

**WASHINGTON STATE
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
MEETING NO. 156
July 27-28, 2011**

**YOUTH UNEMPLOYMENT COMMITTEE
POLICY AND PROGRAM OPTIONS AND FRAMING QUESTIONS**

Background

In 2008, the Washington State Legislature passed Senate Bill 6261 which called for the Workforce Board to examine programs to help young people between 18 and 24 years of age be more successful in the workforce and make recommendations, every two years, on ways to improve policies and programs in Washington. In December of 2008, the Board published its initial report.

In December 2010, the Board completed its second report, entitled “Wanted: Work Experience for Young Adults.” At its May meeting this year, the Board established a Youth Unemployment Committee to further develop programs and policies to address the unemployment issue for youth. The Committee consists of Board members Mike Hudson, Beth Thew, Lutz Ziob, and Mark Mattke. In addition, designees Betty Klattenhoff, Office of Superintendent of Public Instruction (OSPI) and Peter Lahmann, Washington State Apprenticeship Coordinators Association are Committee members.

The Committee has focused its work on the following two areas:

1. Programmatic ways to engage business and labor in creating more opportunities for work experience for youth.
2. Policies that support “multiple” or “career” pathways for youth.

Included in this tab are summaries of relevant programs and policies in Washington and other states and framing questions for the Board discussion. Also in this tab is a summary of the DOL Workforce Innovation Fund initiative that may be a source of funding for a new program of workplace learning.

Board Action Requested: None. Presentation and discussion only.

Youth Unemployment Options and Framing Questions

Programmatic Focus

Theme: Ways to engage business and labor in creating more opportunities for work experience for young adults.

Possible Options:

1. The Workforce Board sparks private sector organizations to lead initiatives that provide internships for students and/or disconnected youth.
2. Build on successful existing Washington programs, such as Opportunity Internships and Opportunity Partnership programs.
3. Develop and submit a grant application for the U.S. Department of Labor’s Workforce Innovation Fund Initiative.
4. Replicate or scale-up a “best practice” program.

Questions:

- a. Should the focus be on work experiences for disconnected youth or for students, or both? On “vulnerable youth”?
- b. Should we build on existing programs, such as the Opportunity Internship Program, or create a new program?
- c. What organizations should be involved/would be interested?
- d. What can we implement without state general-fund monies? What are other funding sources?

Policy Focus

Theme: Policies that support “multiple pathways.”

Possible Options - See attached table on the following policy options:

1. Strengthening of Perkins requirements.
2. Career-related support of STEM programs of study.
3. Comprehensive development of “multiple” or “career” pathways systems.

Questions:

- a. What initiatives are other education entities planning (such as HB 1710 Committee)?
- b. Are there legislators who will champion an initiative?
- c. What are Board members and other key stakeholders ready to support?

Pathways to Prosperity Policy Initiatives – Options

	Perkins Programs of Study	STEM Learning Exchanges - Illinois	Linked Learning - California	Current Washington Law/ Regulation/Programs
Theme	Enhanced Career and Technical Education Programs of Study.	Career-related support of STEM Programs of Study.	Comprehensive development of multiple pathways.	Pathways at discretion of local school districts.
Structure	Local Perkins recipients required to implement at least one Program of Study.	Public private partnerships (P-20 institutions, industry, labor, WIBs, CBOs).	Career academies, themed schools, or skill centers implement. Linked Learning Alliance promotes expansion.	Occupation Education course required (“career concentration” of two additional courses proposed).
Sector Focus	Focus will be on four key sectors: IT, Health, Manuf./Aerospace, and Agriculture.	Partnerships in nine STEM “application areas.”	Pathways organized around key industry sectors.	School districts accountable for number of CTE programs in high-demand fields.
Curriculum content	Technical content aligned with academic standards in a coordinated, non-duplicative progression of courses.	Provide professional development for integrated curriculum & E-learning.	<ul style="list-style-type: none"> • Academics related to industry theme. • Technical skills focused on high skill, high-wage employment. 	<ul style="list-style-type: none"> • OSPI provides guide for CTE equivalency crediting.
Work Experience	Currently not required. Option: require work experience as part of Program of Study	<ul style="list-style-type: none"> • Provide internships and work-based learning opportunities. • Sponsor challenges and project management. 	Work-based learning, including internships, virtual apprenticeships, and school-based enterprises.	<ul style="list-style-type: none"> • Opportunity Internship Program (300 internships for low-income secondary students). • 5,044 CTE students in cooperative worksite experience. • Opportunity Partnership Program (90 internships for low-income college students).
Career Counseling/ Support Services	Career counseling a permitted activity for Perkins funding.	<ul style="list-style-type: none"> • Provide career awareness activities and support for individualized career planning and transitions to postsecondary. • Support student organizations. • Expand access to educational resources for Program of Study. 	Support services, including additional instruction, counseling and supplemental services.	<ul style="list-style-type: none"> • High School & Beyond Plan. • Navigation 101 and AVID curriculum in about 1/3 of school districts. • Building Bridges/JAG programs. • Community College student support services (career guidance and employment services).

Workforce Innovation Fund Summary

Background

The 2011 Federal Appropriations Act established the Workforce Innovation Fund which provides \$124.7 million to fund projects that demonstrate innovative strategies or replicate effective evidence-based strategies that align and strengthen employment outcomes for program beneficiaries.

Eligible applicants are states, state agencies, consortia of states, or partnerships, including regional partnerships (which means partnerships of local Workforce Investment Boards).

RFP likely to be issued this fall.

Purpose of Fund

The fund is intended to [*emphases added*]:

- Invest in projects that deliver services more efficiently and achieve better outcomes, particularly for *vulnerable populations* and dislocated workers.
- *Support* both *structural reforms* and the delivery of services.
- Emphasize knowledge about effective practices through rigorous evaluation.
- Translate into improved labor market outcomes and increased cost efficiency.
- Encourage the use of waivers to facilitate funding across programs and funding streams.

Priority Focus Areas

1. Leveraging new technology to improve services for job seekers and employers.
2. *Implementing career pathway approaches* that enable *low-skilled youth* and adults to succeed in postsecondary education and industry-recognized credentials.
3. *Developing local and regional partnerships* with employers, community colleges, community-based organizations, universities, and others to leverage resources and coordinate activities.

Possible Effective Strategies

- a. **Sector strategies.**
- b. Strategies to increase credential attainment.
- c. *Bridge programs for career pathways for young adults* and low-skilled adults.
- d. Reemployment strategies.
- e. *Improving services to vulnerable populations.*

Notable Programs - Work Experience for Youth

National Programs

YouthBuild

In YouthBuild programs, **low-income young people ages 16–24 work toward their GED or high school diploma while learning job skills by building affordable housing for homeless and low-income people.** Strong emphasis is placed on leadership development and community service. **All YouthBuild students are poor and many have had experience with foster care, juvenile justice, welfare, and homelessness.** Participants spend 6 to 24 months in the full-time program, dividing their time between the construction site and the YouthBuild alternative school.

Community- and faith-based nonprofit organizations sponsor most programs, although some are sponsored by public agencies. Each YouthBuild program raises private and public funds to support itself. Primary funding for local YouthBuild programs comes from the U.S. Department of Labor under the federal YouthBuild program, administered by the Employment and Training Administration (ETA), which makes grants directly to local sponsors of YouthBuild programs on a competitive basis.

There are now 273 YouthBuild programs in 45 states, Washington, DC, and the Virgin Islands. 92,000 YouthBuild students have built 19,000 units of affordable, increasingly green, housing since 1994.

Youth Engagement Zones (YEZ)

The purpose of the *Youth Engagement Zones* initiative is to increase student engagement (including attendance and behavior) and improve student achievement (including graduation rates and college-going rates) through community collaborations. The grants build on a community's assets to create a network of individuals, organizations and institutions that support young people's positive development by: 1) Engaging youth as positive contributors through service-learning to demonstrate the relevance of academic coursework and the value of civic engagement to their educational and personal development; 2) Connecting with citizens from diverse communities, backgrounds and perspectives to provide expanded opportunities to serve; and 3) Building enduring capacity within communities to become more effective at **using service as a solution to address pressing challenges.**

The program provides youth, particularly those from disadvantaged circumstances, with service-learning experiences that will increase student civic, academic and life skills while meeting local community needs. Programs engage middle and high school students in school-based and community-based service-learning projects that are intensive, structured, supervised, and designed to produce identifiable improvements to the community. Service-learning activities encourage collaborative community problem-solving that increases students' academic and civic engagement while improving the odds that they will succeed in secondary school and graduate from high school.

Washington State Grant Award: \$1,050,000 to Seattle Public Schools, Seattle, WA

Program Summary: Seattle Public Schools, in partnership with Nature Consortium, Seattle Parks and Recreation and South Seattle Community College (SSCC), will improve student engagement, academic achievement, graduation rates and college attendance in the Seattle Youth Engagement Zone (SYEZ). Focusing on attendance, behavior and attachment to school and community, specialists will build a catalogue of community needs and work with students and community members to address them. The SYEZ will support STEM-based service-learning projects, such as SSCC's partnership with a local high school that will provide a college-level math course and prepare the students for college entrance exams. Additional links to STEM curriculum and academic standards include a chemistry study examining water quality and an analysis of ecosystems that support a healthy river.

National Academy Foundation

The National Academy Foundation (NAF) is a leader in the movement to prepare young people for college and career success. For nearly 30 years, NAF has refined a proven educational model which includes industry-focused curricula, **work-based learning experiences**, and business partner expertise

from our four themes: Finance, Hospitality & Tourism, Information Technology, and Engineering. Employees of more than 2,500 companies volunteer in classrooms, act as mentors, engage NAF students in paid internships and serve on local Advisory Boards.

NAF academies can take the form of small learning communities within larger schools or as stand-alone public high schools. NAF currently has academies in 21 of the 25 largest school districts in the United States. NAF academies are organized around one of four career themes—Finance, Hospitality & Tourism, Information Technology, or Engineering—viable industries with demonstrated growth and strong potential in the years ahead. In addition to core academic courses, students take industry-specific classes related to these themes and **participate in work-based learning activities** to put their lessons into action.

Year Up Inc.

Year Up's mission is to close the Opportunity Divide by providing **low-income young adults** with the skills, experience, and support that will empower them to reach their potential through professional careers and higher education. Year Up achieves this mission through a high support, high expectation model that combines marketable job skills, stipends, **internships** and college credits. Its holistic approach focuses on students' professional and personal development to place these young adults on a viable path to economic self-sufficiency.

Year Up's high expectation, high support program provides the technical and professional skills, higher education credentials, and opportunities that are essential for a young adult's path to economic self-sufficiency. Our innovative approach takes four elements – education, experience, support and guidance – and combines them into a system that emphasizes high expectations for quality work and professional behavior. A strong structure guides students as they take the needed steps to succeed in careers and post-secondary education.

Year Up currently serves more than 1,000 18-24 year-old students a year at sites in Atlanta, Baltimore (college-based pilot program), Boston, Chicago, New York City, Providence, San Francisco Bay Area, the National Capital Region, and Puget Sound (Seattle).

Puget Sound Partners: Alaska Airlines/Horizon Air; Amdocs; City of Seattle; REI; Fred Hutchinson Cancer Research Center; Google; JPMorgan Chase & Co.; Liberty Mutual Agency Corporation; Safeco Insurance; Liberty Mutual Surety; Liberty Mutual Northwest; PopCap

AmeriCorps/Washington Service Corp

The individual placement program is for unemployed, out-of school youth between the ages of 18 and 25. The team-based program serves any resident of the state 17 years and older who is a citizen or a permanent resident alien.

Program Description: Washington Service Corps (WSC) engages people across the state **in full-time service projects** benefiting their local communities. It was formed in anticipation of a national program to establish a service delivery system and provide state matching funds. With the advent of the federal AmeriCorps program, WSC developed a broad-based program to involve service opportunities for Washington residents, both in teams and as individuals. AmeriCorps is **a service program, not a workforce or training program**. Although members receive some job and work maturity skills training, it is not the intent or the focus of the program.

Participation: 899 participants were served by the Washington Service Corps/AmeriCorps program between September 1, 2009 and August 31, 2010.

State Programs

Wisconsin Youth Apprenticeship

What is the YA program? Youth Apprenticeship (YA) integrates school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries. Local programs provide training based on statewide youth apprenticeship curriculum guidelines, endorsed by business and industry. Students are instructed by qualified teachers and skilled worksite mentors. Students are simultaneously enrolled in academic classes to meet high school graduation requirements, in a youth apprenticeship related instruction class, and are employed by a participating employer under the supervision of a skilled mentor.

Program Framework: Key elements of the youth apprenticeship program are: Industry-developed skill standards; Exposure to multiple aspects of the industry; Skilled mentors assigned to train the students; Paid on-the-job work experience; Related classroom instruction concurrent with work-based learning; Curriculum guidelines for all programs; Performance evaluation of demonstrated competencies; State-issued skill certificate.

Central Vermont School-to-Work Liaison Network

The Central VT School-to-Work region is comprised of 5 school districts and 23 regional schools. The establishment of the STW Liaison Network was initiated in 1997. There are now 14 liaisons in 12 of the region's 23 schools. A liaison network: 1) Facilitates wider and easier communication between schools and the region; 2) improves the knowledge base and dissemination of STW information; establishes a system for the sharing of successful practices; and provides a stable foundation for STW practitioners to support each other

STW RESOURCE POOL PLANS - STW Resource Pool Plan Program give teachers access to funds for creating new and sustainable STW activities or projects. Liaisons had specifically requested more money for materials, travel expenses, equipment, etc. rather than an increase in their stipend. The criteria for Resource Pool Plans were: 1) Plans had to outline a sustainable project or program that would support and broaden STW activities in their individual school; 2) Plans were developed and implemented with a content area teacher and incorporated an applied academics approach; 3) Plans needed the endorsement of administrators, both to support the project in the implementation stage and to sustain it when STW funding ceased. Resource Pools have proven to be a highly effective mechanism for building and sustaining meaningful STW programs in our schools.

Youth Employment Partnerships (YEP) - Toronto

Since 2001, the City of Toronto has funded and coordinated Youth Employment Partnerships (YEP), a non-profit neighborhood-based youth employment network. The program is organized by the Youth Employment Unit of the Social Development, Finance, and Administrative division of the City. Its success lies in its coordinated approach to job development. The network of agencies works with youth, **ages 15 to 29**, to assess their skills and provides access to a large pool of resources - over 5,000 employers and industry organizations use YEP network services, and the jobs made available range from entry-level to skilled.

YEP and its network of agencies work with organizations to:

- Provide free employment assistance
- Screen and match skilled and knowledgeable young people to job openings
- Offer pre-employment and on-going support
- Employer and potential employee support on a confidential, individual basis
- Prepare potential employees for new work challenges
- Arrange free job fairs when an organization has multiple job postings
- Arrange wage subsidies (where available)
- Provide guidance and support regarding apprenticeship opportunities
- Provide training assistance
- Share job opportunities on a city-wide basis

Opportunity Internship Program (OIP)

OIP Purpose: Build educational and employment pipelines for low income high school students in high demand occupations in targeted industries.

Administration of Program: The Workforce Board is to award grants and enter into contracts with up to 10 consortia to deliver the program. For FY 2012, \$500,000 is being allocated for administration of the program and awarding of grants. It is expected that approximately 400 students will be served by the program during the fiscal year. The Board is also required to conduct an outcome evaluation of the program. Consortia may be composed of the Workforce Development Council (WDC), the Economic Development Council, area high schools, community or technical colleges, apprenticeship council and pre-apprenticeship programs, public and private four-year institutions of higher education, private vocational schools, employers in targeted industries, and labor organizations.

Consortia Activities: Consortia must commit to the following activities: identifying high demand occupations in targeted industries for which internships and pre-apprenticeships will be developed and provided for low income students; developing paid or unpaid internships and pre-apprenticeships of at least 90 hours; providing mentoring and assistance with college applications and financial aid; guaranteeing a job interview if a participating student completes a postsecondary program of study; conducting outreach efforts; and submitting an annual report to the Workforce Board, including an annual list of OIP graduates from the consortium and graduates who have completed a postsecondary program of study, obtained employment in a high-demand occupation that pays a starting salary or wages of not less than \$30,000 annually, and remain employed for at least six months.

Consortia are also encouraged to: provide paid summer internships and pre-apprenticeships; work with area high schools to incorporate OIP into comprehensive guidance and counseling programs and make the internships count as worksite learning experiences for high school credit; and coordinate with other workforce education and financial aid programs.

Program Incentives: OIP graduates are eligible for up to one year of financial assistance for postsecondary education through the State Need Grant program. The Workforce Board is to allocate to each consortium an incentive payment of \$2,000 for each graduate who completes a postsecondary program of study, obtains employment in a high-demand occupation that pays a starting salary or wages of not less than \$30,000 annually, and remains employed for at least six months.

Opportunity Partnership Program

In 2007, the Legislature created the Opportunity Partnership Program to provide industry mentors for income-eligible students to help them complete their programs of study and transition to the workforce successfully. Participating students are matched with a business or labor mentor employed in their field of study. The mentor will help the student explore careers and employment options through any combination of tours, informational interviews, job shadowing, and internships. The State Board for Community and Technical Colleges contracts with the Workforce Training and Education Coordinating Board to administer the program.

SODO, Inc – King County

Offering hands-on exposure to a range of careers, including "green" jobs and technologies, the SODO, Inc. (Seeking Opportunities, Developing Occupations) program provides job training and **employment experiences for young adults previously involved in the justice system** - opportunities that are changing lives and futures. Thanks to the efforts of the SODO, Inc. instructors, young adults who have dropped out of high school, become discouraged and involved with the criminal justice system, gain an opportunity to re-engage with education, work to obtain post-secondary credentials that are valued by King County manufacturing and industrial employers, and turn their lives around.

This innovative partnership between the King County Work Training Program YouthSource/WorkSource Renton, South Seattle Community College Georgetown Campus, and the Manufacturing Industrial Council is a public-private venture that effectively prepares disadvantaged young adults ages 18-24 for family wage careers. The program offers college training, industrial

credentials, private sector internships, individualized case management, and job placement assistance. Funding and additional support is provided by the Workforce Development Council of Seattle-King County. A continuum of community-based programs provide additional support. SODO students learn a wide variety of skills, including tool use, first aid, industrial safety, and basic work habits and attitudes. Each student has an opportunity to explore apprenticeships in weatherization, drywall, carpentry, heating and cooling installation, and energy-efficient windows taught by union-affiliated instructors at the college. A paid internship offers each student an opportunity to work with a private employer to practice what they learned.

GruB – Olympia

GRuB's Cultivating Youth Employment & Drop-out Prevention Program engages 30+ low-income teens each year in land & community-based projects, centering their work on overcoming the very obstacles that place their well-being at risk – hunger, poverty, inequality, and oppression. While meeting their own needs, they improve the lives of others by growing food for the food bank, their own families, and for market. In the immediate sense, GRuB offers employment training and supports low-income youth as they advance toward high school graduation. In the long term, we are empowering a new generation of leaders.

Our proven curriculum centers on GRuB's core themes of Farming Self, Farming Land, & Farming Community.

Farming Self (Personal Development): Weekly 'Straight Talk' (youth and staff to give constructive feedback about their work and behavior); Trust-building activities; Workshops: public speaking, non-violent communication, conflict de-escalation, & healthy relationships; One-on-one check-ins with staff to set goals in regard to academics, post-high school, family, and life; Support for crewmembers and alumni in completing their *FAFSA*; Learning to plan and prepare nutritious meals using seasonal produce.

Farming Land (Sustainable Land Stewardship): Leading the production and harvest of over 11,000 pounds of produce. Over half of this food is directed to our crewmembers, their families, and the Food Bank; Leading hundreds of community volunteers on the farm; Engaging in needed fieldwork at area farms dedicated to the production of food for the food bank

Farming Community (Civic Engagement & Community Service): Building free gardens for low-income families through GRuB's Kitchen Garden Project. This past spring, GRuB youth participated in 57 garden builds, a record number for us; Assisting in hosting workshops to support new gardeners using skills they have learned on the GRuB Farm.