

CITY OF WICHITA
**YOUTH
SERVICES
REPORT**
Spring 2017

Prepared by
Wichita State University
Hugo Wall School of Public Affairs
Public Policy and Management Center

*Deanna Carrithers, Special Projects Liason,
President's Diversity Council*

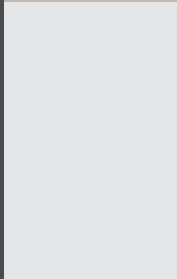
*Misty Bruckner, Director,
Public Policy and Management Center*

James Covell, Graduate Assistant

Craig Croisette, Graduate Assistant

John Tingley, Graduate Assistant

Wichita State University
1845 Fairmount
Wichita, Kansas 67260-0155



WICHITA STATE UNIVERSITY

HUGO WALL SCHOOL OF PUBLIC AFFAIRS

Public Policy and Management Center

Disclaimer

The study was conducted by the Public Policy and Management Center (PPMC) at the Hugo Wall School of Public Affairs (HWS) at Wichita State University (WSU). The PPMC is an independent research body unaffiliated with the City of Wichita. This report was prepared by the research team. It represents the findings, views, opinions and conclusions of the research team alone, and the report does not express the official or unofficial policy of the HWS or WSU. Information for this report was supplied by the City of Wichita and additional sources. The accuracy of findings for the report is dependent upon these sources.

Acknowledgments

The PPMC would like to thank the staff of the City of Wichita and community organizations interviewed. Specifically, the PPMC would like to acknowledge the following people for their contributions to the report: John Hall, Michelle Rucker, and Tahjzia Terry.

Contents

1	EXECUTIVE SUMMARY	1
2	BACKGROUND AND PURPOSE	4
3	SECTION 1: STAKEHOLDER INTERVIEW FINDINGS	7
4	SECTION 2: LITERATURE REVIEW/BEST PRACTICE FINDINGS	14
5	SECTION 3: POLICY RESEARCH ON EVIDENCE-BASED PERFORMANCE MEASURES	17
6	SECTION 4: PEER COMMUNITY RESEARCH	20
7	SECTION 5: CITY OF WICHITA YOUTH EMPLOYMENT OVERVIEW	25
8	SECTION 6: POLICY OPTIONS FOR YOUTH EMPLOYMENT.....	31
9	REFERENCES AND CITATIONS	41
10	ATTACHMENT A: STAKEHOLDER LIST	
11	ATTACHMENT B: STAKEHOLDER INTERVIEWS	

1. Executive Summary



Few community issues are more galvanizing than a commitment to create opportunities for the next generation. The universal appeal of “leave it better than you found it” resonates strongly among community members and potentially has the most impact on providing direct services, support systems and opportunities for youth to develop into productive citizens. The purpose of the Youth Services Assessment project was to engage stakeholders in order to identify current services for at-risk middle school and high school youth in the community, provide research on evidence-based prevention and intervention programs (especially related to youth employment), and develop a course of action for the City of Wichita in youth employment.

To address these questions, the City of Wichita requested the Public Policy and Management Center (PPMC) at the Hugo Wall School at Wichita State University complete the following:

- 1) Engage stakeholders to identify issues and challenges in youth services specifically related to youth employment
- 2) Review national standards and criteria in youth employment/services programs
- 3) Identify best practices in youth employment in other communities
- 4) Review the City of Wichita’s current summer youth employment program
- 5) Provide policy analysis and recommendations for future actions

As Wichita and the region work diligently to improve economic development and job growth, one fundamental requirement is an equipped workforce, which begins with preparing youth to be productive members of society through education and social and vocational experiences. The following report provides research at the local and national level on youth services—specifically youth employment. The report’s primary purpose is to highlight best practice research and findings on how the City of Wichita may leverage limited resources to optimize community impact, identify service enhancements and identify resources for the next generation through youth employment support. The secondary purpose is to initiate discussion and action to develop a systematic approach that reduces

barriers, silos and duplication of services within the continuum of youth services in order to create and implement a plan that best serves the needs of youth within the community. Preparing the next generation for employment is a systems issue, meaning that there are numerous issues that must be addressed by multiple stakeholders working together. The following findings from the research provide a framework to address youth services and youth employment in the future:

- 1. Support Youth Employment:** Significant research supports the value of youth employment for individuals and communities through workforce development. Research also highlights the important role local government has in supporting youth employment. Four organizations in Wichita (South Central Kansas Workforce Alliance, YMCA, Big Brothers/Big Sisters and the City of Wichita) spend more than half a million dollars on youth employment, serving approximately 250 youth per year. Their focus is on summer youth employment through these programs. Examining opportunities for these organizations to work together to best leverage resources is an important step. Also, the City of Wichita's efforts should focus on revamping The Way to Work, connecting community partners, and outlining expected community outcomes and impact.
- 2. Provide Community Education on Youth Employment Impact:** Youth employment is not only a social issue; it is also an issue of economic development and talent retention. Framing a community discussion in this manner is important. The Wichita Regional Chamber of Commerce is taking a leading role in describing the value of youth employment and should be supported in this initiative. Support from elected leadership and staff is also critical, in addition to partnerships with South Central Workforce Alliance, YMCA and other summer youth employment providers.
- 3. Revamp the City of Wichita Youth Employment Program (Way To Work Program) Guidelines:** The City of Wichita provides one-third to one-half of youth employment within the community, or no less than 120 youth annually; however, youth employment is limited to those youth and families in the City of Wichita Housing Authority, and the impact of these programs could be improved through exploration of alternative models for youth/families served. Specific recommendations outlined in the report include:
 - 1) Restructure program for 14-15 age group with other program modifications;
 - 2) Develop a partnership with USD 259 to leverage other public resources; and
 - 3) Explore opportunities to work with Wichita State University on science, technology, engineering and math, also known as "STEM" initiatives.
- 4. Enhance Service Activities to Support the Entire Family:** In addition to youth employment opportunities, future success is contingent upon support for entire families. Many participants served through youth employment programs come from families without education or training on personal finance management. This support includes training and education for both youth and parents, transportation for youth and families to complete program education and training opportunities, and general transportation for youth to employment opportunities.
- 5. Develop a Unified Community Vision:** The need for education, understanding and collective action on youth issues requires a unified community vision on priorities, outcomes and resources for youth services. Aligning youth employment with a community vision on youth services will be more successful with a comprehensive vision.

- 6. Increase Community Coordination:** Along with a community vision, the project should focus on improving coordination for youth services and issues. A long-term commitment to bring people together, set priorities, establish implementation plans and monitor impact is critical. Specifically, there is a need to develop and adhere to community performance impact measures to both qualify and quantify successes and opportunities for improvement. Recent community conversations regarding the 67214 zip code could lead to an opportunity to improve coordination in a specific area as an example for work to be done in other areas.
- 7. Identify Champions:** Success of this project will require leadership to champion and advocate for advancement in youth services and youth employment. To elevate and emphasize the importance of youth employment as a community priority, leadership should be defined to support the impact assessment, strategic development and service delivery through the intentional engagement of community partners. Again, significant movement toward this goal at the local Chamber of Commerce, City of Wichita and Workforce Alliance of South Central Kansas is already underway.
- 8. Commit to a System Approach to Youth Employment Programs:** Preparing youth for employment is a system issue that starts with basic educational (reading and math) and social skills. Youth need foundational skills to attain success in employment. Defining those skills and prioritizing resources to address them are important for long-term youth employment and, ultimately, workforce development.
- 9. Increase Interpersonal and Social Development:** As a part of professional development, many youth services providers discussed the importance of interpersonal skills development. Many youth are unprepared for the interpersonal and social aspects of the workplace and are uninformed regarding the formal and informal cultural norms within the workforce.
- 10. Engage Schools:** Engaging schools in the discussion to coordinate programs offered at high schools with summer employment is critical. An important goal will be leveraging the vocational programs at high schools to lead into summer employment and long-term career education. In addition, the high school graduation rate is a critical factor for employment. Graduation rates continue to increase in Wichita Public Schools. The 2014-15 academic year rate was 76.5 percent, an increase of 21 percent in four years. Youth employment programs should be geared toward positively impacting those numbers.

The PPMC has conducted community surveys in numerous communities across the country over the past thirty years and has consistently found that more than 90 percent of communities support the creation of opportunities for the next generation. Although there has been significant progress within Wichita, all organizations involved have identified opportunities for improvement and a willingness to support efforts to advance youth services, specifically youth employment. As such, information from this report may serve as a strategic framework for youth services and will act as a catalyst for future changes.

2. Background and Purpose



In response to a request from the City of Wichita, the Public Policy and Management Center (PPMC) at Wichita State University's Hugo Wall School of Public Affairs (HWS) assisted with the Youth Services Assessment in engaging stakeholders to identify current challenges for at-risk middle school and high school youth in the community, provide research on evidence-based prevention and intervention programs (especially as related to youth employment), and develop a course of action for the City of Wichita in youth employment.

Youth unemployment is an intergenerational issue, as youth have experienced historically high rates of unemployment over the last decade. Graph 1 shows the US Youth Unemployment Rate from 2006 to 2016, for youth ages 16 to 24. Overall, youth unemployment has declined nationally since the peak of 19.6 percent in April 2010; however, the youth unemployment rate remains well above the national unemployment rate. Youth employment remains a challenge for both the country and the community, and this report provides recommendations and strategies to strengthen and enhance youth employment resources within the community.

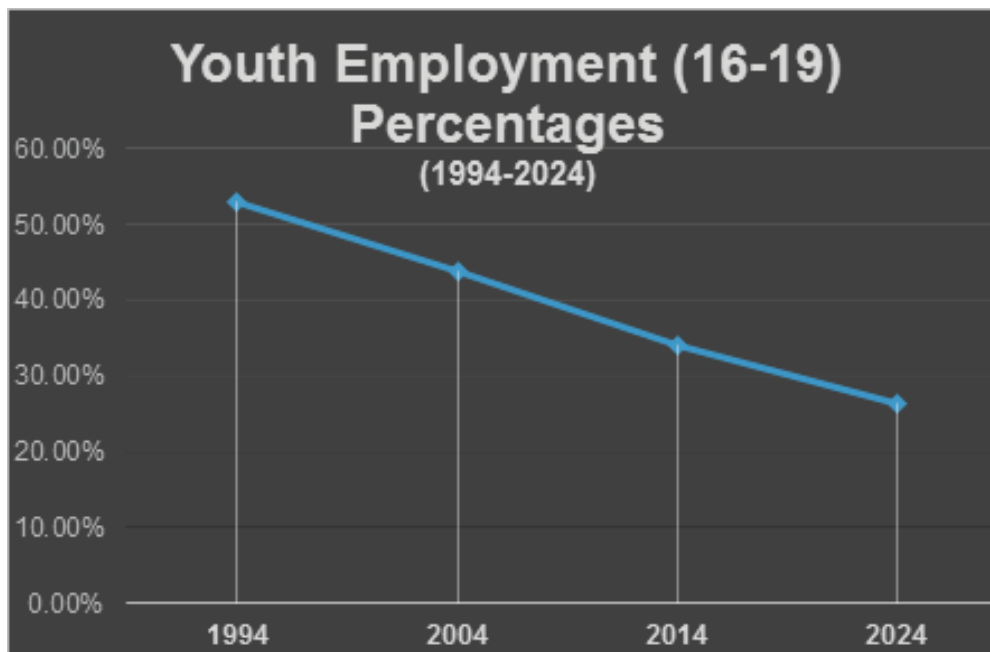
Graph 1



Within declining employment opportunities for youth 16 to 24 years of age, the subgroup of 16 to 19 years of age has been most adversely impacted. This subgroup has experienced a steep decline in employment opportunities since the 1990s. Graph 2 below provides both actual and estimated employment percentages to 2024, showing employment opportunities continuing to decline for this subgroup in the future. This statistic is particularly concerning for community development as private industry, nonprofits, and local government attempt to develop a viable workforce.

Graph 2

Youth Employment Percentages (1994 - 2024)				
Years	1994	2004	2014	2024
Percentage	52.90%	43.90%	34.00%	26.40%



Despite these statistics, the significant impacts of youth employment are far reaching. Impacting communities both financially and socially, youth employment builds continuity within communities that is never realized without the development of community attachment. According to a 2014 study by the Young Invincibles organization, every unemployed young person between 14 and 24 years of age will cost his or her government \$4,100 in forgone taxes. Although this study focuses on the state and federal levels, persistent youth unemployment also adversely impacts the local level. This study demonstrates how persistent unemployment within this age group erodes the future development of the tax base. As such, those employed support the additional costs of the unemployed or underemployed, which is not sustainable for any community.

In addition to the financial impact, the social consequences of youth employment are enormous. Youth employment provides a critical bridge between adolescence and adulthood that establishes resilience and builds self-efficacy. As a result, youth are more likely to reject unhealthy behaviors and develop pro-social behavioral patterns that lead to successful adulthood and healthy families modeled after the behavior patterns they encounter.

Youth employment remains a national challenge, and the City of Wichita is committed to identifying opportunities to improve the community through youth services. As such, the purposes of the Youth Services project were the following:

- 1) Identify youth employment services throughout the community
- 2) Identify gaps or challenges in services
- 3) Identify measures of programmatic effectiveness related to youth employment
- 4) Provide policy analysis and recommendations for future action

The Youth Services report is a framework for policy-makers that provides an inventory of current youth services, identifies best practices and explores the policy implications of maintaining the status quo along with propositions for expanded partnerships within the community.

PROCESS OVERVIEW

The City of Wichita Youth Services Assessment Project Research has been delineated into six sections. The first section is a summary of interviews of youth service stakeholders from leading organizations in Wichita, with specific inquiry regarding youth employment. The second section is a review of youth employment best practices, which includes recommendations based on a literature review. The third section explores research related to performance measure development and information compiled from foundations or other funding organizations. The fourth section explores best practices in terms of programs from a local government perspective. The fifth section is a review of the current City of Wichita youth employment activities, which has been collected via electronic research, phone interview or face-to-face interview. The sixth section provides policy analysis and recommendations for future action.

3. Section 1: Stakeholder Interview Findings



As the foundation for the report, interviews were conducted with leading youth service organizations serving the Wichita community. Organizations were identified by the City of Wichita and Wichita State University based upon influence and knowledge of current youth services, youth employment and overall systems. While some of these organizations receive funding from the City of Wichita for youth programs, the purpose of the assessment was not to evaluate the use of these funds, but rather to understand stakeholder perspectives on youth services and youth employment. Structured interviews were conducted (see Attachment A for list of questions and representatives) with the following organizations:

- USD 259
- YMCA
- Juvenile Justices
- Sedgwick County, Human Services
- United Way of the Plains
- Big Brothers/Big Sisters
- Wichita State University TRIO/Upward Bound Program
- Workforce Alliance
- DCCCA
- Boys and Girls Club
- Real Men, Real Heroes

Stakeholders identified several specific and overall concerns for preparing youth to be productive members of society. (See Attachment B for a matrix of the interviews.) Most stakeholders indicated that services from their organization are more supportive of foundational skills for youth employment.

YOUTH EMPLOYMENT PROGRAMS

Aside from the City of Wichita, the YMCA, South Central Workforce Alliance and Big Brothers/Big Sisters all have programs with a significant youth employment impact.

YMCA Job Prep

The YMCA has offered a job preparation program for several years in various forms. Currently, the Job Prep program starts with training classes that meet once a week for 12 weeks to prepare interested youth seeking employment. Each year approximately 100 youth will start the program but only 50 to 60 will complete training. There are no requirements for participation, although youth from low-income households are part of the targeted market. Participants are only allowed to miss one session. Volunteers from the community, including corporate partners, board members and others lead training sessions. Training sessions include skill-building curriculum such as communication, resumes, job applications, interviewing, workplace expectations and more. In addition, participants are certified in first aid and CPR.

The YMCA secures and funds positions for the youth with corporate sponsors; however, the youth must compete and interview for the positions with no guarantees. The YMCA indicates that the competition for jobs is a confidence-booster for many youth, especially those from low-income families who realize they can compete successfully for positions. Jobs last for ten weeks during the summer. Of the participants, 87 percent are retained in their positions, and many continue working. The YMCA hires a job coordinator to mentor and support the youth, as well as to address any concerns from the employers. Aside from statistics, the YMCA states that there are other indicators of success, such as the number of youth continuing employment after the summer session and the number of those searching out other positions besides the jobs secured by the YMCA.

Workforce Alliance of South Central Kansas: Youth Employment Project (YEP)

The YEP provides services for youth seeking employment through multiple avenues. First, the YEP offers pre-employment and career awareness workshops, of which 19 were offered in 2016. Workshop topics include employment planning, customer service, essential skills, and financial literacy. Attendees can earn “badges” for specific skills, and 287 badges were earned by participants last year. A total of 72 youth earned certificates after completing the following workshops at the Wichita Workforce Center: Essential Skills, Customer Service and Financial Literacy.

Second, the YEP provides open opportunities for job placement through job fairs and services offered through the Workforce Alliance. Last year, 183 youth attended two job fairs with 18 employers participating. The Workforce Alliance estimates that 18 youth found jobs at these fairs and an additional 21 youth found employment through other services.

Third, the YEP offers youth internships. In 2016, 56 youth were matched with employers, 50 subsidized by the YEP, and 6 unsubsidized but secured by the YEP. The YEP works with business partners to provide support to reduce the financial burden of internships for the employer. In addition, work site or employment concerns for participants are also addressed through the YEP coordination. The YEP's retention rate in 2016 was 84 percent.

Kansas Big Brother/Big Sisters: Youth Workforce Opportunity Initiative (YWOI)

YWOI is a Big Brothers Big Sisters of America (BBBSA) project aimed at improving the job readiness of at-risk and justice-involved youth. A grant from the U.S. Department of Labor Employment and Training Administration (DOL ETA) funds YWOI.

KSBBBS leveraged new and existing partnerships to serve 225 youth through YWOI (150 in Wichita and 75 in Topeka). Workforce Alliance of South Central Kansas is one of its partner organizations.

The following is a comparison of the larger youth employment programs in Wichita:

Graph 3

Summary of Wichita Youth Employment Programs				
Program	Population Served	Number of Placements	Program Cost	Impact
Workforce Alliance of South Central Kansas: Youth Employment Program	Low-income youth and other youth	56: 50 subsidized and 6 six unsubsidized	\$77,000	86% of matches retained employment
YMCA Summer Employment: Job Prep	No income requirements; serves ages 15-17	50-60 youth per year	\$160,000	87% retained and/or offered an ongoing position
Big Brothers/Big Sister Youth Workforce Opportunity	At-risk and justice-involved youth;	150 participate in program (Not a placement program; works through Workforce Alliance for a partnership.)	\$360,000	Reduction in recidivism and violence
City of Wichita	Low-income youth meeting CDBG criteria served in the City of Wichita Housing Authority	120 youth per year	\$225,000	Participants to complete the 9-week program and participants to open a savings account

OTHER SERVICE ORGANIZATIONS

Two other organizations did have a direct programming connection with youth employment; however, the training they provided was not as foundational as the previous organizations.

Boys and Girls Club

Boys and Girls Club employs a few youth through their Junior Staff program and works with the YMCA, Workforce Alliance and the City of Wichita to support those organizations' summer youth employment programs. Boys and Girls Club also offers job preparation classes during the summer, as well as Career Launch, a national Boys and Girls Club of America program, to focus on job/career/college readiness. During the summer, 35 to 45 youth go through this program (three times a week for 8th through 12th grade). Participants perform research on job placement, careers or college, participate in soft skills training, and do "career interest shadows" with the BG Club corporate sponsors.

Wichita Public Schools/USD 259

The Wichita Public School District has several job preparedness classes and vocational training initiatives that vary by high school; examples include auto mechanics, culinary arts, bio-med, technology, early childhood development and others that are designed for specific vocational interests. Wichita Public Schools also has a partnership with the Wichita Area Technical College for concurrent enrollment and tuition waiver options, which can make connections between additional training and vocation interests.

SUPPORT SYSTEMS

Other stakeholders provided foundational support for job readiness through other means. Support is available in different forms, such as:

- Funding support
- Placement of summer youth participants
- Social services – mental health care, family support services, counseling
- Academic support
- Academic monitoring
- Prevention services – social factors, risky behaviors, juvenile justice prevention
- After school programs
- Recreation and safe places
- Mentoring programs

GAPS AND CHALLENGES WITH YOUTH SERVICES

Stakeholders were asked a number of questions that would explain how they understood their role in youth services, existing gaps in services, gaps each organization filled, and general barriers. The following are the most salient issues they identified:

1) Transactional Relationships: Most providers indicated some interaction with other youth service providers, but most described this as a transactional relationship. A youth service provider may conduct a service that benefits another organization in exchange for services, funding or other type of repayment. Most described the relationships among youth service providers as professional, but the recent financial challenges faced by almost all nonprofits have created a competitive environment. As one stakeholder said, “It’s hard to be collaborative, when you are in a constant state of survival.”

2) Coordination: Most providers said connections with other youth service providers were limited and only utilized for specific activities. All providers agreed that there is lack of overall coordination on youth services, leading to duplication and gaps. A few stakeholders indicated that coordination could be improved specifically with youth employment through organized information, outreach to youth, outreach to employers and leveraging of corporate partners with nonprofits. Competition for resources and a lack of cooperation incentives lead to a fragmented and less-optimized system. What results is a diluted impact of resources attempting to fund several agencies.

3) Community Vision for Youth: Several stakeholders indicated frustration with a lack of community vision and priorities for youth. Numerous programs for youth and funding sources with various priorities result in a lack of coordination in funding, priorities and overall vision for serving youth. One stakeholder stated, “Our community cannot achieve success if we have not defined what that success is.”

4) Leadership Commitment: A few interviewees described past efforts of coordination that eventually ended with funding changes or leadership changes going back decades to the Neighborhood Initiative, Wichita's Promise or Visioneering. While the positive aspect of these efforts was a coordinated approach with a central leader, the challenge was long-term sustainability. Several changes in nonprofit leadership positions have also impacted a united community vision. One stakeholder described a "leadership vacuum" caused not by a lack of commitment but by a lack of leadership that can pull organizations together.

5) At-Risk Youth: Stakeholders expressed several concerns about the segmentation of "at-risk" youth and other youth and how to address this gap. One stakeholder shared, "How do we get at-risk youth with other youth to see alternatives for life options? How do we lessen the gap of opportunity in expectations, life experiences, and family support?" Some programming, including youth employment programs, can create special efforts for low-income youth. While providing opportunities is important, organizations want to know how programming can create an inclusive environment so expectations, experiences and preparedness are shared broadly to lessen the stigma of the "at-risk" label.

6) Prevention Services: Some stakeholders, especially those involved with at-risk youth populations, expressed concern that few prevention services are available and services are provided once a crisis has already occurred. The crisis can be mental health, social conditions, risky behavior or violence. However, funding for prevention programs, coordination, wrap-around services and after-hours services (beyond six in the evening) are a significant challenge. One stakeholder stated, "we justify spending after, but not before."

7) Evidence-Based Impact: An interesting conflict emerged among some stakeholders who held the perspective that there is little evidence of real impact for youth despite many services provided, but that funding and services do not change. On the other hand, some expressed frustration in meeting outcome-based objectives for funding, as the ability to attract and retain youth in some programs has been challenged, especially for older youth who have options to stay at home or go elsewhere with no structure. Desire for a balance of outcome-based programs and the general need for a safe place to go was expressed.

8) Transportation: The issue of transportation was identified by every stakeholder as a significant barrier both for both youth employment and general youth services. The lack of knowledge, comfort level and capacity of public transportation creates significant barriers between youth and families and helpful programs and employment opportunities.

YOUTH EMPLOYMENT GAPS AND BARRIERS

Stakeholders were asked questions that would identify how they define their role or perspective on youth employment services, existing gaps, gaps filled and general barriers. The following are the most identified issues:

1) Community Understanding of Youth Employment Impact: Providers working with youth employment programs indicated a need for community education so others would see youth employment as an economic development and talent retention issue. Many funding sources and programs operate youth employment as only an "at-risk" youth issue, when in reality it is a community issue and economic issue. Stakeholders shared that framing youth employment as an economic development/sustainability and talent retention issue would be an important step in the right direction.

2) Systematic Approach to Youth Employment Programs: Several youth service providers explained that a coordinated or systematic approach to youth employment is important. A systematic approach does not refer to combining services, but instead describes a process to simplify matters for youth and employers. Some potential efforts could include identifying overall objectives, developing a combined marketing/referral campaign, coordinating a system for potential new employers, considering age delineation by program, developing online badge/certificate programs and coordinating with other programs supporting youth employment, such as Youth Entrepreneurs and others.

3) Employer Support: Past programs have placed significant emphasis on making youth employment as easy as possible for employers, but an organization that is new to youth employment can face potential challenges. Continuing to develop support for employers, clear expectations, best-practice information and other orientations to youth employment will be important.

4) Soft Skills and Cultural Understanding: Many youth providers discussed the continued development and coaching of soft skills. While introduction to soft skills is important, some youth face a significant gap in this area. Developing ongoing coaching, classes and mock sessions will be important. Preparing youth who have not been exposed to professional environments involves a significant cultural change. In addition, preparing employers with knowledge on the background, cultural differences and community environment of youth is also important. The youth employee and employer will benefit if cultural understanding is developed.

5) Summer Limitations: Another challenge stakeholders identified was that most youth employment programs are summer-based, which greatly decreases their capacity for impact. Identifying opportunities to expand or retain employment year-round could be important for some youth and employers.

6) College Finance Impact: A unique perspective shared by one stakeholder involved a “system issue” in which some youth are penalized on Pell Grant funding if they have earned too much income as a youth. While this is a federal issue, promoting awareness on this issue and developing a clear guideline on funding limits would be helpful for youth and employers.

7) Engage Schools: One significant and important factor in improving youth employment services is coordination and cooperation with schools. Developing a system for vocational classes at high schools to be preparatory labs for youth employment is important. Several vocational training programs in schools could be identified, and developing a system to coordinate with employers during the summer would leverage that training and those resources.

STEPS TO ADDRESS BARRIERS

Stakeholders were asked to identify steps to address barriers for youth services and youth employment. The following are the most significant suggestions:

- 1) Unified Community Vision:** Several stakeholders discussed the need for education, understanding and collective action on youth issues. Developing a community vision, priorities, benchmarks, and actions will help create a more coordinated system for youth services. Stakeholders agreed that the priorities should be simple, few, and easy to benchmark. Stakeholders also discussed the need to bring providers together to identify the top priorities for youth services with a sustainable plan.
- 2) Community Coordination:** With a community vision, there will be a need to improve coordination through a neutral source of youth services and issues. Stakeholders discussed the need to develop means to encourage collaboration, joint funding opportunities and program evaluation for outcome impact.
- 3) Systematic Approach to Youth Employment:** While most organizations interviewed were not directly involved with providing youth employment services, many found the system difficult to navigate. Recommendations include coordinated marketing, a systems guide of services, outreach to employers, leverage corporate partners of other nonprofit organizations, training information and program evaluation for impact.
- 4) Engage Schools:** Engaging schools in the discussion to coordinate programs offered at high schools with summer employment is important. Leveraging the vocational programs at high schools to lead into summer employment and long-term career education is a vital link.
- 5) Transportation:** There is a need for transportation for youth in general, but especially for youth employment, transportation is a critical factor. Further investigating the issue and developing and evaluating solutions will be important for youth employment now and in the future.

4. Section 2: Literature Review/Best Practice Findings



A literature review was conducted to provide evidence-based support for future recommendations regarding youth employment. Specifically, the literature review addresses the following:

- 1) Identifies policy research related to youth employment
- 2) Explores best practices related to youth employment
- 3) Identifies critical components of the most successful youth employment programs
- 4) Creates a baseline for assessment of services
- 5) Provides sources for additional research as the City of Wichita considers implementation of best practices

The literature review was comprised of scholarly publications, policy papers, newspaper editorials, book chapters, journals and other educational media with official references and citations listed at the conclusion of the report. The recommendations are based upon continuous themes developed during the literature review based upon both qualitative and quantitative data provided. Through this study, the following best practices/recommendations have been identified to date and are substantiated through the corresponding research.

1) Early employment with adolescents leads to more successful outcomes: Employing youth as soon as possible has a positive impact on long-term employment outcomes. In other words, the sooner adolescents start vocational training, the more likely they are to be successful in the long term. This initiates the education and integration of habits necessary to be successful in the workforce on a long-term basis. This establishes the foundation for responsible behavior during an influential period in adolescent development thereby increasing the level of impact.

Research Summary: An abundance of youth served through youth employment programs have experienced negative consequences of socioeconomic disparity. As such, youth have not been exposed to employment related skill development, and need to be immersed in employment training as soon as possible. In addition, development of critical life skills establishes the self-efficacy necessary for youth to become balanced adults that understand the role of employment in relation to socioeconomic success. By initiating youth employment at an early age, routines, patterns, and values are established to develop the skills to gain and maintain long-term employment.

2) Youth employment programs should be multifaceted: Due to the socioeconomic disparities often associated with youth employment, successful youth employment programs all provide services beyond basic or traditional youth employment where locating vocational opportunities becomes the sole emphasis of the program. Specifically, research indicates that youth often find it challenging to maintain employment because of a lack of educational competencies, interpersonal skills, and work ethic foundation. Most successful programs encompass both employment and the development support systems for the social deficits that exist.

Research Summary: Although vocational opportunity is the primary purpose of the program, services should incorporate additional skill development opportunities. For example, there may be a need for financial training, which could be combined with the employment opportunity to facilitate training on responsibility for income. In addition, studies have noted the significant impact of mentoring on youth. Mentoring as a part of employment training has increased the level of long-term success according to programs that have experienced sustained positive outcomes.

3) Provide financial incentives: Employment activities should simulate professional opportunities, and financial incentives are part of that process. Additionally, financial incentives prepare youth to take responsibility for income received. Lastly, financial incentives can reduce barriers to participating in the program, in cases where socioeconomic challenges exist.

Research Summary: One of the fundamental tenets of employment is to provide a financial incentive. It serves as both a value statement and accountability standard within vocational opportunities. Specifically, financial incentives in youth employment provide a rewards structure which is critical in highlighting benefits or ramifications for both positive and negative performance in the workplace. Although youth employment typically includes intensive supervision that may not be customary in the traditional workplace, financial rewards provide an accountability measure to positively impact the overall quality of life for youth and creates an understanding of the requirements for professional success.

4) Services and connection are maintained after employment ends: Building and sustaining long-term connections with youth is positive for both the employer and the youth employee. Youth will be more connected if there is follow-up after the program ends. Additionally, multi-year programs result in even stronger success based on sustained relationships into adulthood.

Research Summary: The research indicates that relationship development is fundamental to both the short-term and long-term success of youth employment programs for a multitude of reasons. First, many families participating in youth programs are working to stabilize their nuclear unit and work toward self-sufficiency. As such, establishing a support network and connections becomes increasingly relevant to ensuring youth and families involved have a stable environment. Maintaining connections and services ensures there is an awareness and trust beyond the program requirements to create space for youth and families to be successful by continuing to share their needs.

As in the education system, maintaining connections to continue to build upon skills learned is vitally important. Specifically, youth and families are trained on financial management skills that can be lost if refreshers or core concepts are not reinforced. Youth and families need opportunities to keep critical development information in front of them which is why services and connection beyond the employment program are critical.

5) Incorporate job skills training: In addition to providing an employment opportunity, youth employment programs should provide training that exceeds the specific opportunity provided. For example, professional demeanor and dress may not be communicated at the work site but could impede success in the long-term without appropriate training. Additionally, professional communication training is also a vital skill for youth.

Research Summary: As a part of the youth employment, the basics of professional decorum must be addressed. It should be assumed that youth have never had professional experiences. As such, youth should be afforded the same opportunities to grow as a new employee, which include sharing the organizational rules, competencies and procedures. In addition, the expectations for what is and is not acceptable should be communicated along with the expectations for the job.

One barrier is that youth are often placed in professional environments without adequate education regarding the expectations and training for the work to be completed. Although it is unintentional, this creates undue stress for the youth and families and organizations participating because of unrealistic expectations. As a result, youth should always be undergoing skill development for assignments in the program and professional opportunities upon successful completion of the program.

6) Logistical support for youth and families: Youth employment often poses a challenge for many families and may necessitate broader support. Studies have indicated that transportation is a barrier for some families which creates a challenge for youth. Additionally, parents may need training on youth employment services to increase their level of support. This facilitates the support of the entire family in participating in the process thereby building connections and increasing the level of success.

Research Summary: An important component in successful youth employment programs is family involvement. Although youth are the primary target for youth employment interventions, it is equally critical to ensure parental support for the process. For example, many parents do not have the life skills or professional habits to develop or maintain gainful employment. As such, it can be challenging for families to work together and with organizations to ensure gainful employment. Although transportation can be a critical barrier, families also need support with time management and planning to help the youth succeed on the job. By providing logistical support, families are more likely to have better understanding thereby increasing the possibility that parents will help youth be successful.

7) Socioeconomics of participants has an impact on the level/type of services needed: Varied levels of intervention/service delivery models are available; however, socioeconomic conditions have an impact on the level of service delivery necessary to make an impact. Support for families that have lower socioeconomic conditions may require a greater level of investment than others. Suggested reasons include lack of education, transportation barriers and other socioeconomic factors.

Research Summary: Successful youth employment programs are able to isolate variables that adversely impact youth employment program outcomes. Specifically, socioeconomic conditions are often highlighted in addition to race/ethnicity. Socioeconomic standing more often than not defines the level of exposure and understanding surrounding employment issues. As such, training and skills development may be more intensive for youth and families with lower socioeconomic situations thereby creating the need for more extensive services which are costlier.

5. Section 3: Policy Research on Evidence-Based Performance Measures



The policy and program research section is a review of industry standards related to evidence-based practices, specifically performance measures, for youth employment. Approximately ten foundations/associations were contacted to provide an overview of their research and standards, the impact of evaluation regarding youth employment and a review of the literature. Foundations and associations were identified based upon historical activities related to youth employment. These foundations either provided grant funds or conducted significant research regarding youth employment. Based on research and interviews, the following performance measures have been identified as metrics for success in youth employment:

1) Successful Completion of Youth Employment Programs: Although the long-term goal of youth employment is to develop a sustainable community, the initial interaction and successful completion of program outcomes is paramount to the future success of youth. Engaged families and youth utilize youth employment auxiliary services to develop a foundational understanding of the requirements for achieving success. To do so, families and youth must access the programs and services, which is a short-term outcome that is key to developing and accomplishing long-term goals.

2) Financial Literacy: Many youth employment programs have requirements to support low-income families and youth. As such, financial literacy becomes more important for these populations. Literacy in youth employment should include education, training and applied activities in order to demonstrate how financial literacy affects the long-term goals of youth to become productive citizens. Although financial literacy is a short-term outcome, the community-level rewards—future investments by youth transitioning to adulthood within the community—are long-term.

3) Education Rates: Education is a primary tool for any advancement within a developed and balanced community. Education and employment are inextricably linked, particularly in cases of intergenerational poverty, with neither having a maximum effect without the other. Successful study of youth employment should begin at the start of the program and follow families and youth over an extended period of time. Although financial constraints and availability of program participants influence the research process, the Wichita community should be aspirational in efforts to track and maximize data. At minimum, high school graduation levels should be tracked to promote community-level indicators.

4) Long-Term Employment: One of the primary goals of youth employment is to aid both youth and employers in developing and maintaining a viable workforce. Long-term employment also serves as an impact measure for the youth employment services. Long-term employment also under-girds the sustainability of local communities through financial support and long-term relationships between citizens and local governments, nonprofits and private industry.

5) Reduced Crime Rates: Depending on the community, youth employment provides an avenue to reduce crime by providing an alternative for youth during times when academic activities are unavailable. Youth employment provides a supportive environment that includes income for many low-income families. As such, some communities experience a reduction in crime as youth and families are engaged in different types of vocational activities.

6) Retention of Youth Ages 16 to 24: One of the key elements of a successful community is the balance of demographic groups within the community. Employment is an important component of ensuring that youth have opportunities for professional development. These opportunities build community connections, and as a result, youth and families are more likely to maintain residence in their respective communities.

7) Community Service Impact: As youth are exposed to vocational opportunities, they receive a variety of experiences including opportunities for community service. Best practices indicate that volunteers are an important component of youth employment, and this relationship with community leads to long-term commitment for community-level success. For example, youth exposed to community service become connected adults and are more likely to make and support community investments which maximize community-level impact. Community service is a key component of community connectedness and youth employment serves as a conduit to develop, understand and establish commitment as youth.

8) Performance Indicators of Employment Programs: Although there is significant research on youth employment benefits, meaning youth that have attained employment demonstrate benefits received, there is less evidence for how effective youth employment programs are, especially in relation to disadvantaged youth. A 2014 article in the Journal of Policy Analysis and Management, “What Is a Summer Job Worth? The Impact of Summer Youth Employment on Academic Outcomes,” reviews the impact of New York City’s Summer Youth Employment Program (SYEP) on high school students’ attendance and academic performance the year after their participation in the program. The study found that SYEP participation increased school attendance by approximately 1% and there was a slight increase in selection of more rigorous coursework but no indication of success.

Effective performance measures provide the cornerstone for evaluating the efficacy of community outreach programs. Throughout the review process, it was evident that time and resources are a barrier to research implementation and performance evaluation. Metrics cited above were consistently outlined in numerous studies; however, the Wichita community also has unique challenges that could be explored through the development of an effective evaluation process. As a critical component of community development, it would be paramount for the Wichita community to devise a strategy that develops and promotes measures that address national best practices as well as exploring the unique attributes of the Wichita community to promote long-term positive growth and success. In addition, these efforts would create a sophisticated system that builds capacity for new resources and development for youth services as local government, nonprofits and private industry collaborate to promote a viable workforce for the future.

6. Section 4: Peer Community Research



To better understand the impact on local government, youth employment information was requested from 22 communities and yielded results from 14 peer communities. Cities were identified based upon relative comparison to the City of Wichita and/or their history or reputation for successful youth employment services. To date, there have been varied ratios for implementation and investment at the community level, which is understood based on community priorities. Each community selected was contacted electronically and via phone and asked to respond to the following evaluation criteria:

Evaluation Criteria Included:

- 1) Organizational budget
- 2) Annual budget
- 3) Funding sources
- 4) Number of employees (full-time and part-time)
- 5) Number of youth services employees
- 6) Funding development zip code or census tract analysis of key indicators
- 7) Youth employment rate
- 8) Education rate
- 9) Poverty rate
- 10) Outcome measures
- 11) Implementation ratio cost per participant ratio
- 12) Years certified as evidence-based program
- 13) Years in existence
- 14) Impact measurements

Below is a synopsis of research contacts, including summaries for communities that provided more comprehensive data:

Atlanta, Georgia

Youth Employment for the City of Atlanta is managed through Fulton County as a part of Youth Enrichment Services, also known as the YES Program. From ages 16 to 24, youth are eligible for a variety of services including GED preparation, mentoring, life skills training, resume development and job placement through paid and unpaid internships.

Baltimore, Maryland

Supported through the Office of Employment Development, the City of Baltimore youth employment services utilizes a multi-faced, multi-agency approach. Youth served are between 16 and 21 years of age, and they receive educational and career development support through the program. Last year, the City of Baltimore expanded funding to increase the number of youth served to over 8,000 annually. To track programmatic success, impact measures are in place to evaluate educational attainment, long-term employment prospects and planning for future success. Due to the size and scope of this community (\$2.64 billion operating budget for FY 2017), funding and programs appear interrelated and intended to address overall community-related outcomes. As such, there appears to be a significant community investment; however, the intersection of funding creates challenges with delineating program goals related to youth employment.

Cleveland, Ohio

With a population of 386,815, the City of Cleveland has an annual budget of \$3 million for youth employment. This number represents a combination of both youth and adult services, which are funded through both county and federal funding. The City of Cleveland has outsourced services to a nonprofit entitled Youth Opportunities Unlimited, making most data points unavailable through city government. Within the city, 15.9 percent of youth are unemployed, 76.7 percent graduate from high school and 15.1 percent graduate from college. Youth Opportunities Unlimited oversees an evidenced-based program that has had this designation for four years. It is estimated their youth services cost approximately \$1,000 per youth.

Lexington, Kentucky

Lexington youth employment services are provided in partnership with both city and county services. Eligible youth are 14 to 17 years of age and are employed in both full and part-time employment activities during the summer over a six-week period. Approximately 300 youth are employed annually. In 2015, over 60 distinct business units participated in Lexington's program, and they collectively hosted 105 training sites across the City of Lexington.

Kansas City, Missouri

With a population of approximately 475,378, Kansas City, Missouri, has a youth employment budget of \$225,000, which includes an increase of a privately funded \$75,000 over the previous year. Youth receive training and education and are placed in jobs in both the public and private sectors. Youth employment services are managed out of the Mayor and City Council's Offices through the Youth Employment Commission and are comprised of 17 business and civic leaders. Youth employment services occur during the summer months, which is a high-volume time for City services.

Louisville, Kentucky

Under the umbrella of Kentuckiana Works, the Mayor's Summer Works program served more than 4,200 youth in 2016 in a community of 597,337. The program serves those 16 to 21 years of age through a combination of public and private-sector (over 100 private organizations in 2016) job placements over seven week increments. Between a combination of funding sources, including federal Temporary Assistance from Needy Families (\$500,000 is received from TANF), youth employment has grown from 200 youth served in 2011 to more than 4,202 in 2016.

During the program, youth receive the following:

- Financial literacy education
- Access to information to assist youth with narrowing career interests
- Resume and interview assistance
- Networking and professional skill development opportunities

All youth are involved in paid job placements, and employers are encouraged to compensate youth above the minimum wage to educate youth on the value of specific services.

Nashville, Tennessee

Through the Opportunities NOW project, the City of Nashville announced a goal to provide 10,000 job placements for youth in 2017. Of these 10,000 placements, 7,500 of them would be made in the private sector, and the remaining 2,500 assignments would be made through government and nonprofit entities. To initiate this program, the City of Louisville has invested \$1.5 million, and they anticipate the need for \$3 million in the coming year to maintain the program. The program was launched due to an increase in youth-related crime, identification that nearly 75 percent of youth in the community received free or reduced lunches and identified voids in the local labor force.

Newark, New Jersey

Dissimilar to other communities, Newark (population 277,140) youth employment services are managed through Rutgers University. Rutgers has an annual budget of \$3.8 billion; however, the budget for youth employment is unknown due to the complexity of the management of the varying units. Youth employment services are staffed by Master of Social Work graduate assistants in addition to volunteers and staff; however, operational support is provided by the City of Newark staff with marketing by local high school principals and counselors.

Youth employment is funded through a combination of university grants and local and state funding. This youth employment program works to address the 15.2 percent unemployment rate within the area. To measure impact, Rutgers staff track the following:

- Increase in school-to-work readiness
- Improvement in academic success
- Retention
- Graduation of students
- Preparation of students to pursue careers or additional education
- Increase in student self-awareness, passion and capacity to create change not only in their lives but in their community

Youth employment activities in this community have received an evidenced-based designation for six of their nine years of existence. As a part of programmatic success, 100 percent of students within the program have been accepted to college in the last two years; however, the overall number of youth that graduate from college is only 4.3 percent.

New York City, New York

With a budget of \$93.4 million, the City of New York's summer youth employment program has a wide reach, impacting more than 61,113 participants at over 10,850 work sites. Of these work sites, more than 40 percent were from the private sector. The City of New York has identified the following goals for youth programs:

- Introduce and prepare youth for the world of work
- Help youth explore career interests and acquire good work habits and skills
- Provide youth with supplemental income

The summer youth employment program serves those from ages 14 to 24, which is longer than other peer communities. In addition, youth are eligible to participate in services for up to six weeks. Funding for services is provided by multiple sources, including private industry, state funding and federal funding, though primary funding comes from local tax funds.

Norfolk, Virginia

Through the Norfolk Emerging Leaders Program (NEL), youth from 16 to 19 years of age receive professional training during the summer. Youth employment is categorized into full-time paid positions and internships. Internships are targeted for youth with career interests in government and place students in various departments throughout the city where they will work on projects to directly address two major city priority areas: lifelong learning and workforce development. The NEL program employs 250 youth and municipal college interns each fiscal year to provide workforce training and to increase interest in public sector careers among youth in the community.

Oklahoma City, Oklahoma

Established in 1996, the Oklahoma City youth employment program, in conjunction with the business community, provides summer job placement and training for 800 youth annually. Of those served, 500 are from socioeconomically disadvantaged backgrounds. Youth served are 14 to 21 years of age and receive educational training and professional skill development and learn about how to succeed in the broader workforce. Youth are placed in a combination of both private and public sector positions based upon their interest, ability and availability. Through the training and job placement program, youth are exposed to a variety of disciplines, thereby providing education and opportunity to align skill sets and interests.

Pittsburgh, Pennsylvania

In the City of Pittsburgh, youth employment is managed from the department of education and workforce training. The purpose of services is to establish positive relationships within the education community, implementing recommendations from the Education Task Force and the Blue Ribbon Panel for Early Education (President Obama's My Brother's Keeper Initiative) and expanding the Learn and Earn Summer Youth Employment Program. The Learn and Earn Summer Program, Pittsburgh's youth employment program, had an annual budget of \$4.3 million in 2015 and have been able to significantly increase the number of youth employed with the additional investment of resources.

To ensure connectivity between youth and adults, workforce development activities come under the umbrella of the Pittsburgh Partnership, which engages youth in the Learn and Earn Summer Program. After completing the program, participants have the opportunity to transition to the Employment and Retention Network as adults. Overall, this helps ensure continuation of services.

Portland, Oregon

The City of Portland's youth employment program, known as the Summer Works program, has a budget of approximately \$1.9 million and is funded through City of Portland, workforce systems, Department of Health and Human Services, county and private sector investments. The Summer Works program has been in existence for seven years and has been certified as an evidence-based program for five years. The Summer Works Program has an annual cost of \$3,000 per participant and measures impact through the following:

- Local economic boosts
- Higher graduation rates
- Skills development
- Reduced dependence on public assistance
- Long-term success

The Summer Works program has experienced tremendous success despite the socioeconomic barriers of its participants. More than 82 percent of participants are at or below the poverty line. Of participating youth, 72 percent graduate from high school, 37 percent attend college and nine percent gained employment.

Richmond, Virginia

As the third most populous community in Virginia at 220,289, Richmond's youth employment is administered by the Mayor's Youth Academy within the City of Richmond. Program services last approximately four months and incorporate traditional job training, professional skill development and paid job placements. Youth 16 to 19 years of age are eligible to participate and must be enrolled in an educational institution.

Washington, D.C.

With a population of 561,702, Washington D.C. has established The Mayor Marion S. Barry Summer Youth Employment Program (MBSYEP). The MBSYEP is a locally funded initiative sponsored by the Department of Employment Services that provides District youth ages 14 to 24 with enriching and constructive summer work experiences through subsidized placements in the private and government sectors. The MBSYEP has identified the following programmatic goals for participants:

- Earn money and gain meaningful work experience
- Learn and develop the skills, attitudes and commitment necessary to succeed in today's world of work
- Gain exposure to various exciting career industries
- Interact with dynamic working professionals in a positive work environment

In 2016, Washington D.C. will serve 12,000 youth through six-week paid summer employment positions at over 1,000 work sites. Work sites are comprised of variety of local government, nonprofit and private sector organizations.

Although the peer community research indicates distinct nuances between differing cities, the majority of youth employment programming is summer-based, lasts for four to eight weeks and incorporates some form of professional development. Although not explicitly stated, it is tacitly implied that youth employment is utilized as a community development mechanism not only to develop the workforce but also to mitigate antisocial activities that begin to form at 14 to 16 years of age. Additionally, all but one program highlighted the significance of engaging the private sector, with one program solely focused on development of the public sector workforce.

In addition, few communities commit significant direct investments in youth employment. The majority of communities utilize federal funding as their primary source of funding. Communities with more robust youth employment programming have a combination of government and private funding with a greater emphasis on community development. Despite best practice research that supports long-term connectivity between employment programming and youth, the majority of programs have a limited duration, which impacts the long-term efficacy of programming.

As a result, the development of impact measures is limited. This creates a challenge for measuring both the short and long-term efficacy of youth service programming. With limited and predetermined funding priorities, most youth employment programs are limited in their ability to develop flexible impact measures. As a result of these limitations, the peer community research did not provide many data-driven impact outcomes. This, in turn, offers an opportunity for the City of Wichita to consider alternatives that have not been enacted in other communities.

7. Section 5: City of Wichita Youth Employment Overview

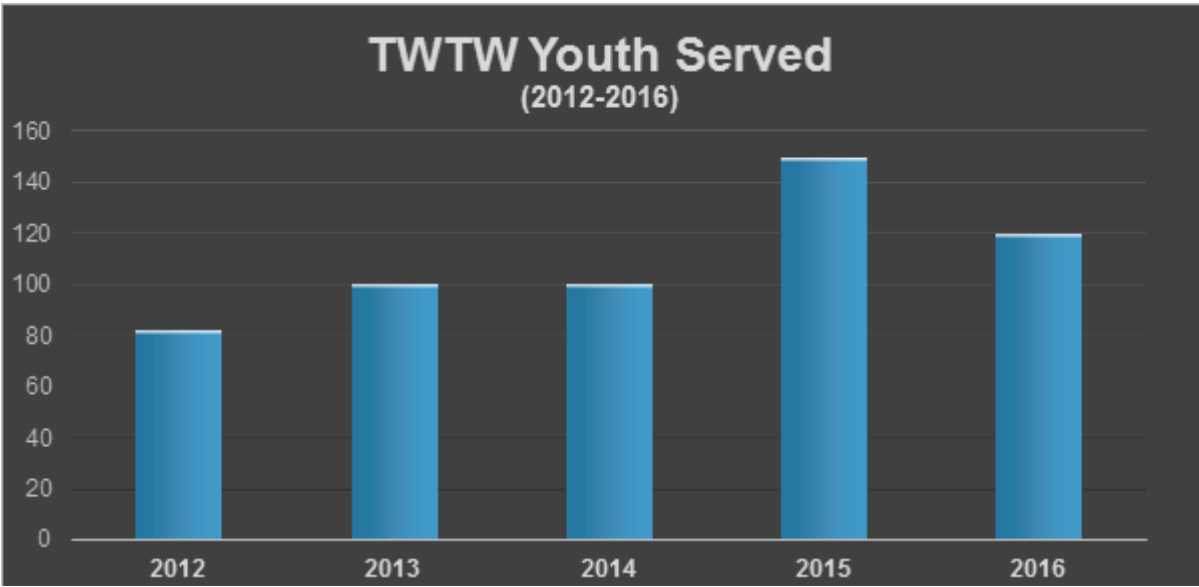


Established in 2012, the City of Wichita Youth Employment Program, also known as The Way To Work (TWTW) program, is a multi-dimensional summer program that serves both youth and families with children 14 to 17 years of age through education, training and applied learning (vocational opportunities). TWTW is funded through the Community Development Block grant (CDBG); therefore, eligibility for the program is contingent upon meeting CDBG guidelines, which include family residence in the City of Wichita Housing Authority.

Youth are eligible to participate from 14 to 17 years of age as long as their family meets CDBG guidelines. From 2012 to 2016, the TWTW program has served 552 youth and has grown 31.7 percent.

Graph 4

Youth Served (2012 - 2016)					
Years	2012	2013	2014	2015	2016
Number of youth served	82	100	100	150	120



Youth in TWTW are separated into two age groups: one for those 14 to 15 years of age and another for youth 16 to 17 years of age. Of the 120 youth served in 2016, 75 percent were 14 to 15, and the remaining 25 percent were 16 to 17 years of age.

TWTW is based upon six program competencies, including:

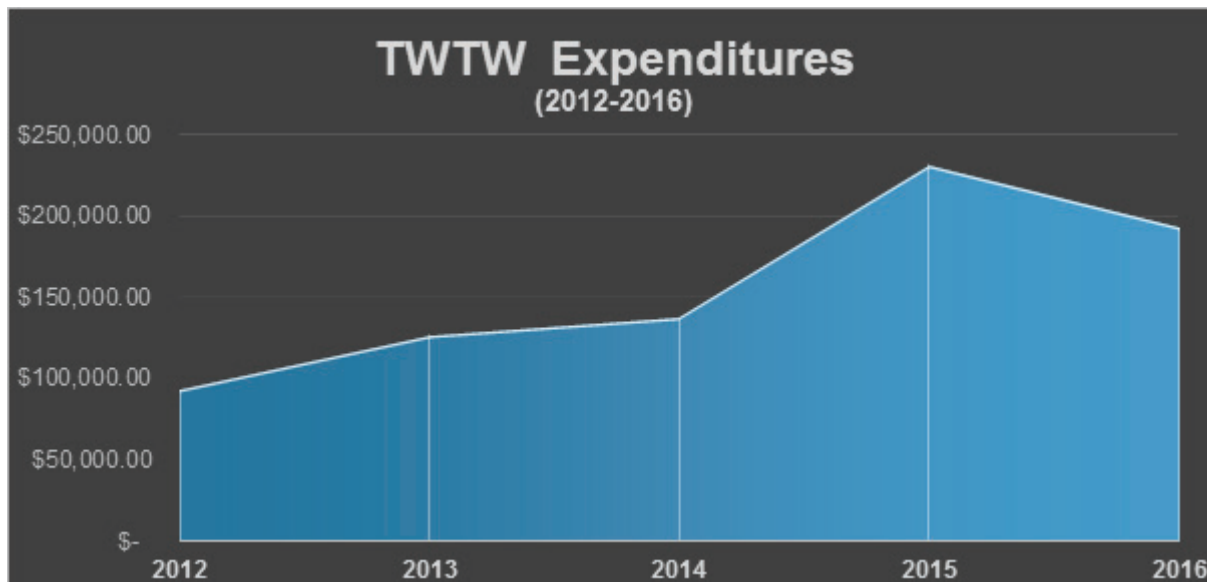
- Career development
- Job attainment
- Leadership and self-development
- Personal and life skills development
- Basic skills development
- Job retention

Established competencies are intended to develop personal and professional skills to establish the habits necessary to lead adult life in self-sufficiency.

Over the years, CDBG funding has remained static; therefore, City of Wichita Housing staffs have developed creative alternatives to continue to serve youth and employers within the community. Since 2012, funding for the TWTW has ranged from \$92,808 to \$192,578 in 2016, an approximately 52-percent increase since the program's inception.

Graph 5

TWTW Expenses Chart (2012 - 2016)					
Years	2012	2013	2014	2015	2016
Expenditures	\$92,808	\$126,731	\$137,063	\$ 231,462	\$192,579

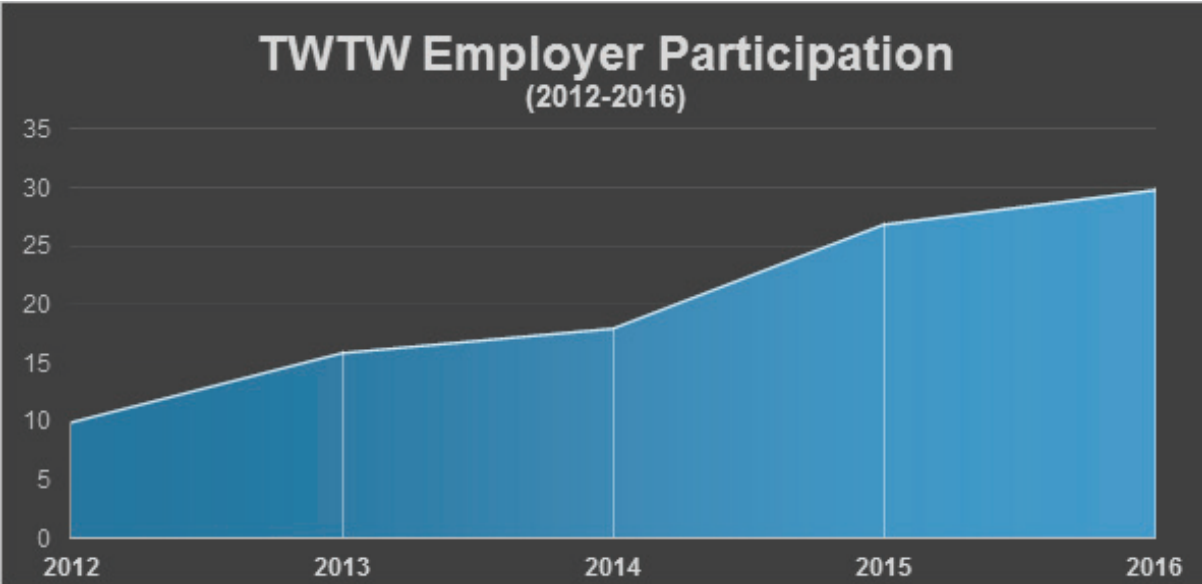


In addition to the areas of funding and eligible youth, the success of the program hinges on community employers' willingness to support the program by embedding youth within their organizations. TWTW has steadily gained trust and credibility with local employers, which is exhibited by employer participation growth over the past several years. The chart below shows significant growth, and interest in the program steadily increased over time. Since 2012, TWTW has grown from 10 employers to 30 employers, a 200-percent increase. An interview with City of Wichita staff highlighted the fact that more employers had interest than youth were available, which showcases the need and interest for youth employment in the community.

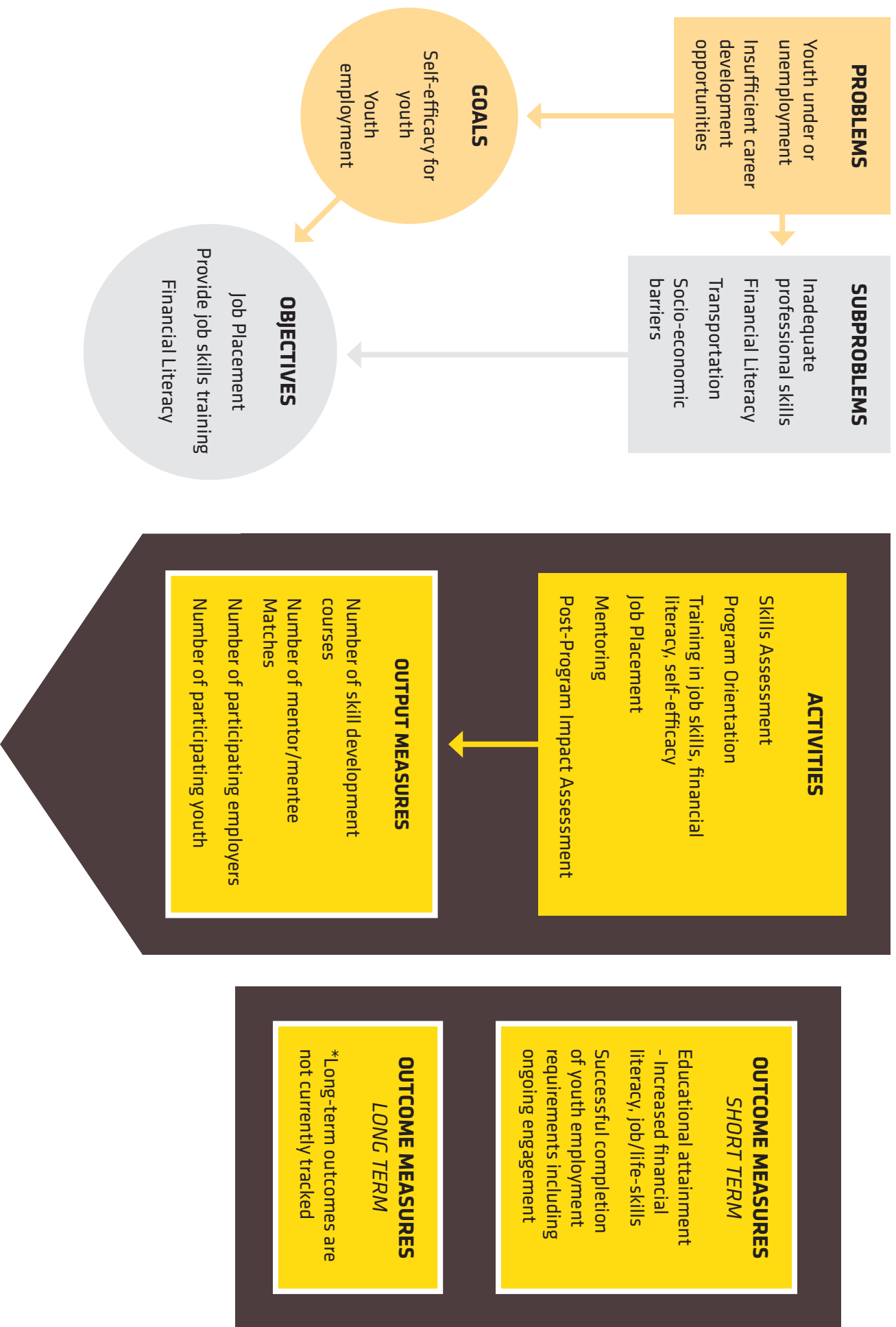
Graph 6

Employer Participation Chart (2012 - 2016)					
Years	2012	2013	2014	2015	2016
Number of TWTW Participating Employers	10	16	18	27	30

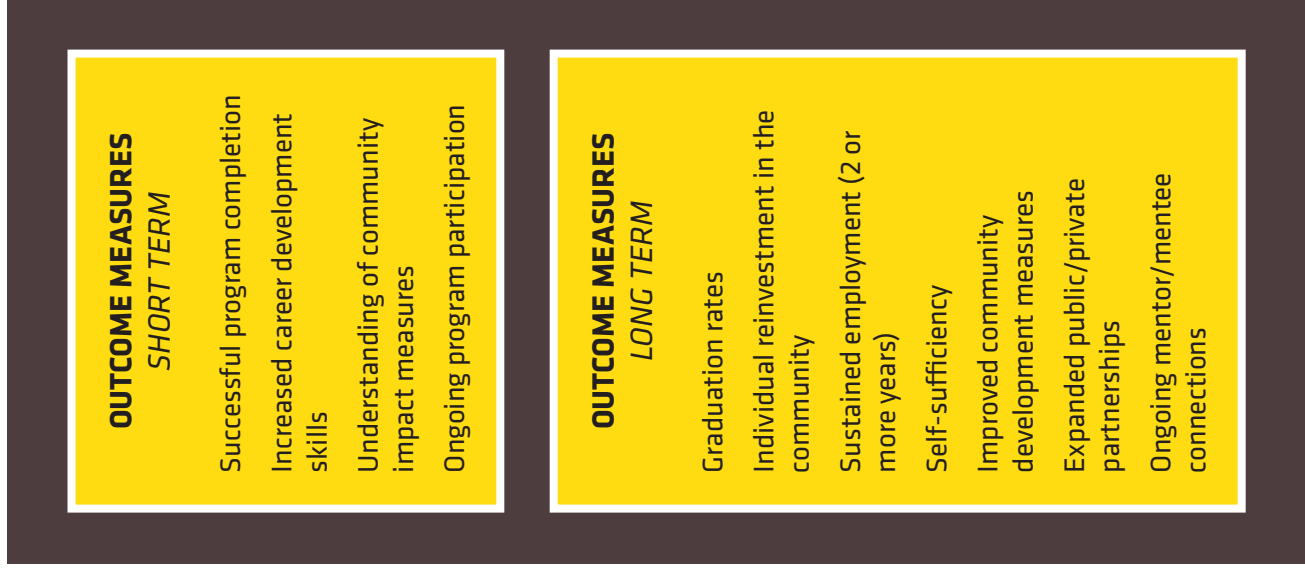
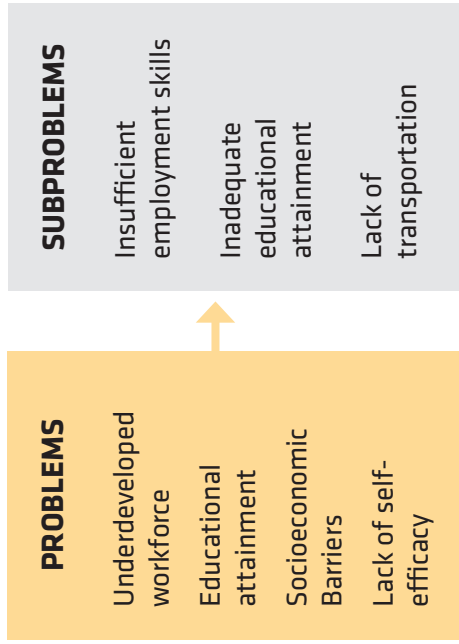
**Job sites may have several departments that aren't factored into these figures. Each organization/agency counted as one*



THE WAY TO WORK YOUTH EMPLOYMENT MODEL



BEST PRACTICE YOUTH EMPLOYMENT MODEL



8. Section 6: Policy Options and Recommendations for Youth Employment



Although it has only existed for five years, The Way to Work program has experienced success in recruiting and maintaining both youth and employers for the program. As the City of Wichita identifies ways to enhance service delivery, questions regarding both the short and long-term efficacy of the The Way To Work program have been raised. One of the primary questions raised throughout the process was whether the City of Wichita should be involved in youth employment services. As a part of the evaluation process, the future role of the City of Wichita should be further defined.

Based upon the assessment of current services, needs of the community and ability to positively impact community outcomes, the City of Wichita has and should continue to have a role in youth employment services. The City of Wichita is strategically well-positioned to influence the system of services while continuing to clarify how most effectively to serve youth. For multiple reasons, including economic development, the City of Wichita has a vested interest in the success of youth. The City can and should have a role in providing core leadership in several key service areas that impact the success of youth employment.

In several communities the city's role takes a much more significant and centralized approach to youth employment. In most examples provided, the city serves as the lead organization in all youth employment activities. This is significantly different from the role the City of Wichita has traditionally held.

The City's current TWTW program only serves youth in public housing. The intention was to create a tool to break the generational cycle of poverty and public assistance. There is no national research or TWTW program evaluation information that indicates youth employment programming targeted at public housing youth will break generational poverty. However, the program does address a very important underlying factor because it does attempt to reach youth perceived as being the most difficult to serve.

The City currently serves as both a direct service provider and funder of employment programs. This dual role can lead to challenges or conflict with other providers who may see it as unfair competition for limited resources. The City has several options when it comes to the role or roles it can have in youth employment. These are not necessarily mutually exclusive, but defining clear parameters and outcomes is important for ensuring the effectiveness of the system. These options include:

A. Provider: If the City of Wichita continues as a provider, one way to eliminate competition is for the City to serve those who are most difficult to reach or those who cannot be served by other providers. TWTW may do this with the current target, but it is difficult to determine whether this is done effectively. The City could choose to focus on a specific poverty level or a specific age group. Most service providers indicated the target group 14 to 15 years of age as difficult to serve. Developing pre-employment skills through workshops, service projects, skill-testing and limited direct employment could serve as a foundation for future employment.

B. Funder: The City of Wichita can continue serving as one funder or serve as the sole funder for programming, but if it does the latter, it should provide clear specifications in the request for proposal process that include the best practices of youth employment.

C. Community Champion: An important role that many cities serve is that of community champion for youth employment through the many connections elected officials have with small and large employers throughout the community. Leveraging those connections to promote youth employment, connect services providers and celebrate success is important. Cities also help coordinate services and activities to further the goal of youth employment.

As the City of Wichita clarifies their community-level role in youth employment, the City has tremendous opportunities to build upon existing partnerships. Whether it is in serving families or partnering with nonprofits, collaboration is vital to future success. As such, the City of Wichita could adopt a myriad of service models. However, the following three options would optimize existing resources while significantly increasing the impact of services based upon the best practice research.

1) RESTRUCTURE THE WAY TO WORK TO PRIORITIZE SERVICES FOR YOUTH 14-15 YEARS OF AGE

Due to funding constraints and a broader age group, TWTW has found a challenge in maximizing the impact of services. Currently, the program serves two age groups beginning at 14 to 15 and ending at 16 to 17. As the City of Wichita aspires to positively impact all youth, the best practice research indicates the most effective long-term outcomes occur when youth receive opportunities at earlier ages.

Therefore, the City of Wichita could consider targeting resources to 14 and 15 year-olds to initiate skill development and training and to facilitate a greater connection to their communities. The program could focus more on workforce preparation skill development and could limit time with employers. Serving this younger age group is also aligned with using funds to reach the hardest to serve clients, allowing other partners to leverage funds to serve a broader spectrum of clients.

In addition to initiating contact at an earlier age, this recommendation also allows the City of Wichita to target resources over a longer period of time, since the research indicates that youth are more successful the longer they are connected to such a program. The City of Wichita would develop long-term relationships not only with youth but with their parents, and this would positively impact other services provided within the City of Wichita Housing Authority.

Lastly, this option would afford the City of Wichita an opportunity to measure impact in a meaningful and purposeful manner. As a result of resource limitation and funding constraints, the City of Wichita has been unable to develop impact measures for the youth served. In addition, youth are not tracked over an extended period of time. This option would guide the program in an evidence-based manner so as to effectively allow the City of Wichita to measure results, thereby increasing the resources and information available for policy-makers to make data-driven policy decisions.

Time-frame

Change and implementation could start immediately via notification to clients and creating partnerships to direct older youth to summer work programs through Workforce Alliance or YMCA.

Action Steps

The following are potential implementation steps:

A) Develop a proposal to restructure the program targeting 14 to 15-year-olds – 3 months after option approval

- Identify and explore partnerships for families with older youth
- Identify whether the program will be extended to youth outside of the City of Wichita Housing Authority
- Assess programmatic and financial impact of TWTW restructuring
- Determine programmatic and financial compliance requirements for funding
- Redefine program curriculum based upon best practice research

B) Develop a performance management system for the program – 3 to 6 months after option approval

- Develop a proposal for program evaluation
 1. Identify programmatic and financial performance measures for the program based upon best practices
 2. Identify fidelity measures
 3. Use best practice research to develop longitudinal outcome measures
- Identify a communication process to provide updates related to performance

C) Develop a communications and marketing plan to ensure policy-makers and organizational leadership are informed of key transition points – Ongoing throughout the process

2) EXPLORE A PARTNERSHIP BETWEEN THE CITY OF WICHITA AND USD 259

Engaging key strategic partners for the development of future generations is the most important goal. As the City of Wichita considers the viability and sustainability of youth employment programming, establishing a strategic partnership with USD 259 will be critical. As the pipeline for youth, USD 259 has access to youth from all socioeconomic backgrounds in addition to data indicators that inform decision-makers regarding barriers to success.

This option would provide access to more youth than the number served through the current service model targeting youth from the City of Wichita Housing Authority. As such, youth would have a greater opportunity to engage other youth from diverse backgrounds as in the traditional classroom setting. Additionally, the City of Wichita could utilize this opportunity to expand or enhance the curriculum taught within the classroom, infusing youth employment skills development with the course curriculum. This would reinforce the significance of education for participants and provide a context for how this information would be used in the future.

In considering this option, the City of Wichita would expand the demographic of youth served, as the current model only serves youth within the City of Wichita Housing Authority. Lastly, this option significantly improves the ability to measure impact over an extended period of time. Partnering with USD 259 could enhance the ability of the City of Wichita to maintain contact with youth through schools, which would enable staff to collect and track data in relation to school performance. Graduation rates are a key indicator of future success, and this option integrates education with vocational development.

Time-frame

Implementation of this option would be incremental and dependent upon approval from USD 259 leadership.

Action Steps

The following are potential implementation steps:

- A) Identify and determine key policy-makers within USD 259 for proposal development – 1 month after option approval**
- B) Develop a proposal for USD 259 that addresses operational challenges and provides vision, mission and purpose related to a potential collaboration – 3 to 5 months after option approval**
 - Age groups to be served
 - Programmatic duration
 - Key personnel necessary to establish the collaboration
 - Assessment of financial impact
 - Compliance concerns for working with youth within the USD 259 system
- C) Update and revise youth employment curriculum in collaboration with USD 259 stakeholders – Immediately upon approval of a proposal**
- D) Develop a performance management system for the program – Upon approval of proposal**
 - Identify and review performance management opportunities within USD 259
 1. Define performance measures based upon best practices
 2. Develop a long-term tracking process
 - Identify a communications process to provide updates related to performance
- E) Develop a communications and marketing plan to ensure policy-makers and organizational leadership are informed on key transition points – Ongoing throughout the process**

3) EXPLORE STEM DEVELOPMENT IN PARTNERSHIP BETWEEN WICHITA STATE UNIVERSITY AND THE CITY OF WICHITA

Nationally, the renewed emphasis on STEM skills has made this area increasingly important for youth employment. The City of Wichita is in a unique position to strengthen its existing partnership with Wichita State University by expanding training and development for youth in STEM fields. Wichita State University's science and TRIO programs offer numerous opportunities to establish a long-lasting youth development program. Both the City of Wichita and Wichita State University believe that viable employment opportunities are key to choices in higher education and identifying a place to live. Such a partnership would mutually benefit these two organizations in their respective goals.

This option would also avail the City of Wichita of the University's expertise in data collection and monitoring. While program evaluation will be critical to any of these options, a direct partnership with the University could potentially strengthen these efforts. Wichita State University has the infrastructure and knowledge base to track and support the project's effects for an extended period of time. Further, the University could perform analysis of the data that would support broader youth employment efforts.

The following action steps are recommended for completion within three to six months to assist with establishing a final recommendation. Afterward, the implementation process should begin immediately based upon the data provided in alignment with best practices in youth employment.

Time-frame

Implementation of this option would be incremental and dependent upon approval of a partnership with Wichita State University.

Action Steps

The following are potential implementation steps:

- A. Identify and determine key policy-makers within Wichita State University for proposal development – 1 month after option approval**
- B. Develop a proposal for Wichita State University that is aligned with both WSU and City of Wichita future goals and activities and which addresses operational challenges – 3 to 5 months after option approval**
 - Age groups to be served
 - Programmatic duration
 - Key personnel necessary to establish the collaboration
 - Assessment of financial impact
 - Compliance concerns for working with youth within the Wichita State University system
- C. Update and revise youth employment curriculum in collaboration with WSU partners and STEM guidelines – Immediately upon approval of proposal**
- D. Develop a performance management system for the program – Upon approval of proposal**
 - Identify a program evaluator within WSU to support the program
 - Define performance measures based upon best practices
 - Develop a long-term tracking process
 - Identify communication process to provide updates related to performance
- E. Develop a communications and marketing plan to ensure policy-makers and organizational leadership are informed of key transition points – Ongoing throughout the process**

OVERALL RECOMMENDATIONS FOR CITY OF WICHITA IN YOUTH EMPLOYMENT

The previous outlines offer three distinct policy recommendations for the City's consideration. The following is a summary of overall recommendations for any program implemented by the City of Wichita.

1) Assess financial impact of proposed modifications

The next step in the process is to proceed with a financial analysis of proposed adjustments. It will be critical to explore efficiencies and possible increases in funding needs.

2) Expand impact measurements to incorporate community-level indicators

Data indicators reflect requirements of the CDBG process, and the program may benefit from the addition of community-level indicators. To better understand the impact of services on community measures, outcome measures could be integrated with community-level indicators to ensure the impact of services is appropriately measured.

3) Evaluate training materials to elevate and enhance professional skill development for youth

Training materials should be evaluated to ensure that lessons align with best practices. Also, current staff indicated a need to increase professional development training, which could be incorporated in the revised curriculum. In addition, staff should consider prioritizing content to maximize impact and effect. As a part of this process, assessment of training curriculum should incorporate a review of opportunities to increase support for families in addition to youth. As described in the best practice research, parental understanding and support is vital, and broadening services to a family-centered approach could positively impact outcomes for youth.

4) Develop a longitudinal tracking process to assess the impact of services on youth for a five to ten-year period

The current tracking process does not measure longitudinal impact. Youth and families in the program are only assessed for the duration of program participation. Although current outcome measures indicate positive short-term impact, information is not collected for youth and families as they mature into adulthood.

- A. Evaluate data reporting needs for all reporting requirements in order to explore a coordinated management information system.
- B. Determine professional expertise necessary to establish a framework for development of coordinated data collection processes.
- C. Assess community-wide measurements for integration into TWTW reporting structure.
- D. Evaluate opportunities to develop or advance a coordinated reporting structure with other youth employment service providers.
- E. Identify which performance metrics would provide both internal and external data to support the development of youth, organization and community-wide growth.
- F. Review internal data tracking processes to ensure data collection points are consistent and are applied consistently throughout the program.
- G. Data collection should include:
 - i. Retention
 - ii. High school graduation rate
 - iii. Long-term employment
 - iv. Self-efficacy or resiliency
 - v. Skills development
 - vi. Financial literacy
 - vii. Community attachment

5) Explore opportunities to utilize youth employment to expand public/private partnerships

The connection between local government and private industry is enhanced through youth employment activities. The City of Wichita could utilize the youth employment program as a vehicle to examine additional opportunities for partnerships. Specifically, the opportunities for developing the workforce could be further explored by using this program to identify and address the needs of the business community.

COMMUNITY-LEVEL RECOMMENDATIONS AND NEXT STEPS

The community of Wichita is fortunate to have several pillars in place to form the foundation of a strong youth employment program for the future. Based on stakeholder interviews with youth services providers, research and best practices information and review of the City of Wichita's current youth employment program, this assessment has found several opportunities to enhance youth services and youth employment in the community.

The implementation of community-level recommendations will only materialize through strong leadership that is willing to actively pursue community collaboration. Community-wide change requires an advocate who will organize policy-makers and aid them in coalescing around community-level solutions. As the community continues to prioritize limited resources, enacting community-wide policy decisions becomes increasingly important.

1) Convene a summit on youth talent, development and retention in the 67214 zip code

Almost all of the youth services stakeholders indicated a need for a community vision, priorities and collaboration to truly have an impact on youth in our community. Many discussed the disconnect among providers and the need to leverage resources in the most effective way by working closer together. A youth summit with service providers, community leaders and youth could bring the community together to develop and retain talent in our community. The purpose of the summit would be to define priorities, establish work teams and create an infrastructure of accountability. Neutral facilitation and long-term project management will be critical for success. As the community initiates discussion regarding the 67214 zip code, this summit may serve as a pilot program to address the long-term social impacts on this area.

2) Participate in Youth Employment Coordination

Initial coordination efforts have been led by South Central Workforce Alliance to bring together community stakeholders in youth employment. They are an important first step toward bringing people together. Another important step is determining whether the Workforce Alliance of South Central Kansas should continue in that role or if another facilitation process would be more advantageous. However, for 2017, there is a need to coordinate activities and establish a working team to implement changes for the future. Initial recommendations would be to establish the following:

- Joint marketing information
- Common evaluation criteria
- Coordination of employer placement or requests
- Connecting youth to other community services through resource information
- Youth tracking process
- Community impact assessment of youth employment using shared results
- Evaluation of how program capacity can increase to serve more youth in the future

3) Establish criteria that focuses on best practices for youth employment programming

As the community identifies next steps for youth employment services, future youth employment activities should seek to incorporate and integrate best practices into youth employment programming. While recognizing financial constraints, best practices can be achieved through coordination and collaboration throughout the community.

A. Diversify youth involved and expand services beyond low-income youth: Currently, the majority of youth employment programs target low-income youth and families. As a result, the number of youth reached is limited, and opportunities to explore possible alternatives for expanding the population served should be explored. Best practice research indicates that diversity of experience and interaction has an impact on the long-term outcomes for youth. As such, alternative models to serve youth meeting low-income criteria should be explored.

B. Train both youth and employers on job preparedness expectations (soft skills, cultural competency, work-site expectations): To maximize community impact, it is important to prepare youth and employers regarding skills and experiences necessary to ensure success. Most youth have little to no vocational experience. As such, training and setting expectations is important to their success in the workplace. In addition, preparedness and training, including formal and informal norms in the workplace would be important to assist youth with developing solid relationships. For employers, training and preparedness are critical for developing appropriate and clear expectations to ensure the organizations served receive the maximum benefit.

C. Create ongoing mentoring and coaching support beyond the summer for youth involved in summer youth employment: The research indicates that short-term interventions with families and youth do not yield long-term success. As a result, it is imperative that youth employment activities are cohesive and extend beyond the term of youth employment. Although youth may be employed in the summer, it is critical for youth and families to continue to receive mentoring and coaching beyond basic programming to ensure the continuation of training and positive reinforcement of skills learned.

D. Develop system outcomes and impact evaluations: There is a paucity of evaluation information regarding youth employment services. Currently, the greatest need is for the development of a systematic evaluation process, including metrics and an implementation plan for evaluation. As service providers coalesce around a community vision, they should develop a coordinated response provide system-wide outcomes and impact evaluations for services provided.

E. Simplify system for employers: As community discussions explore options to optimize the impact of youth employment services, it will be important to explore ways to reduce silos for employers. Currently, employers coordinate with individual organizations and associations to meet specific programmatic goals. By identifying opportunities for coordination and collaboration, employers will receive greater community support.

F. Simplify the system for youth and families: Due to the lack of community coordination of youth employment activities, youth and families are presented with multiple entry points for services. Services may be received at multiple venues, thereby increasing the administrative burden on families and youth with duplicated information requests. To better serve families and youth, a coordinated community approach that streamlines access and information requests will facilitate a more cohesive community-level response for youth and families.

G. Establish a combined progress report: Through coordinated community response, a community progress report should be developed based upon community impact measures that are purposeful and meaningful. The report should evaluate and highlight the overall effectiveness of youth employment services. In addition, the progress report will serve as an informational tool for citizens to share activities at a community level.

4) Community Outreach

The City of Wichita should support additional community outreach through direct engagement, facilitation or other type of support. Examples of additional outreach actions include:

- Provide research and information about youth employment to the community to frame the issues as a talent development and retention issue and an economic development issue.
- Engage youth in the discussion of youth employment to better define barriers, needs and interests.
- Identify more opportunities and support for employment in low-income neighborhoods to better serve youth from those areas.
- Engage area high schools in youth employment development to connect vocational training from the schools to youth employment opportunities in the community. Significant opportunities exist to leverage the public dollars spent on high school vocational training with employment opportunities. High school students can also receive concurrent credit at the Wichita Area Technical College for vocational classes, presenting another great resource.

5) Transportation

Transportation is a critical need defined by all stakeholders. The City should work with youth employment providers to determine options for public transportation to support youth employment. In addition, it is important to establish a sustainability plan in the future.

CONCLUSION

The City of Wichita has many opportunities to serve as a leader to improve youth employment, youth services and ultimately the quality of life and economic prosperity of the community. While youth employment is only one factor in this conversation, the topic can serve as a catalyst to bring people together to address other community issues that create barriers to the success of our next generation. This report outlines feedback from youth service providers, literature and policy review, analysis of the current program and framework for the future.

POLICY OPTIONS AND RECOMMENDATIONS SUMMARY

Option 1: Revamp The Way to Work to Prioritize Services for 14-15 Year Olds		Timeframes (months)			
Action Steps		0-3	3-6	6-9	9-12
A) Develop a proposal to restructure the program targeting youth 14-15 years of age					
B) Develop a performance management system for the program					
C) Develop a communications and marketing plan to ensure policy-makers and organizational leadership are informed of key transition points					
Option 2: Explore a partnership between the City of Wichita and USD 259		Timeframes (months)			
Action Steps		0-3	3-6	6-9	9-12
A) Identify and determine key policy-makers within USD 259 for proposal development					
B) Develop a proposal for USD 259 that provides vision, mission and purpose related to a potential collaboration and addresses operational challenges					
C) Update and revise youth employment curriculum in collaboration with USD 259 stakeholders					
D) Develop a performance management system for the program					
E) Develop a communications and marketing plan to ensure policy-makers and organizational leadership are informed of key transition points					
Option 3: Explore partnership between STEM with Wichita State University and the City of Wichita		Timeframes (months)			
Action Steps		0-3	3-6	6-9	9-12
A) Identify and determine key policy-makers within Wichita State University for proposal development					
B) Develop a proposal for Wichita State University that is aligned with both WSU and the City of Wichita future goals and activities including operational challenges					
C) Update and revise youth employment curriculum in collaboration with WSU partners and STEM guidelines					
D) Develop a performance management system for the program					
E) Develop a communications and marketing plan to ensure policy-makers and organizational leadership are informed of key transition points					

9. References and Citations

1. Bergstrom, K. (2015). What's Working: Training At-Risk Youth. Plans & Trusts.
- Collura, J. (2009). What Research Tells Us About Effective Youth Employment Programs. Madison, WI: University of Wisconsin-Madison.
2. Gelber, A., Isen, A., & Kessler, J. (2014). The Effects of Youth Employment: Evidence from New York City Summer Youth Employment Program Lotteries. doi:10.3386/w20810
- Goldberg, H., Santiago, A., Moore, A. O., & Coffin, C. (2016). Youth Employment and Financial Capability: A Municipal Action Guide. National League of Cities.
3. Leos-Urbel, J. (2014). What Is a Summer Job Worth? The Impact of Summer Youth Employment on Academic Outcomes. *J. Pol. Anal. Manage. Journal of Policy Analysis and Management*, 33(4), 891-911.
4. Matsuba, M. K., Elder, G. J., Petrucci, F., & Marleau, T. (n.d.). Employment Training for At-risk Youth: A Program Evaluation Focusing on Changes in Psychological Well-Being. *Child Youth Care Forum*, 37, 15-26.
5. Naccarato, T., Brophy, M., & Laclair, K. (2013). Summer Engagement for At-Risk Youth: Preliminary Outcomes from the New York State Workforce Development Study. *Child and Adolescent Social Work Journal Child Adolesc Soc Work J*, 30(6), 519-533.
6. Orrell, B., & Ouellette, M. (2009). Building Effective Summer Youth Employment Programs. Tulsa, OK: ICF International.
7. Posick, C., Wolff, R., McDevitt, J., Germain, M., & Stark, J. (2010). Preparing At-Risk and Gang-Involved Youth for the Workforce: An Analysis of Promising Programmatic Strategies from Local and National Youth Employment Programs. Boston, MA: Northeastern University.
8. Reichert, J., & Ridge, H. (2015). Evaluation of the 2014 Community Violence Prevention Program's Youth Employment Program. Chicago, IL: Illinois Criminal Justice Information Authority.
9. Schwartz, A. E., & Leos-Urbel, J. (2014). Expanding Summer Employment Opportunities for Low-Income Youth. The Hamilton Project.
10. Summer Jobs Connect More Than a Job: Lessons from the First Year of Enhancing Municipal Summer Youth Employment Programs through Financial Empowerment. (2015). Cities for Financial Empowerment Fund.
11. Ivry, R., & Doolittle, F. (2003, Spring). Improving the Economic and Life Outcomes of At-Risk Youth. MDRC Research Institute, 1-22.
12. Bradley, M. C., Lansing, J., & Stagner, M. (2013). Connecting AT-Risk Youth to Promising Occupations. Mathematica Policy Research. doi:10.1037/e537762013-001
13. Fernandes-Alcantara, A. L. (2015). Vulnerable Youth: Employment and Job Training Programs. Washington, DC: Congressional Research Service.
14. Brunson, S. S., & Smith, E. W. (2001). Culinary Education and Training Program for At-Risk Youth. Washington, DC: U.S. Dept. of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

15. [YMCAMetroDC]. [2012, September 11]. 2012 Summer Youth Employment Program [Video File]. Retrieved from <https://www.youtube.com/watch?v=p6UehAuJZfw>
16. YMCA Y-CAP Programs. (n.d.). Retrieved July 05, 2016, from <http://ymcamidtn.org/y-cap/programs/positive-beginnings>
17. Supported Employment: Evidence for an Evidence-Based Practice.
Bond, Gary R. Psychiatric Rehabilitation Journal, Vol 27(4), 2004, 345-359. <http://dx.doi.org/10.2975/27.2004.345.359>
18. What We Know About Youth Employment: Research Summary and Best Practices Rosalind Searle - Coventry University Berrin Erdogan - Portland State University José M. Peiró - University of Valencia
19. Ute-Christine Klehe - Justus-Liebig-University Giessen
20. <https://www.brookings.edu/research/expanding-summer-employment-opportunities-for-low-income-youth/>

HUGO WALL SCHOOL of PUBLIC AFFAIRS

ATTACHMENT A

City of Wichita Youth Services/Employment Stakeholder List

1. Juvenile Justice -- Mark Masterson (Retired Sedgwick County; WSU)
2. Sedgwick County Human Services-- Tim Kaufman
3. Wichita State University/Upward Bound – Kay Monk Morgan
4. United Way – Beth Oaks
5. YMCA – Mim Wilkey
6. Big Brothers Big Sisters – Brandon Russel and Megan McClelland
7. Boys and Girls Club, Jordan Reims
8. USD 259 – Sherman Padgett
9. Workforce Alliance of South Central Kansas – Keith Lawing
10. Real Men, Real Heroes – Christina Dotson
11. DCCCA – E. Bacchus

Youth Services/Youth Employment Stakeholder Interview Questions

1. How does your organization serve youth?
2. How do you connect with other youth service organizations?
3. What gaps does your organization fill in youth services that are not done by anyone else?
4. What significant gaps do you believe exist in services to youth in our community?
5. In regard specifically to youth employment, what concerns do you have from the perspective of your organization?
6. What barriers do you think exist to better serve youth in our community to prepare them to be productive members of society?
7. What are some first steps to address those barriers?
8. Anything else?

ATTACHMENT B

Stakeholder Interviews

	What unique gap does your organization fill?	What is your role or connection in youth employment?	What general services gap exist in the community?	What gaps or barriers exist for youth employment?	How do we start to overcome these barriers?
Sedgwick County, Human Services	Individuals through family counseling	Preparing those difficult to reach youth for employment	Funding is going to the most worse behaviors; very high end for the high risk to do	GAPS for services for behavioral problems; example of child kicked out of school	Community leaders to assist
	We can serve any child; key indicators – Severly emotionally disturbed (State diagnosis) Medicaid programmed; screen through eligibility	Community Development Organization: Project Search program work with USD259; on-the-job training for individuals with developmental disabilities	Parent support systems; services provided needed for the whole family approach; not until a child enters the system is there full assistance; schools cannot provide	Transportation services designated for youth and employment	Understanding of cultural differences; impact of poverty
		Business Leadership Network – Private Sector Employers for youth ready to transition	Gap in mentoring	Social behaviors and soft skills need for employment	How could we connect special population (aging with youth; aging with disability)
		Health Department – School-based screening, STD; maternal-child, WIC; immunization; ready to work type of services	Literacy support	Technology skills – technology divide	Employer barriers defined
				Struggle to get into the minority communities; especially Hispanic and Asian leaders	Transportation
				Childcare – needed at home to help with kids and elder	A lot of interest in this topic; and need a coordinated conversation on how to address this issue
					Sheltered workshops (noncompetitive programs for people with defunded programs); programs to be done to do
Upward Bound/WSU					
United Way	Funding support	Be There Initiative – Elementary program; targeted kindergarten-1st Grade; set the behavior; feeder pattern in (all seven that feed to West High School); spread the work to other organizations; maybe even a different models.	Trying to get people together to collectively to work with a project or area	Reality of youth being prepared for a job	Folks that are at the table willing to work collectively
	Real challenge with determining outcomes/impacts	Flying Challenge – Mentoring program; aviation careers –keep in school and get to consider a career in aviation	Not sure we are meeting the needs of the youth and what they want; need to figure out why	Soft skills are really missing	Organizations motivated by the dollars involved; instead of purpose/mission served

	United Way looking at making change to funding; next two years; UW nationally looking at funding model	Workforce and youth employment; ready for career and/or other educational areas	Need to be open to redesigning	Business owners some reality about where kids are at in their development	Need to have a central effort; need to a commitment for cohesive focus
			How do you get competing needs to work together	Lack of long-term vision for employers and community	Chamber/USD259 critical players
			Long-term cycle of poverty	Transportation services	Community objectives
			Parental involvement		
YMCA		Serve 50-60 youth a year	Youth development world fchanged significantly in the past 4-5 years; consistency among leaders has evaporated.	Public transportation a big issue; not a lower citizen because you ride a bus	Need a menu of these types of employment programs avialable to youth online.
		Around 100 may start in course, but dwindles down to 50-60	In 2008, with a lot of layoffs, truly disrupted youth services .	There are more job openings; but youth are competing more with adults.	Kids want choice; how do we incorporate that concept.
		12 week "course work"	Layer upon layer; funding is ongoing challenge; can't build trust or confidence		Few of us have marketing dollars – working together to do this.
		10 week summer jobs	Change in school year; and school day has real impact to extra-curricular and employment.	Volunteers love the Job Prep , but the amount of time it take to bring someone up to speed is significant.	Address the transportation issues.
		Kids compete with other youth for placement	Survival does not lead to collaborative environment.	We stick to holding the kids accountable. When they buy in, they are changing their lives; but they have to buy in.	We need a major community need to respond to – United Way; has lost some organizations --- a lot of smaller organizations; no on entity
		87% kept and/or offered to extend job	Connection to USD259; system is decentralized	However, there are still turnover to address and those not reached.	Connect with in-school types of activities.
		Bring in people from the community to teach during the semeste.		A significant commitment for employers; they have to understand the broader effort.	Identify what iss the city-wide need – companies can buy into this concept. We can train them, but we need to have people pay for them.
				YOU cannot quantify the impact.	Continuum of services to connect it all together
		Volunteers from the community help with the mock interviews to help....			
		Certification in CPR and first aid training certification ... confidence builder			

Big Brothers Big Sisters	1:1 mentoring, serve 5-17; recruit volunteers and at-risk youth; single family homes; 70% are boys – really hard to recruit; match girls really quickly	P3 for Sedgwick County; Positive Pathways Programs in 2012 – Federally funded – JJA system (14-24) 150 kids; 10% at risk – Workforce ready	Services for older youth 10+; hardest to youth – working with juvenile justice; really high need population and age-group	Workforce in Wichita needs to have mentoring in HS with a career based effort	Targeting the population that we want to have served;
	500-600 on waitlist	Diversion and expunge, to make sure workforce ready	Male volunteers; volunteers in general to do the work	Connection to schools	Targeting the partnerships that need to be created
	Community-based (go out into the community with volunteer 2-3 times a month); Big and Little	Mentoring and case management – BB/BS	Transportation	Need wrap-around services	Thinking of the community resources
	Sedgwick County 900	Several components within the grant – worked with several partners to meet other needs	Keeping kids in schools; dropping out or trying to drop out – wrong crowd	Sustainability of services and still have to meet the goals	When do we start working with these kids; what is that age
	Site-based; usually meet 30 minutes once a week	Looking for different options for funding	Need for community coalition so groups can come together to meet; Understand what services do provided; referrals; not recreating wheels; where are the disconnects		Key players; how do we get in there early
	600 site based		Lack of leadership		Need to bring people together for bigger purpose
			Lack of sustainability in funding and with organizations		
			Very little parental involvement		
Boys and Girls Club	Fill the bridge when youth are out of school. Focus on academics; healthy lifestyles and good character.	Boys and Girls Club of America encourages a Junior Staff Program, which typically has 2-3 after school junior staff members and 4 during the summer . All Junior Staff are "Club Kids."	Transportation is a huge hurdle; we served double to three times the numbers when BG Club was at 21st at Grove due to neighborhood proximity.	Getting more people involved in providing opportunities or engaged to providing work to those kids who could stay here.	Finding more opportunities to collaborate and work together.
	Two sites: 45 kids a day at Oaklawn; 180 kids per day at 21st Street Site	Employ youth through the City of Wichita and through the Workforce Alliance Program.	Programming space still a challenge	Understand that we have a talent export; but not tapping the full talent potential.	

		Also have Career Launch, a national Boys Girls Club of America program to focus on job/career/college readiness. During the summer 35-45 youth go through this program (3 times a week for 8 th -12 th Grade). Participants do research on job placement, careers or college; participate in soft skills training; and do "career interest shadows" with the BG Club corporate sponsors.			
	200+ kids at 21st Street site in summer		Focus on outcomes for funding, creates a barrier especially for older kid, because they may want a safe place to go; not to have structured program or outcomes; considered "not as fun".	Transportation is a huge hurdle	
		Partner with Youth Entrepreneurs	Gap in serving those kids that have been "pushed through the system" and quality of education to meet the needs		
			Parental involvement		
			Kids having after hours for kids to go to; parents that work later hours – extended past a normal business days again		
			Finding a way to reach kids on healthy options: abstinence; drugs, alcohol, etc.		
DCCCA	Prevention services: Community coalition training, evidence-based practices on under-age drinking and marijuana use.	Nothing specifically, more soft skills or building blocks	Transportation	Internships	Perception of self and what they can accomplish
	Funding from CofW -- Youth Enrichment Services, DCCCA and City Arts; for middle-school age youth in Wichita.		Job training – city program is very limiting	Mentoring	Lack of exposure to other opportunities
			Exposure to career path and opportunities	Not available in the community they serve; "everything happens within that 4 blocks"	Funding for organizations to support and train youth
			A safe place to go and hang-out that is free	Understanding the employment process; don't know how to even access; How to fill out a job application	Basic communications skills/Soft-skills

			Life skills and social skills; limited school room – service learning	Internet access	“Afterschool Matters” in Chicago – Apprenticeship Programs – A lot to do in the arts; culinary arts – really broad; 10 week – funding for the teacher; stipends for the kids; thousands of youth involved
				People’s perception of youth changes when we empower youth	Access to technology
					Counseling services available to youth that are free; without stigma attached.
USD 259	Education to prepare youth to be productive members of society	No specific program for job preparedness. Special education...community based instructions, kids at Dillons.	Kids involved in positive activities – all the way through	Transportation and location of services and job opportunities	
		Auto program – relationships with dealers, preferential treatment --- connection back, but no support systems.	After school activities – affordable options	Soft-skills	
		Bio-Med – Get exposure to hospitals; observations; an idea of what life is like program	Poverty awareness	More availability of jobs in neighborhoods where youth are	
		Youth Entrepreneurs/DEC CA – School store experiences	Family support for the kids	Coordination and avail themselves to the services.	
		JAG – Jobs for American Government – 25/30 kids on the bubble; job skills programs; Grit, determination, soft skills, how are you prepared	Make assumption on why they are not there; cannot afford to be a part of activities	Stigma of poverty; and issues	
			Just a different world; proportion of low-income growing	How do we know where the resources and take advantage of it	
Workforce Alliance of South Central Kansas	Youth employment	See Attachment	Always chasing grant dollars	How do we serve all youth, not just disadvantage youth; and not just during the summer	Support from business community with comprehensive strategies; and sustainability of this effort
	Skill building	\$1,700 - \$2,500 for 8 week placement for one kid/ 20 hours a week	Resources are often targeted	Senate Bill 155 Career Tech Act for vocation can be a catalyst to connect those who have a vocational interest to work experience	Joint funding strategies

	Access to businesses and business leaders	View our federal resources as the floor of operations; how do we leverage these dollars to do more	Connecting young adults (16-19) with strengths and interests to services needed	How do we reach and engage the youth to get to the workshops	Clear goals/successes; it cannot be just one entity on its own
	WATC strong connection		Programs are often insolated	How can we get all the players in the arena	We have to be viewed as a community that does everything we can to develop our own talent; it's about economic development
				Need an institutional home for this work	
				Need a regional approach to youth employment; can this then be pushed out to other communities	
				Lack of understanding to the benefits of youth employment; it's an investment; not a charitable act	
				Post-placement support and them employer	
				Label of "at risk"	
Real Men/Real Heros	Group Mentoring program, boys 3 rd -12 th grade	Focus primarily on soft-skills, "whole person"	Younger children losing creativity opportunities	More enrichment opportunities	More people investing time kids in the community; mentoring
	Mentoring bi-weekly at schools	Primarily African-American boys needing role models; employment an example	Older youth need job opportunities to prepare them for next steps	More youth friendly (some industries taking advantaged of youth in low-wage jobs)	Community coming together for a vision and support for the next generation
			More life skills support	More oversight process and intentional	More times to come together for those involved in youth services
			Practical skills in the school district		
			Support in and for the schools/teachers		