

# **NYC**

**Mayor's Office for  
Economic Opportunity**



**Serving Opportunity Youth through Innovative Collaborations in Government**

**Presented at National Association for Welfare Research and Statistics**

**July 30, 2019**

## Serving Opportunity Youth through Innovative Collaborations

Session Agenda	Speaker
<b>Introduction</b>	<b>Pascale Mevs, NYC Opportunity</b>
<b>Presentations:</b>	
1) Young Adult Literacy	Liam Ristow, Westat
2) Young Adult Internship Program	Danielle Cummings, MDRC
3) Advance & Earn Program	Pascale Mevs, NYC Opportunity
<b>Audience Q&amp;A</b>	

**The Mayor's Office for Economic Opportunity (NYC Opportunity) helps the City apply evidence and innovation to reduce poverty and advance equity.**

## **Research**

Produce annual reports measuring poverty and inequality: NYCgov Poverty Measure and Social Indicators Report. Conduct rapid research on a variety of topics to drive evidence-based policy making.

## **Evaluation**

Manage 8 backdrop contracts used to conduct a variety of evaluation activities from focus groups to randomized control trials.

## **Design**

Develop solutions rooted in insights about the experiences of those affected by public services and facilitate collaboration with stakeholders.

## **Data Integration**

Facilitate inter-agency data sharing and integration through established enterprise technologies, data standards and legal frameworks.

## **Program Management**

Design, implement and manage performance and fiscal monitoring for over 70 programs designed to reduce poverty and meet the needs of low-income New Yorkers programs.

## **Digital Products**

Develop and manage best in class digital products that are beautiful, easy-to-use, and work on any device.

**While NYC’s opportunity youth population has decreased in recent years, their needs have likely been intensifying.**

- The share of opportunity youth in NYC– those between 16 and 24 who are neither in school nor working– **decreased from 18 percent in 2010 to 13 percent in 2017.**<sup>1</sup>
- However, **these 122,938 young people are more likely to need comprehensive supports** to overcome barriers such as low skill levels, mental health challenges, housing instability, lack of childcare, and histories of trauma and poverty.<sup>2</sup>

1. 2010 and 2016 American Community Survey Public Use Micro Sample analysis by NYC Opportunity.

2. Lazar Treschan and Irene Lew, “Barriers to Entry: Fewer Out-of-School, Out-of-Work Young Adults, as Warning Signs Emerge,” Community Service Society and JobsFirstNYC, March 2018.

## NYC Opportunity designed evidence-based programs to meet a range of education and workforce needs of opportunity youth.

NYC Opportunity-funded programs administered by the Department of Youth and Community Development (DYCD)

### Young Adult Literacy

For Opportunity Youth (ages 16-24) who read at 4<sup>th</sup>-8<sup>th</sup> grade levels

Flexible program length with:

- Literacy & math instruction
- Paid work experiences
- Case management

Also includes a version of the model with instruction contextualized to specific career sectors

### Young Adult Internship Program

For Opportunity Youth (ages 16-24) who are relatively job ready

14-week core program with:

- Orientation
- Internships
- Paid educational workshops

Also includes 9-months of follow-up services to assist with placement & retention

## Improving services over time has called for diverse types of evidence and innovative partnerships.

- **Data analyses and evidence reviews** conducted by NYC Opportunity
- Continuous improvement strategy based on **multiple evaluations over time**
- Partnership with evaluation firm to conduct a **randomized control trial as part of a federal demonstration project**
- **Combining findings from evaluations with extensive stakeholder feedback**, collected in partnership with our Service Design Studio, to design a new program based on user needs

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# **Supporting the Academic and Workforce Needs of Opportunity Youth:**

**Evidence from multiple evaluations of the Young Adult  
Literacy Program**

Liam Ristow

Westat



## Overview of Westat evaluations

**2009**

- RCT assessing impact of adding paid internships
- Interviews on workforce readiness

**2011**

- Descriptive analysis of academic gains
- Patterns in attendance, retention, and achievement

**2016**

- Implementation of new “Bridge” version of YAL
- Site visit interviews and focus groups

## Selected findings: workforce readiness

2009  
study

- 91% internship group retention vs. 79% no internship
- 17% higher attendance in internship group ( $p = 0.057$ )
- Youth said internships helped build skills needed for work

2011  
study

- Youth in internships stayed enrolled 65 days longer than others
- Attendance 12% higher for youth in internships

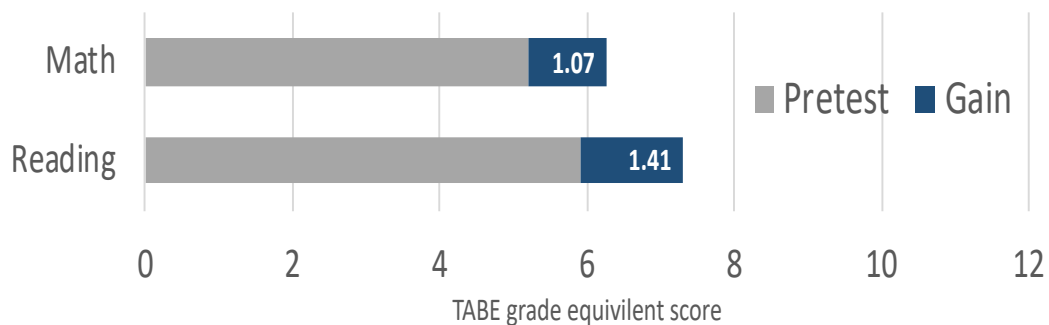
2016  
study

- Internship opportunities should be sufficient in duration
- Paying a wage vs. a stipend
- Staffing and support needed for building workforce partnerships

## Selected findings: academics

2011  
study

- Overall mean increases in reading and math achievement



- Students entering with lower scores made the largest gains

2016  
study

- Academic improvement is a key reason why youth join YAL
- Ground contextualized academics in multiple job sectors

## Selected findings: student transitions

2011  
study

- Graduation was most common reason for exit (41% of students)
- 6.4% of students exited to employment

2016  
study

- Transition to a HSE program is primary goal for youth
- Importance of dedicated staffing to support transitions
- Developing and maintaining relationships with destinations

## Future directions

In progress: quasi-experimental impact study

- Reading and mathematics achievement
- Comparison with two other NYC pre-HSE programs

Data on student background characteristics

Success in making transitions to HSE and work

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# Implementation and Impact Findings from an Evaluation of New York City's Young Adult Internship Program

**mdrc**  
BUILDING KNOWLEDGE  
TO IMPROVE SOCIAL POLICY

Danielle Cummings

NAWRS Conference

July 29, 2018

## The YAIP evaluation in the Subsidized and Transitional Employment Demonstration project



### Sample

2,678 NYC residents between the ages of 18 and 24 enrolled in three cohorts between July 2013 and March 2014



### Components

- Implementation study
- Impact study
- Cost study



### Funder

Administration for Children and Families in the U.S. Department of Health and Human Services



### Researchers

- MDRC
- MEF Associates
- Branch Associates
- Decision Information Resources



## Research Design

### Individual random assignment



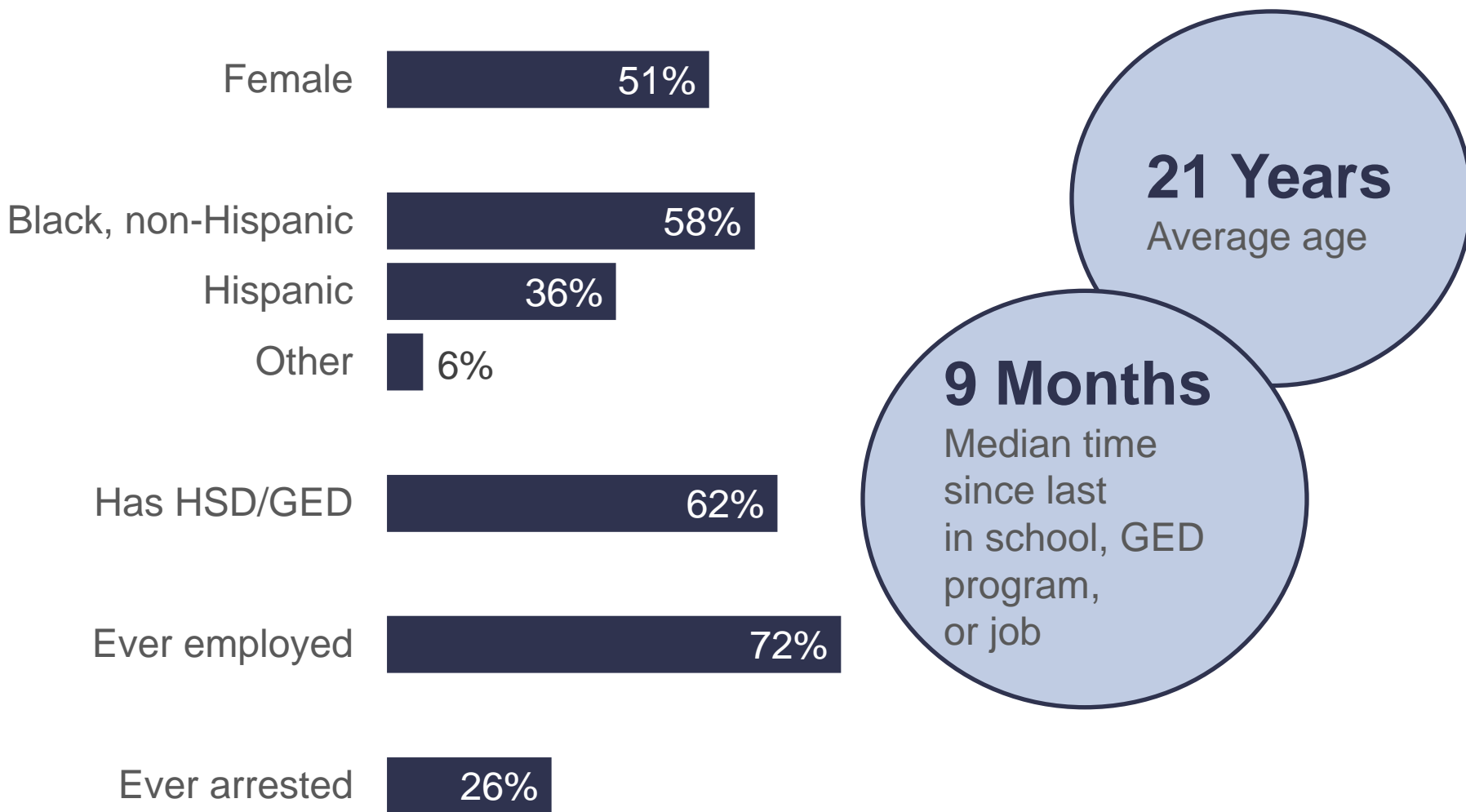
## Impact analysis domains and data sources

- 12- and 30-month surveys:** Service receipt, employment, education, well-being, criminal justice
- National Directory of New Hires (NDNH):** Employment and earnings
- Program records:** Subsidized employment and earnings
- National Student Clearinghouse:** Postsecondary education

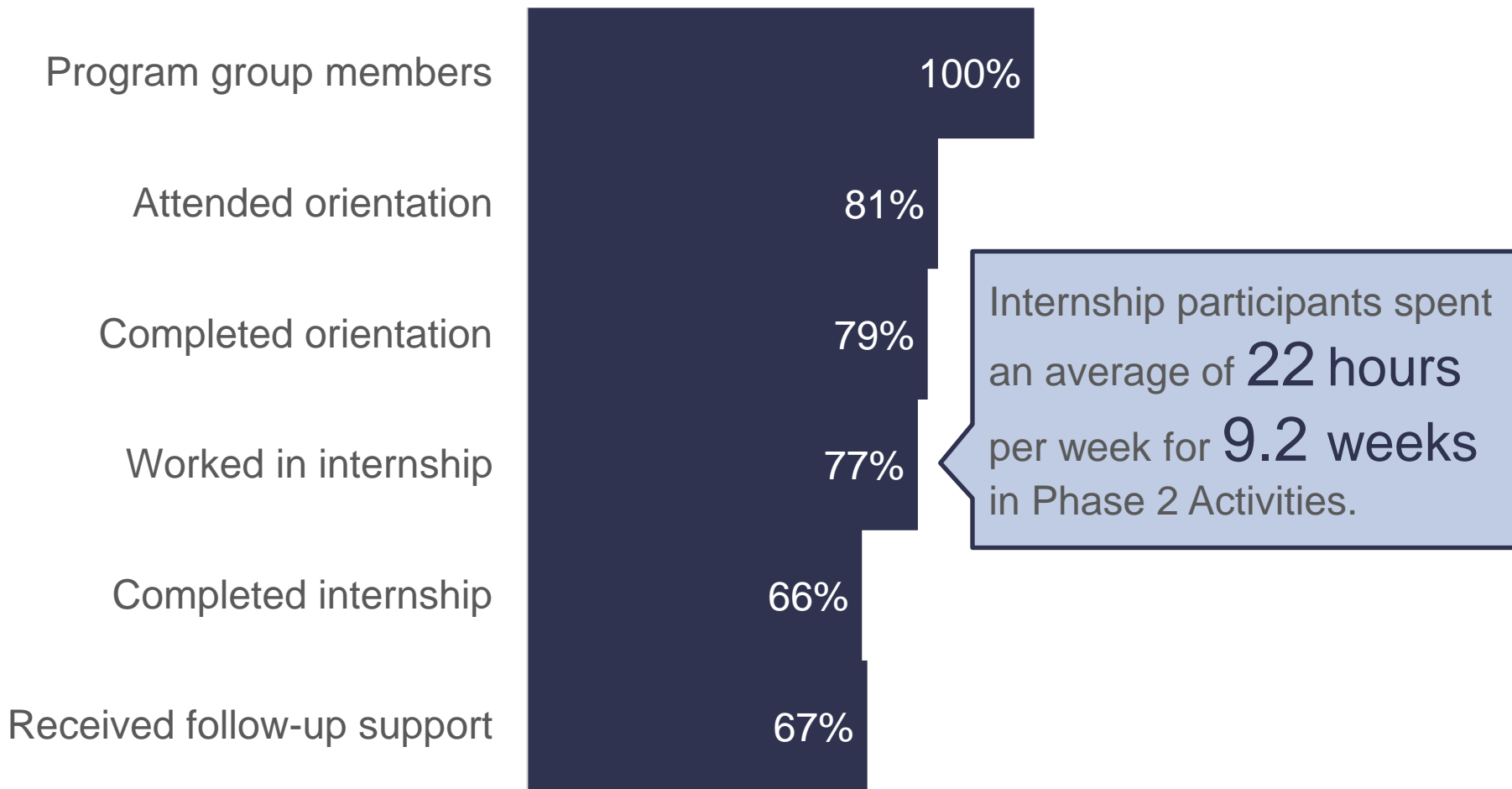
# Overview of Interim (12-Month) Findings



## Sample characteristics at study enrollment



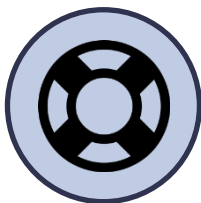
## Program participation



## Key implementation study takeaway

YAIP was **implemented with fidelity** to the model and had **strong retention**, but many participants, worksites, and program staff believed that **participants needed more support and a longer intervention** to improve their long-term employment and education outcomes.

## Overview of 12-month impact findings



### Service Receipt

- ↑ Employment support
- ↑ Advice and mentoring



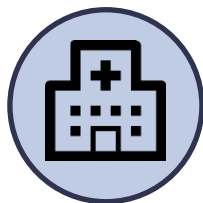
### Employment

- ↑ Employment
- ↑ Annual earnings



### Education

- = Enrollment and attainment



### Well-being

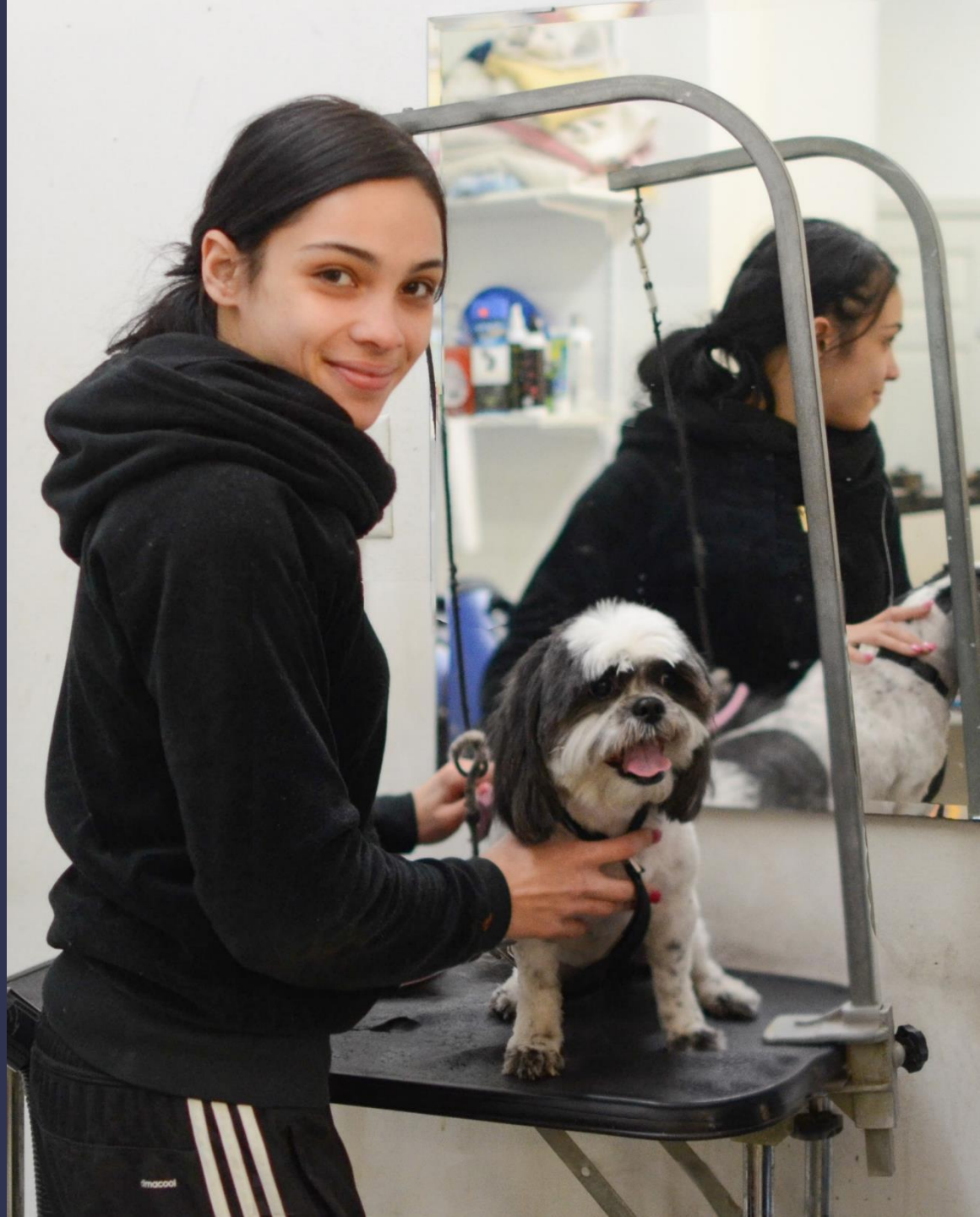
- = Economic and personal well-being



### Criminal Justice

- = Arrests, convictions, incarceration

# 30-Month Impact Findings





## 30-month impacts on confirmatory outcomes



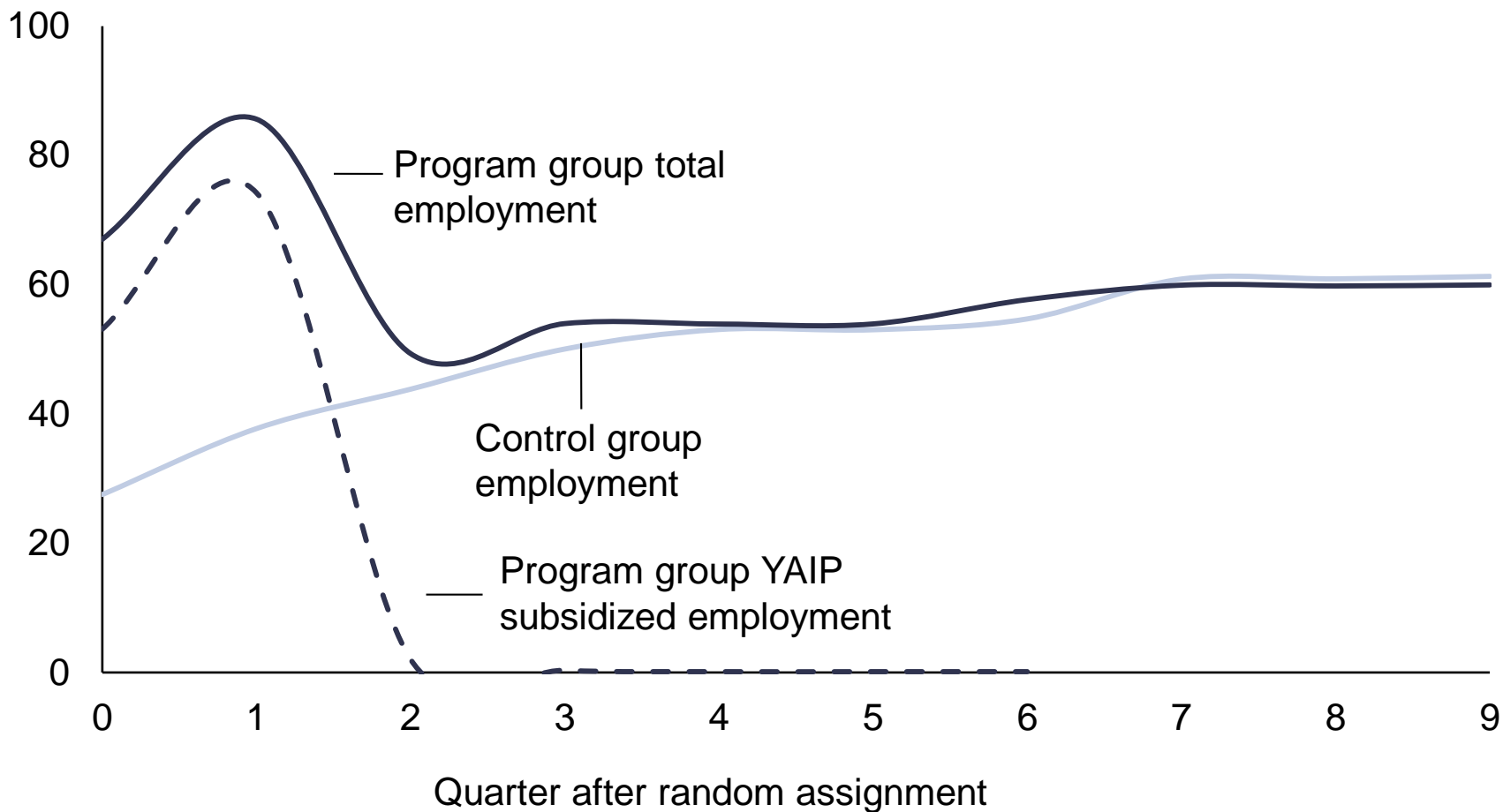
Measure	Outcome (%)	Impact (pp)
Employed, in school, or in training at 30 months	Program 84	2.7
	Control 82	
Measure	Outcome (\$)	Impact (\$)
Earnings in the last year of follow-up	Program 8,131	494
	Control 7,637	

Statistical significance levels: \*=10% \*\*=5% \*\*\*=1%

## Employment over time



### Percent Employed

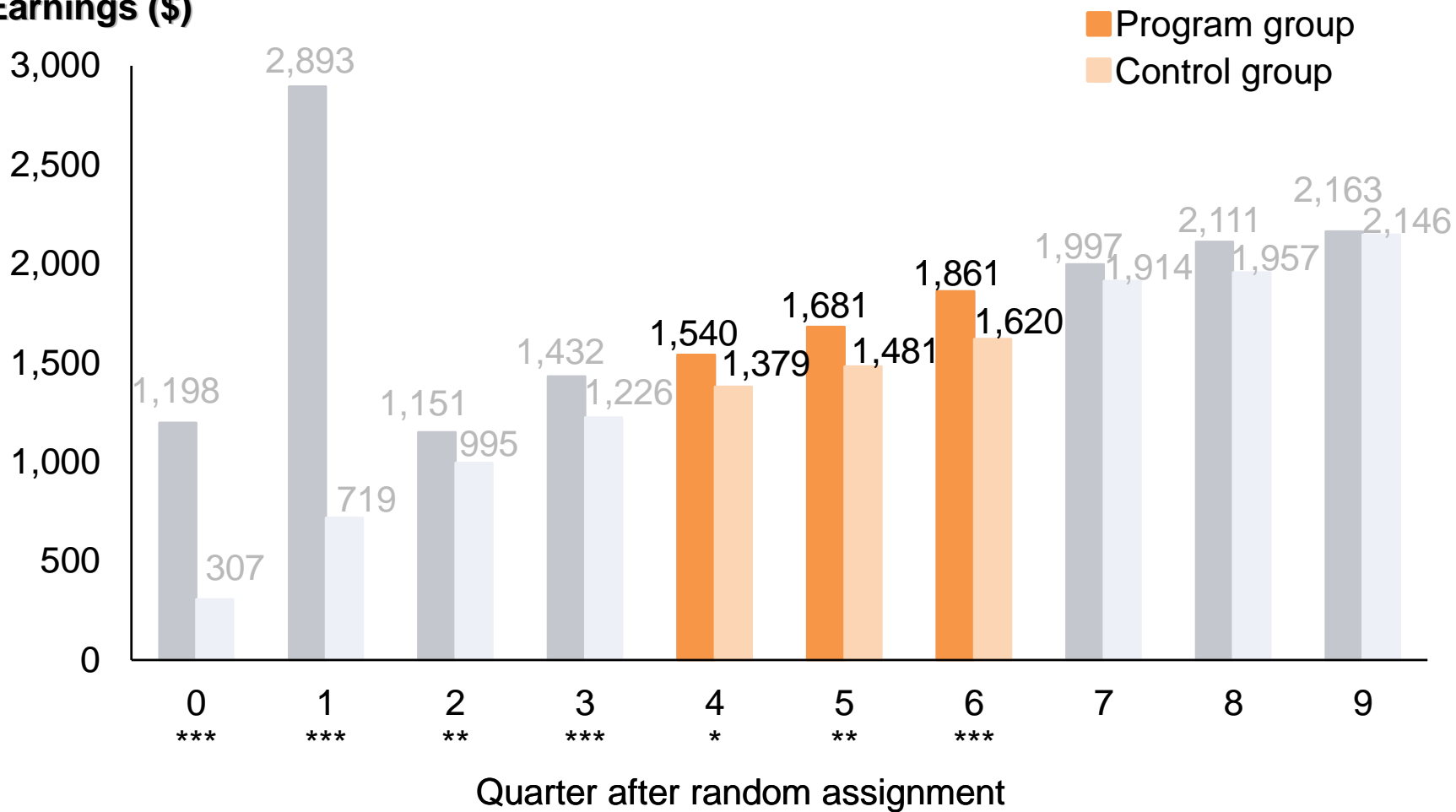


Statistical significance levels: \*=10% \*\*=5% \*\*\*=1%

# Earnings over time



## Earnings (\$)



Statistical significance levels: \*=10% \*\*=5% \*\*\*=1%



## Employment at the 30-month survey

Measure	Outcome (%)	Impact (pp)
Currently employed	Program 65	4.5*
	Control 61	
Employed in a permanent position	Program 52	5.2*
	Control 47	
Earning more than \$10 / hour	Program 34	4.3*
	Control 30	
Working more than 34 hours / week	Program 35	4.5**
	Control 31	

Statistical significance levels: \*=10% \*\*=5% \*\*\*=1%



## 30-month impacts on education, training, and well-being

Measure	Outcome (%)	Impact (pp)
High school credential attainment	<b>Program</b> 22	0.3
	<b>Control</b> 22	
Postsecondary enrollment	<b>Program</b> 23	0.7
	<b>Control</b> 25	
Professional license or certificate receipt	<b>Program</b> 32	-2.1
	<b>Control</b> 31	
Experienced financial shortfall last year	<b>Program</b> 32	0.7
	<b>Control</b> 32	

Statistical significance levels: \*=10% \*\*=5% \*\*\*=1%

## 30-month subgroup impacts



\$1,221 / 17% increase in earnings in the last year of follow-up for women



4 pp decrease in 2-year college enrollment for women



6 pp increase in HSE attainment among those without an HSE at baseline

## Summary of findings

- YAIP dramatically increased short-term employment and earnings.** YAIP doubled earnings in the first year after random assignment and led to higher earnings for the period directly following the internship
- YAIP had few longer-term impacts,** with the exception of modest survey-reported employment impacts at the 30-month follow-up point, which appear to be driven by informal employment

## Program and policy implications

- Participants may need a longer-term and/or more intensive program to improve long-term economic well-being.
- Young people who complete the program may need more support to transition from a subsidized to an unsubsidized job.
- Stakeholders should create pathways or ladders of services with easy entry points and strong connections to occupational training.



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**Advance & Earn is based on evidence, informed by stakeholders and designed with users in mind.**



**Based on collective evidence, NYC Opportunity designed a new integrated model of workforce and education services for opportunity youth.**

NYC Opportunity-funded program administered by the Department of Youth and Community Development (DYCD)

## **Advance & Earn**

Multiple entry points for Opportunity Youth (ages 16-24) with a range of skills

Flexible program length with:

- Literacy & math instruction
- High School Equivalency preparation (HSE)
- Internships
- Advance training opportunities
- Case management
- Transitional support

## Serving Opportunity Youth through Innovative Partnerships

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