



Connecting Opportunity Youth and Employers Through Work-Based Learning

The benefits, challenges, and best practices for building a work-based learning model.

November 2020

John-David Garcia, Justine Willis, Francesca Viazzoli, Madeleine Petraglia, Christina Be

With support from Citi Foundation



Table of Contents

Introduction	3
White Paper Focus	5
Section 1: Opportunity Youth and Compounding Barriers	6
Opportunity Youth and YouthBuild USA	6
The YouthBuild Program Model	8
Section 2: 21st Century Skills	8
21 st Century Skills Diagram.....	9
YouthBuild USA's 21 st Century Skills Curricula	10
Section 3: Work-Based Learning	10
Work-Based Learning Key Elements	11
Spotlight – IT Pathway at D.R.E.A.M.S. YouthBuild and Young Adult Training Program.....	11
Work-Based Learning Continuum	12
Work-Based Learning Common Components	13
Partnership Agreements.....	14
Structured Learning Components	14
Authentic Work Experiences.....	15
Culminating Assessments	15
How to Implement Work-Based Learning Experiences	15
For Youth Intermediaries	15
Spotlight –Strong Employee Partnerships Benefit Mile High Youth Corps YouthBuild	17
For Employer Partners	18
Benefits of Work-Based Learning	20
Benefits for Young Adults	20
Benefits for Youth Intermediaries.....	20
Benefits for Employers.....	20
Conclusion	21
References	23
Appendix A	24
Appendix B	25
Appendix C	30
Appendix D	36
Glossary of Key Terms	37



With love and respect, YouthBuild partners with opportunity youth to build the skillsets and mindsets that lead to lifelong learning, livelihood, and leadership. At nearly 300 YouthBuild programs across the United States and around the world, students reclaim their education, gain job skills, and become leaders in their communities. To date, YouthBuild has partnered with more than 180,000 young people to dedicate over 50 million hours of service benefitting urban, rural, and tribal communities. YouthBuild strives to create a world where all young people are seen for their potential, and power to transform themselves and their communities. YouthBuild USA – the support center for the YouthBuild movement – strengthens YouthBuild programs through technical assistance, leadership development, innovative program enhancements, and advocacy. YouthBuild programs located outside of the United States are supported by YouthBuild USA's international division, YouthBuild International.

For more information about the YouthBuild movement, YouthBuild USA, and YouthBuild International, visit YouthBuild.org.

Citi Foundation



The Citi Foundation works to promote economic progress and improve the lives of people in low-income communities around the world. We invest in efforts that increase financial inclusion, catalyze job opportunities for youth, and reimagine approaches to building economically vibrant communities. The Citi Foundation's "More than Philanthropy" approach leverages the enormous expertise of Citi and its people to fulfill our mission and drive thought leadership and innovation. Through the Pathways to Progress initiative, Citi Foundation seeks to equip young people, particularly those from underserved communities, with the skills and networks they need to succeed in today's rapidly changing economy. For more information, visit citifoundation.com.

The findings, interpretations, and conclusions expressed in this report—as well as any errors—are YouthBuild USA's alone and do not necessarily represent the view of YouthBuild USA's funders or those acknowledged above.

Introduction

Organizations such as YouthBuild USA – and its robust network of nearly 300 domestic and international programs – understand how much opportunity youth¹ need and aspire to earn knowledge, training, and opportunities that lead to long-term professional and personal success. These young people are typically defined solely by their challenges, not by their potential. Traditionally known as “disenfranchised,” “marginalized,” “disconnected,” and “at risk,” these young people aspire to improve their lives and communities.

Young people want to take responsibility for themselves and their families, and they are eager to contribute to improving themselves, their livelihoods, and their communities. Opportunity youth are empowered by purposeful, community-oriented, and intentional work-based learning in career tracks that provide a pathway to a sustainable living for themselves and their families. These experiences build the skillsets and mindsets that lead to lifelong learning, livelihood, and leadership.

According to the International Labor Organization and World Economic Forum, close to one billion young people will seek to enter the global workforce this decade [1]. Undeniably, it is the tenacity, vibrancy, resilience, and productivity of these new workers that will shape the 21st century workforce.

Career and workforce development designed to foster economic sustainability and self-sufficiency for the future of young people is critically important to our society’s collective well-being. According to a recent study by Georgetown University, by the end of 2020 there will be 31 million new jobs² created due to retirement [2]. As we enter a fourth industrial revolution,³ coupled with workers aging out of the workforce in historic numbers, cultivating the economic potential of opportunity youth is an intergenerational obligation. If left unfulfilled, this will have profound and long-term negative effects on our society and its workforce, including continued inequitable wage disparity and an inability to compete with emerging global economies.

“As YouthBuild USA and its supporters acknowledge the past, our 40th anniversary is also about looking towards the future. To be relevant and have impact in YouthBuild’s next chapter, we must have an increased focus on driving employment with multiple career tracks in light of this fourth industrial revolution.”

— John Valverde, President and CEO of YouthBuild USA

¹ Young people 16 to 24 years of age who are neither enrolled in school nor employed.

² The impacts of COVID-19 on this projection have yet to be seen. Staff at YouthBuild USA, however, are monitoring the labor market closely.

³ The fourth industrial revolution is characterized by breakthroughs in technologies such as robotics and artificial intelligence.

Young people today face a significantly different world of work than previous generations. Accelerated waves of technological advancement have led to increased prosperity and job creation for some and a widening skills gap and job displacement for many others. Gone are the days of entry-level jobs that, for generations, afforded young people a foothold in the workforce and economy. The needs of opportunity youth, coupled with rapidly changing economic, societal, and labor market trends, demand that youth-serving intermediaries and partners in the public and private sectors collaborate in new and creative ways to connect young people with meaningful work in high-demand, emerging industries. Employers need new workers that possess skills such as teamwork, problem solving, communication, and adaptability as urgently as opportunity youth need access to skills training, work-based learning, and family-sustaining employment. Creating the bridge between them and leveling the playing field is more challenging than ever before.

"I never thought I would be able to focus on my education again because I am a full-time mother to my daughter. I realized I needed to get back into school to better my future for myself and my child. I was thrilled to hear about the CNA course because I have always been interested in the health care and medical field. I started my CNA classes three days out of the week at North Shore Community College. In my CNA class I received my CPR/AED license and soon passed my Home Health Aid course. We also paired up with each other and practiced hands-on skills. We went to a nursing facility to gain experience working with actual residents. It was a really great opportunity that I got to have. I currently have a job lined up with Lahey Health at Beverly Hospital, and will continue to finish my internship with the program director at YouthBuild, Michael Quigley. I have come so far in life over the past five months because I attended YouthBuild."

— Desiree, YouthBuild North Shore CDC Graduate

YouthBuild USA, YouthBuild International (our international division), and our global network of nearly 300 programs in the United States and around the world understand these historic challenges. YouthBuild has retained the strength of its pre-apprenticeship construction model for over 40 years. In its next chapter, YouthBuild is poised and focused on innovating and expanding its workforce and youth development pathways beyond construction. These include other in-demand, emerging, and re-emerging industries such as Information Technology, Manufacturing, and Logistics, Health Care, and Hospitality. YouthBuild's comprehensive and transformative model is adapting to rapid labor market changes by strengthening career pathways, particularly with an emphasis on work-based learning. This focus will help opportunity youth become young

leaders in their communities, fully equipped with the skillsets and mindsets to meet the demands of the 21st century workforce and labor market.

As champions for opportunity youth, YouthBuild programs welcome opportunity youth with love and respect. By forging partnerships with industry, raising public awareness, and informing policy, these programs build and sustain leadership pathways for young people whose experience and vision are critical to building a more equitable society. These partnerships help establish work-based learning opportunities by providing the funding mechanisms necessary to sustain YouthBuild programs and help them evolve.

In today's 21st century economy, opportunity youth have champions like YouthBuild USA and YouthBuild programs that are establishing partnerships invested in creating career opportunities and experiences leading to essential skills acquisition, self-sufficiency, and long-term economic security. It is our hope that this white paper serves as a practical guide, stimulates deeper thinking, and establishes a firm knowledge base from which YouthBuild programs, opportunity youth-serving intermediaries, and partners can draw upon when implementing job readiness strategies in work-based learning for opportunity youth.

White Paper Focus

YouthBuild USA seeks to demonstrate that work-based learning (WBL) is an essential tool for partnering with opportunity youth to build the skillsets and mindsets that lead to lifelong learning, livelihood, and leadership. This paper will describe the importance of WBL through illuminating best practices learned from YouthBuild program sites that participated in the YouthBuild High-Demand Career Pathways Program, an initiative supported by the Citi Foundation (see [Appendix A](#)). In addition, this resource will define the elements and continuum of WBL, with a focus on the strategies, practices, and partnerships that programs developed.

White Paper Focus

- Opportunity youth, 21st century skills, and their role in the YouthBuild model
- Work-based learning definitions, key elements, continuum, and common components
- Promising strategies, common standards, and recommendations from YouthBuild programs to establish effective work-based learning opportunities
- Benefits seen from work-based learning experiences

Ultimately, this white paper will contribute to building a firm knowledge base from which YouthBuild programs, practitioners, and opportunity youth-serving intermediaries can draw upon when implementing job readiness strategies in WBL for their opportunity youth.

Much of this white paper was written before the COVID-19 global pandemic drastically changed the landscape of job readiness and youth development. Note that while the guiding principles and underlying themes of this paper are relevant in both virtual and in-person settings, adjustments to specific activities are essential in navigating the changes brought on by COVID-19.

There are references to how some of these adjustments for virtual learning and working can be implemented throughout the paper. Data on the impact and outcomes of these virtual activities and strategies are emerging and unclear at this time. In the future, there may be an addendum to this paper to reflect promising virtual work-based learning practices in response to the effects of COVID-19.

Section 1: Opportunity Youth and Compounding Barriers

Before turning to the concept of work-based learning and its key elements, it is important to first understand opportunity youth and the context that contributes to their disconnection from school and work. Common adverse experiences and compounding barriers hinder their full engagement in educational and economic systems.

Opportunity Youth and YouthBuild USA

Opportunity youth represent approximately 4.4 million young adults in the U.S. between the ages of 16 and 24 who are neither enrolled in school nor employed [1]. This translates to approximately 1 in 9 members of the 40 million youth in this age group – more than double the rate of some western European countries. In rural America, this figure increases to 1 in 5.

These young people experience a disproportionate share of social and economic barriers that may make it difficult for them to establish viable education and career paths. Opportunity youth often have been exposed to or experienced destabilizing events or situations such as homelessness, abuse, substance abuse, teen pregnancy, and/or involvement in the foster care or court system [3]. While opportunity youth demonstrate resilience and tenacity, research on brain development indicates that adverse experiences during adolescence and early

2020 YouthBuild Student Demographics

- 86% of students are economically disadvantaged
- 17% of students are parents and/or primary caregivers
- 6% of students are currently homeless
- 12% of students have been homeless at some point in their life

adulthood can significantly impact a young person's physical, cognitive, and mental health development [4]. YouthBuild program staff attest that the young people they serve experience anxiety and trauma resulting from layered environmental and social stressors. Sleep deprivation, juggling personal and family conflicts, and balancing work and school often prevent opportunity youth from fully exploring and securing employment opportunities.

According to a recent study from Mathematica and the Schultz Family Foundation, over the past two decades, young people ages 16-24 have been two to three times more likely to be unemployed than working-age adults. In April 2020, 32 percent of all young people ages 16 to 19 were unemployed. For young people ages 20 to 24, over a quarter were jobless [6].

Young people between the ages of 16 to 24 are also more vulnerable to unemployment due to the types of jobs they are able to secure and disruptions in the economy. Even in prosperous economic times, their financial well-being can be at risk, as they tend to work in seasonal, casual, temporary, or part-time

jobs, often without paid leave and benefits. In 2019, when the unemployment rate was at its lowest level in 20 years, a total of 3.2 million people were unemployed. Of those, more than 1 million were youth ages 16 to 24 [5]. The COVID-19 pandemic has exacerbated the challenges that compound opportunity youth's economic vulnerability. In July 2019, the largest percentage of employed young people worked in the leisure and hospitality industry (25 percent), which includes food services. An additional 17 percent of employed young people worked in the retail trade industry, and 13 percent worked in education and health services. With such a significant percentage of young people employed in industries that do not support work-from-home options more than a quarter of young people were unemployed within a month after most states implemented stay-at-home policies [6]. Unlike other recessions, the pandemic has caused a major disruption in education systems and employment industries that opportunity youth rely upon, placing an additional burden on those who have not yet established the financial capital to weather this type of significant disruption.

For over forty years, YouthBuild has established a powerful framework for responding to the challenges faced by opportunity youth. Today, YouthBuild USA is the nonprofit support center for a global network of 290 local YouthBuild programs in 18 countries, with 233 programs in 46 U.S. states and 57 programs in 17 other countries. Its international division, YouthBuild International, supports local partners to design and implement YouthBuild programs that respond to the challenges faced by opportunity youth around the world. Across hundreds of YouthBuild programs in the United States and around the globe, the YouthBuild movement works with young people lacking a high school diploma or financial resources to reclaim their education, gain job skills, and become leaders in their communities.

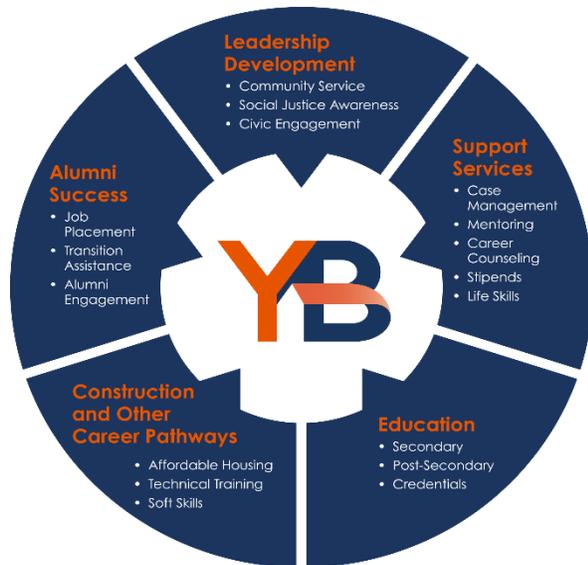
The YouthBuild Program Model

No two YouthBuild programs are exactly alike. Locally, programs may vary in scope, focus, and duration, according to local community needs, funding, and partnerships.

Each YouthBuild program, however, is built on the five core elements of our model.

YOUTHBUILD

CORE ELEMENTS



The YouthBuild program model connects opportunity youth to meaningful employment by integrating education, training in construction and other career pathways, leadership development, and support services. Participants divide their time between YouthBuild classrooms in supportive alternative learning settings and construction or vocational training sites. YouthBuild also maintains a strong focus on alumni engagement and alumni services, so that a sense of community remains an essential part of our young people's journeys.

YouthBuild's career development programming helps students assess their existing abilities and interests, develop

realistic career goals, and prepare to enter meaningful career pathways. Education programming prepares students to pursue their high school diploma, or GED, vocational training, college, and careers. YouthBuild USA has created curricula such as First Jobs and Customer Service Excellence Training (CSET) to integrate 21st century job readiness with work-based learning experiences.

Section 2: 21st Century Skills

In this digital age, young people require a defined set of skills to find success in the workforce, commonly referred to as 21st century skills. Rapid changes in the workplace – shifts in technology, new decision-making processes, multicultural project teams – have all redefined the skillsets required of workers. Today, a combination of hard and soft skills that promote adaptability to the ever-changing, technologically driven workforce is imperative. Furthermore, the increased competition of entry-level workers that is generated by the global economy places today's younger workforce, especially those with minimal training and education, at a disadvantage when competing with workers from around the globe.

Increased global competition, however, also ushers in opportunities for new young workers. Employers are in desperate need of diverse, reliable, capable, and resilient workers. Employers are seeking a workforce that is reflective and representative of their customer base and is in possession of cross-cultural capabilities and sensibilities.

Ensuring success for opportunity youth requires defining the skills and competencies reflective of quality in the 21st century workforce. While skills and competencies deemed necessary to succeed in work and life are generally broad, YouthBuild has adapted 21st century skills that fall under the six core components of social and emotional learning: self-management, self-efficacy, growth mindset, perseverance, relationship skills, and decision-making.

21st Century Skills Diagram



These 21st century skills can be found integrated throughout YouthBuild's approach to education, job training, community service, and leadership. Students learn technical skills in construction and in other high-demand employment sectors. They also learn and refine soft skills such as teamwork, problem solving, communication, and adaptability. This integrated program model aims to level the playing field and maximize workforce placements for opportunity youth. As YouthBuild focuses on expanding career

pathways beyond construction to other in-demand industries, its 21st century skills curricula play a vital role in equipping young people with the skillsets and mindsets for fluency in today's global economy.

See [Appendix B](#) for a summary of technical and 21st century skillsets that are required for emerging industries.

YouthBuild USA's 21st Century Skills Curricula

In 2013, YouthBuild USA developed First Jobs, an introductory cross-career pathway training curriculum designed to cultivate 21st century skills which aligns with the entry-level skill needs of employers in today's workforce. In response to feedback and lessons learned from the implementation of the First Jobs curriculum, YouthBuild USA created a second curriculum, Customer Service Excellence Training (CSET), designed to further integrate 21st century job skills, like critical thinking and communication, into a curriculum focused on customer service and on-the-job training. Both curricula accommodate the diverse learning styles of opportunity youth and braid classroom content with active hands-on internship and worksite experience. These curricula were the educational foundation for work-based learning experiences that provided an opportunity to practice skills learned in the classroom.

YouthBuild USA continues to evolve its curricula by identifying emerging workforce and industry trends. For example, as employers adapt to alternative ways of working and technological transformations, YouthBuild USA has implemented online tools for distance learning in collaboration with industry experts. Through EDGE, an online skills training program developed by Arizona State University, students have the opportunity to develop essential transferrable customer service and critical thinking skills across multiple career pathways in a virtual environment. In addition to providing opportunities for online skills training, YouthBuild USA is collaborating with CAST, an education research and development organization, to offer students web-based career exploration and skill-building platforms focused on STEM industries. See [Appendix C](#) for a full description of curricula.

Section 3: Work-Based Learning

Work-based learning (WBL) is an educational strategy providing students with real-life work experiences where they can apply academic and technical skills and enhance their employability. These experiences integrate structured curricula with the workplace to create a unique learning paradigm merging theory with practice. Work-based learning can take a variety of forms, including apprenticeships, informal learning on the job, and even job shadowing. Strategic and well-designed WBL opportunities provide opportunity youth with practical job readiness and occupational skills training while often providing much-needed income. There are several key elements that can

promote a successful opportunity for both young people and employers in a work-based learning experience.

Work-Based Learning Key Elements

According to the National Skills and National Youth Employment Coalitions, WBL should include four key elements to ensure success for both the young person in the program and the business for which they work [7]:

1. Paid work-based learning opportunities, with wages provided either by the employer or program, through grants and stipends, or a combination of the two.⁴
2. Strong partnerships with businesses, volunteer organizations, and other stakeholders.
3. Positive youth development approach and continued support services.
4. Connections to career pathways either through future employment opportunities or future education and training opportunities.

SPOTLIGHT – IT Pathway at D.R.E.A.M.S. YouthBuild and Young Adult Training Program in Brooklyn, New York

D.R.E.A.M.S. YouthBuild and Young Adult Training Program has partnered with the State University of New York's ATTAIN (Advanced Technology Training and Information Networking) Lab, a community-based center offering an assortment of academic, occupational, and employability courses free of charge to the local community. D.R.E.A.M.S. young people serve as paid Technical Assistants, addressing any software or IT issues that arise by applying skills learned in D.R.E.A.M.S. IT curriculum. D.R.E.A.M.S. IT pathway students assist instructors in facilitating intro-to-computer classes for community residents and, through this experiential process, develop key 21st century skills such as teamwork, critical thinking, problem solving, time management, effective communication, and customer service.

See Appendix D for further examples of successful work-based learning opportunities offered at a diverse set of YouthBuild programs, in both urban and rural communities.

⁴ It is recognized that programs may not have the financial resources to provide paid internships; unpaid work-based opportunities are also impactful.

Work-Based Learning Continuum

WBL experiences and opportunities can vary in structure, content, and scale. The concept, however, can be distilled into a continuum of four distinct types of learning experiences [8]:

1. Career Awareness
2. Career Exploration
3. Career Preparation
4. Career Training



The first types of learning experiences along this continuum typically begin with career awareness and career exploration activities, transition to career preparation and career training activities, and then culminate in entry to the workforce.

This continuum is further categorized into low and high-touch activities that begin with generalized career activities and manifest into specialized internships, job shadows, job readiness, pre-apprenticeships and formal registered apprenticeships [8]. The federal government's Task Force on Apprenticeship Expansion has developed a spectrum of WBL experiences to illustrate low and high-touch activities [9]. The Task Force characterizes low-touch activities as requiring minimal resources from the employer partner and providing general career knowledge to the learner. On the other end of the spectrum, it defines high-touch activities as more structured, with higher levels of engagement, commitment, and resources.



The work-based learning continuum approach to career development connects opportunity youth not only to careers, but also to the potential of secondary and post-secondary education. Opportunity youth can then apply what they learn in programs to practical

and structured work experiences. The practical skills application can serve as a motivator to youth to obtain the training and post-secondary credentials needed to successfully enter the workforce or a specific career pathway.

"When searching for employment partners it's important to be organized in what that partnership looks like and that they have an understanding of the population we work with. Placement and partnerships is also a team effort and shouldn't be the responsibility of one person. We work as a team to connect with employers each year and meet often to update each other on the status of those partnerships. "

- Michael Quigley, Director
YouthBuild North Shore CDC

Although the environment in which activities occur may vary, engagement with industry partners throughout each stage of the continuum is necessary to ensure authentic learning experiences. Generally, experiences designed to deepen awareness and understanding of potential careers, industries, and workplace skills can occur in a classroom, community, or workplace environment. However, experiences designed for the practical application of skills and competencies require full immersion in a workplace environment.

Many learning experiences and business engagement strategies can also be easily implemented in a virtual setting to accommodate business and program needs. In collaboration with employers, career awareness and exploration activities can be implemented through various web applications, including inviting guest speakers to discuss career pathway options, organizing job fairs with potential employers, engaging business professionals to review resumes and participate in informational interviews, and co-creating work-based challenges. Depending on the industry and employer, some project-based learning opportunities that align with employer challenges and needs may be developed virtually, as well. For example, organizations can ask industry partners to identify a real business challenge and task students with creating and designing innovative solutions. In order to ensure work-based learning is a success in a virtual environment, it is important for industry partners and students to establish clear expectations, work assignments, and schedules.

Work-Based Learning Common Components

There are several common practices that support the effectiveness of WBL integration among programs that serve opportunity youth [10]:

- Partnership agreements
- Authentic work experiences
- Structured learning
- Culminating assessment and recognition of skills

Partnership Agreements

Partnership agreements are contracts articulating the terms and requirements of a partner relationship. They are an essential practice to support the design of WBL. It is beneficial to establish Agreements (Memoranda of Understanding, articulation agreements) with partners because they document and clearly represent each partner's interests and commitments, articulate partner roles and responsibilities, and outline the overall purpose, goals and objectives that the partners will aspire to achieve together.

"When it was finally time to take my (CNA) state exams, I was so, so nervous at first but showed up very confident. I had practiced on my skills so much it felt like I have been doing it all my life."

— Desiree, YouthBuild North Shore
CDC Graduate

In terms of program design, partnership agreements reinforce the alignment of the classroom and workplace learning experience. These set the conditions for the academic content and aspects of work to be integrated in both the classroom and on the job site. For example, Housing Authority of the City of Tampa YouthBuild (THA YouthBuild), a participant in the YouthBuild High-Demand Career Pathways Program, established unique agreements with each partner including a technical school, city government and two industry partners.

Structured Learning Components

The structured learning components take a theoretical approach and provide consistent support to the students. This support comes from mentors, supervisors, and instructors through teaching of 21st century skills, regular communication and evaluation. THA YouthBuild takes a multifaceted approach to implement this component. The program facilitates work etiquette training in the classroom, including resume writing, communication skills, soft skills, and dress for success. In addition to soft-skills training, career awareness, and education exploration, the program offers technical skills training through platforms like University of South Florida (USF) online.

Authentic Work Experiences

Authentic work experiences apply the academic, technical, and employability skills learned in the classroom to real-life situations. At THA YouthBuild, students participated in career awareness and exploration activities through job shadowing in different construction trades with the possibility of earning employment. As a means of preparing them for the workforce, THA YouthBuild implemented a strict dress code and timeclock procedure while students attended the program. Students also interned in several departments within Phoenix Construction, including foam molding, administration, billing, and architectural design. The various WBL experiences were based on rigorous academic and 21st century skill requirements and included in-depth, hands-on work experiences.

Culminating Assessments and Recognition of Skills

THA YouthBuild students participated in classroom-based and on-the-job training and their skills and competencies were assessed, validated, and certified by an accrediting entity in accordance with industry standards and employer requirements. Students' successful completion of training culminated in employer-valued, federally recognized certifications such as OSHA, NCCER, forklift, and CPR/first aid.

How to Implement Work-Based Learning Experiences

The YouthBuild High-Demand Career Pathways Initiative illustrates how YouthBuild and other intermediaries, along with employer partners, can successfully implement WBL experiences. While there is not one correct formula for building a WBL program, it is important to remember the four key elements described earlier: positive youth development approach with continued support, structured and practical (preferably paid) work experience, links to future employment, and strong partnerships.

For Youth Intermediaries

Focusing on a student-centered method to securing partners is one way of ensuring a positive youth development approach when developing WBL opportunities. D.R.E.A.M.S. YouthBuild and Young Adult Training Program utilized students' aptitude assessments and personal interests to inform what types of work tours to arrange, guest

"I enjoy the experience that I have gotten through this school. I did so much, and the school has done so much for me. I feel that making the fashion club happen was a great opportunity to have people step out of their comfort zone, also have them see that trying new things doesn't hurt; it can be fun. I really appreciate that the school has this internship offered to us. Working with them really helps [us] understand the hard work and all the planning that goes into a project like this. Just having this internship is a great opportunity and not to mention it is paid."

- Wendy Alvarez, Painted Brain Intern/Fashion Show Coordinator, Antelope Valley YouthBuild

speakers to invite, and settings to use for mock interviews. Prior to internship placement, students at D.R.E.A.M.S. YouthBuild and Young Adult Training Program complete an Individual Service Plan to identify which field of work interests them. Once young people choose their professional routes, the program conducts several career-exploration workshops to further assess their interest.

WBL opportunities must also remain flexible and incorporate continuous evaluation and monitoring of success. D.R.E.A.M.S. reported that, initially, their screening for admission to the program relied too heavily on students' interest in program participation and not necessarily on their ability to complete the program courses. Developing selection criteria that focused on potential for success in a chosen industry proved to be an essential factor to driving student success. Such criteria included GPA, attendance records, transportation, and teacher recommendations.

With a proper support system in place, students are more likely to be able to focus on maximizing their practical learning from structured work experiences like internships. THA YouthBuild's partners, VPR and Phoenix Construction, use a rotational system whereby students experience a variety of departments, ranging from administrative to human resources to planning. This creates well-rounded employees that can demonstrate soft skills as well as technical skills. In many cases, it is equally important to teach incoming employees about navigating workplace culture, heuristics, and problem solving. While many of these details will be developed on the job, 21st century skills curricula like First Jobs and CSET make students aware of employer expectations *before* entering the WBL experience.

From the beginning to the end of the WBL experience, the focus is always on the future of the student. This means that a sustainable WBL program will provide opportunities and connections to future career pathways. In another example from D.R.E.A.M.S. YouthBuild and Young Adult Training Program, Keith Allah first served as a full-time

“D.R.E.A.M.S. ensures partnerships are intentional and conducive (for both the programs and its partners). The program vets and scrutinizes its partnerships thoroughly, only aligning itself with agencies and organizations with a shared mission: the betterment of our youth.”

— D.R.E.A.M.S. YouthBuild and Young Adult Training Program Staff Member

AmeriCorps member in 2017 after a service internship as a tutor at D.R.E.A.M.S. during his time as a YouthBuild participant. AmeriCorps offered Keith a WBL opportunity focused on education and social service. During Keith's time with AmeriCorps, D.R.E.A.M.S.'s high school equivalency attainment rate doubled. D.R.E.A.M.S. and its partner, the NYC Department of Education's Pathway to Graduation program, both agreed that Keith was a critical influence in this increase due to his flexibility, impressive problem solving, and dedication. As a result of his success in his

WBL experience, Keith was hired by the NYC Department of Education as a tutor during the 2018 Summer School semester and was selected AmeriCorps Member of the Year. Keith will be attending college in fall of 2020. Thereafter, D.R.E.A.M.S. is looking to retain him as a paid employee in their YouthBuild program. WBL connected Keith to both post-secondary education and career opportunities reflective of his skillset and interests.

Throughout the creation of the WBL experience there is one constant: strong partnerships. When creating new partnerships, or evaluating current relationships, organizations must consider many factors that constitute a strong partnership which include [8]:

- Time commitment required on behalf of all partners
- Relationship to mission-critical or short-term or project-based organizational goals
- Extent to which the experience is compensated
- Recognition for formal academic credit, industry, or professional credentials
- Formal connection to employers
- Commitment to becoming a program champion
- Willingness to provide mentor support and constructive feedback
- Focus on the value of career advancement

As mentioned earlier, many opportunity youth have overcome adverse experiences. YouthBuild programs take this fact into consideration when designing WBL programs and incorporate appropriate resources and support systems to strengthen the relationship between the youth and employer partner, as seen in the spotlight below.

Spotlight –Strong Employee Partnerships Benefit Mile High Youth Corps YouthBuild

After graduating from Mile High Youth Corps YouthBuild (MHYC), Lawrence Pham entered an electrical apprenticeship with Greiner Electric and appeared to be on the fast track to a successful career. However, shortly after beginning this endeavor, life at home was thrown into turmoil after a relationship came to an end. This distress outside of work caused attendance issues at his apprenticeship, intensifying the pressure he was already feeling. Because of the deep relationship building and preparatory work MHYC puts in when creating employer partnerships, Lawrence's supervisor felt comfortable contacting the job developer, Jason, at MHYC for help. Jason, Lawrence, and the supervisor met and created a cohesive plan to ensure Lawrence's success despite personal hardships. Lawrence has been with Greiner Electric for seven years and is currently a journeyman electrician.

Intermediaries can also develop partnerships by actively monitoring labor market trends. Common statistics like industry productivity, unemployment rates, and even wages can be found along with trends and predictions [11]. These labor market resources and their data have the potential to help programs prepare youth for relevant career pathways and competitive employment in their community. D.R.E.A.M.S. YouthBuild and Young Adult Training Program conducts market analysis research to assess potential internship partnerships that match student interests while aligning with emerging industries set to grow in coming years. Partners are carefully vetted for their ability to provide high-quality internship opportunities and supervision to young people.

"Bessie's Hope was positively impacted by working with YouthBuilders. This group brought joy and compassion to several of our nursing home partners and their residents. Working with this group has personally changed my perspective of accommodating opportunity youth. It is important to understand where our youth are coming from and to give them opportunities to be heard and to take ownership of their services."

— Blythe D. Program Director, Bessie's Hope, A work-based learning site for Mile High Youth Corps YouthBuild

Their work with the students of Antelope Valley YouthBuild aligns with and allows them to reach this goal. Employers must design the WBL program intentionally and ensure appropriate personnel and dedicated financial resources. The most successful WBL experiences have dedicated staff to oversee and delegate all aspects of the program. Participants of YouthBuild programs have reported a more impactful WBL experience when mentored by staff that share common histories, as is the case with THA YouthBuild's Partnership with VPR and Phoenix Construction. Contractors with these construction partners are often from the same

For Employer Partners

It is important to recognize that intermediaries, like YouthBuild programs, can only take the process so far. A successful WBL program relies on employers reflecting on their primary motivation for participating in WBL and how it aligns with their strategic goals.

Painted Brain, an IT company in Los Angeles, has a mission to create "lasting community-based solutions to mental health challenges and the impact of social injustice through arts, advocacy & enterprise."

"Working with some who had a similar back story was refreshing 'cause they were able to understand that it's not always the basics that affect your everyday life which can affect your attendance, motivation, etc. It tends to be a number of things that cause an individual to give up. The impact it created caused me to realize that rough patches in life are ok as long as you are willing to get back up and do the work to get back on track and go on even stronger than before."

— Alyssa L., Mile High Youth Corps YouthBuild

communities as the opportunity youth, reflecting their backgrounds and experiences. These employees have become willing and effective mentors and trainers due to their

“Working with AV YouthBuild students is very rewarding and supports the mission and vision of expanding our Peer Academy training program to amplify our impact and scale.”

— David Isrealian, Co-Founder of Painted Brain

shared understanding. Young people like Alyssa from Mile High Youth Corps YouthBuild have also stated that working with mentors like these inspires them to work toward a more successful future than they ever imagined.

Next, employers should complete a needs assessment to establish

current and future talent needs. For example, VPR and Phoenix Construction in Tampa, Florida, are required to hire a percentage of Section 3 employees (individuals benefitting from public housing or very low-income persons). They partner with THA YouthBuild for interns, training, and permanent positions to fill these spots.

Finally, a successful WBL experience requires regular monitoring and evaluation. Employers must set measures for return on investment in relation to WBL efforts while in the planning stages [12]. Some metrics of success can include productivity, quality of job performance, participant learning outcomes, conversion to full-time employment and retention, and recruiting costs. Many of these metrics are already tracked by YouthBuild programs as part of their standard performance measures.

“YouthBuild (Philadelphia) has been an incredible partner. They are just an amazing organization because they put young people first and are committed to not just thinking about the young people right now, but also to what it takes to be a successful 35-year-old? They are preparing young people to get to that stage.”

— Tes Cohen, former Manager of Community Partnerships, Gap Inc.

Benefits of Work-Based Learning

Listed below are some of the benefits of work-based learning.

Benefits for Young Adults

1. Build valuable skills
2. Social networking and social capital-building opportunities
3. Higher wages
4. Build positive work history
5. Gain exposure to the world of work
6. Provide a practical application for classroom learning
7. Increase student/employee motivation
8. Earn industry-recognized training and certifications [13]

Benefits for Youth Intermediaries

- Improve student outcomes, placement, and retention rates
- Increase graduation rates
- Advocacy for school and program
- Validate program success
- Enhance curriculum
- Increase student motivation
- Broaden industry contacts for resources on committees, organizations, initiatives, or fundraising [13]

Benefits for Employers

1. Shape the next generation of skilled workers
2. Meet immediate industry needs
3. Opportunity to develop and utilize industry partnership
4. Engage with and influence education system to meet industry needs
5. Broaden talent pool
6. Lower recruitment costs
7. Build community engagement
8. Develop a more diverse workforce [10]

Conclusion

For opportunity youth, work-based learning opportunities and 21st century skills development are critically important to the well-being of our economy and society. Developing the economic potential of opportunity youth is a societal obligation that if left unfulfilled will undercut society's ability to care for its citizens in the twenty-first century. Our society cannot afford to neglect and exclude one of its most vital assets – resilient, confident and competent opportunity youth – from contributing to the workforce.

The YouthBuild movement is effective because of the collective impact that hundreds of programs in local communities are making, partnering with opportunity youth, ready to meet them with knowledge, tools, opportunities, and love.

As champions for opportunity youth, programs like YouthBuild cultivate strategic partnerships to open career pathways for youth, influence community development, job creation, and social justice, advocate for program graduates in the labor market, and shape policies related to education, training, and workforce development. YouthBuild empowers opportunity youth to think strategically and critically so they can adapt to the rapid economic and societal changes and challenges around them.

The private sector is also responsible for opportunity youth by working with YouthBuild programs and other intermediaries to establish work-based learning strategies, as well as the funding mechanisms to sustain them and help them evolve. As this paper discusses, the critical factors that lead to successful WBL programs are rooted in strong and supportive relationships between youth, the organizations that serve them, and employer partners. They also must include a blend of theoretical and practical learning as well as a link to future employment.

"For nearly a decade, Saint-Gobain's partnership with YouthBuild USA has helped build tomorrow's workforce today by helping students harness valuable manufacturing and construction skills that will in turn fill the talent pipeline. Through the partnership, students not only learn from our employees about sustainable, innovative building materials and construction techniques, but the partnership gives our employee volunteers a meaningful opportunity to share their knowledge and expertise with young people who are just beginning their careers."

— Mark Rayfield, CEO, Saint-Gobain North America and CertainTeed Corporation

With these components in place, WBL programs have the potential to develop a capable workforce that can compete in local and global markets.

Fortunately, in today's 21st century economy, opportunity youth have champions that are forging partnerships to support the creation of career opportunities and experiences that lead to lifelong learning, livelihood, and leadership. It is our hope that this white paper stimulates deeper thinking for further exploration and next steps. We also hope it establishes a framework from which YouthBuild programs, opportunity youth-serving intermediaries, and partners can draw upon when implementing job readiness strategies in work-based learning for opportunity youth.

References

- [1] e. a. Hovde, 2018. [Online]. Available: https://www.impact.upenn.edu/wp-content/uploads/2018/03/CHIP0118_OpportunityYouth.pdf.
- [2] "Georgetownuniversity.edu," 2013. [Online]. Available: https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.FR_.Web_.pdf.
- [3] e. a. Lewis, 2018. [Online]. Available: https://ssrc-static.s3.amazonaws.com/maq/PSID2018_FINAL.pdf.
- [4] 2018. [Online]. Available: <https://www.kidshealth.org.nz/adolescent-brain-development>.
- [5] 2020. [Online]. Available: <https://www.bls.gov/news.release/pdf/jolts.pdf>.
- [6] "schultzfamilyfoundation.org," 2020. [Online]. Available: <https://schultzfamilyfoundation.org/the-impact-of-covid-19-on-youth-unemployment/>.
- [7] K. Spiker, 2019. [Online]. Available: <https://www.nationalskillscoalition.org/Partnering-Up-Brief-FIN-HIGH-RES.pdf>.
- [8] [Online]. Available: <https://cte.ed.gov/wbltoolkit/>.
- [9] "dol.gov," [Online]. Available: <https://www.dol.gov/apprenticeship/docs/task-force-apprenticeship-expansion-report.pdf>.
- [10] D. Etwiler, 2016. [Online]. Available: <https://sites.ed.gov/octae/2016/07/28/work-based-learning-we-need-an-ecosystem/>.
- [11] 2018. [Online]. Available: https://www.uschamberfoundation.org/sites/default/files/Quality%20Pathways_March%202018.pdf.
- [12] e. a. Gallagher, 2019. [Online]. Available: <https://www.northeastern.edu/cfhets/wp-content/uploads/2019/11/Designing-Implementing-Work-Based-Learning.pdf>.
- [13] B. Stauffer, 2019. [Online]. Available: <https://www.aeseducation.com/blog/benefits-work-based-learning-wbl>.
- [14] K. M. T. A. R. O'Sullivan, 2014. [Online]. Available: <https://younginvincibles.org/wp-content/uploads/2017/04/In-This-Together-The-Hidden-Cost-of-Young-Adult-Unemployment.pdf>.
- [15] e. a. Burrowes, 2013. [Online]. Available: <http://www.hbs.edu/competitiveness/Documents/bridge-the-gap.pdf>.
- [16] K. a. B.Parton, "ed.gov," 2016. [Online]. Available: <https://files.eric.ed.gov/fulltext/ED570447.pdf>.
- [17] [Online]. Available: <https://careerwise.minnstate.edu/education/training.html>.

Appendix A

Partnership Acknowledgement

In 2017, YouthBuild USA received support from the Citi Foundation to implement the YouthBuild High-Demand Career Pathways Initiative in employment fields such as information technology and the trades. This initiative aimed to incorporate 21st century skills development and integrate work-based learning (WBL) into YouthBuild program design. The focus was on the placement of YouthBuild participants in locally relevant, high-demand career pathways that developed these 21st century foundational skills through (WBL) opportunities.

Through a Request for Proposal process, YouthBuild USA selected six YouthBuild programs to receive funding and technical assistance to implement various conceptual iterations of work-based learning along one of two career pathways. Three programs were selected to focus on the implementation of an IT pathway and the remaining three focused on creating apprenticeships in the construction trades. All programs focused on implementing various iterations of the concept of work-based learning.

YouthBuild High-Demand Career Pathways Initiative Sites

IT & Digital Leadership

- Compton YouthBuild (Compton, CA)
- D.R.E.A.M.S. YouthBuild and Young Adult Training Program (Brooklyn, NY)
- YouthBuild Charter School of California (Los Angeles, CA)

Work-Based Learning Opportunities in the Trades

- YouthBuild Urban League of Greater Atlanta (Atlanta, GA)
- YouthBuild Lake County (North Chicago, IL)
- Housing Authority of the City of Tampa YouthBuild (Tampa, FL)

Appendix B

21st Century Skills in Emerging Industries

Information Technology	
Entry Level Job Types	Requisite Skills
<ul style="list-style-type: none"> • Applications Developer • Technical Support Specialist • Business/Systems Analyst • Web Developer • Network/System Administrator • Database Administrator • Systems Engineer • Help Desk Analyst • PC Technician • Computer Operator • Technical Writer • Quality Assurance (QA) Analyst 	Technical Skills <ul style="list-style-type: none"> • Principles of IT • Databases and Applications • Networks, Telecom, Wireless and Mobility, Software Development and Management • User and Customer Support • Digital Media and Visualization • Compliance • Risk Management, Security, and Info Assurance
	Basic Certifications <ul style="list-style-type: none"> • CompTIA A+ • CompTIA Network+ • CompTIA Security+ • Cisco CCNA

Health Care	
Entry Level Job Types	Requisite Skills
<ul style="list-style-type: none"> • Health Information Technician • Medical Laboratory Technician • Pharmacy Technician • Case Manager • Clinical Coordinator • Medical Assistant • Patient Service Representative • Home Health Aide • Nurse Practitioner • Certified Nurses Assistance • Nurse • Licensed Practical Nurse (LPN) • Veterinary Assistant • Certified Medical Assistant • Athletic Trainer • Dental Hygienist • Dental Assistant • Health Educator • Massage Therapist • Nurse Aide • Phlebotomist 	<p>Technical Skills</p> <ul style="list-style-type: none"> • Patient Interaction • Health and Disease • Medication • Documentation • Health care Delivery • Health Industry Fundamentals • Health Industry Ethics • Laws and Regulations • Safety Systems
Basic Certifications	Transferrable Skills
<ul style="list-style-type: none"> • Certified Nurse Assistant (CNA) • Patient Care Technician (PCT) • Behavioral Technician Specialist • Certified Phlebotomy Technician (CPT) • Pharmacy Technician Professional • Medical Assistant • CPR/First Aid Certification 	<ul style="list-style-type: none"> • Teamwork • Customer Focus • Planning and Organizing • Creative Thinking • Problem Solving and Decision Making • Working with tools and Tech • Scheduling and Coordination • Checking, Examining and Recording • Business Fundamentals • Critical and Analytical Thinking • Adaptability and Flexibility

Hospitality	
Entry Level Job Types	Requisite Skills
<ul style="list-style-type: none"> • Hotel Reservations Agent • Front Desk Associate • Hotel Concierge • Meeting and Event Coordinator • Sales Assistant • Marketing Coordinator • Maintenance Technician • Porter • Room Attendant • Hotel Security Office • Food and Beverage Service • Reservation Agent • Chef or Cook • Sales and Marketing • Housekeeper 	<p>Technical Skills</p> <ul style="list-style-type: none"> • Destination Marketing and Management • Tour Operations and Travel Arrangements • Recreation, Amusements and Attractions • Meetings, Events and Exhibitions Management • Food and Beverage Service • Operations and Procedures • Safety and Security • Marketing and Sales • Quality Assurance and Quality Control
Basic Certifications	Transferrable Skills
<ul style="list-style-type: none"> • Certified Hotel Administrator (CHA) • Certified Lodging Manager (CLM) • Certified Food and Beverage Executive (CFBE) • Certified Hospitality Housekeeping Executive (CHHE) • Certified Hospitality Sales Professional (CHSP) • Certified Lodging Security Officer (CLSO) • Certified Gaming Supervisor (CGS) • Certified Hospitality Trainer (CHT) 	<ul style="list-style-type: none"> • Teamwork • Customer Focus • Planning and Organization • Creative Thinking • Problem Solving and Decision Making • Working with Tools and Tech • Scheduling and Coordinating • Checking, Examining and Recording • Business Fundamentals • Adaptability and Flexibility • Interpersonal Skills • Initiative and Integrity

Manufacturing and Logistics	
Entry Level Job Types	Requisite Skills
<ul style="list-style-type: none"> • Quality Assurance Engineer/Manger • Quality Control Manager • Quality Inspector • Shipping and Receiving Manager • Assembly Supervisor • Controls Engineer • Floor Assembly Supervisor • Facilities Manager • Distributor • Scheduler • Safety Manager • Production Technician • Machine Operator • Equipment Technician • Electronic Technician • Metal Worker/Welder • Woodworker • Warehouse Worker • Assembler • Plant Operator, Distributor or Dispatcher 	Technical Skills <ul style="list-style-type: none"> • Manufacturing process design and development • Production • Maintenance, Installation and Repair • Supply Chain Logistics • Quality Assurance and Continuous Improvement • Sustainable and Green Manufacturing • Health, Safety, Security and Environment • Business Fundamentals
	Basic Certifications <ul style="list-style-type: none"> • Certified in Production and Inventory Management (CPIM) • Certified Supply Chain Professional (CSCP) • Certified Logistics, Transportation and Distribution (CLTD) • Occupational Safety and Health (OSHA) • Forklift

Food Service	
Entry Level Job Types	Requisite Skills
<ul style="list-style-type: none"> • Busser • Dishwasher • Bartender • Host/Hostess • Line Cook • Prep Cook • Server • Café Manger • Barista • Butcher • Chef • Food Service Assistant • Restaurant Manager • Cafeteria worker 	Technical Skills <ul style="list-style-type: none"> • Culinary/Back of House • Service Culture/ Front of House • Beverage Service • Safety Regulations • Monitoring and Controlling • Finance • Marketing • Staffing • Leadership • Food Safety and Sanitation • Service Quality • Product Quality and Cost Control
	Basic Certifications <ul style="list-style-type: none"> • ServSafe • ManageFirst Professional (MRP) • Food Service Management Professional (FMP) • Food Safety Manager (FSM) • Certified Professional Food Safety • Certified Professional Food Manager • Alcohol Seller Certification • Bartending License

References

- <https://www.hcareers.com/article/job-search-tips/7-entry-level-jobs-to-get-you-going-in-the-restaurant-industry>
- <https://usahello.org/resources/food-service/>
- <https://www.thebalancecareers.com/hospitality-job-titles-2061496>
- <https://www.thebalancecareers.com/healthcare-medical-job-titles-2061494>
- <https://www.rasmussen.edu/degrees/health-sciences/blog/entry-level-healthcare-jobs-little-experience/>
- <https://www.thebalancecareers.com/best-entry-level-it-jobs-4163129>
- <https://www.roberthalf.com/blog/salaries-and-skills/a-guide-to-landing-8-of-the-best-entry-level-it-jobs>
- <https://www.applerrubber.com/blog/7-certifications-that-can-help-boost-your-manufacturing-career/>
- <https://www.thebalancecareers.com/manufacturing-job-titles-2061501>

Appendix C

YouthBuild USA Curricula

First Jobs	
<p><i>First Jobs is a foundational career development curriculum designed to be fully integrated into the YouthBuild model. First Jobs focuses on key critical thinking and communication skills development and practice across multiple career pathways. First Jobs' approach combines classroom problem-based and project-based learning opportunities, hands-on core content and practice, and active internship experience in a first employment setting.</i></p>	
Module	Learning Objectives
Lesson 1: Orientation to the World of Work	<ul style="list-style-type: none"> • Reflect and scribe about first job • Identify ideal first job • Understand workplace expectations
Lesson 2: Workplace Basics, Pay Benefits and Paychecks	<ul style="list-style-type: none"> • Understand benefits and the importance of benefits • Understand and read paycheck • Understand importance and purpose of work
Lesson 3: Job Descriptions and Rubrics	<ul style="list-style-type: none"> • Understand job descriptions • Draft job description for first real job • Understand performance rubric
Lesson 4: Workplace Safety	<ul style="list-style-type: none"> • Understand basic workplace safety • Practice key safety procedures • Create basic safety plan
Lesson 5: Workplace Rights	<ul style="list-style-type: none"> • Understand basic workplace rights • Practice key workplace rights • Create "at a glance" document of key rights to know
Lesson 6: Getting to Work Challenges	<ul style="list-style-type: none"> • Scheduling transportation to work • Childcare arrangements • Create "at a glance" document of key life skills resources
Lesson 7: Gender Issues in the Workplace	<ul style="list-style-type: none"> • Learn what workplace gender issues exist • Learn gender rights in the workplace • Create "at a glance" document of key rights to know • Learn code of conduct as employee and as supervisor

Lesson 8: Substance Abuse in the Workplace	<ul style="list-style-type: none"> • Learn workplace safety through lens of drug and alcohol abuse at work • Learn employer and employee rights by addressing drug and alcohol abuse in the workplace • Identify and create peer resources to address problem in realistic manner
Lesson 9: First Jobs Supervision Tool	<ul style="list-style-type: none"> • Learn supervision tool • Practice using supervision tool to express job performance successes and challenges to supervisor • Create follow-up job performance plan
Lesson 10: Actual First Job Practice	<ul style="list-style-type: none"> • Practice hands-on job duties • Practice first job according to a matching rubric • Practice first job under direct supervision

CSET 3.0

Customer Service Excellence Training (CSET) empowers youth to transform their own lives through personal, educational, and career development—with an end goal of obtaining and retaining employment in variety of industries and fields.

Module	Learning Objectives
Module 1: Basic Interview Skills & Written Documentation for Employment	<ul style="list-style-type: none"> • Cover Letter • Resumes • Elevator Pitch • Interviewing Skills • Employment References • Job Search • Sample Application
Module 2: Essential Communication Skills for Work	<ul style="list-style-type: none"> • Attendance • Active Listening • Asking for Help • Availability & Scheduling • Communication Etiquette • Conflict Resolution • Different Customers • First Impressions • How to Give Feedback • Personal Presentation & Dress Code • Public Speaking • Recommendations Selling • Remote Customer Service
Module 3: Hands-On Preparation for On-the-Job Training & Internships	<ul style="list-style-type: none"> • How to Receive Feedback • Introduction to Customer Service • On-the-Job Training (OJT) Rules • Orientation to OJT Site
Module 4: Introduction & Orientation to the World of Work	<ul style="list-style-type: none"> • Getting to Work Challenges • Hard Skills vs. Life Skills • Requirements & Expectations • Time Improvement & Organization • Time Management • Workplace Basics-Pay-Benefits
Module 5: Introduction to Basic Rights & Safety in the Workplace	<ul style="list-style-type: none"> • Emergency Management & Incident Control • Gender Issues in the Workplace • Social Media and Online Presence • Substance Abuse in the Workplace • Workplace Rights • Workplace Safety
Module 6: Practicing Leadership in Work	<ul style="list-style-type: none"> • Employee Leadership • Initiative & Workflow • Service Learning Project • Teamwork

Edge

Edge provides opportunity youth (young people 16-24 years old who are neither working nor in school) with an engaging, accessible curriculum to flexibly support job attainment, career advancement, and personal development.

Customer Service Basics

Module	Learning Objectives
Module 1: Foundations of Customer Service	<ul style="list-style-type: none"> • Basics of Customer Service and the Work World • Defining Customer Service
Module 2: Developing a Professional Image	<ul style="list-style-type: none"> • Appearance • Reliability • Attitude • Accountability • Professionalism • First Impressions
Module 3: Active Listening	<ul style="list-style-type: none"> • Active Listening Strategies • Preventing Miscommunication
Module 4: Not All Customers are the Same	<ul style="list-style-type: none"> • Customer Needs and Expectations • Approaches to Different Types of Customers
Module 5: Dealing with Difficult Situations	<ul style="list-style-type: none"> • Strategies for Deescalating Situations • When to Seek Help • Difficult Customers • Maintaining Composure
Module 6: Working on a Team	<ul style="list-style-type: none"> • Navigating Team Environment • Leveraging Teammates

Advanced Customer Service

Module	Learning Objectives
Module 1: Troubleshooting and Having a Solution Mindset	<ul style="list-style-type: none"> • Creating Solutions to Problems • Positive Mindset
Module 2: Recommendations and Upselling	<ul style="list-style-type: none"> • Making Specific Recommendations • Improving Sales through Upselling
Module 3: The Importance of Tangibles	<ul style="list-style-type: none"> • Importance of Understanding Products & Services • Communicating Brand to Customers
Module 4: Making Good Decisions	<ul style="list-style-type: none"> • Knowing Your Rights to Make Smart Choices • Keeping Workplace Safe • Keeping Composed
Module 5: Developing Your Brand	<ul style="list-style-type: none"> • Building Positive Reputation • Adapting to Specific Customers & Needs
Module 6: The Customer Experience	<ul style="list-style-type: none"> • Your Role in Shaping Customer Experience • Types of Interactions with Customers • Addressing Customer Needs

Personal Finance

Module	Learning Objectives
Module 1: Managing Your Income and Assets	<ul style="list-style-type: none"> Financial Tools to Save and Manage Money Understanding Paychecks & Benefits
Module 2: Budgets and Finance Basics	<ul style="list-style-type: none"> Budgeting for the Future Understanding Paycheck & Benefits

Employment Planning

Module	Learning Objectives
Module 1: Your Elevator Pitch	<ul style="list-style-type: none"> Using Elevator Speech for Networking & Employment Opportunities
Module 2: Searching for Jobs and Interviewing	<ul style="list-style-type: none"> Channeling Your Interests & Skills into Job Search & Interviews Finding the Right Fit
Module 3: Communication Etiquette	<ul style="list-style-type: none"> Communicating Professionally Written vs. Verbal vs. Nonverbal
Module 4: Job Applications Basics	<ul style="list-style-type: none"> Tips for Creating Strong Application Materials Being a Stand-Out Applicant for a Customer Service Position
Module 5: Social Media & Online Presence	<ul style="list-style-type: none"> Creating Positive Social Media Presence Impact of Social Media on Hiring Process

Self-Leadership

Module	Learning Objectives
Module 1: Goal Setting	<ul style="list-style-type: none"> Setting Goals in the Workplace Having a Goal-Driven Mindset
Module 2: Time Management	<ul style="list-style-type: none"> Tools to be Efficient & Organized Being Realistic About Scheduling
Module 3: Becoming a Leader	<ul style="list-style-type: none"> Skills and Benefits of Effective Leadership Identifying Opportunities to Impact Others
Module 4: Growing Your Grit	<ul style="list-style-type: none"> Grit and Resiliency; How to Take Initiative Overcoming Challenges
Module 5: Defining Success	<ul style="list-style-type: none"> Growth Mindset vs. Fixed Mindset Taking Initiative

Leading Others

Module	Learning Objectives
Module 1: Giving & Receiving Feedback	<ul style="list-style-type: none"> Using Feedback to Improve Performance Feedback vs. Compliments vs. Criticism
Module 2: Conflict Resolution	<ul style="list-style-type: none"> Handling Conflict Professionally Conflict as Positive and Negative Dealing with Emergency Situations
Module 3: Empowering Others	<ul style="list-style-type: none"> Empowering Yourself to Empower Others

STEMfolio

The CEE-STEM project team is seamlessly embedding a new STEM career exploration and engagement tool (STEMfolio) within the YouthBuild program in order to help build learners' foundational STEM knowledge, skills, and dispositions while also supporting opportunity youth in connecting their interests, readiness, skills, and aptitudes toward relevant STEM career pathways.

STEMfolio will provide young people who have often struggled in traditional schools with a personalized, universally designed way to build foundational knowledge, demonstrate their learning, explore and engage in potential STEM career pathways of interest.

The STEMfolio tool will have four major components:

1. Scaffolds and supports for access and assistance embedded in both the case and e-portfolio areas based on the framework of Universal Design for Learning.
2. Multimedia STEM cases that profile relevant role models pursuing careers in STEM fields with opportunities to understand and discuss the pathway to this STEM career.
3. An e-portfolio for each student in which they can collect information, reflect and record information regarding STEM careers of interest, chronicle their STEM learning in both classroom and job sites related to those careers, and take actions to connect with STEM postsecondary and employment opportunities.
4. Rubrics that teachers can use to evaluate students' understanding of various science careers in STEM and the quality of materials in student e-portfolios for a given STEM career pathway.

Appendix D

DOL YouthBuild Construction Plus Framework Spotlights

Five DOL YouthBuild grantee's Construction Plus career pathways are spotlighted to demonstrate the diverse set of curricula, credentials, and partners that are being used to create a pre-apprenticeship career pathway approach to the Construction Plus model:

- 1. Health Care** – Randolph County Housing Authority, Elkins, West Virginia
- 2. Logistics** – Pathways, Petersburg, Virginia
- 3. Information Technology** – Portland YouthBuilders, Portland, Oregon
- 4. Health Care** – Mile High Youth Corps, Denver, Colorado
- 5. Culinary and Hospitality** – CLIMB CDC, Gulfport, Mississippi

Access these spotlights here:

https://youthbuild.workforcegps.org/resources/2018/06/04/17/08/DOL_YouthBuild_Construction_Plus_Framework_Spotlights

Glossary of Key Terms

Apprenticeship	a workforce training model that combines paid on-the-job learning and formal classroom or online instruction to help a worker master the knowledge, skills, and competencies needed for career success.
Career Pathway	a series of structured and connected education programs, skills training and support services that enable students to advance over time to better jobs and higher levels of education and training. Each step on a career pathway is designed explicitly to prepare students to progress to the next level of employment or education. Career pathways target jobs in high-demand industries and are designed to create opportunities for underemployed, the unemployed, and new workers.
Internship	a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.
Opportunity Youth (OY)	the approximately 4.4 million youth in the U.S. between the ages of 16 and 24 who are neither enrolled in school nor participating in the labor market.
Partnership Agreement	contract articulating the terms and requirements of a partner relationship. They allow the opportunity to align the classroom and workplace learning experience. These set the conditions for the academic content and aspects of work to be integrated in both the classroom and on the job site.
Positive Youth Development (PYD)	an intentional, prosocial approach that engages youth within their communities, schools, peer groups and families in a manner that is productive and constructive. It recognizes, utilizes, and enhances young people's strengths and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and the support needed to build on their leadership strengths.
Structured Learning Components	classroom elements of work-based learning that address the soft and hard skills needed for success in the workplace. Often supported by job skills curricula, structured learning component topics include work

	etiquette, resume writing and interview skills (hard-skills) and career awareness, education exploration and communication (soft-skills).
Work-Based Learning (WBL)	an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and enhance their employability. These experiences integrate structured curricula with the workplace to create a unique learning paradigm merging theory with practice. Work-based learning can take a variety of forms, including apprenticeships, informal learning on the job and even job shadowing.
21st Century Skills	a broad set of knowledge, skills, work habits, and character traits that are critically important to success in today's world, particularly in post-secondary education and contemporary careers and workplaces.