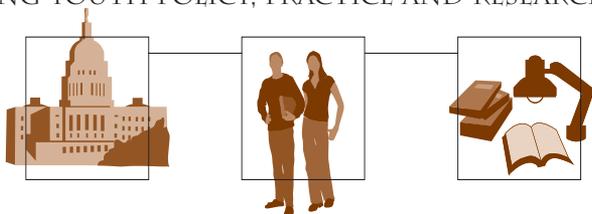


# PREPARING YOUTH FOR EMPLOYMENT

**Principles and Characteristics of Five Leading  
United States Youth Development Programs**

**Glenda L. Partee**

BRIDGING YOUTH POLICY, PRACTICE AND RESEARCH



AMERICAN YOUTH POLICY FORUM



At the international Youth Employment Summit, September 7-11, 2002, representatives from over 140 countries gathered in Alexandria, Egypt to share knowledge and experience and to advance the cause of better preparation of youth for entry into, and success in, their respective national economies.

At the Summit, for the benefit of those with little familiarity with the American experience, Glenda Partee, Ph.D., president and co-director of the American Youth Policy Forum, presented the following overview of five leading U.S. youth employment programs. The American Youth Policy Forum is pleased to reprint Dr. Partee's remarks and to suggest additional resources for further study. The complete text may also be found at [www.aypf.org/\(publications\)](http://www.aypf.org/(publications)).

\* \* \*

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## OVERVIEW

This overview is designed for practitioners in both the public and non-governmental sectors who implement youth employment programs, the policymakers who support them, and youth leaders who wish to:

- learn more about *principles and characteristics of leading youth employment programs* now operating in the United States; and
- identify components or entire programs which may be transferable or applicable to their work in other country settings.

Youth employment program models discussed in this overview include:

- **Job Corps**
- **National Guard Youth Challenge Program**
- **STRIVE**
- **YouthBuild**
- **Youth Service and Conservation Corps**

Each of these program models has documented evidence of effectiveness in contributing to positive youth outcomes, including increased levels of employment, higher earnings, high school completion (or its equivalent), postsecondary attendance, reduced rates of reliance on public welfare assistance and involvement in criminal activities. Each of these models has been replicated widely in the United States. (For more information on the specific program evaluations on which these outcomes are based, see the evaluation summaries in the American Youth Policy Forum's *Some Things DO Make a Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices* (1997) and *MORE Things that DO Make a Difference for Youth* (1999).)

Before reviewing these models, a few caveats about youth employment programs in the U.S.A. are in order:

1. The primary avenues for employment preparation for young people are through formal secondary and postsecondary education, and business-supported on-the-job training, which are not discussed in this paper.
2. Federal government support for youth employment preparation has primarily been targeted to economically disadvantaged youth and those with significant challenges to successful employment (e.g., school dropouts with low-basic skills, youth with disabilities, young parents).
3. Many youth employment programs that have been replicated and supported by the U.S. federal government originally developed from privately-supported or local community efforts.

## BACKGROUND

In 1997, the American Youth Policy Forum (AYPF) set out to identify employment preparation programs with documented evidence of effectiveness in youth programming, as determined by independent evaluators. Our efforts were motivated by the desire to help refute the prevailing assumption among many national leaders that—

*National policy and investment in youth employment training, primarily for economically disadvantaged youth with multiple challenges to successful employment,<sup>1</sup> had not been successful.<sup>2</sup> Why invest in efforts to improve youth employment?<sup>3</sup> There was a pervading sense that “nothing works;” therefore, why bother?*

We at AYPF believed that a number of programs had documented records of success with young people, particularly low-income youth, and set about collecting evaluations of a broad range of youth programs, including those focused on employment outcomes.<sup>4</sup>

### Principles of Effective Youth Employment Programs

From approximately 100 programs included in our compendia of evaluations of effective youth programs, we highlighted a number of common principles:

**Implementation quality**—factors contributing to successful implementation include ample start-up time; clear communication of goals; sufficient, timely and sustained resources; strong leadership from the federal, state or local levels; professional staff development; and use of data to improve performance.

**Caring, knowledgeable adults**—can be teachers, counselors, mentors, case workers, community members, program directors or other trained individuals who

understand and deeply care about youth, provide young people with significant time and attention, and demonstrate that they are committed to the success of youth “for the long haul.” They must be knowledgeable and, therefore, should receive extensive training in working effectively and compassionately with young people and in providing age-appropriate activities that follow sound youth development principles.

**High standards and expectations**—successful programs do not water down their standards, but maintain high standards of performance for young people and offer supports so that they can meet these standards.

**Importance of community**—effective programs find ways to integrate and use community members (parents, guardians, employers) as resources (e.g., to support planning, extend and enrich curricula, provide additional cadres of caring adults and as a natural base of advocacy for the young people and their program).

**A holistic approach**—including a broad set of strategies and services to address varying needs of young people (e.g., extended hours, individualized attention, hands-on instruction, enrichment activities, culturally-sensitive activities, child care and transportation, life skills and assertiveness training, recognition/rewards, a focus on peer support).

**Youth as resources/community service and service-learning**—opportunities for young people to contribute to their communities in positive ways, while also

using community work as context for helping youth develop and apply critical skills that are important in the workplace and in life generally.

**Work-based learning**—adding “authenticity” and “relevance” to the learning experience and ensuring that skills learned are likely to lead to employment.

**Long-term services/support and follow-up**—of six-months to several years, providing opportunities for young people to continue relationships with caring, knowledgeable adults and bridge the critical early months of employment.

Although every effective program did not reflect all of these principles, invariably the best programs were those that incorporated all or most of these principles, not just a few. Following is a brief overview of five leading youth employment models, describing the youth population served, basic components, outcomes, and funding sources.

## Discussion

There is great commonality across the five leading youth employment programs reviewed.

- Each provides a broad set of strategies and services to address the needs of the target youth population, though each takes a slightly different approach in the strategies used.
- All offer some form of on-site social services programs (case management, counseling, crisis intervention, information and referrals) and, in some cases, gender-specific individual and group activities.
- Each tries to inculcate work appreciation values and incorporates work readiness skills and authentic work-based experiences.

- Though they sprout from different sources (e.g., through federal legislation or as community-based initiatives), they have very different histories, operate at different funding levels, and have different philosophies. Each creates a particular structure and environment to build participant confidence, skills and value as a productive individual and participating citizen.
- Finally, each has a particular organizational structure in place for managing, replicating and guaranteeing adherence to the goals, objectives and standards of the program.

Today’s 108 **Youth Service and Conservation Corps** trace their roots back to the Civilian Conservation Corps (CCC) operated by the U.S. Army of the 1930s. The CCC was one of the most successful public work efforts in U.S. history and provided alternative employment for 500,000 unemployed young men derailed by the U.S. economic depression. They worked in forests, parks and rangelands and contributed greatly to the environmental and recreational health of the country.<sup>5</sup> (It should be noted that the U.S. Army operated this male-only, and at the time, racially segregated project.)

In contrast to the corps’ origins, **YouthBuild** began in 1978, when a group of New York City teenagers expressed their desire to renovate abandoned buildings for homeless and low-income people and, thus, revitalize their community. Whereas both YouthBuild and **STRIVE** have community-based origins and seek to prepare young people for entry-level employment in urban areas, the **Job Corps** and the **National Guard**

**ChalleNGe Program** seek to take youth out of their often dysfunctional communities into residential settings away from their home neighborhoods.

The programs also differ in program length and intensity. **STRIVE** offers a short three-week training program focused on developing the “soft skills” (work ethic, verbal and non-verbal communication) necessary to access and succeed in entry-level jobs. The assumption is that once the young people experience initial success on the job, they can be mentored and motivated to take the next steps to prepare for a more ambitious career through further education and training. The three-week training program is coupled with longer-term follow-up support through the ensuing two years of the participant’s experience in the world of employment (and a life-long safety net should longer assistance be required). **STRIVE** was a forerunner in promoting the importance of a follow-up system to track and support participants long after they are hired.<sup>6</sup> The principle of extended follow-up is now widely promoted in youth programs supported through federal workforce legislation (e.g., the Workforce Investment Act).

In contrast, **Job Corps** is open-entry/open-exit (students may enroll at any time and exit when they complete their goals) and self-paced, designed to help young people develop academic and occupational skills before placement in jobs. **YouthBuild**, on the other hand, expects young people to enter as a cohort and runs programs on an average 12-month cycle. The **National Guard ChalleNGe Program**, has a two-phase process—a five-month residential phase, followed by a community-based mentoring phase extending one year.

Among the special characteristics of these models is **STRIVE**’s attitudinal training,

which has been widely recognized as a unique brand of employment preparation geared toward empowering disadvantaged individuals. The unique characteristic of the **National Guard ChalleNGe Program** is its voluntary paramilitary structure designed to provide discipline in the lives of young people who have not experienced success in regular school settings.

Among **YouthBuild**’s special features is providing youth an immediate visible role in rebuilding their communities and helping to develop a value system strong enough to compete with the dysfunctional culture of the streets. Leadership development is woven into every aspect of **YouthBuild**. Through workshops and weekend retreats, trainees learn decision-making, group facilitation, public speaking, and negotiating skills and are given opportunities to use and fine-tune these skills as they design and participate in community improvement projects. Participants also learn to advocate for issues that concern them and their communities. **YouthBuild** trainees testify before Congress and in their state legislative houses. They take an active role speaking out in their communities on a wide range of issues. Young people also share in the governance of their own program and participate actively in community affairs, learning the values and the life-long commitment needed by effective and ethical community leaders.<sup>7</sup>

## Trends in U.S. Youth Employment Policy and Practice

As these five leading programs have spread across the country, more attention and resources have been devoted to issues of transitioning vulnerable youth to employment and postsecondary opportunities. Program models alone cannot

create a strong system to reconnect youth to mainstream society. Two key trends have advanced over the past decade to capitalize on the lessons learned from these programs and to connect their successes to the broader movement of creating a youth development system in the United States. The first trend is the quality movement in youth employment programs, exemplified by the Promising and Effective Practices Network developed by the National Youth Employment Coalition. The second is the proliferation of intermediaries, interdisciplinary work groups that connect programs and policies across the separate silos of education, workforce, human services, juvenile justice, and the like.

In the early 1990s, the U.S. government published an influential report critical of youth employment programs and the workforce system that sustained such mediocre efforts. To prove that there were effective programs and practices along with significant research that link these practices to positive outcomes, a distinguished group of practitioners, policymakers, researchers, employers, and others gathered to distill the collective knowledge of the field into a template for what works for vulnerable youth. The result was the Promising and Effective Practices Network (PEPNet). The hope was that by nurturing a quality movement, effective practices would spread and research-proven strategies would take root in more programs—reconnecting more youth across the country to continuing education and living-wage jobs.

Since 1996, over 250 applicants nationwide have completed a PEPNet application and undergone the rigorous PEPNet peer review process by panels representative of youth employment practitioners, researchers and policymakers. Of the applicants, only 69 have

been recognized as PEPNet Awardees. PEPNet awardees must document effective strategies in five categories of criteria: (1) organizational purpose and activities; (2) infrastructure and management; (3) youth development; (4) workforce development; and (5) tangible evidence of success. These criteria include subcategories for a total of 22 criteria covering ways that programs for youth are organized and managed, how they use information for continuous improvement, the strategies used to engage youth and link them with caring and knowledgeable adults and peers, and the way that work experiences are used for motivation, tools for learning, and to develop employability skills. (For more information about PEPNet go to <http://www.nyec.org/-pepnet/index.html>.)

State and local areas in the U.S. are now applying the PEPNet criteria on a system level, rather than only individual programs. By taking the PEPNet self assessment, local workforce investment areas are able to look across programs and funding silos to ensure that young people in their community are accessing quality youth and workforce development services. In addition, the National Youth Employment Coalition and the U.S. Agency for International Development are investigating the efficacy of youth employment programs in other countries using the criteria as a self-evaluation and continuous improvement tool.

Hand in hand with the quality movement has been the rise of local intermediary organizations to coordinate services, blend funding and unify a vision for reconnecting youth. Practitioners and policymakers agree that career development alone does not prepare a young person to be self-sufficient. Rather, comprehensive planning is needed to coordinate housing, transportation, healthcare, child care, education and

other supports for vulnerable youth. Local intermediaries have emerged as a valuable mechanism to bring partners, resources, interests and policies together.

The federal Workforce Investment Act of 1998 created the most common example of local intermediaries, Youth Councils. As a mandated subcommittee to the local workforce investment board, Youth Councils have taken giant steps to:

- engage, convene and support critical constituencies;
- promote quality standards and accountability;
- broker and leverage resources; and
- promote effective policies.<sup>8</sup>

Membership in most local areas is broad and can include representatives from housing, foster care system, juvenile justice, community-based organizations, parents of eligible youth, the youth themselves and others.

\* \* \* \*

As this brief overview has shown, American policies and practices for reconnecting vulnerable youth to further education and preparation for living wage employment are diverse, decentralized and very much in dynamic flux. A great deal of creativity in the governmental, nonprofit and private sectors has produced some leading models of documented success in helping vulnerable youth reconnect to the American mainstream. As yet, however, there is no American youth development *system* with policies and resources commensurate with the need. Still, the American Youth Policy Forum believes that there is now available a great deal of knowledge and wisdom that can be of use to other nations concerned with developing the full potential of their youth. The bibliographical references and Internet websites cited in this overview will open doors for everyone to this experience and knowledge.

## PROGRAM SUMMARIES

### Job Corps

Job Corps is the U.S.'s largest and most comprehensive residential education and job training program for at-risk youth, ages 16 through 24. Since its inauguration in 1964, Job Corps has provided more than two million disadvantaged young people with integrated academic, vocational, and social skills training needed to gain economic independence or to further their education. Enrollment in Job Corps is voluntary and programs are open-entry, open-exit and self-paced. The average length of stay is six to eight months. Today, Job Corps serves nearly 70,000 students a year at 119 Job Corps centers throughout the country.<sup>9</sup>

Job Corps is currently funded as a part of the Workforce Investment Act and is a public-private partnership administered by the U. S. Department of Labor (DOL). Major for-profit corporations and non-profit organizations manage the majority of Job Corps centers under contract to DOL. The U.S. Departments of Agriculture and Interior operate the remainder under interagency agreements with DOL.

Benefit-cost analyses have shown that benefits outweigh the costs.<sup>10</sup> Researchers document returns of about \$2 to society for every dollar spent.<sup>11</sup> Among the documented gains for disadvantaged youth are: earnings gains, educational progress and other positive changes across most groups of participants.

Key Job Corps components include:

- Entry diagnostic testing of reading and math levels
- Occupational exploration programs and world of work training

- A comprehensive basic education program, including reading, math, GED, health education, parenting, introduction to computers, and driver education
- Competency-based vocational education
- Zero tolerance for violence and drugs
- Inter-group relations/cultural awareness programs
- Social skills training
- Counseling and related support services
- Regular student progress reviews
- Student government and leadership development programs
- Community service through volunteer and vocational skills training programs
- Work experience programs
- Health care
- Recreation programs and avocational activities
- Meals, lodging and clothing
- Incentive-based allowances for performance
- Child care support
- Post-program placement and follow-up support<sup>12</sup>

#### Contact Information:

Job Corps  
U.S. Department of Labor  
Employment and Training Administration  
Francis Perkins Building  
200 Constitution Ave., NW  
Washington, DC 20210  
Phone: (202) 693-3900  
<http://jobcorps.doleta.gov>

## National Guard Youth ChalleNGe Program

The National Guard Bureau sponsors and manages the National Guard Youth ChalleNGe Program (ChalleNGe) through agreements with State Governors and Adjutants General (the local senior member of the National Guard) of the requesting states. Authorized through the National Defense Authorization Act (1993), ChalleNGe uses government-owned facilities and equipment, keeping program costs down.

ChalleNGe aims to provide dropout youth (ages 16-18) with values, life skills, education and self-discipline. Eligible candidates must be unemployed at the time of application, not currently involved with the criminal justice system, and drug free.

ChalleNGe is composed of a five-month quasi-military residential phase, followed by a community-based mentoring phase extending over one year. The residential phase includes academic and vocational education, leadership development, core components areas that focus on the growth of participants as individuals and citizens, and development of a life plan. Following graduation from the residential phase, participants (called cadets) enter a 12-month community-based phase in which a mentor assists them in entering the workforce or continuing their schooling. A program coordinator maintains regular contact with the cadet and the mentor throughout this stage.

The ultimate goal of ChalleNGe is to place all participants who graduate from the first phase of ChalleNGe into jobs, military service and/or postsecondary education.

At the end of their five-month residential phase, participants recorded high levels of community service, an average grade-level increase of over one year in reading and math and high completion rates. Seventy-two percent of graduates had earned their GED. Upon completion of the residential phase, less than one percent had gotten into trouble with the justice system and were incarcerated. Whereas one-quarter were employed, about the same percent were in postsecondary education, and 10 percent had enlisted in the military. The remainder were either awaiting notification of acceptance from colleges, employers or the military or returning to high school.<sup>13</sup>

### Contact Information:

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<http://www.ngycp.org>

## STRIVE (Support Training Results in Valuable Employment)

Established in 1984 in New York City's East Harlem, STRIVE is a privately-funded, non-profit organization. STRIVE provides inner-city young adults (ages 18 to 30), who have experienced difficulty in securing and maintaining employment, with the tools for successfully entering the job market. Their clientele includes former substance abusers, high school dropouts, youngsters phasing out of the foster care system, ex-offenders, single parents receiving public assistance, working poor and individuals who have

become disengaged from employment. Historically, enrollment has reflected a 2 to 1 ratio of women to men, and 96 percent of the participants have been people of color (i.e., African American and Latino). Close to 50 percent of the current staff were at one time STRIVE participants themselves.

STRIVE is known for its unique approach to the three phases of an employment program:

**Intake and Assessment.** While STRIVE engages in many of the traditional approaches to determining eligibility for program participation (written application, intake interview, literacy assessment, etc.), the most distinctive feature of the program is the process by which it assesses the attitudinal development of workshop participants. This abstract and qualitative process is known as “Group Interaction”—a formal orientation session where the single most important objective is to ascertain a participant’s sincerity and desire to “turn their life around.” This session always occurs on a Friday to give attendees an opportunity to mull over the experience and make a determination about whether they are ready to enroll in the challenging program on the following Monday.

**Training.** STRIVE’s intensive four-week training program emphasizes individual ownership of the skills and attitudes needed to obtain and retain employment. Clients learn how to follow instructions, accept criticism, undertake group efforts, dress and speak appropriately for the workplace, conduct successful job searches with the guidance of job developers, and take advantage of STRIVE’s career advancement program once successfully employed. The training also begins the process of thinking about job advancement and long-term careers. STRIVE training uses role-playing, group

interaction, and tasks that simulate the demands of the workplace. This training accompanies job development efforts and on-site social services and referrals.

**Follow up.** Graduates are followed up for two years post-employment and receive support and guidance long after they are hired. In addition to the two-year follow up, STRIVE offers lifetime placement service.

Independent evaluators document sustained levels of employment (of at least two years) for approximately 80 percent of participants. Employers reported high levels of motivation among participants and 63 percent of employers maintained a relationship with STRIVE for an average of one to two years.<sup>14</sup>

In addition to four core sites in New York City, a number of affiliated sites within other community based organizations offer the full complement of STRIVE services to their respective participants, and are administered by certified STRIVE staff. A number of sites located within the United States and internationally have replicated the entire STRIVE System, either as a stand-alone program, as part of a collaborative of agencies, or as a separate component within an existing organization.

#### Contact Information:

STRIVE New York  
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3rd Floor  
New York, NY 10035-2038  
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<http://www.strivecentral.com>

## Youth Service and Conservation Corps

Launched in California in 1976, corps are state and local programs which engage youth and young adults (generally 16 or 17 to 25 years old) in full-time environmental and community service, job training and educational activities. Corps operate with funds from federal, state, local and contractual sources (fee-for-service).<sup>15</sup> Today, the nation's 100+ corps operate in communities across 31 states and the District of Columbia. They enroll over 23,000 young people who provide their communities with 14.7 million hours of service annually in year-round and summer programs.

Most corpsmembers come to the corps looking for a second chance to succeed in life. Guided by adult leaders, who serve as mentors and role models as well as technical trainers and supervisors, corpsmembers work in crews of 8-12 to carry out a wide range of conservation, urban infrastructure improvement and human service projects. For their efforts to restore and strengthen their communities, corpsmembers receive: (1) a minimum-wage-based stipend; (2) classroom training to improve basic competencies and to secure a GED or high school diploma; (3) on-the-job experiential and environmental education (corps call this "work-learning"); (4) generic and technical job skills training; (5) a wide range of supportive services; and (6) in some cases, a post-service educational award (from AmeriCorps or other source) for higher education and vocational training.

These corps enable young people to accomplish important conservation, community restoration and human service work while also developing employment and citizenship skills. A

rigorous multi-site control group evaluation, conducted by Abt Associates/Brandeis University, underscored the value of corps for communities and participants. The report, *Youth Corps: Promising Strategies for Young People and Their Communities*, documents that:

- corps generate \$1.04 per service hour in monetary benefit over and above all costs;
- significant employment and earnings gains accrue to young people who join a corps;
- positive outcomes are particularly striking for young African-American men who had higher earnings, higher employment and heightened postsecondary education attendance;
- arrest rates drop by one-third among all corpsmembers; and
- out-of-wedlock pregnancy rates drop among female corpsmembers.

### Contact Information:

National Association of Service and Conservation Corps  
666 11th Street, N.W.  
Suite 1000  
Washington, DC 20001  
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<http://www.nascc.org>

## YouthBuild

YouthBuild programs are based on the philosophy that the energy and initiative of young people need to be engaged in solving the problems of society, and that all young people desire and deserve a chance to make a difference, as well as opportunities to fulfill their own goals and potential.

In YouthBuild, young people ages 16 to 24 are trained in construction skills while they build affordable housing for homeless or very low-income people. Most of the students have previously dropped out of high school and all come from low-income families. Many have been in foster care, juvenile justice facilities or on welfare. Like other youth employment programs, they serve youth who are eager for an opportunity to rebuild their communities and their lives, and to resume their education.

Participants attend academic classes for 50 percent of the program time, preparing for their GED or high school diploma. They earn a living allowance during their full-time participation. The duration of most YouthBuild programs is 11 months, although students may remain for a second year if needed to obtain their diploma, complete their training, or prepare for college. Services and volunteer opportunities are available to YouthBuild graduates: “Once in YouthBuild, always in YouthBuild” is the program’s watchword.

Individual counseling, peer support groups, driver’s license training, recreation, community service, and cultural activities are built into the program. Many YouthBuild programs are also AmeriCorps programs; they offer postsecondary education awards of \$2,300 to students who complete 900 hours on the construction site or in other community service. In addition, major emphasis is placed on providing opportunities for young people to develop their leadership ability through program governance and involvement in community life.

Independent community-based organizations operate local YouthBuild programs. Their small scale creates supportive mini-communities for the

students. A typical program selects 30 to 40 students after a careful recruitment process. (There are usually seven to ten applicants for each available slot.) The students are divided in two crews: while one crew works at the construction site for one week, the other is in the classroom—then they switch. Typically, a YouthBuild program with 30 to 40 students is staffed by a director, construction manager, two on-site construction trainers, two teachers, and one counselor. All staff are engaged in personal mentoring; the students describe YouthBuild as “a family.” Most students report a transformation in their identity, moving from a marginalized and alienated stance into positive and productive engagement with their community and society.

Thus far, 25,000 students have produced over 10,000 units of affordable housing. Over 60 percent of the students have completed the full program; about 85 percent have been placed in college or jobs with initial wages averaging close to \$8.00 per hour, substantially above the minimum wage. Of these, approximately 30 percent of the graduates have gone into construction-related jobs and 18 percent to college.

There are currently 180 YouthBuild programs in 43 states, the District of Columbia, and the Virgin Islands, about half of which are partially funded by the U.S. Department of Housing and Urban Development (HUD). Individual programs are responsible for securing additional financial support, which is generally a mix of federal, state, and local government funding and private support from foundations and corporations in their geographic area. About 20 new programs are started each year. The more experienced ones have grown substantially larger, serving 60 to 100 students, building more housing, and

expanding their staff accordingly. Nineteen of them have also become state public charter schools, and these are tending to increase their student bodies even further. Some are adding other career paths to the basic construction experience.

The national parent organization, YouthBuild USA, replicates and provides technical assistance to YouthBuild programs, spreads an approach to youth development that includes leadership development, and advocates for good policies affecting low-income youth and their communities. YouthBuild USA has recently been called to help organizations in South Africa, Serbia, England and Canada to create YouthBuild-like programs in their nations.

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<http://www.youthbuild.org>

## Notes

<sup>1</sup>Typically, these are young people who are largely undereducated and unskilled, who are not currently in school or in jobs, and are seeking opportunities to further their education and prepare for the workforce. They are the "The Forgotten Half," those approximately ten million 18 - 24 year-olds who neither complete high school nor continue their formal education beyond high school graduation (Halperin, S. (1998)*The Forgotten Half Revisited*. Washington, DC: American Youth Policy Forum.)

<sup>2</sup>The major employment training legislation at the time was the Job Training Partnership Act (JTPA) of 1983 which provided job-training services for economically disadvantaged adults and youth. Two titles of this legislation focused on youth: (a) summer jobs and training, which included a range

of activities during the summer vacation months to enhance basic skills, encourage school completion, provide exposure to the world of work, and enhance citizenship skills; and (b) year-round training and employment programs for both in- and out-of-school youth, which offered limited internships in the private sector, school-to-work transition services and alternative high school services.

<sup>3</sup>Evaluations concluded that the effects of JTPA programs on youth were zero or negative when judged by performance outcomes of improved employment and wages. See Grubb, W.N. (1995) *Evaluating Job Training Programs in the United States: Evidence and Explanations*. National Center for Research on Vocational Education Technical Assistance Report, MDS-1047. University of California at Berkeley.

<sup>4</sup>See American Youth Policy Forum. *Some Things DO Make A Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices* (1997) and *MORE Things That DO Make A Difference for Youth* (1999) at <http://www.aypf.org>. Each of these Compendia contains nearly 50 summaries of evaluations of youth interventions that are shown to improve the lives of young people. In an easy-to-read format, these summaries highlight research findings, describe the key components, and share what is known about the ingredients of success underlying each program.

<sup>5</sup>*History of the Youth Corps Movement*. Retrieved 12 August 2002, from: <http://nascc.org/history2.html>.

<sup>6</sup>See STRIVE Central website:<http://www.strivecentral.com>.

<sup>7</sup>See YouthBuild USA website: <http://www.youthbuild.org>.

<sup>7</sup>Blank, M. et al. (2003) *Local Intermediary Organizations: Connecting the Dots for Children, Youth, and Families*. Washington, DC: Institute for Educational Leadership.

<sup>9</sup>*About Job Corps*. Retrieved 15 August 2002 from: <http://jobcorps.doleta.gov/about.asp>.

<sup>10</sup>Grubb. *Evaluating Job Training Programs in the United States*.

<sup>11</sup>Burghardt, J. et al. (2001) *Does Job Corps Work? Summary of the National Job Corps Study*. Princeton, NJ: Mathematica Policy Research.

<sup>12</sup>American Youth Policy Forum. *Some Things DO Make a Difference for Youth*.

<sup>13</sup>Ibid.

<sup>14</sup>*About STRIVE Central*. Retrieved 10 August 2002 from: <http://www.strivecentral.com/sites/coresites/strivecentral.htm>.

<sup>15</sup>*Corps History*. Retrieved 12 August 2002 from: <http://www.nascc.org/history2.shtml>.

## AMERICAN YOUTH POLICY FORUM PUBLICATIONS

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