version for money for college. The

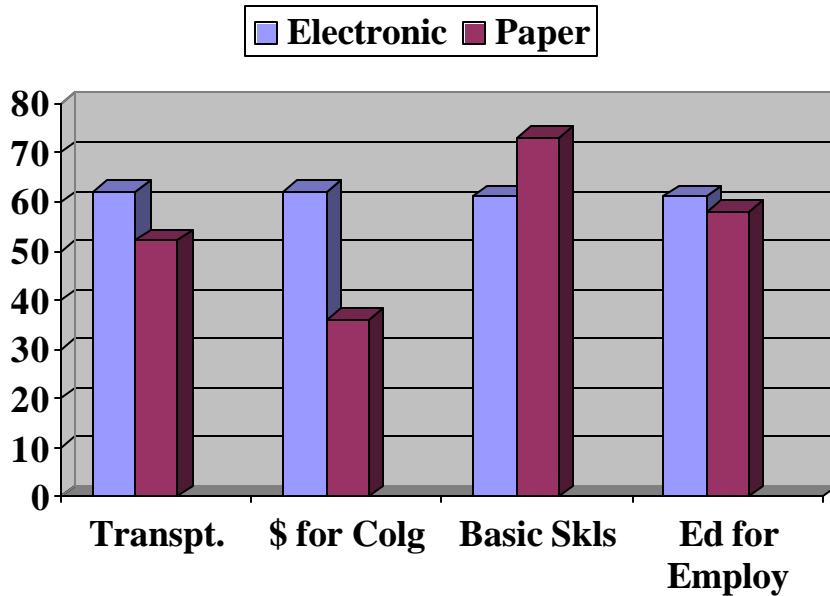
ranking for money for college is one of the few instances where the percent of the respondents varied so greatly from one group of respondents to the other.

Respondents appear to perceive that **basic skills knowledge** and **education for employment** were the next two factors ranked as most important in getting and keeping a job. On the electronic version of the survey, 60.7% ranked basic skills as very important. On the paper version, 73.3% ranked it as very important, with only 3.6% and 2.2% respectively ranking basic skills as not important. Education for college was ranked as very important by 60.7% of the youth on the electronic version and 58.5% on the paper version, with 3.6% and 1.5% respectively ranking those two factors as not important.

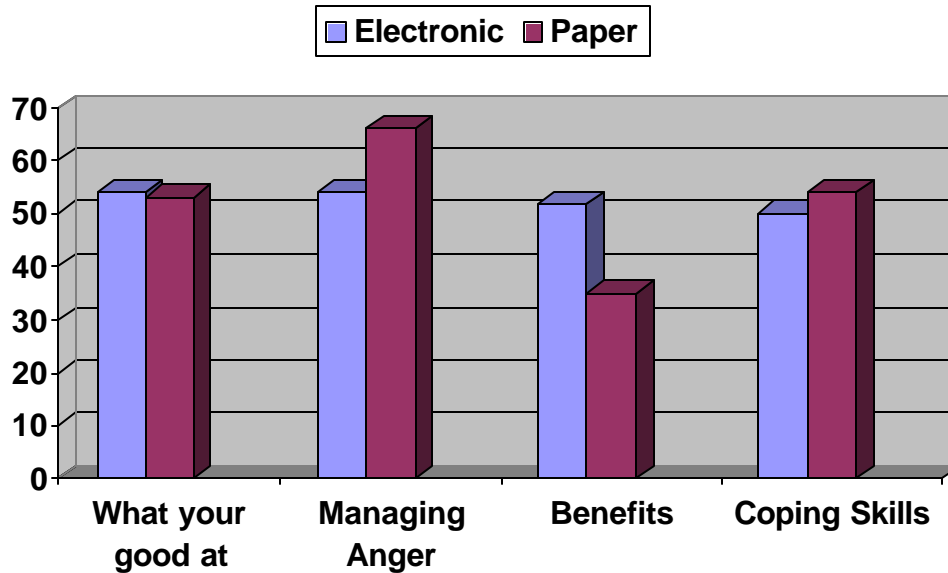
The next most highly rated factor as very important was **knowing what to do and what you're good at**, with 53.6% and 53.3% respectively. **Managing your anger** was ranked as very important by 53.6% and 65.9% respectively. The factor that was seventh in line for being the most important factor for getting and keeping a job was **health benefits**, with 51.8% and 34.8% respectively. **Coping skills** rounds out the set of top most important factors for getting and keeping a job, with 50% and 54.1% respectively.

See next page for data tables

**TABLE 1 – Top Four Factors Ranked (by percent) as Very Important**



**TABLE 2 – Next Four Factors of the Top Eight Ranked as Very Important**

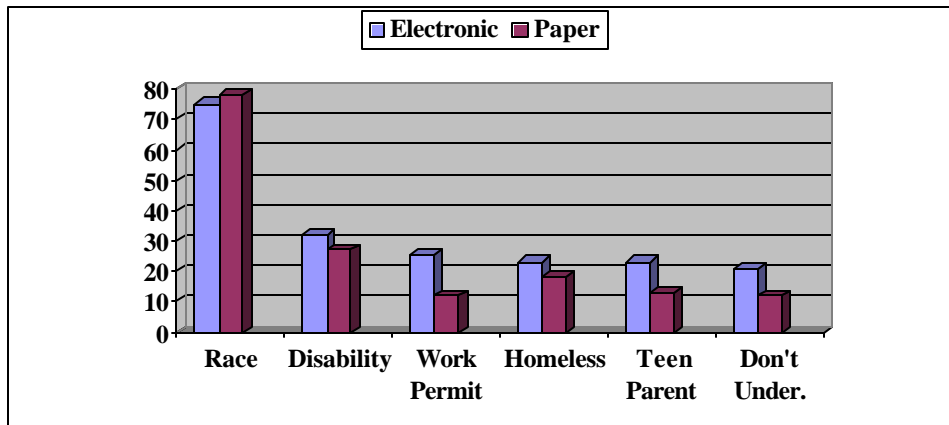


*All %s may not add up to 100% due to rounding.*

**SIX FACTORS VIEWED AS LEAST IMPORTANT**

- Race (item number 13)
- Disability (item number 14)
- Work Permit (item number 22)
- Homelessness (item number 36)
- Being a Teenage Parent (item number 19)
- Employers don't Understand Youth (item number 28)

**Race and ethnicity** was viewed as not important in affecting ones ability to get a job by the largest percent compared to all the factors (75% and 77.8% respectively). This could have something to do with the fact that for each survey, over seventy percent of the responders identified themselves as white. Thirty-two percent (32.1%) and 26.7% respectively ranked **disability** as not an important factor in getting and keeping a job. Twenty five percent (25%) and 11.9% ranked **work permit for those under age 16** as not an important factor affecting getting and keeping a job. **Homelessness** was ranked as not very important by 23.2% and 18.5% respectively. Youth perceived that being a **teen parent** was not important to getting and keeping a job by 23.2% and 12.6% on the different versions of the survey. And an **employer that does not understand youth** was ranked as not important by 21.4% and 11.9% respectively.



**Identified Gaps for 2004 Youth Survey**

- The following are gaps from the 2004 Youth Survey
1. Money for College (Scholarships and Grants)
  2. Vocational Counseling
  3. Decision-Making including:
    - a. Coping, anger management and career planning
  4. Racial/Ethnic and Male Representation

**Conclusion and Recommendations**

The 2004 Youth Survey gives us some insight into a youth at risk program.

Basic needs are identified, for example, transportation, knowledge, skills and money. It was interesting, however, that areas that the youth did not deem as important are indicators that usually impact the ability to be successful in school and to get a job. Respondents, for example, did not see the impact of their own race and ethnic background, disabilities or homelessness as impacting their ability to succeed and get a job. This could be partially due to the make up of the group, which was predominately white and female.

Number one on the list of things that was important to the youth is transportation. This, however, was listed as the most available service in

the community in the Youth Audit and Resource Mapping Report.

The survey was consistent with the other reports in the needs for vocational counseling, scholarships and grants, decision-making skills. The focus for this group was not on dropping out of school but on securing money for college. While the dropout numbers are high in this region, the participants from this program did not list this as a concern. It is possible that the youth that are at greatest risk for dropping out of school were not part of the program population.

Recommendations:

- Develop resources for scholarships and grants for college (see scholarship and grants section of this report)
- Gain greater participation in racially/ethnically impacted areas and among males (see dropout rates section of this report)
- Develop linkages to expand school to work/college preparation (see transition to work section of this report)
- Expand decision-making programs and measure impact on coping, anger management and career planning.

## Appendix A

### Impacts on Dropout rates

1. Defining "Dropout"
2. Defining Dropout Measures
  - a. Indicators for Youth at Risk of Dropping Out of School
3. Racial/Ethnic Impacts
4. Federal Goal statement
5. Local Programs using the Search Institute's 40 Assets
6. References and Resources

#### 1. Defining Dropout

When working to reduce the dropout rate in the country, state and a county the term dropout becomes a problem of definition. There is a national scorecard and subsequent state scorecards that help to define the term and assess the progress in this area.

Beyond the definition of a dropout is the problem of getting a handle on students and where they have gone once they are no longer attending school. A system for tracking students is required. Lack of personnel and resources makes this task more difficult.

Below are some variables that impact the definition and tracking of dropout rates:

GED Certificates: Some areas include GED certificates where others do not. Critics state that GED holders should not be counted because they fare worse in labor market and post secondary education than students who hold a high school diploma.

Incarcerated Students: Students who are incarcerated are not counted, though many are dropouts

Mobil Students: Poor and minority teens are not often counted in household surveys because they have transient living conditions and are difficult to track.

Older Students: There are many students who do not complete school in four years and are counted differently in different regions. (DOE calculates dropout and completion rates based on all 16-24 year olds, although many are 18 and will eventually drop out).

Alternative Education: Students that funnel into alternative education programs are often not factored into the mix.

Ethnic Groups: The overall picture for dropouts in some areas may not look bleak but when there is a breakout by Blacks, Hispanics, Asians and Native Americans the picture often changes. It is important to break out any measure of dropout rate by race because it will show pockets where ethnic and cultural components are important in reducing the dropout rate. (See the Search Institute Data).

Systems: There are a lack of tracking systems that are able to capture all of the variables above because there is no current method of obtaining the data. Students are lost from the system out of a lack of information available.

**2. Defining Program Measures**

Below are the research findings of the lead indicators that indicate risk factors for students who may drop out of school, predictors for success \* and best practices-what has been most effective in working to prevent students from dropping out of school.

It is necessary to look at all three of these components to begin developing programs that impact dropout rates around the country. It is also important to note which factors are most relevant to specific ethnic groups and communities.

**I n d i c a t o r s**

<b>LEAD INDICATORS</b>	<b>PREDICTORS OF SUCCESS*</b>	<b>Best Practices</b>
<b>Family and community factors</b>	<b>External Assets</b>	<b>Low budget/high return ways to reduce dropout rates:</b>
✓ Single parent household	✓ Family support	✓ Mentoring, keeping teens connected
✓ Low academic achievement or learning disabilities	✓ Positive family communication	✓ Making it harder for youth to drop out (Annie E Casey Foundation)
✓ Language barriers	✓ Other adult relationships	✓ Offering assistance and opportunities to stay in school (Annie E Casey Foundation)
✓ Health problems	✓ Caring neighborhood	✓ Gearing interventions and resources to community profile/need (Annie E Casey Foundation)
✓ Family mobility	✓ Caring school climate	✓ Strengthening student understanding of connection between education and opportunity (Annie E Casey Foundation)
✓ Housing problems	✓ Parent involvement in schooling	✓ Positive adult role models
✓ Teen pregnancy rates	✓ Empowerment	✓ Addressing the linkage between residential mobility and dropping out (Annie E Casey Foundation)
✓ Crime records	✓ Community values youth	✓ Addressing minor problems and conflicts before they become issues that contribute to the reasons for youth dropping out of school*
✓ Students of Color, particularly, Hispanic, African American and Native American	✓ Youth as resources	✓ Focusing on reasons for Hispanic and Black youth to stay in school (Annie E Casey Foundation)
	✓ Service to others	✓ Providing incentives and opportunities for students in high poverty neighborhoods to succeed
✓ Poor academic achievement	✓ Safety	
✓ Poor school attendance	✓ Boundaries and Expectations	
✓ Grade repeating	✓ Family boundaries	
✓ Low self esteem or self efficacy	✓ School boundaries	
	✓ Neighborhood boundaries	
✓ Have friends or family who have dropped out	✓ Neighbors take responsibility for monitoring young people's behavior.	
✓ Retentions/Suspensions	✓ Adult role models	
✓ Low expectations	✓ Positive peer influence	
✓ Lack of language instruction	✓ High expectations	
	✓ Constructive Use of Time	
	✓ Creative activities	
	✓ Youth programs	
	✓ Religious community	
	✓ Time at home	

<b>LEAD INDICATORS</b> <b>Education Related Factors</b>	<b>PREDICTORS OF SUCCESS*</b> <b>Internal Assets</b>	<b>Best Practices</b> <b>Options with budget and resource requirements</b>
<ul style="list-style-type: none"> <li>✓ Conflict between home and school culture</li> <li>✓ Ineffective discipline system</li> </ul>	<ul style="list-style-type: none"> <li>✓ Commitment to Learning</li> <li>✓ Achievement motivation</li> <li>✓ School engagement</li> </ul>	<ul style="list-style-type: none"> <li>✓ Strengthening the skills of adults who impact youth to stay in school and stay motivated (Annie E Casey Foundation)</li> </ul>
<ul style="list-style-type: none"> <li>✓ Lack of adequate counseling</li> <li>✓ Negative school climate</li> <li>✓ Lack of relevant curriculum</li> <li>✓ Passive instructional strategies</li> <li>✓ Inappropriate use of technology</li> </ul>	<ul style="list-style-type: none"> <li>✓ Homework</li> <li>✓ Bonding to school</li> <li>✓ Reading for pleasure</li> <li>✓ Positive Values</li> <li>✓ Caring</li> <li>✓ Equality and social justice</li> </ul>	<ul style="list-style-type: none"> <li>✓ Starting with providing early education intervention to high risk areas*</li> <li>✓ Recruit, train, and reward quality teachers for on-going dropout prevention practices (Annie E Casey Foundation)</li> </ul>
<ul style="list-style-type: none"> <li>✓ Disregard for student learning styles</li> </ul>	<ul style="list-style-type: none"> <li>✓ Integrity</li> <li>✓ Honesty</li> <li>✓ Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>✓ Vocational counseling and job readiness training for at-risk students*</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Restraint</li> <li>✓ Social Competencies</li> <li>✓ Planning and decision making</li> </ul>	<ul style="list-style-type: none"> <li>✓ Address the Social and Emotional conditions associated with poverty (Annie E Casey Foundation)</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Interpersonal competence</li> <li>✓ Cultural competence</li> </ul>	<ul style="list-style-type: none"> <li>✓ Focus on dropout prevention for high school students with disabilities and other special needs</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Resistance skills</li> <li>✓ Peaceful conflict resolution</li> <li>✓ Positive Identity</li> <li>✓ Personal power</li> <li>✓ Self-esteem</li> <li>✓ Sense of purpose</li> <li>✓ Positive view of personal future</li> </ul>	

\*taken from the Search Institute's 40 Assets that help young people make wise decisions, choose positive paths and grow up competent, caring and responsible. Rather than predictors of who is at risk, it shows what can build success into the lives of students at risk of dropping out of school.

**3. Racial/ethnic Impacts** The Search institute has broken down the key assets by race/ethnicity. They comment: *It is entirely possible, even probable, that different assets mean different things for diverse groups of youth....there are both similarities and differences in how assets work in the lives of youth depending on race/ethnicity.*

**Highest Risk Behaviors** In the category *School Problems* the highest risk behaviors for all race/ethnic groups are in commitment to learning, social competencies and boundaries. Expectations are a tied second and positive values a third.

**Thriving Behaviors** In the *Succeeds in School* category, commitment to learning was strongest in all categories that help children thrive. The exception would be for American Indians. Social competencies are a second area that racial and ethnic groups tend to thrive.

For further reading on this topic see the Search Institute Insights and Evidence. November 2003, vol. 1, no.2

**4. Federal School Completion Goal And Objectives** *By the year 2000, the high school graduation rate will increase to at least 90 percent.*

- The Nation must dramatically reduce its school dropout rate, and 75 percent of the students who do drop out will successfully complete a high school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

## 5. Washington Programs using the success factors identified by The Search Institute

Location	Initiative	Contact	Email
Acme	Acme Southport Community Center	Bill Hinely 360-595-2324	<a href="mailto:billhinely@aol.com">billhinely@aol.com</a>
Bellevue	It's About Time for Kids... Bellevue <a href="http://www.cityofbellevue.org">http://www.cityofbellevue.org</a>	Helena Stephens 425-452-2834 Robin Haaseth 425-452-6182	<a href="mailto:hstephens@ci.bellevue.wa.us">hstephens@ci.bellevue.wa.us</a>  <a href="mailto:rhaaseth@ci.bellevue.wa.us">rhaaseth@ci.bellevue.wa.us</a>
Columbia County		Jan Strohbehn 509-382-4551	<a href="mailto:strohbehn@oregontrail.net">strohbehn@oregontrail.net</a>
Ephrata	Ephrata Youth Assets	Meadow Talbot 509-764-4741	<a href="mailto:mtalbot@gemsi.com">mtalbot@gemsi.com</a>
Kitsap County	It's Time for Kitsap Kids	Rochelle Doan 360-377-4879	<a href="mailto:rdoan@harbornet.com">rdoan@harbornet.com</a>
Kitsap County/ Bainbridge Island	It's About Time...For Kids - Bainbridge Island	Geoff Ball 206-293-3073 Kathryn Horsley 206-296-2789	<a href="mailto:timeforkidsbi@hotmail.com">timeforkidsbi@hotmail.com</a>  <a href="mailto:kathryn.horsley@metrokc.gov">kathryn.horsley@metrokc.gov</a>
Pierce County/Tacoma	Building Healthy Communities Together	Sharon Hansen 253-596-2884	
Snohomish County	Healthy Communities for Snohomish County	Akinde Ayodeji 425-921-3461	<a href="mailto:akindea@uwsc.org">akindea@uwsc.org</a>
Spokane County	Go 4 * 40 - Unlock Youth Potential	Joanne Benham 509-625-6440	<a href="mailto:jbenham@spokanecity.org">jbenham@spokanecity.org</a>
Vancouver	Hope Works	Joe Parvankin 360-397-2130, x7820	<a href="mailto:joe.parvankin@co.clark.wa.us">joe.parvankin@co.clark.wa.us</a>
Central Whidbey Island	Put the YOU in YOUTH - Central Whidbey Youth Coalition	Larry Tennant 360-678-4533	<a href="mailto:cw.youth@verizon.net">cw.youth@verizon.net</a>
Yakima	Dependency Health Services Student Assistance Program	John Aylmer 509-248-1200	<a href="mailto:jaylmer@dependency.cwchm.org">jaylmer@dependency.cwchm.org</a>

**6. References and Resources for Dropouts Indicators**

- The Annie E. Casey Foundation, Kids Count, [Indicator Brief, Reducing the High School Dropout Rate](#), July/2003
- The Annie E. Casey Foundation, [Children At Risk: State Trends, 1990-2000](#), The Search Institute, Jean Wachs, Administrative Manager of Applied Research
- The Annie E. Casey Foundation , [October Current Population Survey, US Department of Commerce, Bureau of Census](#), Spring/2004
- The Annie E. Casey Foundation, [Strengths and Readiness](#), July 2003
- Arbreton, Amy and Walker, Karen, [Working Together to Build Beacon Center of San Francisco](#)
- Bergeson, Dr. Terry, Washington State Superintendent of Public Instruction, and Heischnel, Mary Alice, Deputy Superintendent, Learning and Teaching [Helping Students Finish School, Why Students Dropout and How to Help them Graduate](#), January/2004
- Child Trends DataBank, [High School Dropout Rates](#), , 2/2004
- Child Trends [Teens, Jobs, and Welfare: Implications for Social Policy, Research Brief](#), August 2001
- Comer, James P., MD, [Schools that Develop Children](#), , April/2001
- Greene, Jay. P., PhD, Senior Fellow, Manhattan Institute for Policy Research [Graduation Rates in Washington State](#), No. 27, August 2002.
- Greene, Jay P, [Public High School Graduation and College Readiness Rates in the United States](#), Manhattan Institute for Policy Research, 3/2004
- Grossman, Jean Baldwin, Walker, Karen and Raley, Rebecca; [Challenges and Opportunities in After School Programs, Lessons for Policymakers and Funders](#), Workforce Reform, September/2003
- Howard, Bill, [Assets vs. Risk](#), Youth Today, Youth Tomorrow
- Infoplease, [High School Dropout Rates by Race and Ethnicity, Society and Culture-School Enrollment and Educational Attainment](#), 2/2004
- Moyer, Bill, [American Schools in Crisis?](#), NOW, 10/2003
- Northwest Workforce Development Council, [The 2000-2005 Strategic Plan](#)
- Scales, Peter, Sr. Fellow, the Search Institute [Interview](#)
- Search Institute, [Insights and Evidence](#). November 2003, Vol. 1, No 2
- Swanson. Christopher, The Urban Institute [Ten Questions \(and Answers\) about Graduates Dropouts and NCLB Accountability](#), October/2003

Swanson, Christopher B, The Urban Institute, Who Graduates? Who Doesn't? A Statistical Portrait of Public High School Graduation Class, February/2004.

US Census Bureau, Selected Key Indicators of Child Well-Being 1990-2000.  
Population Reference Bureau, analysis of data

US Department of Education, National Center of Education Statistics, NCES  
The Condition of Education 2003, 2003-067

## Appendix B

### Transition to Work Programs

1. Employment Program Reports
  - a. Child Trends Report
  - b. MDRC and William Flora, Hewlett Foundation Reports
2. Best Practices
  - a. Career Academies
  - b. Career Beginnings
  - c. Job Corps
  - d. Job Training Partnership Act
  - e. Quantum Opportunities Program
  - f. Youth Corp
  - g. Center for Employment Training (CET)
3. Up and Coming Programs
4. Programs no longer running but that had positive impact
5. References and Resources

### 1. Employment Program Reports

#### From Child Trends, Employment Programs and Youth Development: A Synthesis, May 2002

1. Employment programs increase youths' exposure to career development and job training but do not necessarily promote self-sufficiency.
2. Evidence from diverse programs indicates that participation does not result in significantly higher employment in the long run.
3. There have been few studies to identify the characteristics associated with effective and ineffective employment programs for youth. Some lessons gathered from non-experimental analysis suggest that no one type of job training stands out as more effective than others.
4. Discourage teens from working more than 20 hours a week during the school year, as this is related to lower average levels of academic achievement and educational attainment.

#### From MDRC and William and Flora Hewlett Foundation, Improving the Economic and Life Outcomes of At-Risk Youth, Spring 2003

"The mixed results from studies of existing youth programs can be explained largely by the under enrollment of key subgroups of young people, inconsistent participation among enrollees, and high rates of attrition. Many of the young people who could benefit most from program services do not enroll at all, and a large proportion of those served do not participate long enough to earn education credentials, improve their work readiness and life management skills, and acquire the technical skills needed to compete effectively in the job market." Programs that Work" (identified by Child Trends).

## 2. Best Practices

### CAREER ACADEMIES

#### Overview

Career Academies program is designed to provide information, technical and academic skills, enhance engagement and performance in school, and, overall, enable participants to make a successful transition to postsecondary education and, later, a career. The program operates on the school level, with a specific type of structure and curriculum, and on the community level, through business partnerships and job opportunities with local employers. Target participants are high school students in schools and school districts with various high risk characteristics (e.g., high dropout and unemployment rates). Experimental evaluations show that participants in Career Academies experienced several positive impacts, including a greater likelihood of graduating high school on time, more motivation to attend school, and having high-quality work-based learning activities while in high school. For youth at the most risk of dropping out of school, participation in the program also led to lower dropout rates, higher attendance, and appears to have forestalled their disengagement from school.

#### Target population:

- High school students in school districts and schools with various high-risk characteristics.
- Academies were selected to include school districts and high schools in large urban centers and small cities. On average, these school districts have higher dropout rates, unemployment rates, and percentages of low-income families.
- Participants were in 8th or 9th grade at implementation, followed through the end of 12th grade.

Career Academies has served roughly 1,500 high schools with approximately 100-150 students at each.

#### Outcomes based on program evaluations

- Evaluation 1 -- Academy students were more likely than their non-academy counterparts to report that teachers give them personalized attention and have high expectations of them; to report that their classmates are highly engaged in school and work with them on school projects and assignments; to report that they were intrinsically motivated to attend school; and to perceive a strong connection between what they learned in school and their longer-term education and career interests.
- Evaluation 2 -- Students in the academy group were more likely to work, and get jobs that were connected to school with "high" levels of work-based learning content. More likely to be exposed to career-related themes or activities in school, and participate in job-shadowing or field trips; more likely to have high-quality work-based learning experiences during high school. Academy students participated more frequently and intensively than nonacademy students in career awareness and work-based learning activities. Students in academies with highly structured employer partnerships or support from nonteaching employer coordinators reported greater participation.

- Evaluation 3 -- Substantially improved outcomes, especially among students at high risk of dropping out: reduced dropout rates, improved attendance, increased academic course-taking, and increased likelihood of earning enough credits to graduate on time. Without access to academies, a high percentage of nonacademy students in the high-risk subgroup became even more disengaged from school. Among students least likely to drop out of high school, the CA site increased the likelihood of graduating on time and increased the number of vocational course-taking by these students without reducing their likelihood of completing a basic core academic curriculum. Did not improve standardized math and reading achievement test scores. Both academy and nonacademy students who reported that they received strong support from teachers and peers in 9th or 10th grade were less likely to drop out of high school, exhibit chronic absenteeism, or engage in risk-taking behaviors than students who reported less interpersonal support

## **CAREER BEGINNINGS**

### **Overview**

Career Beginnings is a two-year program for at-risk 11th- and 12th-graders that is designed to enhance success in school and the workforce. The program provides mentoring, workforce training and placement, and a competency-based curriculum. An experimental evaluation shows that participants experienced fewer unexcused school absences and an increased likelihood of attending college compared to those who were not in the program.

Career Beginnings serves 1,500 to 2,000 students annually, with 100-200 students per site at 24 sites throughout the United States and Canada.

### **Target Population:**

Participants must meet thresholds of being at risk but also show potential for success in program: this includes youth with average academic achievement (middle 60 percent of their class); low to moderate family income; a good attendance record; limited career awareness and aspirations; and no serious juvenile offenses. Participants at each site must fit the following parameters: 50 percent economically disadvantaged; 80 percent neither parent with a college degree; 45 percent male.

### **Outcomes based on program evaluation:**

- Program group members had fewer unexcused absences from school and were more likely to attend college than controls.
- Program group members worked significantly less than the control group during the year after high school (attributed to greater percentage of participants pursuing higher education rather than working).

## JOB CORPS

### Overview

Job Corps – is the only program that increased the long-term earnings of participants as a whole. Job Corps is designed to help disadvantaged youth between 16 and 24 to become "more responsible, employable and productive citizens." Program components include academic education, health education, health care, vocational training, job placement, and counseling services; additionally, a subset of youth participates in a dormitory-style residential living component. Experimental evaluations show that Job Corps has had several positive impacts on participants, including: reduced arrest and conviction rates; reduced reliance on public assistance; higher paying jobs; higher levels of employment; and increased levels of educational attainment and job training. Program impacts were particularly positive for youth who entered the program at 16 and 17. However, there were certain measured outcomes that the program did not impact (e.g., birth rates, college attendance, or substance use) or that the program impacted negatively (e.g., employment/earnings impacts for select subgroups).

### Target Population:

- Disadvantaged youths and young adults age 16 to 24. Currently delivered at 119 Job Corps centers nationwide. Job Corps serves more than 60,000 new enrollees annually

### Employment related Outcomes:

Evaluation 1 –

- The program increased average weekly earnings after about 2 years from random assignment: In the last quarter of the 30-month follow-up period, the gain in average weekly earnings per participant was \$18, or 11 percent, compared to the control group (average earnings for all participants were \$13 higher).
- The program provided greater gains for very young students, female participants with children, and older youths who did not possess a high school diploma or GED at enrollment.
- Program group members (PGM) secured higher-paying jobs with slightly more benefits in the most recent job in quarter 10 (7.07 vs. 6.82, on average). No significant impacts on occupation.

Evaluation 2 –

- The program increased average weekly earnings after about 2 years from random assignment: In year 4, the gain in average weekly earnings per program participant was \$22, or 12 percent, compared to the control group (average earnings for all program group members were \$16 higher).
- Beginning in year 3, program group members were more likely than control group members to be employed, and they spent more time employed. In year 4, 69 percent of the program group was employed, compared to 66 percent of the control group. In year 4, program group members worked 27.4 hours per week, compared to 26 hours per

- week for control group members.
- Program group members secured higher paying jobs (\$7.55 per hour compared to \$7.33, on average) and employed program group members were more likely to receive benefits. In quarter 16, 57 percent of employed program group members received health insurance, compared to 54 percent of employed control group members.
- The program provided gains across most key subgroups including those at special risk of poor outcomes (very young students, mothers, youths who had been arrested for non-serious offenses, and older youths who did not possess a high school diploma or GED at the time of enrollment) as well as those at lower risk (that is, those with a high school credential at the time of assignment to the program). Earnings gains were similar for male and female participants.
- The program had negative impacts on employment and earnings for Hispanic youths and for 18- and 19-year olds. Researchers have not been able to explain these findings, although the following factors have been ruled out through analysis: differences in enrollment rates or length of time in the program, personal or family characteristics associated with low impacts, and a language barrier.

**JOB TRAINING  
PARTNERSHIP ACT  
(JPTA)**

**Overview**

The Job Training Partnership Act was designed to improve the employment status of disadvantaged young adults, dislocated workers, and individuals facing barriers to employment. Program components include providing on-the-job training, job search assistance, basic education, and work experience, and improving participants' occupational skills. An experimental evaluation shows that participation in the Job Training Partnership Act increased the receipt of employment and training services, and, for females only, increased levels of educational attainment. However, there were certain outcomes that participation in the program did not impact (short- and long-term earnings, males' educational attainment) or impacted negatively (arrest rates of never-before-arrested males).

**Target Population:**

- Adults and out-of-school youth who are economically disadvantaged, dislocated workers, or who are facing significant employment barriers.
- The Job Training Partnership Act served over 1 million people each year.

**Employment related Outcomes:**

- Employment and training services received by out-of-school youth were increased beyond what they would have received in the community. Participants in all three subgroups were more likely to receive employment and training services than control group members: among females, 66 percent vs. 44 percent; among male non-arrestees, 63 percent vs. 35 percent; among male arrestees, 55 percent vs. 27 percent.
- No significant impact. For females and male non-arrestees,

there was no significant difference in total earnings during the follow-up period. This outcome was not measured for male arrestees.

### **QUANTUM OPPORTUNITIES PROGRAM (QOP)**

#### **Overview:**

Quantum Opportunities Program (QOP) is an intensive, multi-component intervention program for disadvantaged teens during their four years in high school. The program is designed to increase graduation rates, decrease pregnancy rates, and decrease violent behavior rates. Program components include life skills training, academic help, tutoring, mentoring, community service, and financial incentives.

#### **Target Population:**

Ninth-graders from primarily low-income families

#### **Outcomes:**

- 50 students at each of five sites: Philadelphia, San Antonio, Saginaw, Oklahoma City and Milwaukee. Students were exiting eighth-graders whose families received public assistance. Roughly 85% of the original groups were available to evaluate at the follow-up data collection.
- Experimental evaluation shows that participation in QOP had several positive outcomes, including increases in teens' academic skills, receipt of honors and awards, high school graduation rates, college attendance, and community service. Participation decreased the likelihood of being a high school dropout, becoming pregnant, or fathering a child.
- Note that program impacts were much stronger for the Philadelphia site than the other sites. Philadelphia stood out as having exceptional results; in all reports, they tended to be more successful, especially with the high school graduation and post-secondary attendance percentage (76 percent of Philadelphia students graduated and went on to a post-secondary education vs. 50 percent in Oklahoma City). In some instances, this was the only site that produced statistically significant results. This may have been because other sites had a smaller number of children and/or the other sites were unable to implement, perform and use the program like the Philadelphia site.

### **YOUTH CORPS (AMERICAN CONSERVATION AND YOUTH SERVICE CORPS)**

#### **Overview**

Youth Corps is a full-time paid service work program for young adults out of school. It is designed to promote a strong work ethic, a sense of public service, educational and employment prospects in participants; additionally, it is designed to benefit the communities in which the programs are housed. The program also provides collection of enrichment services, such as academic and life skills training, job search help, GED courses, and contact with outside services.

Youth Corps (YC), initiated in 1990, is a service work program for young adults out of school. It provides participants with temporary, paid service. Many of these jobs-such as tutoring, helping with athletic events for physically challenged children, and cleaning city parks-are selected to address specific needs in the community. Though this type of service work is often thought of as "community service" or "volunteer work," Youth Corps pays participants for their work in them. Participants work, on average, 32 hours per week. There is no official time commitment for participation in the program, and intensity of participation depends on each participant's work schedule.

**Target Population:**

- Young adults out of school.
- The majority of participants are between 18 and 25 years old.

**Employment related Outcomes:**

- Participation in Youth Corps led to higher numbers of hours worked, higher levels of working for pay, and lower levels of arrests 15 months later. Impacts varied greatly by subgroups, with particular race/ethnic groups experiencing more positive improvements than others in social responsibility, voting, educational achievement, reproductive outcomes, employment and earnings.
- The most significant impacts were related to employment and earnings. The treatment group was more likely to have worked for pay and worked more hours, 40 percent more than the control group, over the follow-up period. Other results were that program participants were less likely to have been arrested and less likely to have earned a technical certificate or diploma (suggesting that participation in YC may have been a substitute for additional education, in the short run).
- African-American males in the treatment group scored higher on measures of personal and social responsibility, were more likely to have voted in the last election, experienced more employment with higher earnings, were more likely to have earned an associates degree, had changed educational outlooks (changed their minds to go to college, instead of not to go to college) and were less likely to report a better relationship with people at work besides their supervisor. At the time of follow-up, 80 percent of the treatment group indicated that they had good relationships with their supervisors, compared to 90 percent of the control group.
- Hispanic males in the treatment group increased their total hours worked since program enrollment and had promotions at work. However, white males had more negative effects. For instance, they were less likely to be employed at the time of follow-up, and had lower monthly earnings and lower scores on the perceived control of work outcome.
- African-American females were more likely to have worked for pay during the follow-up period, to have received an award at work and less likely to be married and pregnant at the time of follow-up. Hispanic females were more likely to have worked for

pay since enrollment, to have higher educational aspirations and to have received a raise at their current job. White females were more likely to have an associate degree and to expect to graduate from a four-year institution.

DOL identified:

**CENTER FOR  
EMPLOYMENT  
TRAINING (CET)**

**Overview**

The Center for Employment Training (CET) is one of the country's largest, most effective educational, and employment training programs, focused on those who need help the most. A nonprofit organization, CET was established in San Jose, California in [1967](#) and has grown to a national network of 33 vocational educational centers operating in 12 states. Working with the private sector, CET has successfully trained and placed more than 100,000 people into jobs, over the last 35 years.

With millions of families currently receiving public assistance, there is a very strong need for vocational education training. CET training programs can, and do, have an immediate, positive and profound impact on the current surplus of unskilled social welfare recipients who need to exchange their dependency on federal aid for stable employment. In fact, in 2001, out of the 4,316 men and woman trained, 63% entered the program with no High School Diploma. CET's placement rate for 2001 graduates was 74%.

**3. Up and Coming  
Programs**

Improving employment outcomes among disadvantaged youth is notoriously difficult, which is why the Center for Employment Training (CET) — an employment and training organization in San Jose, California — has attracted considerable attention. Two studies conducted in the 1990s, one of them the [JOBSTART](#) evaluation, found that CET's blend of vocational training and basic education substantially increased employment and earnings in this population. To find out whether this success can be reproduced elsewhere, MDRC's CET Replication Study is using a rigorous research design to examine the program's implementation and effects on youth in 12 sites outside San Jose.

The main purpose of the CET Replication Study is to address two questions:

- Can this innovative program, which has a long history in a specific context, be mounted in new settings? How have the replication sites had to adapt the CET model?
- Assuming CET can be operated effectively outside San Jose, does it have effects on youth employment outcomes as encouraging as those found in the original site?

A final report based on the 54-month survey will be published in 2005.

#### 4. Programs No Longer Running But That Had Positive Impact

##### JOBSTART

##### Overview

JOBSTART was designed to improve educational, employment, and various other outcomes in high school dropouts (17 to 21) with poor reading skills. The program provided basic educational skills, hands-on job training, work placement assistance, and support services (e.g., childcare, counseling, transportation aid, mentoring/tutoring, work- and life-skills training). Experimental evaluations show that JOBSTART had positive impacts on substance use, GED or high school diploma receipt, certain other educational achievements, and, at least in the short-term, employment levels and arrest rates. However, participation in the program appeared to have mixed impacts on participants' earning levels and to have no impact on most participants' receipt of public benefits, childbearing or fathering children.

JOBSTART consisted of 13 local programs across the nation between 1985 and 1988.

##### THE SUMMER TRAINING AND EDUCATION PROGRAM (STEP)

##### Overview

The Summer Training and Education Program (STEP) is designed to minimize academic losses during summer vacation from school, and to prevent pregnancy and resultant school dropout, in low-achieving, at-risk adolescents. The program operates on the school and community levels, providing remedial education, life skills training, part-time summer jobs, and contact with the program throughout the school year. Experimental evaluations of the program show that participation in STEP had certain positive impacts in the short-term, such as higher reading grades, math grades, and scores of contraceptive knowledge. However, STEP had no lasting effects on participants 2 to 3 years after the program in educational, employment, welfare participation, or reproductive behaviors. Only test scores on knowledge of responsible social and sexual behavior remained higher at this follow-up time.

The Summer Training and Education Program served 20,000 adolescents at 100 separate locations, nationwide, through 1991.

#### 5. References and Resources for Paid Work Experience

[2003-04: Working with Disadvantaged Youth: Thirty Month Findings from the Center for Employment Training Replication Sites, \[www.doleta.gov\]\(http://www.doleta.gov\)](#)

Child Trends DataBank, [Child Trends' What Works: Programs for Teens series, What Works: Programs that May Influence High School Dropout Status. \[childtrendsdatabank.org\]\(http://childtrendsdatabank.org\)](#)

Data Analysis and Progress Reporting Division, [Work Experience and Career Exploration Program, 2001 Evaluation Report. Planning and Performance](#)

Center Illinois State Board of Education, May 2002.

Data Analysis and Progress Reporting Division, Work Experience and Career Exploration Program, 2001 Evaluation Report. Planning and Performance Center Illinois State Board of Education, May 2002.

Ferber, Thaddeus, Ready by 21 Indicators Initial Recommendations to Maryland, Working Paper. The Forum for Youth Investment, August 2002.

Forum on Child and Family Statistics, America's Children: Key National Indicators of Well-Being, 2003. [childstats.gov](http://childstats.gov)

Harrell, Debera Carlton, "Seattle's at-risk youths dig garden program. Seattle Post-Intelligencer, September 29, 2003.

Howard, Bill. "Assets vs. Risks." Youth Today, Sept/Oct 1997. p.1.

Ivry, Robert and Fred Doolittle, Improving the Economic and Life Outcomes of At-Risk Youth. MDRC w/support from the William and Flora Hewlett Foundation. Spring 2003.

Jekielek, Susan M., et. al., Mentoring: A Promising Strategy for Youth Development, Child Trends Research Brief. February 2002. [childtrends.org](http://childtrends.org)

Jekielek, Susan M., et. al., Edna McConnell Clark Foundation MENTORING PROGRAMS AND YOUTH DEVELOPMENT: A SYNTHESIS. Child Trends, Washington, D.C. January 2002

Lauria, Nancy, New York State Work-Based Learning Programs. New York State Education Department, Office of Vocational and Educational Services. March 2003.

Laudan Y. Aron, Janine M. Zweig, Educational Alternatives for Vulnerable Youth: Student Needs, Program Types, and Research Directions. Urban Institute. November 2003.

North Central Regional Educational Laboratory, A New Organizational Model for School-to-Work Transition, 1995. [ncrel.org](http://ncrel.org)

Watson, Berhardine, 10 Lessons from the CCYD Initiative: Community Change for Youth Development. December 2002. [ppv.org](http://ppv.org)

Wonacott, Michael, E., The Impact of Work-Based Learning on Students. ERIC Digest, Eric Clearinghouse on Adult Career and Vocational Education, Columbus, OH. ERIC Identifier: ED472603, 2002.

The White House Task Force for Disadvantaged Youth, Final Report. October 2003. [ncfy.com](http://ncfy.com)

## WEB SITES

NWREL.ORG – North West Regional Education Laboratory  
Childstats.gov – Forum on Child and Family Statistics  
workfirst.wa.gov – Washington's Work First

[childtrends.org](http://childtrends.org) – Child Trends  
Annie B. Casey Foundation  
DOL.gov -- United States Department of Labor  
DOE.gov – United States Department of Education  
Census.gov – United States Census Bureau  
Urban.org -- Urban Institute  
MDRC.org – (formerly Manpower Demonstration Research Corporation, now MDRC)

## Appendix C

### Job Market Data

1. Introduction and Key Findings
2. Summary of Findings
3. Northwest WDA Data
4. Washington State Specific Data
5. National Data
6. Additional Considerations
7. References

### 1. Introduction

As the NWDC works with youth-at-risk, a question that must be answered regarding future employability is: Where will the jobs be in the next ten years? The projected job information summarized below was drawn from multiple data sources. It includes NWDC counties specific as well as State and National data.

### Key Findings from Data and Recurring Themes

1. Issues of replacement versus job creation must be considered when assessing the data. In the majority of cases, more jobs will come from replacement over the next ten years.
2. Because of the trend toward hands-on service jobs, there will be jobs available for youth-at-risk who complete minimal education. Wages, however, will be commensurate with educational requirements
3. There is consistency across resources (county, State, National) as to where and what the future job market will be.
4. There will be an impact on jobs tied to exporting/*off-shore'ing* of jobs – the emerging influence of globalization. Biggest hits will be in repetitive technical jobs (e.g., programmers, customer service representatives, manufacturing, etc.).
5. There will be an increase in “hands-on” jobs – these are jobs that cannot be sent off-shore (e.g., car mechanics, cosmetology, health aides, etc.).
6. The number of total jobs is currently in a downward spiral – we are experiencing a jobless recovery driven by improving productivity in current staff as well as globalization. Long-term the total number of new jobs will increase but at a much slower rate.
7. Expansion of jobs appears to be greater for those that require minimal, on-the-job training and are *hands-on*, or toward those that require baccalaureate and post-baccalaureate training.
8. The number of self-employed is expected to increase as a percentage of total employed.

### Some Issues to Consider

1. Traditionally a college degree has been touted as the way to a “better

life.” Given the movement of *commoditized work* to overseas locations, individuals looking to college must consider what types of jobs in their industry of choice will most likely remain in the U.S. These will most probably be positions where strategy, innovation and/or interface with the business is important.

2. Drivers that will impact the availability of front-line professional jobs in the future include: the automation of tasks, increased worker productivity and a reluctance to return to pre-2000 budget levels/allocations.
3. The need to build in change resiliency – no matter what job/occupation is selected, the field will change dramatically in any ten year period. Consider the prognosticated high-need for cashiers through 2012. Jobs will continue to be available but the skill-set of those doing the work will change. This will impact entry into the occupation as well as requirements for continued employment and potential for earning a “good wage” (e.g., will automation downgrade this position).

## 2. Summary and Findings

### Summary of Northwest Area Data

1. Number of increases in actual jobs in any occupational area is relatively small for each of the four counties.
2. Job growth in occupations that require minimal education is comparatively strong over the next ten years.
3. Majority of job openings in the four counties over the next ten years will be in mid- to small-sized companies.
4. Majority of readily available and easy-to-train-for positions will be in service-related and “hands-on” occupations.

### Summary of WA Data

1. Shift away from manufacturing jobs to service-based jobs (health care, cosmetology, customer service).
2. Expect a rise in self-employment driven in part by the growth of service jobs.
3. Tied to the economic recovery, it is expected that over the next five years 80% of jobs will be replacements. During the period 2005-2010, 50% of new jobs will be based on growth.
4. From 2002-2012 most jobs will require some specialized training although much of it will be at the lower educational levels (on-the-job, less than one year of training).
5. By 2012 all industries are expected to experience some growth.

### Summary of National Data

1. Service occupations are the fastest growing field and account for the greatest number of jobs from 2000-2010.
2. Sixty percent of jobs from 2000-2010 will be replacement positions.
3. Largest number of jobs will be in occupations that require little to moderate education; 32% will be in occupations that require an AA degree.

## 3. Northwest Area Data

### Summary of Northwest WDA

1. Number of increases in actual jobs in any occupational area is relatively small for each of the four counties.

## Data

2. Job growth in occupations that require minimal education is comparatively strong over the next ten years.
3. Majority of job openings in the four counties over the next ten years will be in mid- to small-sized companies.
4. Majority of readily available and easy-to-train-for positions will be in service-related and "hands-on" occupations.

## Northwest Area Specific Data

Data related to all four counties (Island, San Juan, Skagit, Whatcom)

1. Number of jobs available (whether measured as fast growing occupational areas or as actual increase in number of positions) between 2002 and 2012 is in actuality a small number of *real* positions. It will be more important to consider the number of actual jobs that will be available in any occupational area for youth-at-risk when they seek employment (rather than a percentage). In many cases the total number of jobs in a specific occupation in a single county is less than 100.
2. Greatest opportunity will be in positions that require minimal education (e.g., high school, some on-the-job-training, some limited certification).
3. Job opportunity statistics for the Northwest WDA (openings include replacement as well as newly created jobs):
  - Expected new openings to exceed 1000 jobs between 2002-2012
    - Accountants and Auditors
    - All other Teachers, Primary, Secondary, and Adult
    - Combined Food Preparation and Servings Workers
    - Child Care Workers
    - Cashiers
    - Bookkeeping, Accounting, and Auditing Clerks
    - Carpenters
  - Expected new openings to exceed 100 jobs in occupations requiring short-term preparation between 2000-2010:
    - Cashiers
    - Combined Food preparation and serving workers, includes fast food
    - Retail Salespersons
    - Waiters and waitresses
    - Child care workers
4. No occupations requiring long-term preparation (e.g., carpenters, cooks, plumbers) will have an average annual number of new openings exceeding a head count of 65 between now and 2010.
5. Percentage of occupational growth was looked at but not considered to be particularly useful because of the small number of jobs in any given category (e.g., locksmiths and safe repairers project a 50% increase between 2002 and 2012 but the increase over the ten years is 46 actual jobs not adjusted for replacement).
6. Occupational categories by total number of employees by county (annual 2001 data):
  - Whatcom, 22 industry categories with number of employees exceeding 1000, 41 categories with between 100-999 employees
  - Skagit -- 13 industry categories with number of employees exceeding 1000, 45 categories with between 100-999 employees
  - Island – 2 industry categories with number of employees exceeding 1000, 30 categories with between 100-999 employees

- San Juan – no industry categories with over 1000 employees, 13 with between 100-999 employees

#### 4. Washington State Specific Data

##### Summary of WA Data

1. Shift away from manufacturing jobs to service-based jobs (health care, cosmetology, customer service).
2. Expect a rise in self-employment driven in part by the growth of service jobs.
3. Tied to the economic recovery, it is expected that over the next five years 80% of jobs will be replacements. During the period 2005-2010, 50% of new jobs will be based on growth.
4. From 2002-2012 most jobs will require some specialized training although much of it will be at the lower educational levels (on-the-job, less than one year of training).
5. By 2012 all industries are expected to experience some growth.

##### WA Specific Data

1. Short term the top occupations requiring less than AA degrees for the State based on percentage and numeric growth (ranked from most to least numeric growth) are:
  - Nursing aides, orderlies, and attendants
  - Security guards
  - Hairdressers, hairstylists, and cosmetologists
  - Home health aides
  - Medical secretaries
  - Licensed practical and vocational nurses
  - Dental assistants
2. Expected creation of jobs 2003-2005:
  - Greatest number in service producing followed by nonagricultural.
  - Least number of jobs will be in goods producing (manufacturing) – computer and electronic product manufacturing will see slight rise (3%) while aerospace product and parts manufacturing will decrease (-6%)
  - Health services and social assistance, financial activities, local and state government/education will increase by 2%.
3. Projecting for 2002-2012, the vast majority of job growth will come in areas that require some degree of specialized training. Those areas of projected employment that require minimal education include:
 

Projection of growth in occupations exceeding 5000 employees:

  - Cashiers
  - Bus Drivers
  - Bartenders
  - Bill and account collectors

Projection of growth in occupations between 1000-4999 employees:

  - Amusement and recreation attendants
  - Bakers
4. In 2002 the largest single industry of employment in the State by a margin of almost 3-1 was private households.
5. Service occupations are expected to have the greatest growth between now and 2010 driven in part by the BLS expectation that self-employment will rise during the period.
6. Between now and 2010 the top ten declining occupations will come from the production arena.

7. There is more employment that requires short-term on-the-job training than any other education/training level. Jobs requiring on-the-job or work experience make up over 2/3 of employment (2000 data)
8. From 2000-2010 occupations requiring less than a graduate degree (but some post-secondary degree) are projected to have below average growth.
9. From 2000 to 2005, 17% of openings are expected to be a result of growth. While from 2005-2010, 49% are projected to be from growth.
10. Of the occupations with the most long-term openings projected from 2000-2010, 13 of the top 15 have short-term, on-the-job trainings as their educational requirement. This is driven by their total employment numbers and their high turnover rates.
11. Projected long-term growth by WDA area between 2000-2010:
  - Of the Puget-Sound WDAs, only Pierce County would grow faster than the State average of 11%
  - Benton-Franklin leads all with 19% projected growth. Driven by construction of nuclear waste facilities, expansion will be in first half of period.
  - Solid growth is predicted for the Northwest, Olympic, Southwest, and Spokane WDAs.
12. By 2025:
  - Services will constitute about 1/3 of total wage and salary employment
  - Traded services (legal, business services, engineering, management and accounting services) will constitute 36% of all service employment
  - Employment in transportation, communications and utilities is projected to increase by 29%
  - Manufacturing employment is projected to grow significantly slower than total employment (to 10% from current 12%)
  - Reduction in employment in lumber and wood products industry from 1.2% to 0.8%
  - Aerospace employment will decline to 2.2% from 3.2% in 2000
  - Employment in primary metals sector is projected to decline by 35%
13. Industries in recovery 2002-2003 – beginning to hire again since the recession by numbers hired:
  - Leisure and Hospitality
  - Construction
  - Retail Trade
  - Professional and Business Services
14. 2003-2005 all industries are expected to grow except for manufacturing (projected to continue slow job losses through 2007). From 2007-2012, all industries are expected to expand. (Manufacturing will expand at close to same rate of total employment – thus roughly maintaining its employment share from that point in time.)

## 5. National Data

### Summary of National data

1. Service occupations are the fastest growing field and account for the greatest number of jobs from 2000-2010.
2. Sixty percent of jobs from 2000-2010 will be replacement positions.

3. Largest number of jobs will be in occupations that require little to moderate education; 32% will be in jobs that require an AA degree.

## National Data

1. Fastest growing occupations between 2000-2010:
  - Short-term on-the-job training (0-1 months)
    - Personal and home care aids
    - Home health aides
    - Physical therapist aides
    - Occupational therapist aides
    - Veterinary assistants and laboratory animal caretakers
  - Moderate-term on-the-job training (1-12 months)
    - Medical assistants
    - Social and human service assistants
    - Dental assistants
    - Pharmacy technicians
    - Ambulance drivers and attendants, except emergency
    - Medical technicians
  - Long-term on-the-job training (more than 12 months)
    - Telecommunications line installers and repairers
    - Actors
    - Recreational vehicle service technicians
    - Interpreters and translators
    - Police and sheriff's patrol officers
2. Occupations projected to have the largest numerical increases in employment between 2000-2010:
  - Short-term on-the-job training (0-1 months)
    - Combined food preparation and serving workers, including fast food
    - Retail salespersons
    - Cashiers, except gaming
    - Office clerks, general
  - Moderate-term on-the-job training (1-12 months)
    - Customer service representatives
    - Truck drivers, heavy and tractor-trailer
    - Medical assistants
    - Executive secretaries and administrative assistants
    - Social and human service assistants
  - Long-term on-the-job training (more than 12 months)
    - Cooks, restaurant
    - Police and sheriff's patrol officers
    - Electricians
    - Carpenters
    - Maintenance and repair workers, general
3. Services is the largest and fastest growing major industry group – expected to add 13.7 million new jobs by 2010 (represents 3 of 5 new jobs created in U.S. economy). This area has a high replacement need predominantly accounted for by young workers who leave food preparation and service occupations.
4. Services and retail trade industry divisions will account for nearly ¾ of total wages and salary job growth.
5. Replacement needs are projected to account for 60% of the approximately 58 million job openings from 2000-2010. Replacement needs are generally greatest in the most populous occupations and in

- those with relatively low pay or limited training requirements.
6. Employment in occupations requiring an associate degree is projected to increase 32% -- fastest of all occupational groups categorized by education and training.
  7. The largest number of job openings will be among occupations requiring short-term on-the-job training.
  8. The occupational areas that will have more openings driven by growth rather than replacements 2000-2010 are:
    - Professional and related
    - Management, business, and financial
  9. Exemplary of what can be expected in most professions in the foreseeable future: Forrester Research estimates that the cumulative number of IT jobs heading abroad will grow from 27,171 in 2000 to 472,632 in 2015. U.S.-based companies will keep work here that requires close contact with the business: strategy development, business process improvement and the actual application of IT to the business.

## 7. Additional Considerations

### **Futuring – issues that will impact the youth at risk population as they seek employment.**

1. Most prevalent trend of our time has been that of technological innovation. Jobs that can be automated will result in the extinction of classes of jobs.
2. Careers that will be impacted in terms of how the job is done but not obsoleted by technology include:
  - Upscale jewelry stores
  - Custom jewelry manufacturing
  - Stores where service is the main feature
  - Restaurants
  - Movie theaters
  - Music creation
  - Delivery services
  - Grocery stores
  - Hair salons
  - Auto repair
  - Construction
3. By 2010 the 16-24 old age group will increase its share of the labor force to 16.5% up from 15.5%.
4. Obsolescence of skills will require individuals to re-invent their careers approximately every five years. What impact will this have on youth-at-risk who may not embrace education?

## 7. References

Workforceexplorer.com  
 Occupational Outlook Handbook, 2002-03 Edition  
 U.S. Bureau of Labor Statistics  
 County websites  
 Washington Labor Market (LEMA)

**Appendix D**  
**2004 Youth Survey**