
THE WHITE HOUSE COUNCIL

— ★ ★ ★ ★ *for* ★ ★ ★ ★ —

COMMUNITY SOLUTIONS



The Problem

The White House Council for Community Solutions has decided to focus on the important issue of *ensuring our adolescents and young adults have the education and skills to lead productive and prosperous lives.*

Why this focus?

- ☆ As President Obama said in last week's State of the Union, "We need to out-innovate, out-educate, and out-build the rest of the world."
 - The next generation of American workers and leaders needs the education and skills to compete in our global economy. Without skills and education, there will be long-term negative consequences for the strength and competitiveness of our nation.
- ☆ Recent data suggests some troubling trends for these young people. (e.g. historically high rates of unemployment; high school drop-out rates still too high).
- ☆ Over time, young people without steady employment, adequate education or a career pathway will become disconnected from the workplace and their communities.
 - These disconnected youth are likely over time to face poorer health outcomes, higher incarceration rates, have children who grow up in poverty and families who become more dependent on public assistance programs.
- ☆ This problem can only be solved by all citizens, all sectors pulling together.

Source: <http://www.whitehouse.gov/the-press-office/2011/01/25/remarks-president-state-union-address>; http://nationaljournal.com/njmagazine/nj_20100504_1581.php; Congressional Research Service Report, 2010; Connected by 25: Wald and Martinez, 2003



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COMMUNITY SOLUTIONS

Connecting America's Youth to School and Work:
A Brief Overview of the Problem and Solutions



Who are we talking about?



Who are we talking about?

Roughly 37.5 million Americans are between 16- 24 years of age.

- ☆ These young people are the most diverse generation in American history; studies suggest that they tend to be civically minded, optimistic and entrepreneurial.
- ☆ Most of these young people will successfully transition into adulthood with the skills and education they will need to connect to the workforce and live productive and prosperous lives.

Roughly 4 million young adults ages 16-24 are currently disconnected from both employment and the education system.

- ☆ This includes: high school dropouts ; and those with only a GED or high school diploma and those who have dropped out of college; and those who are not employed.
 - Almost half (47%) of these disconnected youth come from low-income families.
 - Latino and African Americans are more likely to be disconnected.
 - Young women are more likely to be disconnected than men.

Trends over time: Over the last 15 years, the rate of disconnection has been roughly the same. Only slightly worse during periods of high unemployment nationwide.

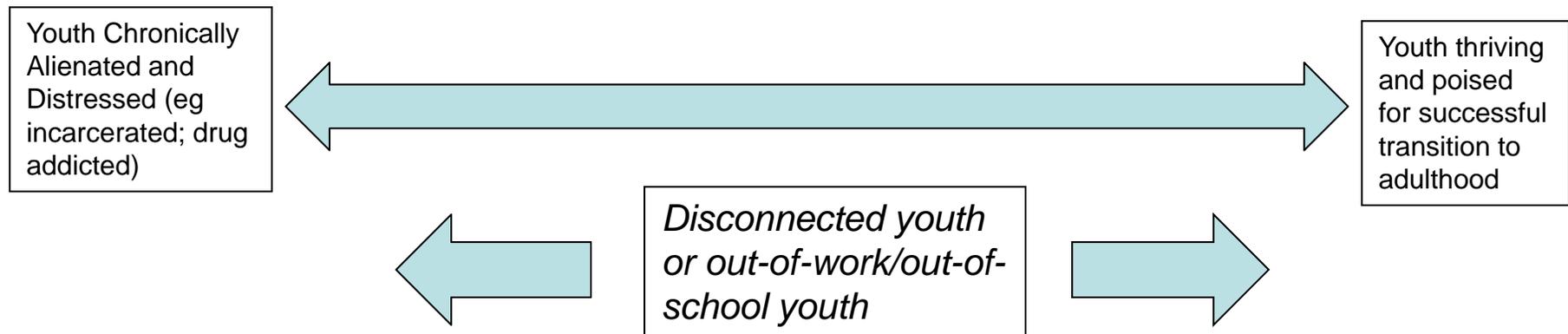
*Sources: <http://www.census.gov/popest/national/asrh/NC-EST2009-sa.html>; Rumbaut and Komaie, September 2007; Congressional Research Service Report, April 2009; <http://www.clasp.org/admin/site/publications/files/0438.pdf>; http://nationaljournal.com/njmagazine/nj_20100504_1581.php; *Connected by 25*, Wald and Martinez, 2003.*



Who are we talking about?

Our Focus: Young people ages 16-24 who are not in school and not employed, but who are not considered “chronically distressed.”

- ☆ We will be focusing on those who -- with the right supports – can more easily connect or re-connect to school or work. Given our limited resources and time, we will not be focusing on the “chronically distressed.”



On this continuum, “disconnected youth” or out-of-work/out-of-school youth occupy a broad middle ground. *Different kinds of solutions will be necessary to support the diverse needs of these young people.*

Source: Annie E. Casey Foundation document,

<http://www.aecf.org/~media/Pubs/Topics/Education/Other/ConnectingYouththroughMultiplePathways/Disconnected%20Youth%20Field%20Scan%20by%20Public%20Impact%20for%20AECF%20revised%204%2009.pdf>



Why have these young people become disconnected from work, school and their communities?

- ☆ **Challenges with America's K-16 education system**
 - **Interest:** K-16 schools are not engaging some students in ways that keep them in school
 - **Time:** Some kids need to work to support families so need to be able to go to school in “off hours”
 - **Quality:** K-16 schools are not preparing young people adequately for either post-secondary education or the workforce
 - **Affordability of College:** Students assume they can't afford college so don't persist, even if financial aid available
 - **Relevance of Post-Secondary to Work:** Post-secondary students are not persisting to get a degree because don't see connection between their study and opportunities in the labor market.
- ☆ **Inadequate pathways to work**
 - **Capacity:** Not enough “seats” in programs that work; Motivated young people can't get into programs
 - **Lack of information on multiple pathways:** Poor counseling in high school about options and other pathways
 - **Quality:** Many community colleges and vocational education programs need to be improved
 - **Alternative Credentials:** Need more alternatives to 4 year BA ; these need better currency in labor market
- ☆ **A more demanding labor market : “The rules have changed”** (*Pres. Obama, State of the Union, 1/25/11*)
 - Changes in our economy mean that new jobs being created require higher skills and education
- ☆ **Current Recession**
 - Nationwide high unemployment rates
- ☆ **Lack of family and social supports**
 - Young people face challenges that make it difficult to stay in school or keep job (e.g. lack of financial support while in school or the need to be the breadwinner for the family; problems with transportation; no childcare services; family caretaking responsibilities)



A CLOSER LOOK: Education

Too many young people are leaving school before they have the skills needed to succeed in post-secondary education or to connect to the workforce.

★ **Students are leaving high school too soon:**

Nationwide, roughly 30% of students fail to graduate from high-school. 50% of minority youth fail to get a high-school diploma.

- The good news is: After significant investment and nationwide campaigns, high-school graduation rates have begun to improve over the 7-8 years.

★ **Students are not finishing post-secondary degrees:**

Only 56% of those enrolling in a 4-year college obtain a BA in 6 years; Less than 30% of those who enroll in a community college get their Associates in 3 years.

★ **Students who do attend college need extra help to learn basic skills they should have learned in high-school:**

In the 2007–08 school year, one in five first-year college students took remedial courses, a costly situation for both the student and university. The need for remedial work is also a warning sign that the student is more likely to drop out without completing his or her degree.

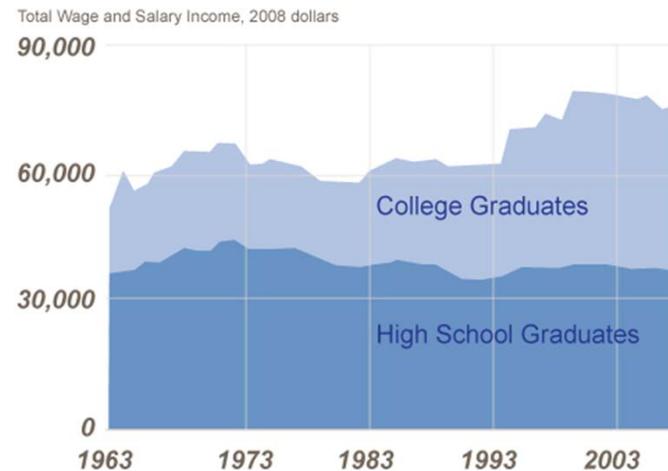
Source: Congressional Research Service Report, April 2010; Economic Report of the President, 2010 (<http://www.whitehouse.gov/sites/default/files/microsites/economic-report-president-chapter-8r2.pdf>); Pathways to Prosperity, January 2011; Congressional Research Service Report, 2010



A CLOSER LOOK: Education

Too many young people are leaving school before they have the skills needed to succeed in post-secondary education or to connect to the workforce.

☆ Post-secondary education is increasingly important to economic success: Those who earn a bachelor's degree will make more money. Over the last 15 years, this gap has grown even wider.

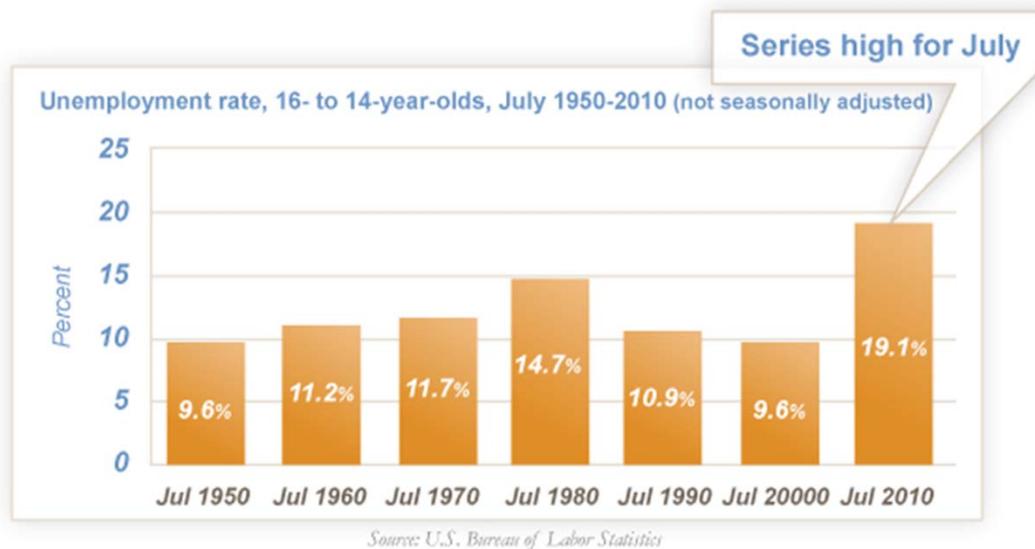


☆ Employers are more reluctant to hire those with just a high-school diploma: Surveys of employers say that more than half of high-school graduates are “deficient” in such skills as oral and written communication, critical thinking and professionalism. This makes them more reluctant to hire those with just a high-school degree.



A CLOSER LOOK: Work

Too many young people are not able to get jobs and connect with the workforce to develop skills for a career path.



- ☆ Almost 20% of young people ages 16-24 are unemployed
- ☆ For young Latinos, the unemployment rate is over 20%
- ☆ For young African Americans, the unemployment rate is over 32%

The percentage of teens and young adults working is now the lowest since 1930s.
Employment in the teen and young-adult years can have a positive impact on future prospects for employment and earnings.

Sources: Bureau of Labor Statistics; Pathways to Prosperity, January 2011

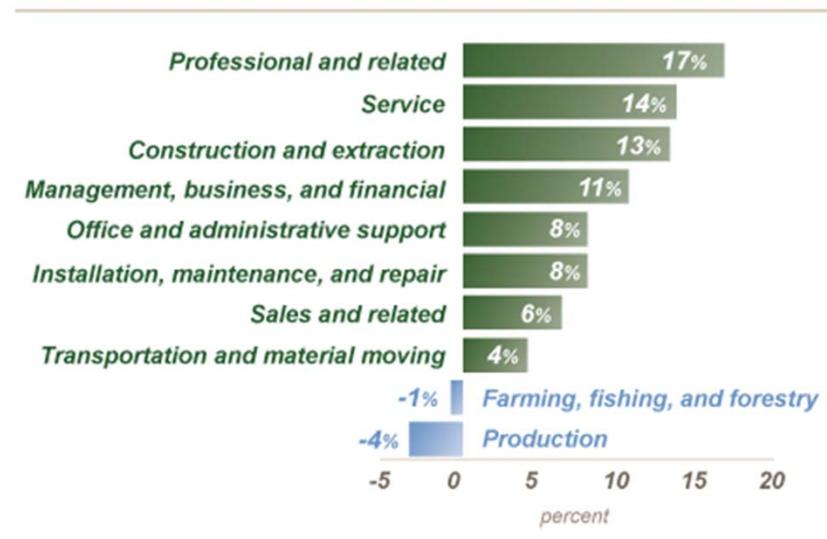


A CLOSER LOOK: Work

Too many young people are not prepared for the jobs of the future.

- ☆ Over the next decade in the United States, job growth will be greater in higher-skilled industries.
- ☆ Nearly 2/3 of the jobs created will require that workers have some higher-education or substantial on-the-job-training.
 - The growth areas will be for skilled professionals, especially in health care, science, technology and biotechnology, financial services and management.
 - Manufacturing jobs will continue to decline.

Percent change in total employment, by major occupational group, 2008-18 (projected)



Source: <http://www.bls.gov/oco/oco2003.htm>, December 2010



A CLOSER LOOK: Work

Too many young people are not prepared for the jobs of the future.

- ☆ Of the 20 fastest growing occupations, half are related to health care. Also rapid growth in health support jobs such as nursing aids and home health aids. Other growth areas are for computer specialists, biotechnology research and in financial services.

Occupations with the fastest growth

Occupations	% change	# of New Jobs (thousands)	Wages (May 2008 meridian)	Education/training category
Biomedical engineers	72	11.6	\$77,400	Bachelor's degree
Network systems and data communications analysts	53	155.8	\$71,100	Bachelor's degree
Home health aides	50	460.9	\$20,460	Short-term on-the-job training
Personal and home care aides	46	375.8	\$19,180	Short-term on-the-job training
Financial examiners	41	11.1	\$70,930	Bachelor's degree
Medical scientists, except epidemiologists	40	44.2	\$72,590	Doctoral degree
Physician assistants	39	29.2	\$81,230	Master's degree
Skin care specialists	38	14.7	\$28,730	Postsecondary vocational award
Biochemists and biophysicists	37	8.7	\$82,840	Doctoral degree
Athletic trainers	37	6.0	\$39,640	Bachelor's degree
Physical therapist aides	36	16.7	\$23,760	Short-term on-the-job training
Dental hygienists	36	62.9	\$66,570	Associate degree
Veterinary technologists and technicians	36	28.5	\$28,900	Associate degree
Dental assistants	36	105.6	\$32,380	Moderate-term on-the-job training
Computer software engineers, applications	34	175.1	\$85,430	Bachelor's degree
Medical assistants	34	163.9	\$28,300	Moderate-term on-the-job training
Physical therapist assistants	33	21.2	\$46,140	Associate degree
Veterinarians	33	19.7	\$79,050	First professional degree
Self-enrichment education teachers	32	81.3	\$35,720	Work experience in a related occupation
Compliance officers, except agriculture, construction, health and safety, and transportation	31	80.8	\$48,890	Long-term on-the-job training

- ☆ The good news is more than half will earn at least twice the national median wage.

Source: <http://www.bls.gov/oco/oco2003.htm>, December 2010; *Pathways to Prosperity*, January 2011, p.4



A CLOSER LOOK: Social Supports

Too many young people drop out of school or work because of challenging life-events or lack of family supports.

- ★ For young people to successfully make it through the education system and into a job, they may need a range of supports.

Example of challenging circumstance	Category of support	Example of supports
<ul style="list-style-type: none"> • learning difficulties • poor academic attendance because of health problems or a job 	Academic Supports	<ul style="list-style-type: none"> • Tutoring and other support where there are academic difficulties • Academic counseling • Summer learning programs
<ul style="list-style-type: none"> • absence of parents • no other mentors • failure in school that has become discouraging to kids 	Social Supports	<ul style="list-style-type: none"> • High expectations • Positive relationships • College know-how • Leadership training/service learning
<ul style="list-style-type: none"> • no housing or food • accident that causes a health care crisis • no access to childcare 	Basic Supports	<ul style="list-style-type: none"> • Financial aid • Health care • Access to food, housing, transportation, childcare • Emergency funds

Source: Forum for Youth Investment, December 2010



What are the solutions?



What are the solutions for connecting young people?

Who is involved?: Various actors are involved in trying to connect or reconnect young adults with school and work.

Those with the largest reach may be able to test and transfer the most promising practices used by others.

	What is the group's current reach?	Is there evidence of success with target population?
	Impact Opportunity?	Proven practices?
Nonprofits/CBO networks	moderate	high
Community colleges	high	moderate
Military	moderate	high
Employers	very high	low
Unions	high	low
Government systems	high	low
Faith-based organizations	low	low



What are the solutions for connecting young people?

Solutions focus on strategies to connect or re-connect young people to school or work.

Learning

- Keeping young people in school
- Focusing on college readiness
- Getting young people back to school
- Remediation of basic skills
- Focusing on career readiness (eg making learning relevant)

Learning + Work

- Training young people for a job as well as helping with basic academic skills and credentials
- NOTE: there is a spectrum of Work + Learning programs. Some are more focused on work and have only a small learning component. Others have work and learning very closely linked.

Work

- Hands-on and on-the-job learning
- Enhancing occupational skills to help young people get a job
- Helping place young people in jobs
- Coaching and mentoring to keep young people in jobs
- Encouraging entrepreneurial ventures

Supports

- Access to housing, food, transportation, childcare
- School-friendly employment
- Emergency Funds



What are some *examples* of solutions?

These are examples of promising solutions. No one program is the answer for all disconnected youth. *Need to be multiple “on ramps” to reconnect young people.*

Models Focused on Learning

- Gateway to College
- Diploma Plus
- New Visions for Public Schools

Models Focused on Work + Learning

- YouthBuild
- YearUp
- National Academy Foundation

Models Focused on Work

- Twin Cities Rise!
- National Foundation for Teaching Youth Entrepreneurship (NFTYE)
- Goodwill
- Manchester Bidwell

Source: <http://www.clasp.org/admin/site/publications/files/0438.pdf>



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Gateway to College

Offers a second chance for high school dropouts (ages 16-21). Students complete their high school diploma requirements at community and technical colleges while simultaneously earning college credits toward an associates degree or certificate. Since 2003, Gateway to College has evolved from a single-site in Portland, Oregon, into a national network of 26 colleges in 16 states, partnering with more than 110 school districts.



Source <http://www.clasp.org/admin/site/publications/files/0438.pdf>; <http://www.gatewaycollege.org/>



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YouthBuild

YouthBuild programs help disconnected youth obtain their GED or high school diploma and develop marketable skills while building houses. YouthBuild also provides a range of basic supports to help young people stay in the program. There are over 273 local organizations and YouthBuild USA supports the national network. Currently they serve roughly 20,000 young people, and their plan is to grow to 50,000.

Source: http://www.youthbuild.org/site/c.bt1RI3PIK0G/b.1223923/k.C7D6/About_Us.htm



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Models Focused on Work

- **Twin Cities Rise!**
- National Foundation for Teaching Youth Entrepreneurship (NFTE)



Twin Cities Rise!

Twin Cities Rise focuses on developing work skills and leadership, and connecting participants to a living wage career at a local company. The training is based on input from hiring partners and the expertise of adult education and training professionals. Most participants spend 12 to 18 months developing core work skills in classes and participating in individual coaching sessions.

Source: <http://www.twincitiesrise.org/>



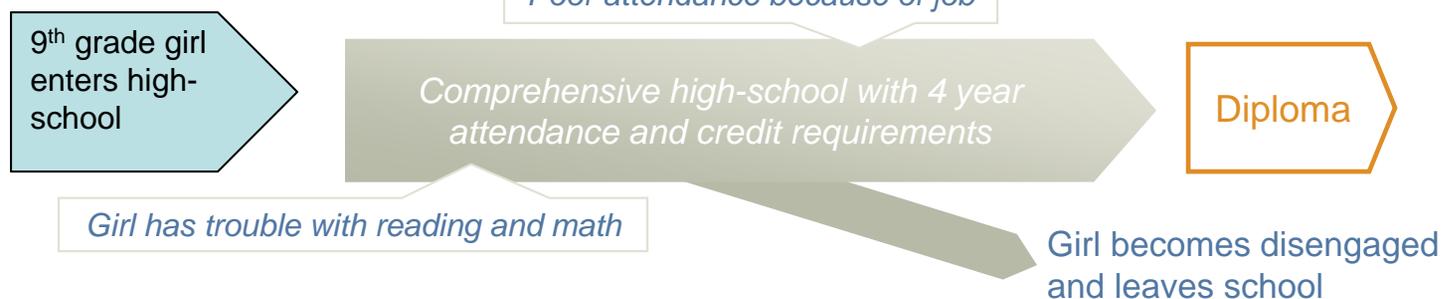
What would multiple pathways
look like?



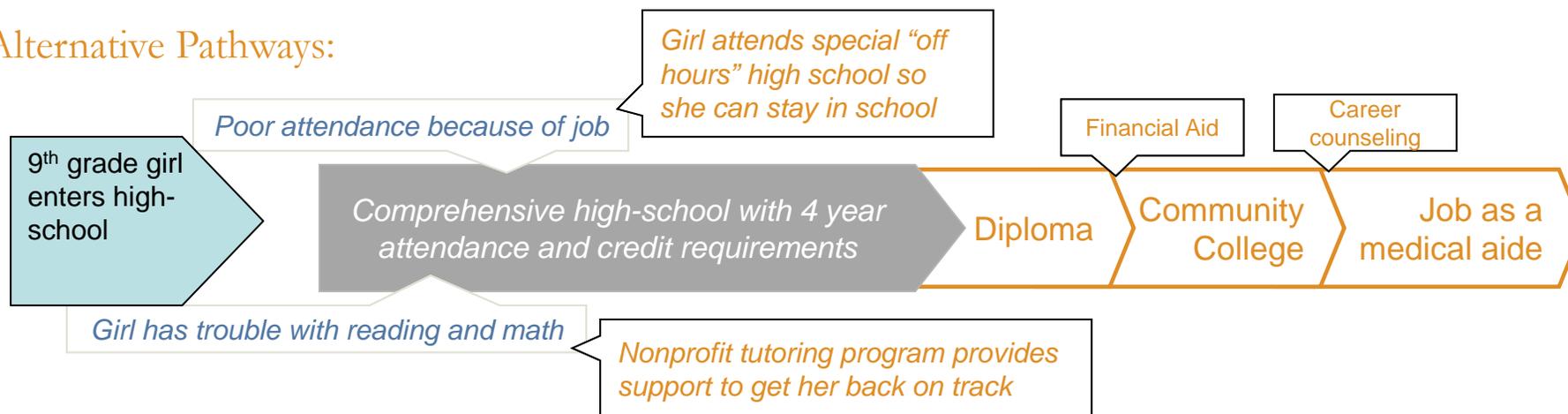
What are the solutions? (An illustrative example)

One solution is not enough. There is a critical need for multiple pathways for education and skills, and greater collaboration and coordination among solutions.

Traditional Pathway:



Alternative Pathways:



Source: *Disconnected Youth and Multiple Pathways to Graduation*, Public Impact for Annie E Casey Foundation, Dec 2008



The Needs and Opportunities

There are many promising solutions and programs to build on.

To move forward, what are the needs?

- 1) **Knowledge:** Building more knowledge about programs, to better understand whether they work, for whom and why;
- 2) **Resources:** Significant additional funding to invest in and expand the number of young people who served by programs that work. There are not enough “seats” in programs, even if young people are motivated to reconnect to school or work
- 3) **Collaboration:** Better align and connect all programs that serve disconnected youth. (e.g. government ; employers; community colleges; nonprofits; philanthropic funding) so we get better results for young people and resources are not wasted.

What are the opportunities? Why is this a good time to focus on this issue?

1. New federal funding sources and some greater focus of public dollars on supporting disconnected youth. (eg ARRA funding)
2. Renewed public interest in this population of young people and recognition of the seriousness of the challenge.
3. New, emerging and effective partnerships between CBOs, community colleges employers. These are a foundation and beginning of a more comprehensive “2nd chance” system for disconnected populations in the country.



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COMMUNITY SOLUTIONS

★ Who we are

★ What we do



Who We Are: What is our purpose?

Our Purpose: *Our nation is facing the greatest economic challenge in half a century.*

The President has said that this is an “all hands on deck moment” – individuals, businesses, nonprofits, philanthropy and government need to pull together to make progress on these challenges. The White House Council for Community Solutions was created to help accelerate and drive this critical goal of “all citizens, all sectors working together”. To demonstrate the power of this approach, the President has asked the White House Council to focus specifically on an issue with critical near-term and long-term consequences for our nation’s strength and security – the responsibility of our society to ensure our adolescents and young adults are prepared to lead productive and prosperous lives.

★ Thoughts? Changes?



Who We Are: What is our Issue?

Our Issue

Currently, by age 25, less than half of American young people have the education, training and skills needed to compete for good jobs in today's workforce. As a result, the portion of young people employed in July 2010 was 49%, the lowest rate ever recorded. The numbers are worse for minority and low income populations.

★ Thoughts? Changes?



Who We Are: What are our values and beliefs?

- ★ Fully utilize our assets – reach, experience, scale, urgency, White House platform
- ★ Recognize our limits – time, resources, nature of problem
- ★ Embrace and learn from those leaders and organizations providing top solutions
- ★ Embrace and learn from young adults – they own the change
- ★ Utilize best knowledge that exists and rely on knowledge partners
- ★ All hands on deck is most effective strategy
- ★ Focus on high-impact activities and programs
- ★ All sectors must play a role

- ★ What's Missing?
- ★ What's Lower/Higher Priority?



Who We Are: What actions will we take to support our values?

- ★ Public meetings, transparency
 - ★ Site visits by every council member – embrace/learn from community
 - ★ Use new media tools to engage constituents, highlight successful programs
 - ★ President, First Lady, Senior White House staff to visit/highlight successful collaborations
 - ★ Host forum for leading policymakers (Mayors, Governors, WH Officials) to highlight most effective programs/collaborations
 - ★ Mobilize new partnerships at new scale (corporate, nonprofit, philanthropy, government, academia) that will invest in promising programs in specific communities
-
- ★ What's Missing?
 - ★ What's Lower/Higher Priority?



Who We Are: What are our assets and limits?

Our Assets

- ☆ Significant personal skills and networks
- ☆ Nation's most visible (and passionate) bully pulpit – White House

Our Limits

- ☆ Very little dedicated team capacity
 - ☆ Few dollars; Budget constraints
 - ☆ Only 24 months
 - ☆ Very complex issue – disconnected youth
-
- ☆ What's Missing?
 - ☆ What's Lower/Higher Priority?



Who We Are: What is our vision and mission?

Our Vision – Long Term

Every American community offers multiple pathways that serve their low income young adults with the social supports, educational credits and work experience they need to become successful family leaders and community members – and all young people, by age 25, have education, training and skills needed to contribute to society by securing employment that uses their talents and provides for a healthy life.

Our Mission

We mobilize citizens, non-profits, businesses and government to work effectively – separately and together – to prepare young adults to lead productive and prosperous lives.

★ Right? What's Missing?



What We Do: What is our role – a view from 10,000 ft.?

Communications: Mobilizing leaders across all sectors (corporate, government, non-profit, philanthropy and academia) and all key constituents, especially the youth and community leadership, to recognize this as a key national and community challenge and play an active role in addressing it.

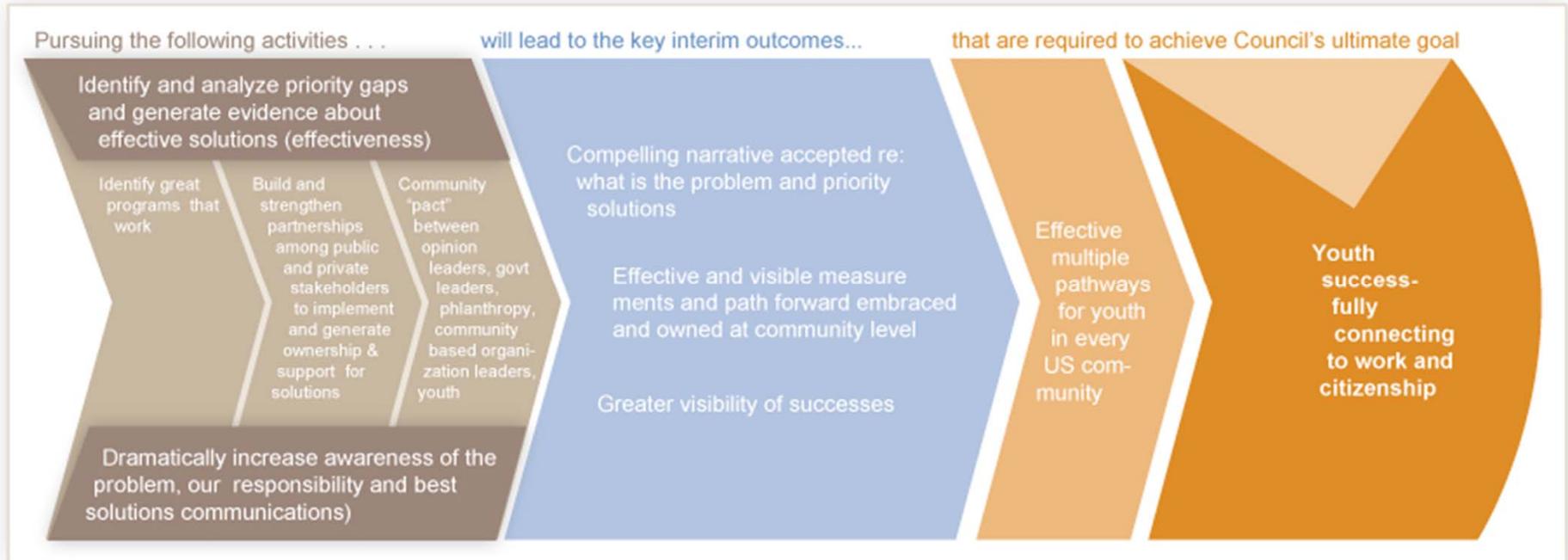
Effectiveness: Identifying and pushing for adoption of key policies and/or practices that can ensure the most effective efforts for change.

Program : Highlighting and accelerating promising community efforts and the leaders and programs offering real solutions for the greatest change.

★ Right?



How it might look?



What We Do: What are our target objectives?

Communication Objectives

- ☆ All “leadership” stakeholders (nonprofit leaders, government leaders, academic leaders) know the overarching (and compelling) narrative of the need, the path forward, and the can cite compelling examples of “what works.”
- ☆ Every motivated young person knows and can access – much like he or she knows how to dial 911 – a place to turn to determine what is available when he/she needs social, academic or work support to stay on path to education, work, family and community success – and how to advocate for their needs.
- ☆ Right? Others? Sufficiently Focused?



What We Do: What are our target objectives?

Effectiveness Objectives

- ★ A national set of definitions and metrics for a “youth pathways” scorecard is accepted and part of community monitoring in at least 50 communities.
- ★ Majority of Fortune 500 corporate leaders have a clear understanding of how engaging in successful youth pathways affects their corporation’s future.
- ★ Right? Others? Sufficiently Focused?



What We Do: What are our target objectives?

Program Objectives

- ☆ 50 US Communities have a community-specific “youth pathways” map that identifies current and local need, existing local program pathways for their youth, identifies gaps in capacity and quality, and has a cross sector community plan for investing in what-works in the years ahead.
- ☆ National launch of a Corporate and NGO/Academic “youth pathways” alliance uniting top employers with top education and social support organizations with 5 year plan in support of this national priority.
- ☆ Right? Others? Sufficiently Focused?



How Do We Do It?

Work Group Formation:

★ **Communications:** *Michael Kempner, lead*

Members: *Diana Aviv, Paula Boggs, Jon Bon Jovi, Mark Gearan, Steve Lerner, Kristin Richmond, Nancy Rubin*

★ **Effectiveness:** *Byron Auguste, lead*

Members: *John Donahoe, David Friedman, Michele Jolin, Norman Rice, Judith Rodin, Paul Schmitz, Jill Schumann*

★ **Program:** *Jim Gibbons, lead*

Members: *John Bridgeland, Jim Canales, Scott Cowen, Michael Fleming, Maurice Miller, Laurene Powell Jobs, Bobbi Silten, Bill Strickland*

Work Group Planning:

★ Sharpen objectives

★ Set top line goals

★ Create plan: actions, resources, schedules



White House Council for Community Solutions

Patty Stonesifer (Chair), *Chairwoman*, Smithsonian Institution

- **Byron Auguste**, Director, McKinsey and Company
- **Diana Aviv**, President and CEO, Independent Sector
- **Paula Boggs**, Executive Vice President, General Counsel & Secretary, Starbucks
- **Jon Bon Jovi**, Musician and Board Chairman, Bon Jovi & Jon Bon Jovi Soul Foundation
- **John Bridgeland**, President and CEO, Civic Enterprises
- **Jim Canales**, President and CEO, James Irvine Foundation
- **Scott Cowen**, President, Tulane University
- **John Donahoe**, President and CEO, eBay Inc.
- **Michael Fleming**, Executive Director, David Bohnett Foundation
- **David Friedman**, Lead Director and Chair, Edison Properties
- **Mark Gearan**, President, **Hobart & William Smith Colleges – Chairman, CNCS**
- **Jim Gibbons**, President and CEO, Goodwill Industries International Inc.
- **Michele Jolin**, Senior Fellow, Center for American Progress
- **Michael Kempner**, Founder, President, and CEO, MWW Group
- **Steven Lerner**, Blue Hill Group
- **Maurice Lim Miller**, Founder and CEO, Family Independence Initiative
- **Laurene Powell Jobs**, Co-Founder and President of the Board, College Track
- **Norman Rice**, CEO, Seattle Foundation
- **Kristin Richmond**, Founder and CEO, Revolution Foods
- **Judith Rodin**, President, Rockefeller Foundation
- **Nancy H. Rubin**, Board Member, National Democratic Institute
- **Paul Schmitz**, CEO, Public Allies
- **Jill Schumann**, President and CEO, Lutheran Services in America
- **Bobbi Silten**, Chief Financial Officer, Gap Foundation
- **Bill Strickland**, Founder and CEO, Manchester Craftsmen's Guild

Susannah Washburn, Executive Director, White House Council for Community Solutions



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