



## **Youth Workforce Program Assessment and Findings**

The goal of the youth program review is to understand the current state of the Workforce Investment Act funded youth service providers and any service delivery gaps that exist in their program delivery. A compilation of these findings will provide the background information and data necessary to generate recommendations on the acquisition of new services providers. The request for new providers will better align goals and outcomes with the objectives of the Pacific Gateway Workforce Investment Network (PGWIN) and will be ready for an early March, 2015 release.

Public Consulting Group (PCG) used a two-part approach to review the PGWIN youth workforce development system. As Phase 1 of the review, the PGWIN team provided PCG with current youth provider contracts and contractor performance data reports. PCG reviewed the materials and the summary of findings can be found in Appendix A. In Phase 2 of the youth programs review, PCG conducted one-on-one interviews with key stakeholders, i.e., members of the Youth Council, contractor provider network, and key stakeholders. Findings from this phase, can be seen in section B of this report. PCG also conducted best practices research within the youth program realm, and compiled the models into a summary report. This information can be seen in Appendix B. The information gleaned from the provider contracts, interviews, and best practices informed our recommendations, as seen in section C of this report.

### **Youth Workforce System**

Through its network of service delivery providers for the Long Beach, Lomita, Signal Hill, and Torrance areas, PGWIN delivers a variety of WIA funded youth workforce development services to the region's youth, ages 14-21. Subcontracted partners or "Youth Career Academies" focus on exposing, preparing and placing youth in high-growth/high demand careers/industries. In addition subcontractors must ensure youth's academic preparation through basic skills upgrading, work readiness training and occupational skills training. Through partnerships with education, business, labor, social services and community based organizations, subcontractors create a comprehensive array of services and activities to address youth's workforce preparedness.

PGWIN's Youth Opportunity Center (YOC) provides a computer lab and offers workshops on career readiness, labor market information and job skills training information. The YOC is a center of activity easily accessible to youth and young adults.

Through partnerships with the City of Long Beach City Neighborhood Services and Office of Environmental Sustainability there are city-sponsored projects that are non-WIA funded allowing more youth to participate in a work experience or work-based learning activity. Long Beach's mayor, Robert Garcia, called out in this recent state of the city address, a pledge and call to action to double the number of paid internships for students to 800 in 2015. PGWIN has developed strong educational partnerships with Long Beach Unified School District and is a partner in LBUSD's recently awarded Career Pathways Trust Grant. There is also support from Los Angeles County to provide paid summer jobs using TANF (welfare-to-work) funds for higher concentration of at-risk youth.

PCWIN's role as a leader in youth workforce development is highly recognized and will continue to emerge as an intermediary between education, business and community.

### **A. Youth Contracts Review**

PCG focused our review specifically on the WIA funded youth programs. A total of five youth service providers were procured with five contracts awarded for Program Year 13-14 and 14-15. However, due to a lack performance, two contracts were terminated. PCG conducted an analysis of planned versus actual contract performance data for the following contracts: Centro CHA, Accord, Conservation Corps of Long Beach, Long Beach Community Action Partner, and UAW. A detailed analysis of the

performance outcomes of each of the service providers can be seen in Appendix A. This analysis was used to inform PCG's recommendations in section C of this document.

## **B. Stakeholder Interviews**

PCG staff conducted one-on-one interviews posing a series of questions to ascertain a thorough understanding of the current environment, in terms of good practices and areas of opportunity, as well as priorities for the new system. These qualitative interviews have provided insight into a number of opportunity areas which are overviewed here.

A common theme running throughout the interviews was a lack of clarity from PGWIN regarding their roles and those of their providers. There was confusion and a desire for more clearly defined expectations laid out in the RFP. The lack of technical assistance and capacity building provided from PGWIN to the service providers was also pointed out. The need for on-going technical assistance was clearly articulated.

Stakeholders also voice concerned regarding the previous amounts of funding awarded to the service providers, explaining that it did not provide for appropriate staff funds. This resulted in lower staff levels and lower staff capacity. In discussions regarding governance of the Youth Council, the composition of the Youth Council was of concern as well, particularly regarding whether the members represented the right stakeholders. Particular attention should be paid to ensuring that all regions served by PGWIN are represented. A desire for a clearer definition on the role of the Youth Council (a charter) and a more organized and focused mission was also called out.

The final interesting, and somewhat conflicting, topic covered was the National Work Readiness Credential requirement. Throughout the interview process both proponents and opponents of the credential voiced their opinions. On the one hand, the NWRC was said to be seen of high value to employers and worthwhile to require for employment success. On the other hand, the NWRC was said to be outdated and required unrealistically high levels of algebra. The opposing opinion also voiced that the NWRC promoted workplace behaviors contrary to reality and that there was little to no employer value.

## **C. Recommendations**

Based on the above, and in light of new WIOA legislation that becomes effective on July 1, 2015, PCG recommends that PGWIN redesign their youth workforce development system to align with the new legislation as well as to ensure quality programming that serves those youth who face the greatest challenges to accessing the education, training, and jobs that they need to realize their potential and fuel our economy.

### ***Career Pathways***

The United States economy is expected to grow by 14.4 million jobs between 2008 and 2018, with 97% of these new positions, and 63% of all occupations, requiring a postsecondary credential of some type<sup>1</sup>. PCG recommends youth programs demonstrate how services will keep youth engaged by connecting the classroom experience to real life work activities. Students shall be provided work experience and/or pre-apprenticeship activities that connect the classroom with career goals. Academic and skills-building activities should be offered along with paid and unpaid work experiences, allowing youth to make the connection between basic skills achievement and career growth and future opportunities. Job placement and work-related experiences should be used as an opportunity for experiential learning.

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<sup>1</sup> Georgetown University: Center on Education and the Workforce. 2010. Help Wanted: Projections of Jobs and Education Requirements through 2020. <http://www.georgetown.edu/grad/gppi/hpi/cew/pdfs/HelpWanted.ExecutiveSummary.pdf>.

Providers would be expected to work with participants to develop individual career plans that reflect long-term goals, including postsecondary education. It is expected that students will attain a postsecondary degree and/or industry-recognized certification/credential that is part of a career pathway that may lead towards more advanced certifications/credentials, career advancement, and/or employment.

### **Work Preparation and Work-Based Opportunities**

WIOA encourages an array of work-based training strategies and employment approaches to benefit low-income individuals. Work-based training gives underprepared adults and youth the chance to earn income while also receiving training and developing essential skills that are best learned on the job. These strategies also ensure training is tied to in-demand occupations by engaging employers and industry sectors to define needed skills<sup>2</sup>. Additionally, individuals with barriers to employment (including out-of-school youth) often need a comprehensive set of supports that involves multiple public and private systems and partners to help them earn secondary and postsecondary credentials and transition into the labor market<sup>3</sup>.

PCG recommends offering a continuum of work-based learning opportunities that are age and developmentally appropriate. These experiences should be used to assist youth to develop “soft-skills”, gain work experience and to influence their decisions about career choices. Based on the trends toward decreasing employment opportunities for youth, program designs should offer youth an opportunity to earn a wage while learning skills. Opportunities should be provided that offer youth a chance to participate in hands-on, paid, work-based learning opportunities, such as internships, work experiences, job shadows, and community service which add authenticity and relevance to learning while ascertaining marketable skills that lead to employment. To the extent feasible, programs should offer career opportunities and exposure in the region’s emerging and high growth industries.

Moving toward requiring the above activities will begin to align PGWIN youth programs toward the WIOA requirement that at least 20 percent of youth formula funds be spent on paid and unpaid work experiences that incorporate academic and occupational education for out-of-school and in-school youth. Such work experiences can include summer and year-round employment opportunities, pre-apprenticeship programs, internships and job shadowing, and on-the-job training opportunities. Previously, these activities were allowed but not required.

### **Quality Case Management**

A key component of successful youth programs lies in high-quality case management. The importance of a caring adult support system cannot be overemphasized in achieving positive outcomes for youth. Considering the unique and complex needs of every youth, it is clear to see the importance of quality case managers to help navigate an individual through the ever-complex system of supports to find the most effective path to their success. The Center for Law and Social Policy states that this connection to a case manager, “...creates a personal, one-on-one relationship between the youth and a well-trained, caring adult that should continue throughout the youth’s matriculation through the system”<sup>4</sup>.

In order to achieve positive outcomes for youth, PCG recommends investment in quality case managers and professional development activities. This means not only pursuing highly qualified case management staff, but also ensuring that the necessary number of staff are in place. Beyond this, capacity building for the staff and investment in their professional development must be maintained.

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<sup>2</sup> *New Opportunities to Improve Economic and Career Success for Low Income Youth and Adults; Key Provisions of the Workforce Innovation and Opportunity Act (WIOA)*, Center for Law and Social Policy September 2014; K. Bird, M. Foster, and E. Ganzglass

<sup>3</sup> *Ibid*

<sup>4</sup> *Hastings, Sara, Rhonda Tsoi-A-Fatt, and Linda Harris. Building A Comprehensive Youth Employment Delivery System: Examples of Effective Practice. Publication. Washington D.C.: CLASP, 2010. Pg. 11*

This may include initial capacity building trainings, but should also include recurring technical assistance provided by PGWIN.

### ***Increased Funding***

PCG recommends a potential increase in funding amounts awarded to each contract, in comparison with the previous procurement cycle. Throughout the interview phase, there was significant concern over the amount of funding being awarded. Stakeholders explained that the current funding levels did not allow for necessary staffing and capacity building within staff. In conjunction with this, an increased focus on work-based opportunities, specifically paid experiences, may also drive the per-youth costs up. Allowing for continual technical assistance, a necessary component of quality case management, will also require increased funding amounts. PCG believes through the current performance outcomes, interviews, and best practices research, as well as our expertise in this field, that the increased funding levels will produce a significant return on investment.

### ***Minimum Hours Requirements***

In PCG's review of current youth provider contracts, we found several program elements that require a minimum number of hours of participation.

- **Basic skills remediation**

If a youth is determined to be basic skills deficient (scoring below 9<sup>th</sup> grade level in either reading or applied math, based on test results) the area(s) of deficiency must be addressed through activities designed to increase basic skill levels. A minimum of 50 hours of instruction before administering the post-test is required. Attainment of competency should be the driving factor in monitoring a youth's progress over time versus minimum hours requirement on task.

- **National Work Readiness Credential**

All enrolled youth are provided 25 -hour National Work Readiness Training in accordance with the Equipped for the Future (EFF) learning standards under the National Work Readiness Credential (NWRC).

- Based on PCG's conflicting findings from the interviews, we recommend a two-fold strategy to address the concerns. The first element is to make the marketing and awareness around the NWRC a priority for the Youth Council and the WIB. This will optimize the value of the credential to job-seeking youth and employers. The second element is to review the NWRC curriculum and assess if it remains a valid requirement in the program design. One facet of this may be obtaining technical assistance from the National Work Readiness Council, if resources allow for it.

These are all activities that should be offered to participants, however, training duration of each activity should be individualized based on the each youth's needs and competency attainment. PCG recommends that these activities be offered, however, the minimum "seat-time" or hour requirements should be eliminated. We do note that cohort-based training may require minimum hours due to staff and/or classroom scheduling.

## Appendix A.

Provider	Training Program Name	Industry Sector	Program Intensity	Duration/	Planned # of Participants (from Contracts)
Central CHA	Carpentry Intro to Construction - LBCC	Construction and Trade	139h of instruction and hands-on training		18
	Personal Care Giver	Health Care for Seniors and Disabled	3 week classroom & 2 week hands-on training; 112h incl. 40h internship		17
	Security Guard Card	Law Enforcement	8h training		13
	HAZMAT Environmental Technician	Refinery Oil Fields	16h training		12
Accord	Next Step Youth Program	Hospitality & Food Service	6-8 weeks; 72-85h, approx 16h per week		50
	Next Step Youth Program	Manufacturing & Refineries	7-10 weeks; 85-120h; approx. 16-20h per week		50
Conservation Corps of Long Beach	Home Builders Institute Training Program	Construction (Residential)	4 days per week for 32h program		30
Long Beach Community Action Partnership	Digital Media	Information	Remedial Ed - 50h, LAMP Program - 60h; DM - 146h		60
UAW	Electrician Pre-Apprenticeship	Construction	80h "boot camp"		30
	Personal Care Giver	Healthcare Services	80h classroom training + 40h externship		30

### Subcontractor Performance Analysis

Pacific Gateway currently has four active contracts with three youth service providers: two with Centro CHA, one with Accord and one with Conservation Corps of Long Beach. Two contracts, with Long Beach Community Action Partnership and UAW-Labor have already been terminated due to unsatisfactory performance. Based on the contracts and performance data, PCG has compiled this overview of findings for each contract.

#### Centro CHA

Centro CHA holds two contracts with Pacific Gateway, a two-year contract at \$334,153 for providing services to 60 youth running from June 2013 to June 2015, and a one-year contract at 130,000 for providing services to 50 youth from July 2014 to June 2015. While performance goals envisioned in the two-year contract have been, for the most part, met and exceeded, the provider is struggling with delivering satisfactory results within the second, one-year contract.

Analysis of second quarter performance (evaluation as of Dec 31, 2014) within the two-year contract shows that Centro CHA met enrollment and Basic Skills Remediation goals. It exceeded the plan in 5 real-time performance measures: Attainment of National Work Readiness Credential – by 37%, Occupational Skills Training Activity – by 18%, Completion of Occupational Skills Training – by 53%, Industry-Recognized Certificate – by 63%, and Participation in Employment and/or in Education Activities – by 18%, while falling short of meeting Literacy/Numeracy Increase and National Work Readiness Activity goals by just 2%. However, performance as measured by Exits and Positive Exits was below the plan. It was missed by 30% with regards to Youth at Exit, and by 20% when looking at Positive Exit Outcomes. While Centro CHA successfully put Youth on the employment path (performance exceeded by 45%), it failed to put them on the secondary education path (missed the plan by 67%).

As mentioned, Centro CHA is faring significantly worse with regards to performance on the one-year contract. The second quarter evaluation (as of Dec 2014) shows that enrollments were at only 29% of the planned level. Basic Skills Remediation goal was the only one met, while all the others were at 50% and below. Literacy/Numeracy Increase goal was missed by 50%, National Work Readiness Activity – by 61%, Attainment of National Work Readiness Credential – by 80%, Occupational Skills Training Activity – by 82%, Completion of Occupational Skills Training – by 72%, and Industry-Recognized Certificate Attainment – by 79%. No youth has entered employment and/or education activities, rendering that performance measure 0%.

#### **Accord**

Accord has a two-year contract with Pacific Gateway for providing services to 75 youth, running from June 2013 to June 2015, at \$350,000. According to second quarter evaluation (as of Dec 31, 2014), this service provider generally met and exceeded performance goals, although it did miss the plan in certain categories. Both enrollments and Basic Skills Remediation were at 100%, however performance with regards to Literacy/ Numeracy Increase fell short of the plan by 18%. It also underperformed slightly with regards to Youth in Occupational Skills Training Activity (1.7% short of goal). In contrast, this service provider exceeded the plan in Attainment of National Work Readiness Credential by 42%, Completion of Occupational Skills Training – by 29% and Industry-Recognized Certificate – by 32%. Performance with regards to Participation in Employment and/or in Education Activities was below the plan by 12%. Looking at youth exiting the program, Accord slightly missed the plan both with regards to Exits and Positive Exit Outcomes, both measures were 8% below expected level. While Post-Secondary Education Entry goal was exceeded by 14%, Accord was not equally successful with meeting Entered Employment numbers and missed that goal by 17%.

#### **Conservation Corps of Long Beach**

Conservation Corps of Long Beach (CCLB) holds a two-year contract with Pacific Gateway for providing services to 30 youth, valued at \$87,000 and running from June 2013 to June 2015. Second quarter evaluation (as of Dec 31, 2014) has indicated that this provider managed to exceed the plan in some categories while struggling to meet the performance goals in others. Enrolment and Basic Skills Remediation were both at 100%. However, CCLB fell short of the plan with regards to Literacy/ Numeracy Increase and National Work Readiness Activity, by 30% and 20% respectively. The biggest performance gap was noted in Attainment of National Work Readiness Credential – the numbers were 77% below expected levels. A slight underperformance was recorded also in the Occupational Skills Training Activity category, the plan was missed by 7%. CCLB fared better with regards to Completion of Occupational Skills Training and Industry-Recognized Certificate measures, it exceeded these performance goals by 8% and 30%. Participation in Employment and/or in Education Activities was 10% short of the expected. According to plan, it is too early to evaluate performance against Exit measures.



### **Terminated Contracts**

Pacific Gateway also signed a contract with UAW-Labor. The contract value was \$200,000 and services were to be provided to 72 youth from June 2013 to June 2015. However, due to unsatisfactory performance the contract was terminated on July 1, 2014.

Evaluation data (as of June 30, 2014) show that UAW-Labor has not met enrollment goals, falling 39% short of the plan for the period. The only measures met (at 100%) were Basic Skills Remediation and Industry Recognized Certificate Attainment. All other performance goals were missed: Literacy/ Numeracy Increase – by 47%, National Work Readiness Activity – by 29%, Occupational Skills Training Activity – by 17%, Completion of Occupational Skills Training – by 90%, Exits – by 77%, and Employment Entry – by 55%. Attainment of National Work Readiness Credential was at 0%, similarly to Secondary Education Entry.

Long Beach Community Action Partnership (LBCAP) was the fifth service provider with whom Pacific Gateway entered into a contract. The contract value was \$191,800 and services were to be provided to 60 youth from June 2013 to June 2015. Following evaluation that revealed most of the performance goals were not met, the contract was terminated on July 1, 2014.

At the point of evaluation (performance as of June 30, 2014), enrollment numbers were 53% below expected. The only performance goal met was Basic Skill Remediation (100%). National Work Readiness Activity and Occupational Skills Training measures were missed by 70% and all the other performance goals were not achieved at all.

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## Appendix B.

### Best Practices Youth Program Design

Throughout the country, there are a variety of best practices to be considered within the WIA Youth program space. These models offer informative cases to study, not only because of their successful performance outcomes, but also for their noteworthy program designs. Through intensive research, the Center for Law and Social Policy (CLASP) has identified five key components of a successful youth employment service delivery system. These include:

- A strong convening entity
- An effective administrative agent
- A well-trained case management arm
- Strong partnerships across systems that serve youth
- High quality work experience and career exposure components<sup>5</sup>

These components will be thoroughly explained and examples of best practices for each element will be illustrated from three nationally recognized organizations: San Diego Workforce Partnership, Philadelphia Youth Network, and Boston Private Industry Council. The key components, as well as the model practices, offer a strong foundation for the future strategic plans and program design of the Pacific Gateway WIB.

#### ***A Strong Convening Entity***

CLASP identified this as a key component of success because the entity creates mutual accountability and involvement within the community and stakeholders as well as pushing forward the planning and implementation of the service delivery system. This entity must be a "...strong and credible coordinating body that assembles the key stakeholders and focuses attention on a collective vision and approach to the development of a comprehensive and high quality youth delivery system"<sup>6</sup>. Key functions of the convening entity include serving as a neutral space, aiding the creation of a common vision, promoting alignment through coordinating strategic partnerships, and leveraging resources. It is possible for a Youth Council to act as the convening entity, but it is vital that the entity is comprised of leadership level persons in order to exemplify the importance of their work.

The San Diego School-to-Career Youth Council, which reports to the WIB and is staffed by San Diego Workforce Partnership, is cited as a best practice for its role as a strong convening entity. Recently focusing on the make-up of the Council, they have incorporated a number of key strategic members who represent high-priority youth populations. By ensuring that the appropriate members were involved with the Council, San Diego has been able to better target programs and funding for these high-priority youth.

#### ***Effective Administrative Agent***

Another key component of successful youth employment service delivery systems is an effective administrative agent. CLASP defines administrative agent as, "...an organization or agency that: (1) has staff with leadership skills and capacity to work across systems, and with community entities, to implement the strategies identified in the collaborative planning process; (2) has effective management systems in place to assure fiscal and programmatic accountability; and (3) can work effectively with providers to assure the consistency and quality of the service delivery"<sup>7</sup>. This administrative agent is tasked with overseeing the implementation of the plan established by the convening entity and managing the delivery quality. A key function for this agent is that they must invest heavily in the professional development of case

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<sup>5</sup> Hastings, Sara, Rhonda Tsoi-A-Fatt, and Linda Harris. *Building A Comprehensive Youth Employment Delivery System: Examples of Effective Practice*. Publication. Washington D.C.: CLASP, 2010.

<sup>6</sup> Ibid, pg 2

<sup>7</sup> Ibid, pg 7



managers, whose importance is discussed next. The administrative agent may be the WIB itself, or an intermediary organization that acts on the WIB's behalf.

A nationally recognized organization that offers an effective administrative agent model is Philadelphia Youth Network. This intermediary is contracted by Philadelphia's Youth Council to provide them with staffing and coordination. PYN aims to implement the Council's strategic plan and acts as the fiscal agent for the Council. As PYN holds the contracts with service providers, they work collaboratively with providers to support positive outcomes for youth. PYN offers a variety of professional development services to their provider network, including trainings and effective practices sharing.

Key elements of their delivery system include contracting with a provider network for education and training services, a variety of program models, partnerships with education to create new high-quality education opportunities for over-age and under-credited youth, creation of a re-engagement center for drop-outs, aligning and strengthening the career and occupational skills curricula for youth in juvenile placement, and quarterly assessment of metrics. The program models mentioned above include private sector internships, service learning, subsidized employment in non-profit organizations, and academic support, including college awareness exposure for summer and year-round career preparation.

PYN also offers an array of services to youth including educational services to prepare youth for post-secondary education and employment, employment readiness and placement into subsidized or unsubsidized employment, occupational skills training with certificates, and life skills training.

### ***Case Management***

The third key component of successful delivery systems is case management. As CLASP points out, the importance of a caring adult support system cannot be overemphasized in achieving positive outcomes for youth. Key functions of a case manager include an assessment of the youth's strengths and talents, barriers, and needed support, development of individualized plans based on the assessment, provision of counseling and personal support, and accountability for attainment of education or employment success for the youth. CLASP identifies program designs that "...create a system that provides continuous support and smooth transitions until the youth is solidly anchored in successful market and postsecondary endeavors"<sup>8</sup> are the most successful.

Boston Private Industry Council (which acts similarly to PYN as an intermediary) is a best practices model in their case management requirement. As CLASP explains, "Boston's RFP for youth program services is very explicit about the components of the case management system that must be in place including: joint development of service plans; identification of the assets of each participant, and plans to build upon them; identification of the barriers faced by each participant, and steps initiated to overcome them; clearly-stated education, employment and career goals, with projected start and end dates for activities; identification of competencies and skill levels required for the participant's target occupation; supportive services needed; regular review and revision by both the service provider and the participant; and a minimum of 12 months of follow-up service after exit from the program"<sup>9</sup>. This strategy can be effectively exemplified in Boston's Youth Options Unlimited (YOU) program which focuses on provided intensive case management, development of individual service plans, referrals to other appropriate services, placement in educational options, and connections to transitional jobs programs that lead to employment opportunities<sup>10</sup>.

### ***Effective Collaboration Across Systems***

Effective collaboration among a variety of partners and systems is vital to the success of youth, especially within high-distress populations where youth have multiple contacts with more than one system. Clear

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<sup>8</sup> Ibid, pg. 12

<sup>9</sup> Ibid, pg 12-13

<sup>10</sup> <http://www.youboston.org/en/>

benefits arise from cross-systems collaboration including improved access and services, leveraging of resources, and policy and practices development. No one-service provider is capable of fulfilling the needs of every youth that walks through their doors. Collaboration among partners is needed in order to fill the natural gaps in service and provide the most comprehensive and effective programs. Cross-systems collaboration also allows for more effective uses of public resources, which in turn increases a community's ability to attract and leverage private funding. Collaboration also results in policy development and the sharing of best practices, ultimately improving the overall workforce system. A key collaborative partner must be both secondary and post-secondary education institutions.

PYN has been recognized as a model of effective cross-systems collaboration with its Project U-Turn, a collaboration of more than 60 partners who work on the dropout crisis<sup>11</sup>. This work has resulted in creating almost 3,000 new high-quality education opportunities for over-age and under-credited youth, designing and implementing a new systems for reconnecting dropouts to educational options including a re-engagement center, and developing and leveraging more than \$50 million to support re-engagement strategies. Services provided to youth in this model include educational pathways, such as accelerated schools, GED prep, bridge literacy programs; student support services; and Educational Options Programs, Virtual School, and young adult diploma programs<sup>12</sup>.

#### ***Workforce Preparation and Employer Engagement***

Critical to a youth's success is not only education and training achievements, but actual work experience. While a variety of organizations can provide education and training, this key component of positive outcomes can only be achieved through employer partnerships. As CLASP points out, "Across the county, workforce development systems recognize the need for increased employer participation to create opportunities for workplace and career exposure, hands-on experience, opportunities for applied learning, mentoring, role models, and ultimately successful transition to the workplace"<sup>13</sup>.

San Diego Workforce Partnership is a wonderful model for their noteworthy program, Life Sciences Summer Institute (LSSI). This program is a collaboration with BIOCUM and Southern California Biotechnology Center in which students have the opportunity to enroll in an eight-week, paid student internship. Teachers also are given the opportunity to enroll in an eight-week externship. The goal of this program is to increase awareness of the life science industry and related fields of research to students and teachers<sup>14</sup>.

The Boston PIC has implemented a successful "school-to-work" career readiness initiative in partnership with the Boston public school system. PIC staff are located on campus and work with students year-round in preparation for summer internships.

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<sup>11</sup> <https://pyninc.org/news/read/121>

<sup>12</sup> Hastings, Sara, Rhonda Tsoi-A-Fatt, and Linda Harris. *Building A Comprehensive Youth Employment Delivery System: Examples of Effective Practice*. Publication. Washington D.C.: CLASP, 2010. Pg 18

<sup>13</sup> *Ibid*, pg 24

<sup>14</sup> <http://workforce.org/life-sciences-summer-institute>

