



2016 Program Report Card: Work Readiness Supports

Achieving Youth Results (AYR) Goal:

Children and Youth in Tompkins County will live in an economically secure community

Program: Career Exploration and Apprenticeship Program

Agency: Learning Web

CLIENTS:

Children between the ages of 12-20

PARTNERS:

Ithaca Youth Bureau, YES, DSS, CCE Youth Services, DAP, mental health, juvenile justice system, parents, community volunteers

RESULTS BASED ACCOUNTABILITY HEADLINE PERFORMANCE MEASURES

HOW MUCH:

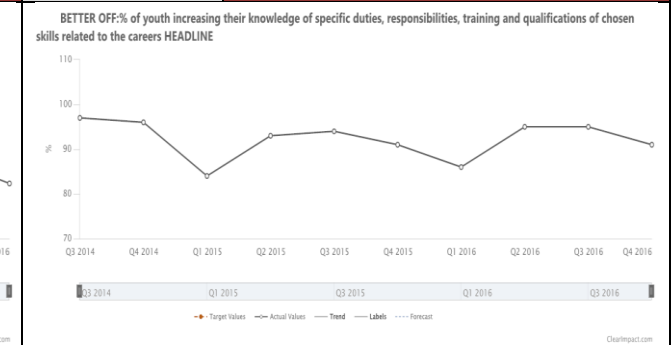
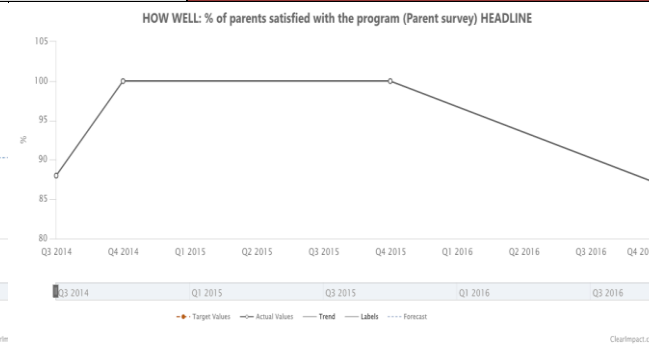
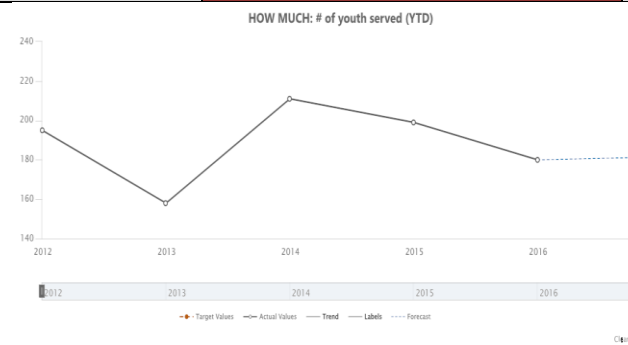
180 youth

HOW WELL:

87%

BETTER OFF:

94%



THE STORY BEHIND THE DATA

GRAPH 1: # of youth served

This measure reflects a lack of resources— in particular, a lack of staffing to meet the demand of youth that could be served.

GRAPH 2: % of parents satisfied with the program

The CCEAP model is time-tested and works well. Youth come to us interested in exploring something and we connect them to a talented and warm adult who invites them into their workplace, either for a short visit or for an extended apprenticeship. The individualized nature of the service yields very positive results and consistently results in strong evaluations by parents, youth, and mentors alike.

GRAPH 3: % of youth increasing their knowledge of specific duties, responsibilities, training, and qualifications chosen field of interest and learning specific skills related to the careers

The variation in the measure between quarters is due to the fluctuation in the number of apprentices who have not yet been in their apprenticeship long enough to meet the measure. If only those apprentices completing the apprenticeship were included in the measure, the numbers would be more consistent.

AGENCY ACTION PLAN to "Turn the Curve"

2016 Action Plan

- Return staffing for the CCEAP program to 2 FTE (which was the level until 2008-10 funding cuts). This would allow us to serve double the number of youth with exploration and apprenticeship services.
- Investigate "release time" with the local schools to see if students could start apprenticeships and exploration earlier in the day.
- Improve transportation options for rural youth so that they are able to participate in apprenticeships.
- Increase stipends to attract youth with barriers to apprenticeships
- Continue to develop high caliber community mentors
- Continue to offer training to staff.
- Developing high caliber community volunteers so that we can meet the needs and interests of any young person.
- Stipends encourage youth with barriers to try an apprenticeship and this often leads to ongoing interest for the youth.
- Exploration visits are a great vehicle for youth to narrow their focus so that they can decide on an apprenticeship area. It is also a great vehicle for youth who do not have the time or transportation to do an apprenticeship but who would like to gather information about various interest areas.

2015 Action Plan

- **Plan a staff training on how to communicate effectively:** Staff attended trainings in communication on 4 occasions: 2 sessions on Motivational Interviewing; Adolescent/Parent Relationships; and Teens and Technology. The trainings were worthwhile and focused on a variety of communication issues. The Teens and Technology training was enlightening as this mode of communication is much more prevalent than in the past. We learned that a mix of training modalities is effective with in-person; real-time webinar, and recorded webinars all being valuable. The recorded webinars are the most efficient because staff are able to schedule around other work activities. We will continue to offer staff training on a variety of skills related to youth development. We are requiring staff to complete 40 hours of training per year.
- **We have just redone our website and have added Frequently Asked Questions. Staff will be oriented to direct mentors, parents, and apprentices to the website to learn more about the process. This would be in addition to the individually conveyed information from the LW staff person.** The website has been a helpful tool to recruit and orient new participants, parents, and mentors. We have learned, though, that it can't replace direct person-to-person contact. The feature that allows people interested in our services to send us an email from the website has been effective. Connected to the website is our Facebook page that has also been a good PR and recruiting tool. It is difficult for us to keep it current due to scant staff resources that can be devoted to PR.
- **Expand funding - We are constantly looking for additional resources to return this program to full strength (2 FTE's).** Work to increase our resources is continuous. We did realize a very small increase (\$947.00, less than 1%) in funding from Tompkins County Youth Services Department, but not enough to add any staff. We remained flat on money from other government and public funders, such as United Way. We are attempting to find new sources of funding such as foundations that we have not previously asked, and even Fraternities and Sororities at the local schools of higher education. And, finally, the Board of Directors is constantly discussing ways to earn money, meaning hosting events or sales of some nature that would generate a significant amount of cash.
- **Research and contact LW supporters in Lansing Schools and Dryden Schools and enlist them to help us develop Learning web "champions" (who work within the buildings) who will get the word out continually about LW services in their schools.** Efforts at building a recruitment network at Lansing have been successful with a significant increase in numbers of Lansing youth interested in services. Dryden has been more difficult to build a network with the same number of youth interested this year as we had last year. It is very difficult for our 1 FTE CCEAP staff to build relationships with school staff due to the geographic area and the sheer number of schools that he must service. We will continue to work on Dryden and will provide stewardship for all of the schools in the county as best we can