



Summer Youth Initiative

Initial Discussion/Planning Session

May 1- September 30 2009

***“An Opportunity to Shine and
Encourage Innovation”***

Jackson Service Center - Wesley Washington Room
March 26, 2009

Today's Agenda

- ARRA Package Overview (30 Minutes)
- Program Design Considerations (60 Minutes)
- The Proposed Model (60 Minutes)
- Partners Roles and Contributions(10 Minutes)
- Next Steps (30 Minutes)
- Adjourn

Recovery Act Package Highlights

***What Does This Mean for
Our Youth?***

Overview - General

- ARRA – American Reinvestment and Recovery Act
 - Youth \$1,968,625*** (est. 500-600 youth)
 - Adult \$ 862,248
 - DW \$1,645,339

- Total **\$4,476,212**
- Must spend funds concurrently with normal formula funds
- SCMW Intent – will focus these funds on education / training
- Spend Fast – Efficiently – with Outcomes (job creation)

Overview - Opportunities

- Enhanced Collaboration within our Region
- Innovation
- Youth – for Work Experience and for Continued Education
- Youth – Career Options and Direction
- Business – Identify Workforce – now and in the future
- Business – Potential Job Creation
- Communities – Growth of Local Business & Workforce



Overview – Youth Challenge

In addition to maintaining quality year round Youth activities, each Workforce Region will be challenged to quickly create and deliver an effective summer youth model that creates summer employment opportunities for as many youth as possible.

- Work readiness will be the only measure for youth participating in summer employment only.
- Local areas have flexibility to determine whether it is appropriate to link academic learning to summer employment

Program Design Considerations

- Objective Assessment and Individual Service Strategies
- Age Appropriate Activities and Work Readiness Goals.
- Integration of Work-Based and Classroom-Based Learning Activities
- Meaningful Work Experiences
- Combination Public and Private Worksites
- Supervisory needs
- Incorporating Green Work Experiences

Program Design Considerations

- Connections to Registered Apprenticeships
- Academic and Occupational Linkages Considered
- Continued Services Supporting Older/Out-of-School Youth During Non-Summer Months.
- Plan for Supportive Services – Identify
- Focus on the Neediest Youth (at risk)
- Follow-up (summer component only)
- Appropriate for on-going activities within program (?)

Opportunities

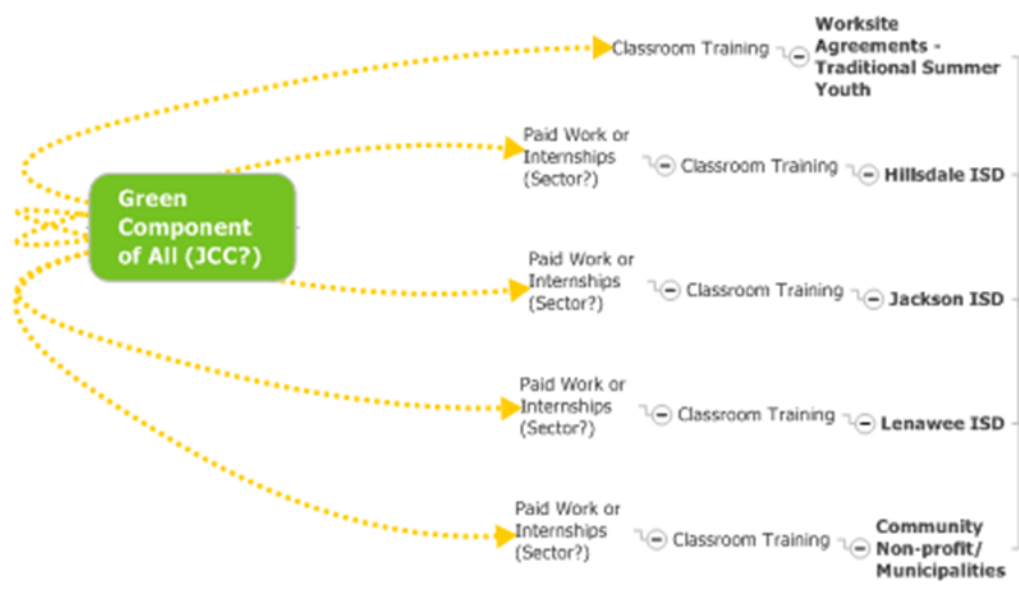
Each county in the SCMW! Region has its own unique economic and educational strengths

- Focus on these strengths and implement a learning and internship experience that will help students to:
 - get work experience and guidance for future career decisions
 - be work-ready in areas where they will be able to find local sustainable employment.
- Excellent institutions of higher learning that can enable the individual students to further their education locally allowing the person to stay on a life long learning track.

The Proposed Model

Question:
 Do We have to Competitively Bid (New Contracts)? or Use Current Contractor that was competitively bid out??

Business Fellowship Used for Oversight - Supervisory Purposes (classroom) Team with Dislocated Workers (on job sites) - 2 Team Approach



SCMW! Summer Youth Component

Eligibility, Enrollment and Assessment - through HRDI & JCC (Current Contracts)

HRDI - Youth Pay/Stipends Supportive Services: Transportation (gas cards, bus tokens, mileage reimbursement) Other: ?

Intake and Assessment

- Begin WIA Eligibility and Intake -Immediately
- Student Completes JobFit Assessment
- Student is Evaluated for Supportive Services
- Career Path Determination Made
- Youth moved into paid classroom training and appropriate internship and/or Work Experience

Paid Classroom and Internships

- Student Attends Defined Classroom Training – if necessary
- Business Solutions Team Coordinates with Counselors to Determine Appropriate Internship for Students
- Business Fellowship used for Oversight Supervisory Purposes (possibly Dislocated Worker) -Team

Partners Roles and Contributions

- Shared ideas and thoughts
- Identify who else should be at the table

Next Steps

- Identify Partners and their roles (today) – who else is not here that should be invited?
- Identify Worksites - Now
- Outreach into Schools - Now
- Begin Eligibility Determination Process – NOW
- Other?
- Other?