

YOUTH OVERSIGHT COMMITTEE

June 19, 2019

8:30 A.M.

COFA Conference Room

PRESENT: V. Zeppelin, B. Nugent, T. Watts, S. Kittel

EXCUSED: K. Shanks-Booth

STAFF: J. Mattick, D. Achilles, S. Alvord

CALL TO ORDER

Ms. Nugent called the meeting to order at 8:35 a.m.

APPROVAL OF MINUTES

It was Moved by Ms. Zeppelin and seconded by Mr. Watts and unanimously adopted by voice vote of members present to approve the minutes of May 22, 2019.

WIOA YOUTH EXPENDITURE UPDATE

- a) In School vs Out of School Expenditures
- b) 20% Work Experience Requirement
- c) Overall Expenditures

Ms. Mattick explained the WIOA Youth Contract Expenditures report. The WIOA Youth accrued expenditure rate is at 76% of total contract. The committee discussed the exit numbers and where in the program the WIOA youth exiting. Ms. Mattick and Ms. Alvord will update the committee on exits for last year and quality indicators for next meeting. They will create a reporting form for OET. Ms. Mattick reported that OET is conducting outreach in outlying areas of the County and City of Ithaca.

NEXT STEPS – WIOA YOUTH

Ms. Alvord, Ms. Mattick and Ms. Shanks-Booth will meet with Ms. Mouillesseaux-Grube to review the 14 Service Elements and how OET is providing services to Youths. Ms. Mattick is in the process of procuring partners to contract for job coaching services. The goal is to increase number of youth with disabilities served by OET.

SYEP UPDATE

Ms. Alvord is working with IYB and OET to get SYEP started. IYB started orientation last week and OET starts next week. Waiting for final allocation from NYS to make recommendations to allocate the funds from SYEP. The contract with OET is to serve 75 participants and IYB to serve 84 participants.

DIRECTOR'S UPDATE

Ms. Mattick informed the committee that the Board held an Advanced Manufacturing Listening Session with seven manufacturers (BorgWarner, Cargill, Incodema 3D, Rheonix, C&D Assembly, Transonic Systems, PALL) and multiple agencies (TST BOCES, TC3, Tompkins Workforce NY, NYSDOL, GIAC, Challenge Workforce Solutions.) The discussion allowed manufacturers to inform agencies of the work readiness skills manufacturers look for when they hire new employees.

Tompkins Cortland Community College is applying for a grant to add skills needed for manufacturing into their Applied Sciences & Technology Degree Program. There is a follow up meeting with manufacturers to help in the implementation of course work that should be included in this degree.

Ms. Mattick is considering conducting listening sessions in other industries to further educate what needs are in our community.

Ms. Mattick will do a presentation on SkillUp Tompkins Initiative at the July 17th meeting.

ADJOURNMENT

Ms. Nugent adjourned the meeting at 9:45 a.m. The next meeting is scheduled for Wednesday, July 17th at 8:30 a.m. at COFA conference room.

Minutes prepared by Diane Achilles

Office of Employment and Training WIOA Youth Contract Expenditures

	Work Experience Budget	Expended as of 4/30/19	% Expended
In School	15100	15567	103.09%
Out of School	60226	30166	50.09%
Total	75326	45733	60.71%
	Staff Wages	Expended as of 4/30/19	% Expended
In School	28352	20920	73.79%
Out of School	113406	79128	69.77%
Total	141758	100048	70.58%
	Supportive Services	Expended as of 4/30/19	% Expended
In School	813	435	53.51%
Out of School	3252	2052	63.10%
Total	4065	2487	61.18%
	Overall Budget	Expended as of 4/30/19	% Expended
In School	63400	52606	82.97%
Out of School	253600	163238	64.37%
Total Contract Expended	317000	215844	68.09%

WIOA Youth Enrollments & Exits

	July 1, 2016-June 30, 2017	July 1, 2017-June 30, 2018	July 1, 2018-April 30, 2019
Total Enrollments	33	15	13
Total In School	4	2	2
Total Out of School	29	13	11
Exits	28	50	21

14 Service Elements of WIOA Title I Youth Program

Along with intake, eligibility, objective assessment, and development of individual service strategy with youth ages 14 to 24, Workforce Innovation and Opportunity Act (WIOA) Title I Youth Programs are required to provide access to following 14 program service elements. The youth enrollment occurs when the youth receives one of the elements for the first time.

1. **Tutoring, study skills training, instruction and dropout prevention strategies** that lead to completion of a high school diploma includes services such as providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, or providing tools and resources to develop learning strategies. Dropout prevention strategies intended to lead to a high school diploma include activities that keep a young person in-school and engaged in a formal learning and/or training setting.
2. **Alternative secondary school services** assist youth who have struggled in traditional secondary education. Dropout recovery services are those that assist youth who have dropped out of school. Both types of services help youth to re-engage in education that leads to the completion of a recognized high school equivalent. Examples of activities under this program element include:
 - Basic education skills training
 - Individualized academic instruction
 - English as a Second Language training
 - Credit recovery
 - Counseling and educational plan development
3. **Paid and unpaid work experience** is a planned, structured learning experience that takes place in a workplace and provides youth with opportunities for career exploration and skill development. A work experience may take place in the private for-profit section, the non-profit sector, or the public sector. Work experience for youth: summer employment and other employment opportunities available throughout the school year, pre-apprenticeship programs, internships and job shadowing, and on-the-job training.
4. **Occupational skills training** is an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Occupational skills training:
 - is outcome-oriented and focused on an occupational goal specified in the individual service strategy for the youth;
 - is of sufficient duration to impart the skills needed to meet the occupational goal; and
 - leads to the attainment of a recognized postsecondary credential
5. **Education offered concurrently with workforce preparation** and training for a specific occupation element reflects an integrated education and training model and describes how workforce preparation activities, basic academic skills, and hands-on occupational skills training are to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway. This element is also referred to as Integrated Education or Contextualized Instruction.
6. **Leadership development opportunities** encourage responsibility, confidence, employability, self-determination, and other positive social behaviors. Leadership development includes:
 - Exposure to postsecondary educational possibilities
 - Community and service learning projects
 - Peer-centered activities, including peer mentoring and tutoring
 - Organizational and team work training, including team leadership training
 - Training in decision-making, including determining priorities and problem solving
 - Citizenship training, including life skills training such as parenting and work behavior training
 - Civic engagement activities which promote the quality of life in a community
 - Other leadership activities that place youth in a leadership role, such as serving on youth leadership committees

7. **Supportive services** enable an individual to participate in WIOA activities. These services enable an individual to participate in WIOA activities (such as, but not limited to, assistance with transportation, child care, housing, health care, educational testing, and work-related tools).
8. **Adult mentoring** is a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee.
9. **Follow-up services** are critical services provided following a youth's exit from the program. The goal of follow-up services is to help ensure that youth are successful in employment and/or postsecondary education and training. Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise.
10. **Comprehensive guidance and counseling provides** individualized counseling to participants. This program element also includes substance and alcohol abuse counseling, mental health counseling, and referral to partner programs.
11. **Financial literacy education** provides youth with the knowledge and skills that they need to achieve long-term financial stability. Financial literacy education encompasses information and activities on a range of topics, such as creating budgets; setting up checking and saving accounts; managing spending, credit, and debt; understanding credit reports and credit scores; and protecting against identify theft.
12. **Entrepreneurial skills training** provides the basics of starting and operating a small business. This training helps youth develop the skills associated with entrepreneurship, such as the ability to take initiative, creatively seek out and identify business opportunities, develop budgets and forecast resource needs, understand various options for acquiring capital and the trade-offs associated with each option, and communicate effectively and market oneself and one's ideas. Examples of approaches to teaching youth entrepreneurial skills include:
 - Entrepreneurship education introducing to the values and basics of starting and running a business, such as developing a business plan and simulations of business start-up and operation.
 - Enterprise development which provides supports and services that incubate and help youth develop their own businesses, such as helping youth access small loans or grants and providing more individualized attention to the development of viable business ideas.
 - Experiential programs that provide youth with experience in the day-to-day operation of a business
13. **Services that provide labor market and employment information** about in-demand industry sectors or occupations available in the local area and includes career awareness, career counseling, and career exploration services. Labor market information also identifies employment opportunities, and provides knowledge of job market expectations, including education and skill requirements and potential earnings. Numerous tools and applications are available that are user-friendly and can be used to provide labor market and career information to youth. These tools can be used to help youth make appropriate decisions about education and careers.
14. **Postsecondary preparation and transition activities** help youth prepare for and transition to postsecondary education and training. These services include helping youth explore postsecondary education options, including technical training schools, community colleges, 4-year colleges and universities, and Registered Apprenticeship programs. Examples of other postsecondary preparation and transition activities include:
 - Assisting youth to prepare for SAT/ACT testing
 - Assisting with college admission applications
 - Searching and applying for scholarships and grants
 - Filling out the proper Financial Aid applications and adhering to changing guidelines
 - Connecting youth to postsecondary education programs

Connect the young-adults with the Youth Point of Contact to received WIOA Youth Services:

<https://labor.ny.gov/youth/get-local-assistance.shtm>