Planning Framework:
A Comprehensive Approach to
Workforce Development Policies & Programs
For Out-of-School Youth

Overview

Assumptions

The information in this document was prepared to inform a planning process focused on workforce development in Hartford. This report is based on certain assumptions about the population on which this planning effort is focused. Research was aimed at exploring "best practices" among workforce development programs and policies that support low-income urban youth ages 18-24 years who are not in school.

Information that describes "best practices" in this area is somewhat limited in terms of evaluative research findings specific to the target population, yet extensive resources were found that reflect conventional wisdom that is based on what limited research there is, in addition to practitioner theories and experiences.

Target Population Considerations

As information about "what works best" among programs and policies which promote self-sufficiency among out-of-school youth is limited, it is quite challenging to distinguish between "best practices" among various subsets of the out-of-school youth populations.

Certain "best practices" might be best suited to a certain age bracket, or those individuals who face special challenges such as a history of substance abuse, mental health issues, and involvement with the court system or exposure to violence.

Yet out-of-school urban youth tend to have common characteristics in terms of the barriers that stand in their paths to self-sufficiency. The fact that they have a history of limited access to financial resources alone presents a challenge that intersects all facets of their experience. It compounds special challenges such as those mentioned previously. It means youth are less likely to have had access to educational resources as well as other types of networks that can help identify and correct problems as they arise. And it means that overall, these youth are not likely to have been exposed to programs and policies that would support their economic success.

When youth have, in fact, been exposed to institutional programs meant to steer them in the "right direction," they have often been treated as "problems to be solved" rather than unique human beings with the potential to offer meaningful contributions to society. These practices also tended to focus on youth in isolation of their environments. For instance, most juvenile justice programs in Connecticut are considered poorly-equipped to treat some of the biggest barriers to youth success: family dysfunction, substance abuse, and antisocial peer associations.[i]

In recent years, traditional practices have been countered by the youth development movement which has sought to approach youth with opportunities to learn about and build

on their strengths, in a holistic manner that seeks to incorporate elements of their environment, including their families and neighborhood systems.

As youth have been exposed to programs and policies with such conflicting underlying philosophies, so have practitioners who have tried to reconcile these differences in their interventions. For instance, practitioners who work with youth the court system are faced with its ever shifting tension between programs that are designed simply to isolate and punish youth and those that are aimed at rehabilitation, although conventional wisdom among practitioners seems to hold that youth will succeed in mainstream society only if their barriers to success are ameliorated through systemic changes, high quality program supports, and the support of informal networks.[ii]

Given the complex array of challenges that individual youth may experience, it is clear that a single approach won't eliminate the problem. An equally complex array of policies and programs, based on "place-based considerations" that account for the environment in which youth are hoped to succeed, in addition to what is known about "best practices" is likely to have the best results. Yet the practices that serve to address specific barriers for some are likely to also be applicable to many, given the commonalties of experiences shared among out-of-school urban youth.

Therefore, the following research is presented as in terms of spectrum of "what can/should work" as a framework for planning. While this research was centered around urban, low-income youth ages 18-24, some of the 'best practices' were developed with a broader (or narrower) target population in mind. When such distinctions would have implications for local planners, notes are made throughout the report. Overall, it is clear that implementation of new workforce development strategies will require further analysis of local conditions, research on existing programmatic and policies, and a vision that is based on that which seems like a promising direction at this point in time.

Best Practices

Research

Limited research has been conducted to tell the story of success among workforce development policies and programs related specifically to out-of-school youth. Rather, much research focuses on "welfare-to-work" workforce development programs. For instance, the Urban Institute's Income and Benefits Policy Center studies "how income support, social insurance, tax, and employee-benefit programs affect the behavior and economic well-being of families" yet their research has recently been most focused on the effects of taxes on low-income workers and the effects of welfare reform rather than workforce development in general.[iii]

Yet the research that has been conducted holds a great deal of promise about effective practices. Even the Urban Institute's research with its heavy focus on welfare-to-work programs has uncovered interesting findings about youth-oriented workforce development programs and policies, through Robert Lerman's work, which "...has contributed to the public debate about the limitations of the process of transition

from high school to careers. His work on youth apprenticeship and related issues has influenced policymakers at the state and federal has appeared in several publications."[iv]

While much remains to be seen, research evidence and practitioners' anecdotal evidence suggests that certain key elements are crucial to promoting self-sufficiency among participants of workforce development programs and beneficiaries of policy efforts.

According to a review of the literature that focused on Youth Justice and Workforce Development conducted by the Annie E. Casey Foundation, research shows that:
- "Economic self-sufficiency is key to a youth's ability to mature out of delinquency;
- Not just any job or job program will help delinquent youth attain economic self-sufficiency and eschew a delinquent lifestyle;
- A comprehensive approach to employment, youth development and rehabilitation shows the most promise; [and]
- The increased use of incarceration correlates with reduced career prospects, which in turn correlates with increased criminality" (p. 7).[v]

Nothing among these findings indicate that these practices would not also be applicable to a non-court-involved population as well, as the barriers that face court-involved youth are not likely to be substantially different from other youth who are out-of-school and unemployed and therefore isolated from mainstream society. Information about where these practices have been successfully implemented is available in the Annie E. Casey Foundations "Workforce and Youth Development Toolkit" (2002).[vi]

Information about the State of Connecticut Department of Corrections programs that are offered to court-involved youth is available on the web (http://www.doc.state.ct.us/), although evaluations of their alignment to the promising practices described above has not been conducted.

Other research has been supported by such groups as Mathematica Policy Research, Inc, which has published research on program impacts for specific program models related to job search assistance, transitional employment training, Individual Development Accounts, etc. While the results of these studies--and a thorough examination of the research literature--are beyond the scope of this paper, they may be explored through Mathematica's website at www.mathematica-mpr.com. Families and Work Institute has also published such research.[vii]

Youth Development Approach

Perhaps the most well known set of "best practices" in workforce development stems from the work of the National Youth Employment Coalition, which formed the Promising and Effective Practices Network (PEPNet). This group endorses a set of strategies that were developed through the work of youth development and youth employment experts including practitioners, policy makers, researchers, employers, technical assistance providers, and others, in an effort to "counter the prevailing notion that nothing works for out-of-school youth."[viii]

These "best practices" are centered around programmatic strategies as well as policy and systemic strategies. These strategies, which may be considered the **youth development approach,** have been implemented to some extent across the nation and many have been supported by foundations, government entities, think tanks, and systemic workforce development reform efforts. The strategies,

listed on Appendix A (along with information about other organizations that have supported
and/or implemented these strategies), are centered around youth and focus on:
- Career awareness, planning and readiness
- Engaging employers in workforce development programs and systems
- Developing a stronger work and learning connection
- Emphasizing the development of competencies
- Follow-up programs to help youth keep on track after exposure to workforce development programs.

Neighborhood-focused Approach

The Annie E. Casey Foundation has found that many related programmatic and systemic strategies can
be successfully implemented through a **neighborhood-focused approach** employment program that
includes:
- "Outreach to youth to recruit them to the program
- Individualized career planning via career advisors
- Income enhancement via financial advisors
- Job readiness and retention support groups
- An employment center with resource room
- Access to quality training programs and other resources via neighborhood-level brokering."[ix]

While not specifically geared to youth, none of these components reflect any reason to indicate that these
practices would not also be applicable to a youth population in particular.

Comprehensive Approaches

A recent workforce development initiative of the Annie E. Casey Foundation has been incorporating an
integrated labor market systems reform approach. These programmatic and policy strategies have
been implemented in several cities nationwide to varying degrees of success, have integrated economic
development, employment and human services and education, and specifically included:
- Development of skill standards and credentials;
- Organization of employers;
- Community-based policy mechanisms;
- Mechanisms to link employers, workforce development systems and education systems;
- Development of a widespread commitment to upgrading the skills of the working poor.
- Linking of public investment in job creation and infrastructure to workforce development outcomes;
- Linking of public investment in human services to workforce development outcomes;
- Development of a market for "workforce development innovations," and
- Development of a concentration of employment and culture of work in neighborhoods.[x]

An integrated or **dual-customer** approach such as the Casey Foundation's initiative has been supported
through other programs and policies nation-wide. For instance, in Minnesota Governor Jesse Ventura
recently announced that a new state agency, the Department of Workforce and Economic Development,
would be created to help promote the needs of both prospective employees and employers.[xi]Also, at a
recent conference sponsored in part by the McKnight Foundation, the State of Minnesota, the Hubert H.
Humphrey Institute of Public Affairs and the Wilder Research Center, some key practices to support a
dual-customer approach to workforce development for low-wage workers included:

- Development of partnerships among employers, educators, and community agencies to provide skill development opportunities with links to actual jobs;
- Promotion of additional work supports (i.e. childcare, transportation, etc) via the State health care system;
- Promotion of policies that provide income supports and incentives to low-wage or unemployed workers;
- Development of higher-quality jobs through apprenticeship programs; and
- Asset development for low-income workers (such as Individual Development Accounts, etc).

The Workforce Investment Act (WIA) of 1998 also supports an integrated approach. While Federal workforce development programs traditionally were "characterized by discrete programs focused on short-term outcomes," the WIA legislation represented an approach that promotes the development of a "comprehensive system that helps young people make effective transitions to higher education and living-wage careers." (p.1)[xii] This comprehensive approach is meant to be accomplished through the work of local Youth Councils charged with development of a plan for youth services, recommendations for funding of specific youth programs, oversight for the provision of services and outcomes, and coordination of local programs and initiatives.[xiii]

A recent study conducted by Jobs for the Future notes that effective strategies that support implementation of such a 'comprehensive' system under WIA include:
- Youth Councils with a broad and meaningful scope of authority; an appropriate size and composition to build improved networks and promote collaboration; key leaders at the helm; and active engagement of members;
- Promotion of collaboration and leveraging of resources among service providers, government and employers and between youth oriented programs and adult-focused programs;
- Creation of new youth centers where needed; and
- Ensuring quality services.[xiv]

Authors Elaine Morley and Shelli B. Rossman recently presented findings about "best practices" for community-based initiatives for youth that support an integrated approach to serving "at-risk youth."[xv] Their recommended strategies, while not specifically oriented toward workforce development, are in clear alignment with the strategies that have been described above. Since these "best practices" actually go further than the "dual-customer" approach in order to address the needs of "at-risk" youth in the context of their environment, they may be considered a **holistic approach**. These "best practices" include:
- Services integration;
- A case management approach;
- Parental involvement;
- Utilization of volunteers and mentors to build relationships with youth;
- Collaborative fund-raising and marketing among service providers and partner institutions;
- Monitoring program outcomes to improve accountability.[xvi]

The holistic approach--including families of youth *as well as* the integration of efforts from the business, government and human services sectors--in a targeted approach to improving their self-sufficiency, is also supported by the Annie E. Casey Foundation through its Making Connections initiative. In its guide, "Connecting Families to Jobs," some promising practices are described which consider both youth and adults in the context of their families. Examples of implementation of these approaches are available in the guide. While the strategies they describe are not all meant to apply specifically to youth only, there is nothing to indicate that youth could benefit from implementation of these approaches, which are summarized as follows:
- Sectoral employment strategies that "seek to leverage changes in employment practices within specific industries to benefit low-income workers."

- Engaging employers in workforce development and job training;
- Promoting job retention and advancement;
- Serving the "harder-to-employ" through place-based strategies, opportunities for soft-skill development, public job creation, and specific services to help with substance abuse, mental health, criminal histories and family violence.
- Enacting transportation strategies to get people to where the jobs are; and
- Making work "family friendly."[xvii]

The holistic approach was also supported by noted Harvard professor and author William Julius Wilson in his book <u>When Work Disappears: The World of the New Urban Poor</u> (1996). In addition to supporting public-private partnerships, the development of standards for acquisition of education and skill sets, and financial incentives for low-wage workers, Wilson also recommended improved transportation and childcare systems, support for "informal job information networks," as well as other "family friendly" strategies.[xviii]

The Rockefeller Foundation has also been recently exploring the effectiveness of an "employment saturation model" for individuals who were formerly homeless, by incorporating a work-related "culture" into transitional living model. While this holistic model is specifically geared toward formerly homeless individuals, given the challenges that that population may have in common (such as low income, low levels of education, etc) with out-of-school youth, findings about its effectiveness may be worth noting.

Thus far, the model suggests that workforce development programming in this manner is most successful when it is geared toward developmentally appropriate and readily available employment opportunities.[xix]

Next Steps

Summary

As noted previously, this document is meant to provide a framework for planning, and obviously does not contain the answers as to which direction will best support low-income youth ages 18-24, in Hartford. To make that distinction will require further analysis of local conditions, research on existing local programmatic and policies, and a shared vision among stakeholders. Also, inquiry into best practices should be an ongoing effort in order to supplement the findings that have been captured here.

Overall, a few key points stand out as being especially relevant based on the findings presented here:

- **A holistic, integrated approach is the smartest approach**-- one that goes beyond the traditional "players" to incorporate the environment in which youth are hoped to succeed. Partnerships between various sectors should support the effective practices at the system, program, and policy levels as described here.

- **An investment in technology is crucial**. While not mentioned under any particular approach that has been described here, in fact this element of workforce development programs and policies was underscored by most who have presented findings related to this subject, due to the rapid advancement of our 'information economy." This investment may be manifested at the workforce development program or policy level such as by building a "real-time data system,"[xx] or among

employers, or within the field of higher education in the form of improved technology training curricula for both students and professionals.[xxi]

- **Innovative practices should be supported**. Bringing together sectors with different --and often conflicting--needs and values can be challenging, but can also yield exciting results. Creating a "market for innovations" in workforce development "establishes capacity for development, testing, and marketing" new practices.[xxii]

- **Results should be measured**. In order to encourage accountability among stakeholders of this effort, it is important to track progress that is made through systemic efforts to improve outcomes for out-of-school youth. The National Results Council is a nonprofit organization that "measures and compares the results achieved by employment and training programs nationwide."[xxiii] This resource and others (such as the WIA performance measures) should be further explored in order to track outcomes in Hartford.

Implementation

In order to assist in the next phase of planning, following are a few additional resources, in no particular order:

- "The Business Case for Employer Investment in Benefits Targeted to Low-Wage Workers." Families and Work Institute, 1999. www.familiesandwork.org

- "Faces of the Low-Wage Workforce." Families and Work Institute, 1999. www.familiesandwork.org.

- "Left Behind in the Labor Market: Recent Employment Trends Among Young Black Men." Paul Offner & Harry Holzer, 2002. www.brookings.edu.

- "The Role of Community Colleges in Expanding the Supply of Information Technology Workers."(Research Paper) Robert Lerman , Stephanie Riegg , & Harold Salzman, 2000. www.urban.org.

- "Overview of Economic, Social, & Demographic Trends Affecting the US Labor Market." (Research Paper). Robert I. Lerman & Stefanie R. Schmidt, 1999. www.urban.org.

- "Helping Disconnected Youth by Improving Linkages Between High Schools and Careers." (Research Paper). Robert I. Lerman , 1996. www.urban.org.

- "Help Wanted: Connecting Inner-city Job Seekers with Suburban Jobs." Bruce Katz & Katherine Allen. Journal Article Appeared in *The Brookings Review*. www.brookings.edu.

- "High School Employment: Meaningful Connections for At-Risk Youth." Duncan Chaplin & Jane Hannaway, 1996. www.urban.org.

- Jobs and Economy: External Resources from the Brookings Institute's website: brookings.edu/dybdocroot/es/urban/issues/economy/externalresources.htm

Appendix A

The table below represents an attempt to synthesize PEPNet's "best practices" with information about a few other organizations that have supported or implemented the specific strategies. The table is not meant to be comprehensive and rather should be used as a starting point to learn about particular efforts that may work (or already be working) in Hartford. To learn more about particular exemplary programs that reflect any of the given strategies, go to PEPNet's website at www.nyec.org.

Effective Practice	Specific Strategies and Approaches	Also Endorsed by...
Career Awareness, Planning and Readiness	Offer multiple and sequential exploration experiences including: assessment of interests, career and college planning, job shadowing, company tours, college trips and guest speakers to talk about career options	Progressive Policy Institute (PPI) suggests "meeting people where they are at" through endeavors such as "learning stores" at malls, etc, where people can explore employment and career opportunties.[xxiv] One type of exploratory and/or training that is recommended by the National Governors Association is through "E-learning."
	Career counselors or other staff guide youth to access job reference library, job listings, labor market information, and/or to complete job application materials	The National Evaluation of Welfare to Work Strategies "tells us that assisted job search helps welfare recipients work more."[xxv]
	Encourage local employers to offer job shadowing opportunities	
	Connect youth to internships or jobs related to their career interests	.
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	Guide youth through self-assessment of personal interests and goals	Workforce Investment Act of 1998 "specifically authorizes youth development activities such as leadership training, community service, and family involvement as important aspects of youth employment services."[xxvi]
	Offer counseling sessions dedicated to career planning	
	Develop awareness of entrepreneurship and small business management	
	Offer workshops and courses that cover career topics such as resume writing, interview skills, job hunting, and job keeping skills	
	Help youth develop and maintain a career plan	
	Emphasize job retention and career advancement over entry-level placement	The National Governors Association endorses the promotion of "job retention and career advancement for low-income workers."[xxvii]
	Use mentors, supervisors, and staff to nurture and support youth through work experiences	Workforce Investment Act of 1998 incorporates "Adult Mentoring": "recognizing that the relationship with a caring adult often results in a successful transition to work."[xxviii]

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Employer Engagement	Structure service learning and community service experiences to teach transferable skills	Workforce Investment Act of 1998 incorporates "Work-based learning" to "engage employers, create work experience opportunities and combine work with education and training."[xxix] Progressive Policy Institute recommends transferable credits and "portable credentials."[xxx] In "Using a Systems-Change Framework for Labor Markets" it is noted that: "Developing portable skill standards and credentials articulates job skills that employers want creates important new *information signals* for training providers, who tailor their services to employer needs, and for job-seekers. Workforce development providers and employers agree to use common concepts to teach, assess, and credential skills and knowledge for specific jobs and to make this information public."[xxxi]
	Team with trade unions to offer apprenticeship or pre-apprenticeship opportunities	
	Create opportunities for youth to work with tradesmen and professionals	
	Integrate academic and vocational curriculum	The National Evaluation of Welfare to Work Policies "suggests that getting a GED and vocational training can result in employment and earnings gains for those who achieve those milestones."[xxxii]
	Program maintains contact with employer after hire; program provides coaching during learning stages of new job	
	Provide hands-on activities/projects in actual work setting	
	Invite businesses to share their technical business expertise (e.g. management, training)	

	Engage employers in active roles such as steering committees	Annie E. Casey Foundation has noted that: "Organizing employers for collective action helps firms develop collaborations concerning workforce development, which builds new *relationships* and *resources* into the labor market. Firms may increase investment in workforce development and organize better access to good jobs. Employers may participate in school-to-work programs, implement industry-wide skill standards, and collaborate on cross-firm training and day-care and transportation programs for workers"[xxxiii]
	Gather feedback and data regularly from employers for continuous improvement	
	Invite employers to provide instructional staff, training facilities, and other resources	
	Actively engage employers in interaction with/as mentors for their young participant employees	
	Develop a range of employer linkages to provide jobs and internships	
	Employer runs the program	
Work and Learning Connection	Create project-based experiences designed to teach transferable skills	
	Construct a "Work Experience Ladder" that allows youth to progress	
	Involve youth in service learning activities that mirror the materials discussed in class, develop job skills, and teach the value of contribution to the community. **CONTINUED ON NEXT PAGE**	

	Instill the value of self-discovery and learning from one's mistakes by having staff, employers, and/or community members serve as coaches and facilitators to youth	
	Create student-run projects that are or simulate actual business enterprises	
	Youth develop portfolios of learning experience as a resource as they move to future career/education plans	
	Offer tuition-free college credit to participating high school students; dual enroll students in college and high school	
	Enable and encourage growth of savings accounts for participants (such as Individual Development Accounts) which youth can use for future education and/or training	The Progressive Policy Institute recommends the implementation of Individual Learning Accounts.[xxxiv]
	Utilize Americorps or other funds to provide scholarships for participants post-program	
	Provide educational services enabling youth to receive a High School Diploma	
	Integrate challenging academic work throughout program activities	
	Provide opportunities to learn about and/or visit colleges and universities	
	Assist with preparation and enrollment for college (SAT, financial aid, etc.)	
	Assist with transition and/or tutoring/mentoring after college acceptance **CONTINUED ON NEXT PAGE**	

Competencies Emphasis	Ensure that youth exit program with industry-targeted skill set validated by employers	Progressive Policy Institute endorses the concept of training in specific skill-shortage areas.[xxxv] The National Association of Governors recommends "regional skills partnerships" that address skill shortages.[xxxvi]
	Utilize SCANS and other nationally recognized tools to document competencies	
	Document attainment of workforce development through reviews and/or self assessments	
	Demonstrate the relation between work and high-stakes tests by translating work competencies into academic standards	
	Track competencies attainment through sequential stages of workforce development	Workforce Investment Act of 1998 establishes different outcome goals for ages 14-18 vs. 18-21 and "recognizes that youth are at different stages of development and outcomes need to be appropriate to their age and developmental needs."[xxxvii]
	Team of staff regularly work together with student to assess progress	
Extended Follow-up	Track and provide services for at least one year post-program	Workforce Investment Act of 1998
	Provide intensive support immediately after starting job; continue support services and training for two or more years post-placement	According to "Using a Systems-Change Framework for Labor Markets:" "Linking childcare, health care, substance abuse treatment and other services to the placement and retention of low-income job seekers creates new *resources* for job seekers and employers."[xxxviii] Annie E. Casey Foundation has noted that "Virtually all retention strategies include post-placement supports."[xxxix]

	Staff monitor job retention and assist with job development services	
	Emphasize job retention and advancement over entry-level placement	
	Strong linkages with higher education to promote smooth transition	According to "Using a Systems-Change Framework for Labor Markets": Establishing linkages between employers and the education and workforce development systems connects the interests and actions of both educators and workforce development professionals with employers, which creates new *relationships* and *resources* in the labor market. Employers and both schools and workforce development providers share information and collaborate on programs that give students learning experiences in work settings."[xl]
	Program continues connection to and involvement of Alumni; Alumni Associations offer support, life skills training, and job networking workshops	
	Programs or employers offer scholarships, tuition assistance, or financial aid advice	

ENDNOTES

[i] Connecticut Policy & Economic Council, 2002. "State of Connecticut Juvenile Justice Programs: Recidivism Outcome Evaluation."

[ii] Annie E. Casey Foundation, 2002. "Barriers and Promising Approaches to Workforce and Youth Development for Young Offenders: a Toolkit." NOTE: while the term "juvenile justice" implies that program participants are under 18 years old, this is not the case in many programs, which serve populations up to ages 24.

[iii] www.urban.org.

[iv] http://www.urban.org/content/PolicyCenters/LaborandSocialPolicy/Overview.htm

[v] Annie E. Casey Foundation, 2002. " Barriers and Promising Approaches to Workforce and Youth Development for Young Offenders."

[vi] Annie E. Casey Foundation, 2002. "Barriers and Promising Approaches to Workforce and Youth Development for Young Offenders: a Toolkit."

[vii] www.familiesandwork.org

[viii] www.nyec.org

[ix] www.aecf.org

[x] Integral Assets, Inc; Jobs for the Future; and Annie E. Casey Foundation, 2001. "The Framework for Labor Market Systems Reform for Jobs Initiatives Sites."

[xi] McKnight Foundation, Minnesota Dept of Human Services, Governor's Workforce Development council, Hubert Humphrey Institute of Pubic Affairs, and Wilder Research Center, 2002. "Making Work Work: Conference Summary." www.ppv.org.

[xii] Jobs for the Future, 2002. "Evaluation of the Transition to Comprehensive Youth Services Under the Workforce Investment Act."

[xiii] Jobs for the Future, 2002. "Evaluation of the Transition to Comprehensive Youth Services Under the Workforce Investment Act."

[xiv] Jobs for the Future, 2002. "Evaluation of the Transition to Comprehensive Youth Services Under the Workforce Investment Act."

[xv]http://www.urban.org/Template.cfm?NavMenuID=24&Template=/TaggedContent/ViewByPubID.cfm&PubID=307399#chec

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[xvii] Annie E. Casey Foundation, 2002. "Connecting Families to Jobs: A guide to key ideas, effective approaches, and technical assistance resources for Making Connections cities and site teams."

[xviii] Wilson, William Juilius (1996). When Work Disappears: The World of the New Urban Poor.

[xix] Annie E. Casey Foundation, 2002. "Providing the Missing Link: Neighborhood Based Employment Strategies."

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[xxi] McNutt, J., Jaynes-Andrews, S., Bartron, J., Lima, J., Shubert, L., and Holahan, N. (2002). "Developing Curriculum Models for Training Specialists in Nonprofit Informatics." 6th Annual University of South Carolina Conference on Technology and Social Work. Charleston, South Carolina, August 10-12, 2002.

[xxii] Integral Assets, Inc; Jobs for the Future; and Annie E. Casey Foundation, 2001. "Using a Systems-change Framework for Labor Markets" (2002).

[xxiii] www.nationalresultscouncil.org

[xxiv] ppionline.org

[xxv] Annie E Casey Foundation's "Providing the Missing Link: Neighborhood Based Employment Strategies" (aecf.org)

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[xxvii] nga.org.

[xxviii] www.nyec.org

[xxix] www.nyec.org.

[xxx] ppionline.org

[xxxi] "Using a Systems-Change Framework for Labor Markets" Prepared by Peter Plastrik, Integral Assets, Inc.,with Judith Combes Taylorfor Jobs for the Future and the Annie E. Casey Foundation, aecf.org, 2001

[xxxii] Annie E Casey Foundation's "Providing the Missing Link: Neighborhood Based Employment Strategies" (aecf.org)

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[xxxviii] "Using a Systems-Change Framework for Labor Markets" Prepared by Peter Plastrik, Integral Assets, Inc.,with Judith Combes Taylorfor Jobs for the Future and the Annie E. Casey Foundation, aecf.org, 2001

[xxxix] Annie E Casey Foundation's "Providing the Missing Link: Neighborhood Based Employment Strategies" (aecf.org)

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