

Youth Resource Connections

NEWSLETTER

Youth Resource Connections

is a monthly newsletter that provides information, resources, and tools to workforce professionals who work every day to impact the lives of youth and young adults.

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Headlines

U.S. Department of Labor's National Apprenticeship Week Continued with National Summit on Women in Apprenticeship. As part of National Apprenticeship Week activities, the U.S. Department of Labor hosted over 200 stakeholders from around the country at the National Summit on Women in Apprenticeship at the Department's headquarters in Washington D.C. Sponsored by the Department's Women's Bureau, the summit – which brought together apprenticeship sponsors, employers, educational institutions, foundations, labor unions, policymakers, researchers, trade and industry groups, women and girls' advocacy groups and workforce agencies – explored the challenges and emerging opportunities in recruiting and retaining women in apprenticeship programs. They also outlined some best practices to help them succeed in apprenticeship and non-traditional careers. To obtain additional information and view the press release, visit: <https://www.dol.gov/newsroom/releases/wb/wb20191114>.

Looking for more information and resources to support your youth program?



Visit the **Youth Connections Community of Practice** for the latest training, promising practices, and technical assistance tools.

Headlines

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Department of Education Announces Redesign of College Scorecard with Customized, Accessible, and Relevant Data for Students. The U.S. Secretary of Education Betsy DeVos delivered on her promise to provide students more information than ever before as they make decisions about their postsecondary education options. Thanks to the groundbreaking redesign of the College Scorecard, students can now find customized, accessible, and relevant data on potential debt and earnings based on fields of study (including for 2-year programs, 4-year degrees, certificate programs, and some graduate programs), graduation rates, and even apprenticeships. This total Scorecard "rethink," as Secretary DeVos says, builds on President Trump's [Executive Order on Improving Free Inquiry, Transparency, and Accountability at Colleges and Universities](#) and will truly help students find the right fit for them. To view the College Scorecard, visit: <https://collegescorecard.ed.gov/>. To view the press release, visit: <https://www.ed.gov/news/press-releases/secretary-devos-delivers-promise-provide-students-relevant-actionable-information-needed-make-personalized-education-decisions>.

U.S. Department of Education Advances Trump Administration's STEM Investment Priorities. The U.S. Department of Education announced that it invested \$540 million to support science, technology, engineering and math (STEM) education, including computer science, through discretionary and research grants in Fiscal Year 2019, in accordance with President Trump's directive to foster expanded opportunities in these in-demand career fields. These funds deliver on the Administration's promise to support STEM education, as well as on the overall goals of the five-year federal STEM education strategic plan entitled [Charting A Course For Success: America's Strategy for STEM Education](#). The Department continued to support the Plan's vision for a future where all Americans will have lifelong access to high-quality STEM education and the United States will be the global leader in STEM literacy, innovation, and employment. To view the press release, visit: <https://www.ed.gov/news/press-releases/us-department-education-advances-trump-administrations-stem-investment-priorities>.

DOL Posts Blog: Creating Apprenticeship Programs that Work for Everyone. Jennifer Sheehy, U.S. Department of Labor's Deputy Assistant Secretary for Disability Employment Policy, wrote a blog on "Creating Apprenticeship Programs that Work for Everyone" for the [Social Security Administration's Ticket to Work Blog](#). In the blog, Ms. Sheehy outlined three examples of DOL apprenticeship programs that focus on including people with disabilities. To view the full blog, visit: <https://blog.dol.gov/2019/11/15/apprenticeship-programs-that-work-for-everyone>.

Headlines

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DOL Posts Blog: Innovating in Apprenticeship. In this blog, Office of Disability Employment Policy Senior Policy Advisor Carolyn Jones described two of the four apprenticeship programs that are participating in the Apprenticeship Inclusion Models (AIM) initiative. AIM researches, develops, tests, and evaluates innovative strategies in existing apprenticeship programs that provide skills training to people with disabilities. AIM participant Apprenti focuses on high-skill occupations in the tech industry, while the Industrial Manufacturing Technician program provides apprenticeships in the advanced manufacturing field. To view the full blog, visit: <https://blog.dol.gov/2019/11/19/innovating-in-apprenticeship>.

Consumer Financial Protection Bureau Invites Youth Programs to join their 2020 Youth Employment Success Cohort. The Consumer Financial Protection Bureau (the Bureau) is looking for youth employment programs that would like to join the Bureau's 2020 Youth Employment Success (YES) cohort. This cohort will focus on integrating financial capability products and services into youth workforce programs. The Bureau provides support in the form of technical assistance, not grant funds, to participants.

Between January and August 2020, the Bureau will provide technical assistance to ten youth workforce programs to support the integration of financial capability products and services within each program. The project will include three phases:

- **Discovery:** Cohort members will explore young people's financial strengths, challenges, and opportunities, and identify where, when, and how young people can be connected to financial products and services within the current program workflow.
- **Design:** Cohort members will tailor financial products and services to young people's goals, needs, and life experiences.
- **Pilot:** Cohort members will pilot the delivery of new or improved financial products, services, or other supports to young adult participants.

The Bureau is seeking ten programs from across the country serving out-of-school youth ages 16-24 that are interested in starting or expanding initiatives on financial capability for young adults participating in job readiness programs.

Organizations that meet the following criteria will be considered for selection:

- **Mission alignment:** Offer year-round job training programs to economically vulnerable out-of-school youth ages 16-24 who are entering the workforce. A demonstrated interest in integrating financial capability offerings to young adult participants.

Headlines

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- Organizational capacity: Capacity to dedicate staff time to engage in biweekly technical assistance calls (approximately 2 hours per month), complete program discovery and design activities in between TA calls (approximately 5-10 hours per month), and participate in a 3-5 hour in-person training for staff between February and June 2020.
- Target population: Service at least 500 traditionally underserved and economically vulnerable young adults.
- Youth engagement: Have established structures and communication channels to solicit input from young adult participants.
- Partnerships with financial institution(s) or payroll card provider(s): Have established relationship(s) with financial institution(s) or payroll card provider(s) to help young people manage wages or stipends.
- Willingness to pilot beta version of transportation decision-making tool: Several tools and resources will be provided for training. Among them, selected sites will commit to pilot the Bureau's new transportation decision tool with young adult participants. This tool is under development based on feedback from youth job training programs which identified the need.

In addition to the criteria above, the Bureau will consider the following factors to create a diverse cohort of youth workforce programs: program service area and location type (e.g., rural, suburban, or urban); program affiliation (e.g., nonprofit, government, trade association, etc.); relevant partner organizations; current financial capability program offerings (e.g., financial education, financial coaching, or savings opportunities); means of measurement (i.e., types of outputs and outcomes collected to track progress); and methods of payment for youth for work or training (e.g., direct deposit, payroll cards, etc.).

If your program and participants would benefit from technical assistance on integration of financial capability for young adults, please email Empowerment@cfpb.gov with a Letter of Interest by **COB December 30, 2019**.

Headlines

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Philadelphia Works is Partnering with Comcast for the City's First 'Pay for Success' Job Training Program. In September of 2018, reskilling and job training nonprofit [Philadelphia Works](#) received a grant from the Sorenson Impact Center and nonprofit Social Finance to develop a public-private partnership within the city. The grant, worth up to \$420,000, has helped Philadelphia Works develop a "pay for success" (PFS) program to get local residents into steady jobs. To obtain additional information, visit: <https://technical.ly/philly/2019/11/08/philadelphia-works-comcast-pay-for-success-job-training-workforce-development-sales/>.

Major Postsecondary Education Organizations Commit to Credential Transparency. On November 4, 15 national postsecondary education organizations signed a joint statement of their support for credential data transparency, marking a critical push on behalf of the higher education industry to dismantle long-held data silos and unlock the power of open data to better serve students. Through the leadership of the American Council on Education (ACE), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), and EDUCAUSE, these organizations are encouraging their members to describe their credential offerings with a common language and house the data in an open, cloud-based Registry in order to empower students, workers, employers, and policymakers to make more informed decisions about credentials and their value. To view the press release, visit: <https://credentialengine.org/2019/11/04/major-postsecondary-education-organizations-commit-to-credential-transparency/>.

Success Story

Riverside County Workforce Development Board

Hector enrolled in the Perris Oasis Youth Opportunity Center in July of 2018. Hector heard about all the services offered through a presentation the center staff made at a local High School. As a struggling high school student who was basic skills deficient and living in a high poverty area, Hector was intrigued by the career readiness and case management services that the center had to offer. Hector immediately decided to enroll in the program and started working on a career plan.

Hector graduated from high school in June 2019. He was able to work on his basic skills deficiencies with the help of his career coach and the staff at the youth center. Hector also was able to work on his portfolio development including his resume development, work ethics, time management, and financial literacy. Hector had no prior work experience when he enrolled in the program, and he successfully completed his work experience internship at Payless Shoes Store. Hector was able to learn customer services skills on the job and all the necessary skills needed to work in retail. Hector's worksite was very pleased with his performance, and even provided him a letter of reference after he completed his hours. Hector was also able to complete his Career Awareness workshops at the center and that is when he decided that he wanted to become a commercial pilot.

Hector is currently enrolled at Mt. San Jacinto College. The staff at the youth center assisted Hector with his college and financial aid applications to ensure that he had everything properly completed, and he is currently doing very well in his first semester. Hector recently joined five other youth in representing Riverside County in the annual Riverside County ProActive Youth trip. Hector was selected to represent the Perris Oasis Youth Center and share his experience at the youth center with elected officials in Washington DC, including local Senators and Congressmen. Hector continues to utilize the services of the youth center to ensure he continues on his career pathway, and the staff at the center are always available to provide him with support and guidance.

Interested in sharing a new practice or innovative approach that you're trying in your area?

The Employment and Training Administration (ETA) is interested in sharing strategies from across the country to promote peer learning and replication. If you would like to be considered for featuring in an upcoming newsletter, please email your organization, program name and brief description of the practice or approach to the ETA Division of Youth Services at: youth.services@dol.gov.

Funding & Other Opportunities

ALDI Invites Applications for Smart Kids Program. The [ALDI](#) grocery store chain is accepting applications for its ALDI Smart Kids program. The program will award grants of up to \$5,000 to local community organizations that encourage kids to actively participate in the areas of education, physical activity, nutrition, socializing, and the arts. Eligible applicants must be tax exempt under section 501(c)(3) of the Internal Revenue Code, or be a publicly funded service agency such as a police or fire department, a public or private K-12 school, or a faith-based organizations that benefits children in the community. [read more...](#) **Deadline: December 15.**

Walton Family Foundation Invites Applications for its Innovative Schools Program. The [Walton Family Foundation](#) is accepting applications from educators and entrepreneurs with ideas for schools that offer transformative opportunities for students. The program is designed to support schools that look and feel truly different, achieve unprecedented outcomes, serve high-need students, and generate analysis of their successes and challenges that can be shared with other schools. Awardees will receive grants up to \$325,000. [read more...](#) **Deadline: January 15, 2020.**

Captain Planet Foundation Invites Applications for ecoTech™ Grants. The [Captain Planet Foundation](#). The foundation is accepting applications for its ecoTech™ Grants. Through the program, grants of up to \$2,500 will be awarded in support of innovative technological programs that address environmental challenges and efforts to engage children in inquiry-based STEM-related projects, leverage technology, and/or use nature-based design to address environmental problems in local communities. Eligible applicants must be based in the U.S., have an annual operating budget of no more than \$3 million, and be tax exempt under section 501(c)(3) of the Internal Revenue Code (including most nonprofits and schools), or have a fiscal sponsor with such status. [read more...](#) **Deadline: January 15, 2020.**

AWS Foundation Invites Applications from Indiana Organizations Serving People with Disabilities. The [AWS Foundation](#) is accepting applications from organizations in northeast Indiana working to assist individuals with intellectual, developmental, and physical disabilities such as Down syndrome, autism spectrum disorder, traumatic brain injury, cerebral palsy, spina bifida, fragile X syndrome, and alcohol fetal syndrome. Eligible applicants must be tax exempt under section 501(c)(3) of the Internal Revenue Code and serve the northeast Indiana counties of Adams, Allen, DeKalb, Grant, Huntington, Kosciusko, Noble, Steuben, Wabash, Wells, and Whitley. [read more...](#) **Deadline: January 31, 2020.**

Resources

Share of Young Adults not Working or in School is at a 30-Year Low in U.S. This [resource](#) released by PEW Research Center looks at how the share of young adults who are not engaged in work or education has gone down gradually in recent decades and how it is now at its lowest point in 30 years (13.7%).

Accelerated Study in Associate Programs (ASAP) Shows Positive Findings for Community College Students. This [report](#) released by the What Works Clearinghouse is a three-year program that is designed to remove barriers to college success and completion for students seeking associate degrees by offering financial, academic, and personal supports. ASAP students are required to enroll full time and are encouraged to take any required developmental education courses in the first semester. Based on the research, the What Works Clearinghouse found that ASAP will likely increase graduation, enrollment, and credit accumulation and persistence rates for community college students.

Ensuring Equity in Evolving High School Career and Technical Education Policies. This [brief](#) released by Institute for Research on Poverty explores the evolving structure and goals of high school Career and Technical Education (CTE) in response to changing labor market conditions. Participants explored the growing concern that all students may not have equal access to these innovative initiatives, including inequity in access and outcomes across socioeconomic status, disability, and geographic location. Researchers noted the importance in collecting data on CTE to understand if equity goals are being met. Also noted is the growing stakeholder focus on understanding, defining, measuring, and evaluating program quality, in part because the 2018 Strengthening Career and Technical Education for the 21st Century Act places increased emphasis on program outcomes and continuous improvement.

National Survey of College Graduates: 2017. This [survey](#) conducted by the National Center for Science and Engineering Statistics within the National Science Foundation, provides data on the characteristics of the nation's college graduates, with a focus on those in the science and engineering workforce. This report contains technical documentation for the 2017 NSCG, with links to data tables and microdata.

Resources

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Career and Technical Education (CTE) High School and Postsecondary Pathways in Washington State. This [resource](#) released by the National Center for Analysis of Longitudinal Data in Education Research and the American Institutes for Research describe the postsecondary transitions of students taking CTE courses in high school using administrative data on one cohort of high school graduates in Washington State. Conditional on observable characteristics, CTE concentrators—high school graduates who complete at least four CTE credits—are about 4 percentage points less likely to enroll in college than other high school graduates. However, CTE students are significantly more likely to enroll in and complete vocational programs, especially in certificate programs in applied STEM and public safety fields. Among students not enrolled in college, CTE students are also more likely to obtain full-time employment—and to work more intensively—within the first three years following high school graduation. Although the improvements in employment outcomes do not offset reductions in college enrollment, the higher completion rates of vocational credentials among CTE concentrators indicate some important positive outcomes for this population.

InsideTrack® Coaching. This [report](#) released by Institute of Education Sciences' What Works Clearinghouse provides proactive, personalized coaching to help students identify and overcome academic and non-academic barriers to college persistence and graduation. InsideTrack® partners with universities to deliver its coaching to students through phone, video, email, text, and mobile apps. Based on the research, the Clearinghouse found that InsideTrack® *Coaching* may increase persistence and may result in little to no change in degree completion for four-year college students.

Disconnected Young Adults: Increasing Engagement and Opportunity. This [article](#) released by the Russell Sage Foundation Journal of the Social Sciences presents data and summarizes the literature on the causes and consequences of youth disconnection. It discusses evidenced-based policies and programs that show promise for engaging or reengaging young people and meeting the needs of particular groups of disconnected youth, including effective education and training programs (both in secondary and postsecondary contexts), targeted reforms to community college systems, strategies for addressing barriers to work and school including provision of comprehensive services, and demand-oriented solutions that improve job opportunities for youth.

Resources

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Principles of Policy Design for Connecting Education to Work. This [document](#) released by the Education Commission of the States which was informed by a group of education and workforce leaders, explores three principles to guide policy considerations for state leaders working to develop intentional, outcomes-focused connections between postsecondary education and work.

Changing the Value Equation for Higher Education. This [report](#) released by the Strada Education Network in partnership with Gallup introduces a new consumer-centered model for measuring the value of postsecondary education. This report holds important implications for effective public policy. In analyzing the responses of over 90,000 Americans who have pursued post-secondary education during the past two decades, we found that perceptions of value vary significantly across pathways. Individuals are more likely to strongly agree their education was worth the cost and makes them an attractive job candidate when they can most clearly connect their education to their work. Importantly, going beyond the traditional economic measures of the value of education to include these consumer perceptions gives us the insights we need to change the value equation for higher education.

The Changing Landscape of Developmental Education Practices: Findings from a National Survey and Interviews with Postsecondary Institutions. This [report](#) released by the Center for the Analysis of Postsecondary Readiness documents developmental education practices used in broad-access two- and four-year colleges across the country based on a 2016 survey of public two- and four-year colleges and private, nonprofit four-year colleges as well as interviews with institutional and state leaders. It examines practices in assessment, placement, instruction, and support services and finds that many colleges are experimenting with changes to traditional developmental education.

Intensive Care Coordination for Children and Youth with Complex Mental and Substance Use Disorders: STATE AND COMMUNITY PROFILES. This [document](#) released by the Substance Abuse and Mental Health Services Administration provides state-by-state information on implementation of intensive care coordination using a wraparound approach.

Missed Opportunities: Evidence on Interventions for Addressing Youth Homelessness. This [brief](#) from Chapin Hall summarizes research-based evidence on the effectiveness of interventions to prevent youth homelessness, reduce its duration and effects, and promote sustainable improvements in youth well-being.

Upcoming Events

January 20, 2020. MLK Day of Service 2020.

January 22-25, 2020. Ameila Island, FL. American Association of Community Colleges' [Workforce Development Institute](#).



To subscribe or unsubscribe to the Youth Resource Connections Newsletter, visit: http://www.doleta.gov/youth_services and click the "Subscribe to E-mail Updates" button.

We welcome your input.

Please let us know how these newsletters might be improved to better serve your needs. If you have comments, contact the Employment and Training Administration's Division of Youth Services at **(202) 693-3030** or e-mail: youth.services@dol.gov.

The Department of Labor (DOL), Employment and Training Administration (ETA) does not take responsibility for non-endorsed DOL/ETA resources included in the newsletter.