

**Workforce Investment Board of Merced County  
Youth Council**

**UC Cooperative Extension  
2145 W. Wardrobe Ave, Merced, CA  
Wednesday, September 8, 2004 – 4:00 p.m.  
Meeting Agenda**



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1. Call to Order and Roll Call .....
  2. Approve Agenda .....
  3. Approve Minutes (July 14, 2004 (Addendum)/August 11, 2004) .....
  4. Public Opportunity to Speak .....
  5. Announcements .....
  6. Action Agenda .....
  - a. Youth Council Goal #2 .....
  7. Information Agenda .....
  - a. High Concentrations of Youth Plan .....
  - b. Youth Council Facts/Accomplishment Paper .....
  - c. Innovative Transitions Youth Grant .....
  - d. SB 215 – Youth Development Act .....
  8. Chair Comments/Roundtable/Future Agenda Items .....
  9. Date/Time and Location of Next Meeting – Oct 13, 2004, 4:00 p.m., UC Cooperative Extension.....
  10. Adjourn .....

## Workforce Investment Board of Merced County

# Youth Council

Merced County Office of Education – Clark Room

632 West 13<sup>th</sup> Street, Merced, CA

Wednesday, July 14, 2004, 4:00 p.m.

## Meeting Minutes



MERCED COUNTY YOUTH COUNCIL

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**Members Present:** Bob Bittner, Stephanie Busbea, Claudia Corchado, Natalie Culver, Evelyn Eagleton, Alexander Hall, Robert Harmon, Kathy Hassett, Mary Jane Hawkes, Taide Hernandez (Vice Chair), Rebecca Lincoln, Nellie McGarry (Chair), Edgar Perez, Vann (Mike) Smith

**Members Absent:** Ana Andrade, Mary Cavazos, Ben Duran, Rennise Ferrario, Laura Gongora, Charlie Lambert, Richard Mahacek, Kristen Miller, Jim Newberry, Mayra Ramirez, Ralph Vigil, Rev. Craig E. White, Sr.

**WI Staff Present:** Maria Castro, Dave Davis, Joanne Presnell

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**1. Call to Order/Roll Call:** The Chair called the meeting to order at 4:08 p.m., and roll call was taken.

**2. Approve Agenda:** It was *M/S/C Sullivan/Bittner* to approve the agenda as written.

**3. Approve Minutes:** It was *M/S/C Eagleton/Hall* to approve the June 9, 2004 minutes.

**4. Public Opportunity to Speak:** None.

**5. Announcements:**

a. Ms. Evelyn Eagleton provided Youth Opportunity Program handouts for review. Ms. Eagleton also made note that the youth are thriving in the program.

b. The Boys and Girls Club Golf Tournament scheduled for July 16, 2004 at Stevinson Ranch has been cancelled. Ms. Claudia Corchado announced there will be a Comedy Show on July 18, 2004. All proceeds will go to the Boys and Girls Club. National Kids Day will be held on August 1, 2004.

**6. Workforce Investment Board Presentation - The Worknet and Economic Development**

**System:** The Workforce Investment Board (WIB) Chair, John Heading, made a presentation about the vision of the WIB and reconnecting the Youth Council to the All Youth-One System process.

**7. Action Agenda:**

a. **Exemplary Performance Award and Technical Assistance Notification:** It was *M/S/C Hassett/Hall* to concur with the development of locally recognized Workforce Professional credential and forward the completed program to the (WIB) for approval.

b. **Youth Council Goal #1:** The Chair asked Youth Council members to revisit Goal #1 at next Youth Council Meeting.

**8. Information Agenda:** The Chair asked Youth Council members if there were any questions for the Information Agenda. There were none.

- a. Younger Youth Program Quarterly Report**
- b. Out-of-School Youth (Empower) Program Report**
- c. Application to CA Workforce Investment Board – Innovative Transition Youth Grant**

**9. Chair Comments/Roundtable/Future Agenda Items:** None.

**10. Date, Time and Location of Next Youth Council Meeting:** Next meeting is August 11, 2004, 4:00 p.m, at Merced County Office of Education – Clark Room.

**11. Adjourn:** The meeting was adjourned at 5:30 p.m.

Minutes prepared by Maria Castro

### **Addendum – The Worknet and Economic Development System**

Mr. Headding stated that Merced County Office of Education was bringing the Workforce Investment Board to the table through membership on the Preschool-Post Secondary Education Council (P-16). What has been noted is that there are testing gaps between the socioeconomically disadvantaged versus the advantaged students. Mr. Headding spoke about the skill sets that are required for the existing and emerging industries. Flexible and transferable skills must be identified, jobs will require a high level of education, lifelong learning is valued, there must be the capacity to learn and adapt, and work ethics will be required.

The key barriers for education that have been identified are: 1) Lack of literacy and the resulting social implications, 2) Children attending preschool do better in school, 3) Parental involvement increases student success, and 4) Community awareness, education and action on reforms are needed, to include lobby for preschool funding, business value of and support for public service and volunteerism, literacy, industry as a conduit for school support and information, and create a broader entity such as an intermediary to allow dialogue of all the right players.

An intermediary is an organization or entity that works to attack issues and consists of the right players who have authority to make decisions. Resources are needed to develop such an entity in Merced County. San Bernardino has a model program that includes business, youth, economic development, business leaders and nonprofits. A team from Merced County, including John Headding and Lee Andersen, has spoken with San Bernardino about how their organization was formed and how it operates.

One of the goals of the presentation was to engage the Youth Council and provide input and thoughts in light of the YCI All Youth One System, No Child Left Behind Act and the task of the school districts who are working to improve test scores and address the changes in the educational system.

## Workforce Investment Board of Merced County

# Youth Council

### UC Cooperative Extension

2145 Wardrobe Avenue, Merced, CA

Wednesday, August 11 2004, 4:00 p.m.

### Meeting Minutes



MERCED COUNTY YOUTH COUNCIL

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**Members Present:** Mary Cavazos, Claudia Corchado, Ben Duran, Evelyn Eagleton, Rennise Ferrario, Alexander Hall, Robert Harmon, Kathy Hassett, Mary Jane Hawkes, Charlie Lambert, Rebecca Lincoln, Richard Mahacek, Nellie McGarry (Chair), Jim Newberry, Mayra Ramirez, Vann (Mike) Smith

**Members Absent:** Ana Andrade, Bob Bittner, Stephanie Busbea, Taide Hernandez (Vice Chair), Kristen Miller, Edgar Perez, Ralph Vigil, Rev. Craig E. White, Sr.

**WI Staff Present:** Dave Davis, Dee Knight, Joanne Presnell

**Others Present:** Dr. Nancy Goodban

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**1. Call to Order/Roll Call:** The Chair called the meeting to order at 4:07 p.m., and roll call was taken.

**2. Approve Agenda:** It was *M/S/C Hall/Corchado* to approve the agenda as published.

**3. Approve Minutes:** It was *M/S/C Smith/Hassett* to approve the July 14, 2004 minutes with the following corrections:

a. Mary Cavazos should be noted as Present and not Absent.

b. Include more information under agenda item 6, Mr. John Headdings' presentation. (Ms. Kathy Hassett noted she would provide her notes.)

**4. Public Opportunity to Speak:** None.

**5. Announcements:** None.

**6. Merced County Children's Action Plan:** Dr. Nancy Goodban, Consultant, gave an overview of how the Children's Summit came to be and the Draft Action Plan (for ages 0-22) that came out of the Summit. She provided handouts of only the Action Plan Steps that related to youth—there's a total of 73 Action Plan Steps, and noted the complete Draft Action Plan would be e-mailed upon request to her or Ms. Rebecca Lincoln. The purpose of the Action Plan was to develop steps that are concrete, measurable and realistic within the community.

On Thursday, September 30, 2004, at 4:30 p.m., at the Boys and Girls Club, there will be a formal introduction of the Action Plan. Everyone who attended the Children's Summit, including teens, will be invited. On Saturday, October 2, 2004, there will be an Action Plan introduction for all childcare providers. The facilitation of the Action Plan will be handled by a core workgroup of seven people who will meet on a monthly basis to identify appropriate agencies that can implement and accomplish specific Action Plan Steps.

They want to have a follow-up teen event, and would like the Youth Council to be instrumental in putting this event together.

*"Today's Youth ... Tomorrow's Leaders"*

It was recommended that a Youth Council member attend the first meeting of the core workgroup to inform them of the role, mission and structure of the Youth Council.

## **7. Action Agenda:**

**a. Locally Recognized Credential:** It was *M/S/C Smith/Hall (abstain Cavazos, Eagleton, Lincoln and Ramirez)* to accept the Merced County Office of Education (MCOE) “Working Professional” program as a recognized credential to be awarded to all successfully exited Empower participants.

**b. Youth Council Facts/Accomplishment Paper:** Staff provided for review and examination a draft of the facts and accomplishments of the Youth Council. There were several constructive recommendations on changes to the paper.

It was *M/S/C Smith/Duran* that staff revises the Facts/Accomplishment Paper, and bring it back to the Youth Council for further action.

**c. Youth Council Goal #1:** It was *M/S/C Eagleton/Hassett* to retain Goal #1.

## **8. Information Agenda:**

**a. High Concentrations of Youth Plan:** Staff noted Merced County qualifies for \$70,000 for having a high concentration of WIA-eligible youth. The State will award these funds if we submit a plan by September 1, 2004 on how the funds will be utilized. MCOE is formulating a plan for out-of-school youth within the Juvenile Justice System, and receipt of the funds is expected in October 2004.

The plan will be submitted to the Workforce Investment Board (WIB) Executive Committee for approval, and then to the State WIB for award.

**b. Department of Labor New Vision for Youth Services:** Staff provided a handout from the Department of Labor (DOL) Employment and Training Administration (ETA) that changes the focus of our youth programs. The emphasis is on the most neediest out-of-school youth.

Members were encouraged to read the handout and forward any questions/comments to the Chair because she has a State Youth Council meeting in two weeks.

**9. Chair Comments:** None.

**10. Date, Time and Location of Next Youth Council Meeting:** Next meeting is September 8, 2004, 4:00 p.m, at Merced County Office of Education – Newbold Room.

**11. Adjourn:** The meeting was adjourned at 5:21 p.m.

Minutes prepared by Devilla D. Knight

**TO: Youth Council**

**DATE: 09/08/04**

**FROM: Youth Council Staff**

**For Action**

**For Information**

**For Discussion**

**SUBJECT: Youth Council Vision, Role, Mission Statement and Goals**

**PROPOSED MOTION(S): Review the Youth Council's Goals and affirm/modify or add goals as required.**

**DISCUSSION:**

**Vision**

- **Today's youth ...Tomorrow's leaders**

**Role**

- **Strategically link/connect all youth delivery systems in a way that promotes a countywide vision of successful youth.**

**Mission Statement**

- **Fund programs and foster collaboration to instill in our youth the knowledge, skills, and attitudes to succeed in their education and career.**

**Goals**

- **Lead the effort to connect all youth strategies within the community**
- **Advocate and communicate the use of youth development**
- **Develop and implement an outreach program for youth to increase their knowledge of programs available to youth**
- **Oversee and foster all WIA youth programs to assure goals, objectives and timelines are being met.**

**WIB Goal**

- **Influence the K-12 education system to design and implement strategies that provide students knowledge of employee skills and attitudes and develop metrics to assure success.**

**ATTACHMENT(S):**

**Functions**

## **Functions of the Youth Council**

**On May 14, 2003, the Youth Council formally dissolved its subcommittees. The following “functions” were previously performed by the individual subcommittees. These functions are now the responsibility of the entire Youth Council.**

- 1. Develop and deliver the marketing message of the Youth Council.**
- 2. Create linkages with youth programs, business, education and local communities to foster awareness of the Youth Council and its goals.**
- 3. Promote the development of youth leadership within the community and the Youth Council.**
- 4. Promote awareness in all youth programs of the value of a youth development approach in the education and upbringing of youth.**
- 5. Identify youth programs within the County to promote and support.**
- 6. Provide oversight to all Workforce Investment Act functions that the Youth Council is responsible for. This includes Requests for Proposals; creating the mechanisms, policies and procedures to keep service providers accountable; developing competitive grant funding; investigating how money is spent in relationship to results produced.**
- 7. Oversee all operational issues as the Council embraces “All Youth One System”.**
- 8. Review customer satisfaction input and use it for continuous improvement of youth programs and services.**
- 9. Research and evaluate the best practices and current indicators for success.**

**TO: Youth Council**

**DATE: 9/08/04**

**FROM: Youth Council Staff**

**For Action**

**For Information**

**For Discussion**

**SUBJECT: High Concentrations of Youth Plan**

**PROPOSED MOTION(S): Information Only**

**DISCUSSION:** The attached plan was submitted to the California Workforce Investment Board in response to an Employment Development Department Directive Number WIAD04-1, dated July 21, 2004, and the subsequent California Workforce Investment Board letter, dated July 27, 2004, authorizing \$70,000 of additional WIA funding for Program Year 2003/04. The funds must be expended by June 30, 2005, and are awarded based on Merced County being recognized as one of the top ten LWIAs in California with a high concentration of eligible youth.

The plan is written to serve 35 additional out-of-school youth, with a focus on youth offenders, specifically those incarcerated in Juvenile Hall between the ages of 17 and 18. The program case manager will be stationed half-time at Juvenile Hall and half-time at Valley Community School. The program involves collaboration with Merced County Probation Department, Juvenile Hall, Valley Community School, the Merced County Office of Education out-of-school youth program, and Merced County Mental Health Services.

The plan must arrive in Sacramento NLT close of business September 1, 2004. Once the plan is approved the funds will be released. It is expected that this plan will be a part of the Out-of-School Program by October 1, 2004.

**ATTACHMENT(S):**

**High Concentrations of Youth Plan Proposal**

The Merced County Workforce Investment Board is submitting this plan for services in response to the Employment Development Department Directive Number WIAD04-1 dated July 21, 2004 and the subsequent California Workforce Investment Board letter dated July 27, 2004 authorizing \$70,000 of additional WIA funding for PY2003/04 based on Merced County's high concentration of eligible youth.

The plan is written to serve 35 additional out-of-school youth, with a focus on youth offenders, specifically those incarcerated in Juvenile Hall between the ages of 17 and 18. The following performance measures will be achieved:

WIA Performance Measure	2004/2005 Goal	Minimum Outcomes (based on 35 youth served)
Younger Youth Skill Attainment Rate	78.7%	28 youth
Younger Youth Diploma or Equivalent Rate	55%	20 youth
Younger Youth Retention Rate	53.8%	19 youth

**Projected Increase in the number of WIA eligible youth to be served:**

This plan will serve an additional 35 out-of-school youth in the WIA Out-of-School Youth program, known in Merced County as the EMPOWER program. The EMPOWER program provides comprehensive, long-term services that address the four major themes of the Workforce Investment Act: 1) improving education achievement, 2) preparation for and success in employment, 3) supportive services, and 4) services intended to develop the potential of youth as citizens and leaders. The EMPOWER program is currently serving 192 enrolled youth (as of July 31, 2004) with an existing contractual obligation to serve a total of 313 youth during the 2004-2005 program year. This plan will fund a position to serve an additional 35 out-of-school youth. Recruitment and enrollment efforts for these additional youth will be focused on youth offenders, specifically those incarcerated in Juvenile Hall, between the ages of 17 and 18.

**Services to be provided as described in the WIA, section 129 (c) (2):**

The EMPOWER program will provide an opportunity for eligible, committed young adults to receive a full array of services and supports that are most likely to result in increased skill attainment, high school completion or achievement of the GED, and retention as defined by the WIA.

Debbie Woody, EMPOWER Program Advisor, will recruit, enroll, and provide case management services to 35 youth. Ms. Woody will be stationed half-time at Juvenile Hall and half-time at Valley Community School, enabling her to serve youth both during their incarceration and after their return to high school. Ms. Woody will make available all the program components and program elements described in the following section. Program activities for each participant will vary depending on the needs of each participant as described in the Individual Service Strategy (ISS).

## **Program Design Components**

### **Outreach and Recruitment**

Outreach and recruitment will target youth offenders, specifically those incarcerated in Juvenile Hall, who are between the ages of 17 and 18. Debbie Woody will be stationed half-time at Juvenile Hall, will conduct ongoing outreach and recruitment, and will work closely with the Merced County Probation Department to identify and recruit youth most in need of, and appropriate for, program services. Ms. Woody will also provide outreach and recruitment to pending graduates of Valley Community School who are youth offenders to encourage enrollment upon graduation, if appropriate and eligible for WIA services. All youth who are recruited for program services will be referred to a program orientation prior to enrollment.

### **Orientation**

The EMPOWER Orientation serves several purposes, including 1) to inform youth of the full array of program services available, 2) to engage youth regarding the expectations for youth participation and commitment, 3) to actively demonstrate to youth the strength of our collaborative program organization. Orientations are conducted in cohorts and will be facilitated by Ms. Woody, who will be assisted by rotational teams of program case managers. This approach ensures that youth of all cultures, races, and ethnicities are provided with complete information and understanding of the program's services and expectations, and demonstrates the collaborative and organizational strength of the program. At the completion of the orientation session, participants will be formally assigned to Ms. Woody for Advisor (Case Manager) services.

### **Intake and WIA Eligibility Determination (Initial Assessment)**

The Advisor will review initial assessment for each potential participant for WIA eligibility and the appropriateness of enrollment into the program. Initial assessment will also be addressed in the orientation session. Upon completion of the orientation session, youth who are initially determined to be WIA eligible and appropriate for the program will be assigned to a program Advisor. Youth will be provided a "Roadmap" to program enrollment, with instructions to complete a series of reasonable activities prior to attending Workshop I, which occurs one week after the orientation session. "Roadmap" activities include completion of a vocational assessment, completion of the ISS document, and completion of the TABE test. Ms. Woody will provide youth with the information, resources, and support necessary to complete these activities.

### **Information, Referral, and Resource**

Youth determined to be ineligible for WIA services and/or not appropriate for program services will be referred to other community services. The referral will be documented and a member of the case management team will conduct follow-up to determine if the referral was utilized or if another referral may be needed.

## **Enrollment**

Enrollment will be available for out-of-school youth between the ages of 17 and 18 who are incarcerated in Juvenile Hall and meet the WIA low-income eligibility requirements.

MCOE will enroll and serve 35 youth between July 1, 2004 and June 30, 2005. This number is in addition to the 313 youth served under the current, existing WIA out-of-school contract.

## **Objective Assessment and ISS**

Objective Assessment and the development of each participant's individual Service Strategy (ISS) is an ongoing process accomplished through a series of activities designed to provide youth with knowledge of their skills, interests, aptitudes, needs, and goals. The series of activities include vocational assessment, completion of the TABE, completion of the ISS document, and participation in the EMPOWER Workshop I, one week after orientation. EMPOWER Workshop I is conducted in cohorts of the same participants who attended the orientation session one week earlier. EMPOWER Workshop I is designed to provide participants with additional opportunities to explore their interests and aptitudes, including Multiple Intelligences Theory, and to lay the foundation for success in the program by providing hands-on activities to develop and explore teamwork and problem-solving skills, discuss and debate ethics in the workplace, and identify areas for personal growth, all of which are included in the ISS.

At the completion of Workshop I, participants are scheduled for an individual meeting with their Advisor during which eligibility is finalized and a course of action is determined. The Advisor will evaluate, analyze, and discuss with participants the results of all formal and informal assessments. Using that data, the Advisor will work closely with participants to complete the Individual Service Strategy (ISS) and develop the planned course of action.

Utilizing the TABE, the vocational assessment, the ISS, and the informal assessments from EMPOWER Workshop I will ensure that the following WIA components are reviewed and considered in the course of action for each participant:

1. basic skills
2. occupational skills
3. prior work experience
4. employability
5. interests
6. aptitudes
7. supportive services needed
8. developmental needs

## **Connection with Youth Development Activities**

The EMPOWER program design is reflective of the Search Institute's Developmental Assets Model for youth development. The external asset of support is provided by the Advisor and by the caring program climate. Every EMPOWER workshop and activity is formally evaluated by participants, with specific feedback requested on how welcomed and comfortable the participant

felt during the session. The external asset of empowerment is reflected in the program name, and in the strength of community partnership, collaboration, and organizational strength demonstrated during program workshops and activities. The external asset of boundaries and expectations is provided by the program structure, culture, and high expectations. During the orientation session, youth are informed of the program structure, sequence of services, performance measures, and expectations; participants reach consensus on their cohort's expectations for successful participation behaviors. The external asset of constructive use of time is addressed by the program structure, ongoing availability of program workshops and activities, a sequence of services that is logical and comprehensive, and the availability, upon release, of a youth computer lab and resource center that is centrally located in Merced.

## **Case Management**

Each participant will be assigned an Advisor during the program orientation. The Advisor will work with the participant to complete the eligibility process, develop the ISS, and coordinate referrals to services necessary to accomplish the activities established in the ISS. The case manager will be responsible to monitor participant progress at least monthly and provide documentation through appropriate diary narratives.

## **PROGRAM ELEMENTS**

### **Drop-out Prevention Activities (Tutoring, study skills training, and instruction)**

Participants who are basic skills deficient and/or lack a high school diploma will be referred to Valley Community School. The Advisor will work collaboratively with Valley Community School staff to ensure that participants receive coordinated support and interventions, including supportive services as necessary, to ensure progress toward improvement in basic skills, attainment of a high school diploma, or successful completion of the GED examination.

### **Alternative Secondary School Services**

Participants who have been unsuccessful in obtaining their GED/High School Diploma and are identified as possessing the aptitude for an educational credential will be referred to Valley Community School during incarceration. Upon release, participants will be referred to Valley Community School or Merced Adult School as appropriate. Participants with the aptitude for GED/High School Diploma will be expected to accomplish this objective prior to or concurrent with enrollment in other program components.

### **Paid and unpaid work experience (including internships and job shadowing)**

Work experience will be provided to participants through job shadow, community classroom placement, and/or paid work experience as appropriate and practical during incarceration, and/or upon release and completion of all probationary requirements. The Advisor will work closely with the program's job developer prior to placement in this component to ensure that the work experience opportunities provided support the goals of the participants' ISS.

## **Occupational Skills Training**

Participants whose ISS identifies occupational skills training as an appropriate program activity will be provided services during incarceration by the contractor and upon release by one of the following subcontractors: Merced College, Merced Adult School, by the contractor MCOE, or by other skills training providers listed in the ETPL. Placement in a training program will be in alignment with the career goals indicated in the participants' ISS. Participants referred for occupational skills training will be referred for potential co-enrollment for WIA services through the Merced County Department of Workforce Investment, and/or be assisted with application for financial aid through Merced College for semester-based programs. The Advisor will work collaboratively with all educational partners to ensure that participants receive coordinated support and interventions, including supportive services as necessary, to ensure progress toward successful completion of training.

## **Leadership Development Opportunities**

The Advisor will work with participants to identify leadership opportunities that match the participants' interests and aptitudes as identified in the ISS. The Advisor will encourage and monitor citizenship during incarceration, and provide linkages to community involvement upon release.

## **Supportive Services**

Supportive services necessary for each participant to achieve successful outcomes in the program will be identified during the development of the ISS. The Advisor will refer the participant to community services and/or provide direct services, as funding allows, through the program. In addition to the supportive services identified in the ISS, the Advisor will make every effort to identify other supportive service needs that may arise as the participant progresses through the program.

## **Adult Mentoring**

Each participant will be assigned to an Advisor who will assist the participant to complete his/her education, training, and other program activities. The Advisor will provide ongoing support and encourage accountability toward individual goals for each participant. The mentor relationship will be established during incarceration and will continue upon release. Mentor services will be documented by monthly diary entries.

## **Comprehensive Guidance and Counseling**

All participants will complete the TABE to determine academic skills, and a vocational assessment to determine learning styles, vocational interests, aptitudes, and temperaments.

EMPOWER Workshop I is designed to further inform participants of their unique talents and abilities, and to form a foundation for success in the program. Workshop I utilizes interactive,

hands-on activities to develop problem-solving skills, practice teamwork, accept change, develop communication skills, and explore Multiple Intelligences Theory. Participants learn of the educational and career opportunities that compliment their natural intelligences. Upon completion of Workshop I, the Advisor will work individually with participants to develop the ISS. Under the direction of the Advisor, participants will establish goals and develop an action plan for career exploration, education, training, skills development, and work experience.

EMPOWER Workshop II consists of a series of sessions that address employment readiness. Participants will develop an employability portfolio and practice interviewing techniques. Participants who complete Workshop II will have an opportunity to participate in the EMPOWER Zone, an interactive, community-involved event to demonstrate and strengthen participants' application and interviewing skills.

EMPOWER Workshop III provides participants with strategies for effective communication and teamwork to ensure job retention and satisfaction.

EMPOWER Workshop IV provides financial literacy training, including personal budgeting, contingency budgeting, banking, payroll deductions, and income tax issues.

EMPOWER Workshops I-IV are aligned with the Merced County ROP Working Professional course, which is approved by both the Merced County Office of Education Board of Trustees and the California Department of Education. Successful completion of the workshops will be recognized by a certificate of achievement.

Participants in need of counseling services for mental health issues, addiction, or other intensive services will be referred to community agencies as appropriate.

### **Follow-up Services**

Follow up services will be provided to participants for a minimum duration of 12 months after program exit. Participants who are exited will be contacted at least quarterly and will be notified and encouraged to attend program workshops, visit the EMPOWER Career Center for assistance with job search activities, and access the computer and PLATO lab for further skills development. Supportive services will be made available as appropriate. Re-enrollment will be available when appropriate.

### **Summer Employment Opportunities**

Employment opportunities will be offered to participants year round and will not be limited to the summer months. Participants will be enrolled into paid work experience and/or OJT activities based on the sequence of services established in the ISS, and as appropriate and allowable based on court status. The job developer will work closely with the Advisor to develop work experience and/or OJT opportunities, and worksite training plans that align with the participants' ISS.

## **On-the-job Training Opportunities**

On-the-job Training opportunities (OJTs) will be available to participants upon release and successful completion of probationary requirements. The Job Developer will work with local employers to negotiate contractual agreements that utilize program funds to reimburse employers a portion of the salary costs associated with training. OJTs will provide participants the opportunity to learn skills in a setting where there is an expectation of continued, unsubsidized employment upon completion of the OJT period. OJT agreements will include a written Training Plan, developed by the employer and the Job Developer, which will identify the specific skills the participant will develop during the OJT period. The Job Developer and the participant's Advisor will work cooperatively to ensure that the participant, with the assistance of the employer, is progressing toward mastery of the Training Plan objectives and is maintaining the personal behaviors necessary for continued employment. The Advisor will ensure that appropriate supportive services, such as transportation and uniforms, are provided as needed.

## **Financial Literacy Skills Training**

EMPOWER Workshop IV provides financial literacy training, including personal budgeting, contingency budgeting, banking, payroll deductions, and income tax issues.

## **Connections and collaboration with local community resources and programs:**

This plan strengthens existing informal collaborative relationships between the out-of-school youth program and the following partners: Merced County Probation, Juvenile Hall, Valley Community School, and Merced County Mental Health Services. The plan will provide comprehensive services to youth offenders in an effort to encourage and positively recognize youths' successful completion of court and probationary requirements. Services provided at Juvenile Hall will provide motivation for positive behavior while incarcerated. Services provided upon release will assure that youth are enrolled at Valley Community School for high school completion and progressing in other activities outlined in the ISS. Referrals for mental health services will be coordinated with Merced County Probation, Juvenile Hall, Valley Community School, and the EMPOWER program Advisor.

## **Program Outcomes and related timelines:**

### **Work Statement**

#### **The Contractor MCOE will:**

1. Provide services for 35 WIA eligible 17-18 year-old out-of-school youth who are or have been court involved.
2. Be responsible for administrative and fiscal oversight of the program.

3. Provide services including the ten (10) WIA required comprehensive elements and the program design components outlined in this narrative.
4. Provide outreach and recruitment to enroll 35 new participants.
5. Determine eligibility for Workforce Investment Act (WIA) services for 17-18 year-old out-of-school youth and complete required WIA enrollment paperwork.
6. Provide each participant with a comprehensive orientation to the program.
7. Provide objective assessment as described in the plan narrative. Complete an Individual Service Strategy (ISS) for each participant.
8. Provide case management services for each participant, including appropriate contact at least once each month, with appropriate diary entry.
9. Provide workshops that address employment preparation, job search strategies, employment retention, and financial literacy skills.
10. Provide paid and unpaid work experience, including OJTs.
11. Provide supportive services when needed and as practical. Refer participants to appropriate community services.
12. Be responsible for payroll of participants and distribute participant paychecks.
13. Comply with laws and regulations pertaining to Workers' Compensation, federal and state labor laws, and Child Labor Laws for minor participants.
14. Ensure that all work site supervisors receive a program orientation before any participants are placed under their supervision.
15. Provide each participant an orientation to the worksite and/or training program prior to placement.
16. Provide each participant the safety equipment necessary to perform work under the contract.
17. Carry out all program activities in accordance with the Work Statement and Budget/Budget Narrative in this plan.
8. Attain the final Local Youth Performance Measures established for 14-18 year olds by the State. The performance indicators that must be attained by the contractor are:

Youth skill attainment rate	78.700%
Youth diploma or equivalent rate	55.00%
Younger Youth Retention rate	53.8.00%

19. Provide follow-up services to all participants a minimum duration of 12 months after program exit.
20. Provide a Customer Satisfaction Evaluation to measure the level of customer satisfaction with program services.

**Description as to how WIA funds are to be leveraged with other funding sources:**

WIA funds will be leveraged with funds from the contractor and from collaborating partners, including Merced County Probation, Juvenile Hall, Valley Community School, and Merced County Mental Health. Merced County Probation and Juvenile Hall will provide office and classroom space to the Advisor with no charge to the WIA contract. Valley Community School will provide office and classroom space to the Advisor, and vocational education and training to youth while incarcerated in Juvenile Hall, with no charge to the WIA contract. Education and training opportunities will be made available upon release utilizing the sub-contracts in the existing WIA out-of-school youth contract, with no charge to this program. Paid work experience opportunities will be provided through the existing WIA out-of-school youth contract with no charge to this contract.

**TO: Youth Council**

**DATE: 09/08/04**

**FROM: Youth Council Staff**

**For Action**

**For Information**

**For Discussion**

**SUBJECT: Youth Council Facts/Accomplishments Paper (Draft)**

**PROPOSED MOTION(S): Information/Discussion**

**DISCUSSION: The Youth Council's Role is to strategically link/connect all youth delivery systems in a way that promotes a countywide vision of successful youth. During the Youth Council's July 14, 2004 meeting, members requested that a Youth Council Fact/Accomplishment Paper be developed to use as introductory material to other youth groups and agencies.**

**The paper was brought to the August Youth Council meeting and several Youth Council members offered constructive remarks. The attached paper incorporates those remarks and is presented for further development.**

**ATTACHMENT(S):  
Draft Youth Council Facts/Accomplishments Paper**

# Merced County Youth Council

(A Standing Committee of the Workforce Investment Board)

The Youth Council is a committee of citizens and youth services providers, meeting regularly to give our youth a better shot at success.

In Merced, the first Youth Council meetings began in 1999. Since then, the Youth Council has:

- a. Served 2,200+ youth (aged 14-21) through sponsored youth programs
- b. Helped raise the high school graduation rates of Merced County's "at-risk" youth
- c. Helped to establish a CISCO Academy for the Dos Palos-Oro Loma Unified School District
- d. Helped to get a Countywide Needs Assessment Survey and Gap Analysis/Asset Map created
- e. Helped Los Banos establish a CISCO Academy for their youth
- f. Has produced and distributed over 3,000 copies "Youth Resource Directory" for those in need of food, clothing, shelter, etc.
- g. Sponsored two youth to attend the League of California Cities Annual Conference in 2002
- h. Sponsored over 500 WIA enrolled youth to attend the Perry/Yokely Youth Symposium in Merced
- i. Helped with the development of the Merced County Children's Action Plan
- j. Provides oversight for 2.5 million federal dollars being spent in Merced County each year:
  - a. Sets project goals
  - b. Develops and disseminates requests for proposal
  - c. Contracts with service providers
  - d. Provides contract oversight

The makeup of the Youth Council includes parents, individuals from the Workforce Investment Board, participating service agencies (such as juvenile justice and local law enforcement agencies), educational institutions (K-16), local public housing authorities and individuals with work experience relating to youth activities.

The local Workforce Investment Board has charged the Merced County Youth Council with responsibility for:

- a. Developing the youth portion of the strategic plan for workforce development within Merced County.
- b. Recommending eligible youth service providers to administer services for Workforce Investment Act (WIA) eligible youth, subject to the approval of the local Board.
- c. Conducting oversight of selected programs to serve WIA enrolled youth, subject to the approval of the local Board.

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- d. Coordinating youth activities within Merced County.
- e. Carrying out other duties, as authorized by the Chair of the local Board, such as establishing linkages with educational agencies and other youth entities

The Merced County Youth Council views its role as the agency to:

“Strategically link/connect all youth services delivery systems in a way that promotes a countywide vision of successful youth”.

To help accomplish this, the Youth Council has embraced the State Youth Council’s “**All Youth – One System**” concept.

By July 1, 2000, the Youth Council was funded with \$2,501,693 by the US Department of Labor (DOL). The Youth Council had also begun the tasks of defining youth programs, writing a Request for Proposal defining the programs to be served, selecting the youth program providers, and then providing oversight for the programs. Since the program’s inception, 2,244 youth have been served with that number continuing to grow.

The Youth Council’s Workforce Investment Act contracts with service providers have brought over \$8.5 million into the Merced County economy. Of special significance to the 2200+ enrolled youth is the fact that over \$3.5 million has been paid directly to youth engaged in year-round work-experience programs.

The programs have raised the attainment rates for high school diplomas and GED certificates for Merced County’s “at risk” youth.

The accomplishments of the Youth Council are impressive.

- The County was financially instrumental in the establishment of a CISCO Academy for the Dos Palos-Oro Loma Unified School District.
- When Los Banos needed help in establishing a CISCO/Electronics Laboratory to serve Los Banos High School and Merced College students, the Youth Council responded.
- Youth Council members visited the County high schools to survey youth concerning their social, educational, and economic needs. That information resulted in a County-wide Needs Assessment Survey and Gap Analysis/Asset Map being created in January 2002. The documents were presented to the County Board of Supervisors and the City Councils of Merced, Atwater, Los Banos, Dos Palos and Gustine.
- The Youth Council produced a Youth Resource Directory, aimed at providing a ready resource for youth in immediate need of food, clothing, housing, protection, counseling, transportation, medical attention, and recreation. It was distributed to over 3,000 at-risk youth, and is now in its second printing.
- The Council sponsored two youth to attend the League of California Cities Annual Conference, September 2002, in San Diego.
- They sponsored the attendance of more than 500 WIA enrolled youth enrolled at the Perry/Yokley Youth Symposium in Merced to hear Coach Herman Boone, the individual the Disney movie, “Remember the Titans”, was based on.

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- More recently, nine present and former Youth Council members were important contributors to the development of the Merced County Children's Action Plan.

This year, the youth of Merced County are receiving \$2.6 million dollars worth of programs and work-experience employment, which is being guided and monitored by the Youth Council.

The Youth Council continues to support the personal development of the County's youth, while helping to craft a system that will help each individual achieve success as they reach maturity and enter the workforce.

The Workforce Investment Act of 1998 established workforce investment areas throughout the United States. Local workforce investment boards (WIB) were then created to focus on strategic planning, policy development and oversight of their local workforce investment systems.

Youth Programs are also an integral part of the Act, and local Youth Councils were mandated as a subcommittee of the Workforce Investment Boards.

The Act dictates improved youth programs with strong connections between academic and occupational learning that are linked closely to local labor market needs and community youth programs and services.

Youth programs include activities that promote leadership development through community service opportunities; adult mentoring and follow-up; and targeted opportunities for at-risk youth living in high poverty areas.

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The Workforce Investment Act can be found at 20 Code of Federal Regulations Part 652 and Parts 660 to 671.

**TO: Youth Council**

**DATE: 09/08/04**

**FROM: Youth Council Staff**

**For Action**

**For Information**

**For Discussion**

**SUBJECT: Innovative Transitions Youth Grant**

**PROPOSED MOTION(S): Information Only**

**DISCUSSION:** The Youth Council was informed during its July 14, 2004 meeting that the Department of Workforce Investment would be applying for a California Workforce Investment Board grant concerning youth with disabilities. The grant was to fund a demonstration project to ensure youth with disabilities can obtain the necessary services needed within the local workforce system.

**Merced County was not selected. The three sites selected were:**

- **Workforce Investment Board of Ventura County**
- **Shasta County Private Industry Council**
- **Jewish Vocational and Career Counseling Services in San Francisco**

**ATTACHMENT(S): N/A**

**TO: Youth Council**

**DATE: 09/08/04**

**FROM: Youth Council Staff**

**For Action**

**For Information**

**For Discussion**

**SUBJECT: Senate Bill 215 – Youth Development Act**

**PROPOSED MOTION(S): Information Only**

**DISCUSSION:** The following is taken from literature produced by proponents of SB 215.

California State Senator Dede Alpert has proposed SB 215 – Youth Development Act, which is currently pending in Assembly Appropriations. The bill creates the California Youth Policy Council that would serve as a vehicle for policymakers across the state systems to think, plan and act in new, cross-sector ways to foster and promote the positive development of all California youth. The council would include, among others, decision-makers from the three state entities that interface with children and youth—education, juvenile justice, and health and human services. State government is uniquely positioned to be able to look across the wide array of services and supports provided to young people. It can join forces with non-profit youth-serving organizations to both leverage the investments of these programs, and utilize the talents and interests of young people themselves, to create a more comprehensive, cost effective and cross disciplinary response to young people's needs.

Opponents of this bill feel that the State Youth Council already exists and accomplishes what this bill proposes.

**ATTACHMENT(S):**  
SB 215 Fact Sheet  
SB 215 Goals  
SB 215 Background

## **SB 215: YOUTH DEVELOPMENT ACT**

*introduced February 13, 2003*

**author: Senator Dede Alpert**

### ***Why is this bill necessary?***

Adolescence is a crucial time when youth need to acquire the attitudes, competencies, values and social skills that will carry them forward to successful adulthood. Substantial research now exists to suggest that developing the strengths, interests, and competencies of young people is also a powerful prevention strategy. The research further suggests that when consistently applied in the schools, youth developing principles and practices lead to increased commitment to learning and improved academic performance. State agencies administer many programs that provide services and education to young people. Over the past 15 years, reports, task forces and commissions, including several reports by the Little Hoover Commission, have called both for improved communication, coordination and collaboration among agencies that serve children and youth, and a greater voice for youth in the planning process. The intent of this bill is threefold: (a) to provide a state level coordinating mechanism for efforts to help youth reach their full potential; (b) to allow state level decision makers to benefit directly from the input of youth, and (c) to suggest a research-based unifying theme for the state's youth developing efforts.

Since the beginning of Senator Alpert's legislative career, she has attempted to create a coordinating body, such as a council or a commission, to bring the various stakeholders in children's and youth programs, services and education together in ways that reduce duplication of effort and increase efficiency and effectiveness. Many state and local youth-serving institutions share similar goals and responsibilities, but often work in isolation from one another. Recent events have confirmed both the critical importance of information sharing and collaboration and the need to make better use of existing resources.

**SB 215** proposes to create an autonomous statewide youth policy council, with state level representation from education, health and human services, juvenile justice, workforce and employment, along with youth and adult partners from the local level and non-profit organizations. All representatives who sit at the policy council table must be decision-makers within their organizations, be connected to an identified constituency, and be willing to work in a collaborative manner.

The State of California should have a comprehensive system of programs, services and supports for youth that is integrated, cost effective and sustainable. State government is uniquely positioned to be able to look across the wide array of services and supports provided to youth people and make recommendations for systemic change.

**Fiscal:** There are no state funds attached to this proposal. Foundation and non-state funding will be secured to support the work of the council, at least during the initial phase. In the future, when the state's fiscal position improves, it would appear prudent for the state to support the work of the council.

**Status:** Pending, Assembly Floor

**Sponsor:** Junior Leagues of California & the Attorney General of California

## **YOUTH POLICY ACT SB 215 (ALPERT)**

### **Goal**

To use a research based developmental framework to streamline, simplify and make more cost effective California's currently fragmented programs and services for children and youth.

### **Current Legislation**

SB 215 is fully aligned with the:

- Governor's After School Initiative,
- White House Task Force Report for Disadvantaged Youth,
- Little Hoover Commission report *Never Too Early, Never Too Late: To Prevent Youth Crime & Violence*,
- Attorney General's guide *Effective Youth and Adult Partnerships: Mentoring Strategies*; and,
- Student-centered focus of the K-University Master Plan for Education.

### **SB 215 supports the Governor's goal of:**

#### *"Blowing up" silos*

- Department and agency leaders work toward the common goal of developing the talents and interests of all California youth rather than promoting the narrow interests of a specific agency.
- Causes bureaucrats (decision-makers) to talk and work with one another and identify common developmental goals before committing scarce public resources.

#### *Making for more efficient government*

- Works to eliminate duplicative efforts and programs that don't work.
- Promotes information sharing, identification of collaborative options, and making flexible use of funding streams.

### **A Developmental Approach:**

The research is compelling. Effective youth development programs consistently demonstrate positive results across problem behavior categories, while developmental approaches to education reform (small learning communities, student voice, internships, project based learning, etc.) promise to better prepare all students for learning, and for transition to and success in education, the workplace and society at large.

### **Little Hoover Commission**

In 2000 The Little Hoover Commission was charged with studying violence prevention. During its year long study of the issue, the advisory committee and study team came to see the wisdom of approaching violence prevention from a developmental

perspective. They continued to use the violence prevention title due to the original charge for this Commission study; however, recognizing the need for approaching youth policy with a broad approach, one of their key recommendations was for a new Secretary for Youth Development and Violence Prevention.

### **Attorney General**

The Attorney General, in collaboration with the Department of Alcohol and Drug Programs, released a guide in summer 2003 on Effective Youth-Adult Partnerships that also reflects a developmental perspective. The guide reaffirms "**positive youth development**" as a primary objective, and states that *"a decade ago youth workers focused on 'risk factors' that correlated with negative behaviors. In the last ten years, researchers and practitioners have shifted their focus from the prevention of specific disorders to a more general focus on positive youth development."*

### **Master Plan for Education**

Recognizing the need for a California Education System that is fully responsive to the needs of our state and our people, the Master Plan for Education asserts that: *"an effective and accountable education system must focus first and foremost on the learner. Education policies, practices, structures, and financing must all be supportive of learners and their acquisition of the knowledge and skills that will enable them to be successful throughout their lifetimes."*

### **Legislative Efforts**

Past legislation has allowed select counties to collapse silos, braid funding, and conduct "pilot" programs, but the state has been a reluctant partner in aligning efforts across agencies. Initial efforts, such as the youth development planning group, have been promising. It is time for the state to walk the collaborative talk!

Senator Alpert has worked for nearly a decade to create a statewide body that will streamline and coordinate the various parts of the youth developing and youth serving network, and will cause decision-makers and agency heads to work together for more effective youth developing outcomes.

**SB 215** proposes to establish a coordinating body, that includes youth themselves, to align the efforts of all state agencies designed to ensure the well being of California's young people.

## Youth Policy Act: California Youth Policy Council Senate Bill 215 (Alpert)

SB 215 would enact the Youth Policy Act and create the California Youth Policy Council (CYPC) within the Governor's Office. The CYPC would promote positive youth development and coordinate state policy related to youth services. It would provide the mechanism for policymakers across state systems (education, health, human services, youth employment, and juvenile justice) to plan and act in new, cross-sector ways to maximize state resources. CYPC activities would include:

1. Developing cost-effective youth serving strategies that streamline state government procedures and demonstrate cost avoidance.
2. Developing an overarching multidisciplinary youth policy framework in order to guide, monitor, and coordinate the state's overall commitment to youth across departmental lines.
3. Developing common standards for evaluating and assessing whether any given policy, regardless of its origin, promotes positive youth development,
4. Developing an organized cross-sector method for collecting and reporting indicators of positive outcomes for youth.
5. Conducting ongoing assessments of the array of services, supports, and opportunities available to youth, including the ways they are being allowed to develop decision-making and leadership skills while contributing to all levels of policymaking.
6. Establishing clear evaluation criteria and program quality standards to be applied across departments and agencies, and developing capacity building strategies to assist departments and agencies to meet and exceed those standards.
7. Strengthening action alliances among organizations and individuals committed to youth across all sectors and systems.

### WHAT IS POSITIVE YOUTH DEVELOPMENT?

Positive youth development is a policy perspective that emphasizes providing services and opportunities to support all young people in developing a sense of competence, usefulness, belonging, and worth. It is a life process that everyone goes through. Central to the positive youth development approach is an understanding that all youth need access to opportunities for healthy growth. The goal is to ensure that all youth experience this stage positively.

### Federal and State Efforts

Establishing a youth council is not a unique approach. Policymakers at the federal, state, and local levels have embraced the youth development model as a guiding framework to improve coordination and effectiveness of youth programs, and to include youth in policymaking. They are increasingly developing and implementing youth development policies and more comprehensive youth development systems.

- In 2002, President Bush created the White House Task Force for Disadvantaged Youth to develop a comprehensive federal response (under existing authorities and programs) to the problems of youth failure. The Task Force focused on enhanced agency accountability and effectiveness and presented a **national youth policy framework**, an outcome-focused

approach that encompasses four guiding principles: Better Management; Better Accountability; Better Connections; and Give Priority to the Neediest Youth. Specifically, it proposes a that a Disadvantaged Youth Policy Initiative, coordinated through the Executive Office of the President, develop and coordinate policy within existing policy processes and structures, maximize interagency collaboration, coordinate federal research, and find/replicate successful program models.

In June 2004, bipartisan legislation, H.R. 4703 – the **Federal Youth Coordination Act**, was introduced in Congress in response to the recommendations of the White House Task Force. The purpose of the Act is to coordinate and improve federal youth programs.

- According to the National Governors Association (NGA), *“Governors can play a critical role in the success of such efforts. Governors can transform categorically driven youth programs into prevention-oriented systems that encourage positive youth development. They can promote shared accountability and coordination among agencies. They can urge local leaders, including those from community- and faith-based organizations, to take on youth issues as a priority and to cooperate in statewide youth development efforts.”* The NGA identifies four measures that states can take to significantly advance youth development:
  - Create governance structures for youth development.
  - Develop and formalize service integration frameworks.
  - Establish shared accountability among agencies through common outcomes.
  - Work with local governments to integrate services and funding more effectively.
- Governors (or in some cases, Legislatures) in over 25 states have established children’s cabinets, youth councils, or similar entities focused on youth. Duties range from developing and implementing a shared vision across agencies and fostering coordination to producing cost-savings, increasing efficiency, and improving service delivery and effectiveness. For example:

The **New Mexico Children’s Cabinet** was created in 2003 by Executive Order. Its intent is to focus state resources on improving the lives of Mexico’s children and youth by increasing the interaction among state departments to streamline services and decrease bureaucratic red tape. Cabinet members include department secretaries from Labor; Economic Development; Finance and Administration; Health, Children; Youth, and Families, Human Services; Corrections; and other departments.

The **New York State Office of Children and Family Services, Office of Youth Development** was created to design, coordinate and promote innovative strategies to advance youth development. The Office led efforts to update New York’s original plan (developed in 1997) for state-level youth development work. “Promoting Positive Youth Development in New York State: Moving from Dialogue to Action” is the new guide; it is used as a tool for state policymakers and a virtual yardstick for measuring progress.

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Resources: “Positive Youth Development,” U.S. Department of Health and Human Services, Administration for Children and Families; “White House Task Force for Disadvantaged Youth,” Final Report, October 2003; “Early Lessons from States to Promote Youth Development,” Issue Brief, National Governors Association, 2000; and “ForumFocus: A Portfolio Approach to Youth Policy,” Forum for Youth Investment, November 2003.