

YO Community Collaborations with Other Systems

In highly distressed communities, where thousands of teens drop out and disconnect, a single program intervention can't change the landscape for these youth. A well coordinated cross-system approach with all partners on board can make a difference. Such complicated programming requires leadership, management skills, administrative capacity, and delivery capacity. YO communities have demonstrated that, given the resources and the planning time, such comprehensive coordinated programming can be implemented for benefit of young people.

This chart, taken from our larger report [Learning from the Youth Opportunity Experience: Building Delivery Capacity in Distressed Communities](#), contains a brief description of the collaborative efforts in which YO communities were engaged.

Collaborations with Secondary and Post Secondary Systems	
Lumber River	<p>Lumber River established broadcast television academies at Public Schools of Robeson County Career Center and a Mixed Media Program at the University of North Carolina at Pembroke. They partnered with the Basic Education Department of Robeson Community College to engage out of school youth in RCC high school diploma program.</p> <p>RCC has established an early college program with the intent of attracting students who may not be considering higher education. In that program, Students aren't charged tuition for the college-level courses. They are asked to follow the rules set by the public schools until they begin taking full-time college courses during their fifth year.</p>
Seattle	<p>University of Washington Pipeline project recruits, trains, and places tutors in YO schools and centers to help youth perform at higher academic levels and to prepare them for college. YO participants were assisted by the Seattle School Connection Program which provided prevention and intervention services for students who were increasingly absent from school and experiencing school failure and to those returning to regular school after completing a re-entry program. YO students were enrolled into this program based on an assessment of risk factors. Individual plans were developed for each youth, building on the youth's strength and engaging the youth, and the family in a set of activities, agreements, supports, and incentives to address the truancy and behavioral issues.</p>

Seattle cont.	YO partnered with the Seattle Interagency School to provide open-entry enrollment, mentoring, community service, individual assessment, individualized instruction, and academic remediation. The Interagency school serves youth who have dropped out of school, are homeless or street-involved or are low skilled and have been unsuccessful in other programs.
Baltimore	<p>Baltimore expanded its Futures Plus model for ninth through twelfth graders which offers comprehensive, year-round, student-centered programming including intensive advocacy, academic support, youth development activities, career exploration, coaching for personal strengths, college tours, cultural & arts trips, summer work and enrichment experiences</p> <p>Baltimore also developed a “funds following students” credit recovery program for out of school youth. The YO program partnered with Baltimore City Public Schools to re-engage high school dropouts, re-enroll them in community-based diploma programs run by contract providers. The youth were able to earn a regular high school diploma in a small, community-based learning environment that could better program to the students academic needs, individual strengths and circumstances.</p>
San Diego	San Diego established a charter school on-site at the YO Center to provide small classroom and individualized instruction and academic guidance to complete the high school diploma. Also provided on site was psych/social counseling through a program partner’s funding through CA Endowment Foundation.
Tampa	YO Tampa in partnership with the school district established several award winning “Summer Academies” such as Fire Rescue and CNA occupational training programs. The Tampa school district delivered all of the YO! tutoring, remediation, GED prep, and occupational skills training through its Career and Technical Education division.
Cleveland	Cleveland established a collaborative project with the Cleveland Municipal School District to create the Twilight school. This school intended for youth who dropped out of school was a full-service CMSD high school taught by CMSD teachers and led to a CMSD diploma. The Twilight School offered a non-traditional form of teaching that was tailored to each individual so high school dropouts and students with special needs were able to earn their high school diploma working at their own pace.

<p>Cleveland cont.</p>	<p>Quantum, an in school support program, was started as part of the original grant for YO! Cleveland. The program worked directly with area high schools to provide long-term mentoring and after-school activities with the goal of increasing each members chances of graduating from high school and developing a plan for after school. Each member was assigned a counselor who guided them through the program. After-school activities included community service, youth development projects, life skills and visits to art and cultural museums. In addition, the Quantum program arranged academic tutoring and offered a financial stipend based on performance.</p> <p>Cuyahoga Community College partnered with YO! Cleveland to introduce program members to higher education. TRI-C provided computer-assisted and traditional classroom learning modules to help prepare YO! Cleveland members for college-level work. In addition, it offered services that were designed to help acclimate YO! members to a college atmosphere.</p>
<p>Pima</p>	<p>Pima YO program partnered with Pima Vocational High School which is a state-chartered diploma program combining instruction with individualized support and work experience in public-sector internships. The program also established an occupational training voucher system to maximize post-secondary access to occupational training and expand the number and selection of occupation training programs that youth could pursue. The vendor list includes technical colleges and non-profit training providers. The YO program also bought education classes from the largest school district's extensive technical education resources and made them available to YO members, including drop outs and those residing outside the district.</p>
<p>Los Angeles</p>	<p>The Los Angeles YO effort assembled over 30 Partners in education to create the range of opportunities for their in-school and out-of-school youth. The partners included the technical high schools, charter schools, alternative schools, community colleges and 4 year universities, community based programs, and vocational skills centers. Upon enrollment, each youth developed a plan that identified short and long range goals and connected them with the most appropriate education and employment preparation options</p> <p>College Career Centers were housed at the Youth Opportunity offices in Watts and Boyle Heights. The College Career Centers were set up to be a comfortable place for students to research colleges and speak with</p>

Los Angeles cont.	recruiters and staff. The College Career Centers allowed students to explore possibilities in postsecondary education. Youth Opportunity provided students with the information and materials they needed to go to college. Other program supports included: ACT/SAT preparation provided in partnership with Kaplan, UCLA Early Academic Outreach Program, and UCLA Center for Experiential Education and Service Learning; Public Speaking Class provided via the community college; Summer Immersion programs at UCLA; and Student/Parent workshop.
Kansas City	The Kansas City Public Schools out-stationed a full-time staff person to the One-Stop center. This staff person had access to school systems records and support programs and was responsible for connecting drop outs to the most appropriate educational option. School system was cited as one of the most productive providers of educational services for out-of-school youth.
Boston	Boston engaged the Boston Public School's Director of Alternative Education, many headmasters from the district high schools, and the guidance department, and worked with its extensive network of community based alternatives to provide education options for out-of-school youth.
Memphis	Established the YO! Memphis academy which is a secondary school which offers a college prep curriculum, tutoring and intensive test preparation, an honors program, college credit courses and a Visual Arts Connection. Students can explore Drawing/Painting and Graphic Design. Performing Arts including Dance, Filmmaking, Forensics, Musical Theatre, Performing Band and Recording Industry.
Hartford	<p>Established Diploma Plus program in cooperation with and inside Hartford Public Schools adult education system. Internships and career work experiences were incorporated as an integral part of curriculum. The "Plus" phase included courses at Capital Community College. The project established a Credit Retrieval program for out-of-school and justice-involved youth. Established college prep program that helped some 300 youth into college by 2006.</p> <p>The Youth Opportunity effort strengthened School Prevention Teams in several schools, linking school attendance and achievement data with YO data-base (Hartford Connects) to have real-time, comprehensive in-school youth data base to manage toward outcomes.</p>

Brockton	<p>Brockton began a distance learning program for young people that needed their GED but were not able to make it to class due to full-time work, child care issues and other barriers. Donated computers were placed into member's homes along with GED software. An instructor worked with students via the internet, telephone and through home visits. This program became successful and received continued funding through the Department of Education.</p> <p>An Access Center was created at the Brockton High School and school case managers were co-located there during the school day to be available to YO members. The Access Center provided supervision to youth during their directed academics, lunch break and after school. The center also provided one-on-one tutoring, peer mentoring and tutoring alternatives as well as career exploration. Center staff tracked the academic and disciplinary progress of the members and offered support and referrals to the appropriate resources to help with youth development.</p>
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Collaborations with Justice Systems	
Houston	Houston YO program worked with the Juvenile Justice system to identify youth before they were released and develop planning as to how the workforce system would assist them in their educational and employment goals.
Brockton	Brockton established strong relationships with the court system, and the juvenile justice system and House of Correction. Young offenders are recruited and offered support, guidance, and connections to education and employment opportunities. The Brockton Rise Center (Youth Opportunity Center) is a partner on the Gateway team.
Tampa	YO!Tampa has established an agreement with the local State Attorney's office that identifies YO! as an official diversionary program for adjudicated youth.

Los Angeles	<p>The Intensive Transition "IT" Team has created a partnership between the County Probation Department, Los Angeles YO Movement (LAYOM), WIA and the City of Los Angeles Information Technology staff to create a new referral system for probation clients. The IT team helps probation camp returnees enroll in LAYOM, or WIA services within 48 hours of their release.</p>
Boston	<p>Boston YO program worked with the Department of Youth Services to connect young offenders to their transitional jobs program, providing work, stipends, connections to education and case management support.</p>
Philadelphia	<p>Philadelphia's three YO Centers, now known as E3 Power (Empowerment, Education and PA Employment), have partnered with the City's Department of Human Services to enhance community reintegration efforts on behalf of youth returning from juvenile placement facilities.</p> <p>Returning youth deemed most likely to experience recidivism participate in stepdown activities at E3 during their first three months after release for up to four hours each day, six to seven day a week. Programming offered to youthful offenders includes academic support, life skills training and employment-related activities, including work readiness training, referrals to employment and job support.</p> <p>In addition, youthful offenders have access to a range of other programs and services offered through E3. The E3 centers continue to serve this population in addition to other populations of disconnected youth.</p>
Hartford	<p>Youth involved with the Justice System are referred directly to a youth development specialist who will develop a service plan and enroll them in the most appropriate educational option, which could be credit retrieval, Diploma Plus, Credit Diploma program, GED, or return to regular school. Assigned staff worked directly with Community Court and other justice agencies. YO staff provided justice involved youth with employability skills, work experience and jobs.</p>