



Summer Youth Employment Snapshots

NINTH EDITION

WEEK OF AUGUST 24, 2009

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California, Riverside County: 2,628 Youth Acquire Vocational Skills

Youth in Riverside County are gaining access to the necessary vocational skills needed to enter the occupation of their choice through the County-wide Empower Youth Summer Work Experience Program. The program, which has over 1,000 worksites with nonprofit, public agencies and the private sector, with over 40% at private businesses, targets youth in foster care and group homes; juvenile offenders; parenting teens; youth with disabilities; and drop-outs. The program projects serving 2,628 youth county-wide. Youth are required to interview for potential jobs so that their summer experiences mirror real employment experiences. All youth are required to take career aptitude and interest evaluations. The six career pathways that have been identified for youth career explorations are: Arts and Communications; Business, Management, Marketing and Technology; Health Sciences; Engineering/Manufacturing and Industrial Technology; Human Services; and Natural Resources and Agri-science. Transition beyond summer employment includes activities such as job development and connection to career fairs, connection to the "Student Success" transition to higher education program, tutoring and support for education, and enrollment into WIA Year Round Title I program.

Mississippi, Pontotoc: Providing Work Experiences and Career Exploration Opportunities for 1,544 Youth

The Mississippi Partnership Workforce Area is providing work experience opportunities for 1,544 youth in the 27-county service area this summer. The program emphasizes acquiring work readiness skills and work experience coupled with career exploration. The 542 worksites where youth have been placed include traditional public sector worksites such as: schools, colleges, city and county offices, libraries and state parks as well as private sector workplaces such as daycare centers, law offices and agricultural research services. The employment activities and jobs range from library aides, law clerks/secretaries, document archivists and childcare assistants to landscaping, janitorial, receptionist and office assistant positions. A number of these positions include "green job" duties such as: landscaping schools, parks, city and county offices; home improvement assistants with Habitat for Humanity; and office assistants with park and beautification commissions and the U.S. Department of Agriculture Rural Development Service. The program reports it could have served twice the number enrolled this summer had the funding been available to do so.

This is the ninth weekly report highlighting Recovery Act Summer Youth Employment Activities.



Hawaii, Island of Oahu: Weaving Project-Based Learning Activities into Summer Work Experiences

The City and County of Honolulu's goal is to provide 650 at-risk youth with project-based summer work experiences at 47 worksites throughout the area. The program emphasizes serving at-risk and disadvantaged youth, including youth who have had contact with the juvenile justice system, foster youth and youth with disabilities. The first cohort included over 350 participants; a second cohort, which will include more older and out-of-school youth, will start in the latter part of the summer. The work experiences are classified into three broad categories: office/clerical, maintenance, and outdoor work. Due to a short summer vacation period on the island, it was decided to forgo a separate week of educational experience and to focus on selecting worksites that included strong emphasis on how project based learning activities would weave educational activities into the work experience. Worksites that could introduce participants to green-related occupations were also especially sought. The City of Honolulu has developed a work readiness checklist,

Ohio, Cincinnati: Work Sites for 600 Youth Include a Company Centered on "Green" Concepts

The South West Ohio Workforce Investment Board is providing approximately 600 youth with summer employment opportunities in a variety of work experiences. All youth receive a work readiness assessment and work readiness skills are taught in applied situations through the summer work experiences. The program utilizes a mix of public, not-for-profit and private-for-profit employers to provide 65 worksites throughout the region. Fourteen participants were placed in work opportunities with Building Value, a non-profit (Easter Seals) company whose objective is to minimize the amount of building materials directed towards landfills by carefully taking apart (deconstructing) buildings/houses and recycling, reselling and reusing the materials. The entire culture of this company is centered on "green" concepts, particularly the recycle and reuse of building materials. Youth rotate through a series of job opportunities that include customer service in the building materials resale store and assisting with construction and deconstruction tasks in the acquisition department. Labor market information is a critical part of each provider's work readiness

Kansas, Kansas City: Focusing on Providing Work Experiences for 800 Hard to Serve Youth

The Summer Youth Employment Program in Kansas City has placed 660 youth in summer employment opportunities and is continuing to recruit and enroll out-of-school youth with a goal of serving 800 youth in total. In addition to focusing on out-of-school youth, they have targeted homeless youth, youth aging out of foster care and youth with disabilities. All youth who attended the area's orientation session had an opportunity to receive CPR training and certification. The area has secured worksite positions with a wide variety of public, private and community based employers. Employers include Habitat for Humanity where the youth are assisting with research projects, coordinating office recycling efforts, picking up donations and developing program marketing materials; and a city parks and recreation department where youth are assisting with landscaping, building and grounds maintenance, facility supervision and monitoring league games. Another employer is the American Red Cross where the summer youth are gaining work experience assisting with a range of activities that include training individuals to respond to local and national disasters, recruiting additional volunteers, maintain-



Arkansas, Hughes: Area Youth Work with the Mayor and County Judge to Rejuvenate Their Town and Its Schools

The Eastern Arkansas Workforce Investment Area that includes the small town of Hughes has enrolled a total of 378 youth in summer work experiences. The project in Hughes is providing summer work experience opportunities focused on rejuvenating the town and its schools for 21 local youth. The youth are divided into two teams—a city team that is going up and down the town streets, block-by-block, refurbishing a park, pulling weeds, landscaping, picking up trash and painting; and a school team that is cleaning each school room, helping with painting, refinishing floors and putting up bulletin boards. This project stands out due to the high level of community engagement, including the involvement of the county judge who has pitched in to help with the clean-up, donated facilities, and held informal weekly meetings with participants to discuss work ethics and readiness skills and the mayor who spearheaded a recycling campaign involving the SYEP participants and area businesses, and has encouraged community-wide support and involvement in the clean-up efforts. In conjunction with the work experience, the local area also held a one-day summit at a local community college to demonstrate emerging fields in renewable energy and a career pathway in this field beginning as early as junior year in high school.

Maryland, Salisbury: 236 Youth Gain Work Experiences in Occupations that Include Emerging Industries

The Lower Shore Workforce Alliance ARRA Summer Youth Program provided work experiences of 236 youth in the Wicomico, Somerset and Worcester County areas this summer. The program was designed to have youth work in a number of occupations that include emerging industries in the green jobs area. The participants were homeless, pregnant/parenting teens, from foster care, from TANF households, and/or had disabilities. These youth gained skills that may lead to occupations in healthcare, landscaping/environmental sustainability, green retail, green economy employment, weatherization, and education. The Maryland Department of Natural Resources Parks, the University of Maryland Eastern Shore, and the Civic Justice Corps were among the worksites where youth were placed. All the participants gained skills performing tasks required by employers. The program included a component for older youth, ages 18-24, who were transitioned into jobs after the formal summer program was completed. The program addressed the needs of all youth by offering many types of employment in emerging areas, and providing them with skills to further their employment.

Montana, Box Elder: 43 Native American Youth Gain Work Experiences on the Rocky Boy Reservation

The Chippewa Cree Tribe of the Rocky Boy Reservation Summer Youth Program is providing summer work experiences for 43 on reservation disconnected youth who have been referred by the Tribal Count, Tribal TANF and social service programs. Most of the youth participants do not have high school diplomas and have literacy needs. The remoteness of the Rocky Boy Indian Reservation creates an additional barrier to youth seeking employment and training. The Rocky Boy project offers community services and on the job training in the human services, health care, construction, and green jobs. Some of the youth are gaining work experiences with the Rocky Boy Wind Energy Project where they are assisting tribal efforts to develop wind energy on the reservation. Other youth are assisting in Tribal Offices and Clinics where they are working as administrative assistants, receptionists and intake workers. Participants receive work readiness training on a daily basis, including goal setting, resume writing, and presenting a professional workplace attitude. In addition, the youth participate in leadership building exercises and cultural related activities that foster self-esteem.



Pennsylvania, Philadelphia: Rising 9th Graders Explore Green Jobs

The Philadelphia local area is providing summer work experiences for 2,577 Philadelphia youth this summer through a variety of programs designed to meet the needs of specific at-risk youth populations. One of these programs, the Greater Philadelphia Urban Affairs Coalition Service Learning Model program, targeted rising 9th graders at Bartram High School. The 83 youth enrolled in this program have been engaged in career and vocational exploration and work experience activities focused on “green jobs”. The participants were introduced to the world of work and how education relates to improved employment opportunities. Participants received academic instruction and gained work experiences in both field and office settings. They learned about weatherization and were introduced to the principles for controlling building temperatures using insulation and maintenance; they explored possible recycling strategies for Bartram High School by collecting and measuring waste throughout the school to determine if recyclable materials increase effectiveness or efficiency, and they removed graffiti and rubbish and performed landscaping where they learned first hand about neighborhood beautification.

Connecticut, New London: 650 Youth Gaining Job Skills Needed by Local Employers

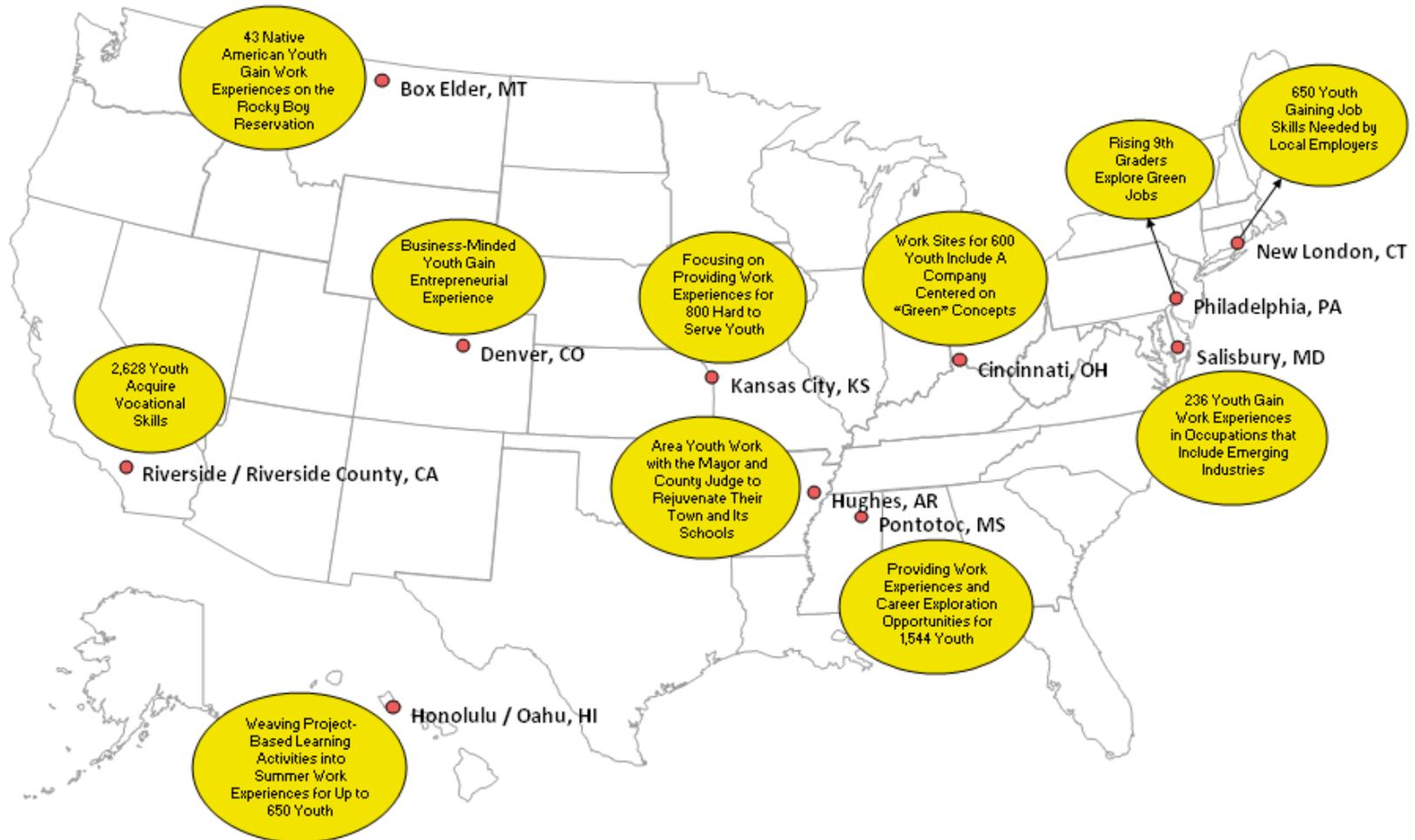
The New London local area has enrolled 650 youth in summer work experience opportunities and has a goal of serving 800 youth this summer. Based on economic and employer needs the local area identified career pathways for young people beginning their careers, including healthcare, information technology, manufacturing, engineering, and early childhood. The youth are placed at a variety of worksites, including hospitals, libraries, high schools, the Department of Environmental Protection, the Willimantic Whitewater Partnership and the Salvation Army, and where they are gaining marketable work experience and job skills. Youth participating in the healthcare pathway initially take online training courses prior to the summer program. After completing the academic portion of the program, the youth are placed at healthcare worksites such as the Lincoln & Memorial Hospital where they are gaining work experiences in departments including: physical therapy, paramedics, the diabetes center, labor and delivery, and human resources. At the end of their summer experience, the in-school youth create a portfolio including both their summer work experience and their online career coursework and make a presentation to their school guidance counselor for school credit.

Colorado, Denver: Business-Minded Youth Gain Entrepreneurial Experience

There are 677 youth participating in the Denver local area summer employment program. The program targets marginalized youth who are homeless, pregnant, parenting, disengaged, struggling in school, disabled, foster youth, immigrants or face other barriers to employment. One of the Denver projects is an entrepreneurial education program that has connected 12 low-income, business-minded youth with a week-long entrepreneurial training seminar, a 160-day work-based mentorship experience, and a 3-day retreat focusing on leadership and civic engagement. The youth are placed at local small businesses, including a local marketing company; a bank established for young people 21 and under; a statewide restaurant holding company; and at local divisions of larger companies founded on small business principles, where they are engaged in various employment activities determined to match the participants' goals and foster entrepreneurial learning. The program incorporates lessons in decision making and critical thinking, budgeting and credit-building, risk assessment, and personal strengths such as delayed gratification, persistence, and self-regulation of behavior.

Selected Summer Youth Employment Highlights Across the U.S.

Week of August 24, 2009



**Summer Youth Employment Program Snapshot
Week of August 24, 2009**

Program Name:	Riverside County Empower Youth Summer Work Experience Program (SWEP)
Location:	Riverside County, California
Program Type:	ARRA Summer Youth Employment
Funding Level:	<ul style="list-style-type: none"> • 100% WIA ARRA Youth Program funding - \$9,447,056 • 70% of the WIBs total ARRA Youth Program allocation is projected to be expended by 9/30/2009
Program Description:	<p>Program Structure: The county-wide Empower Youth Summer Work Experience Program (SWEP) goal is to assist youth in acquiring the necessary vocational skills needed to enter the occupation of their choice. By connecting youth to work experiences in a safe environment, the program gives them the opportunity to acquire the necessary skills to prepare for entry level jobs. Participants are matched to work sites according to their career interests and each individual's ability to benefit from the job training.</p> <p>The SWEP has over 1,000 worksites with nonprofit and public agencies and with the private sector. The program runs for six weeks (20 hrs per week for 120 hrs) for youth ages 14-18 and for six to eight weeks (30 to 40 hrs for 240 hrs) for young adults ages 19-24. Youth are paid the California minimum wage of \$8.00 per hour. The SWEP provides ongoing training and support for worksites. Youth are required to interview for potential jobs so that their experiences mirror real employment experiences.</p> <p>Program Size:</p> <ul style="list-style-type: none"> • 2,628 total participants projected county-wide. • 2,278 were enrolled at the time of our site visit (8/05/2009) <p>Target Population: SWEP is providing work readiness and work experience for low income youth ages 14 -24</p> <p><u>The Empower Youth Opportunity Center – SWEP</u> is specifically targeting foster youth, juvenile offenders, parenting teens, youth with disabilities, drop-outs, and disconnected youth who lack employment history and connection to education. They are serving 240+ youth with 30% targeted as out of school.</p> <p><u>The City of Temecula – SWEP</u> is targeting economically disadvantaged youth, public assistance recipients, foster care/group home youth, and youth with special needs. The program epitomizes diversity – the ethnicity, education and financial background of the participants, and the diversity of the jobs and occupations available.</p> <p><u>The Riverside County Office of Education – SWEP</u> is targeting up to 50 participants who were identified as a special needs population/special education.</p> <p>Types of Worksites and Employment Activities:</p> <ul style="list-style-type: none"> ▪ Primary SWEP contracts are with: the City of Temecula; Riverside County Office of Education; California Family Life Center; Arbor Education and Training; Youth Opportunity Center; City of Riverside; Escuela De La Raza Unida; Family Services Association; Goodwill Industries; and the Riverside Community College District. ▪ Worksites are with nonprofit, public agencies and the private sector. Riverside County has over 1000 worksites and approximately 40% of the worksites are private businesses. Some examples of the types of worksites are: retail; educational;

community service; food preparation; financial accounting; human services; information services; masonry; childcare; records management; and editing and publishing.

The foundation of youth and employer support begins with a site visit to the business and work area to assure a safe working environment for the youth(s). Orientation is conducted on site at the employer's place of business including:

- Review and Confirmation of the Job Description of the youth employee.
- Review and confirmation of the Worksite Agreement with documented guidelines and timeframes.
- Providing a Worksite Supervisor Handbook to the employer.
- Reviewing safety regulations with the employer.
- Reviewing worksite orientation and training responsibilities.
- Reviewing procedures for time card and participant evaluations.
- Reviewing Child Labor Laws and related restrictions.
- Reviewing termination and grievances procedures and Civil Rights.
- Reviewing Worksite Supervisors and Empower Youth staff's role and responsibilities

Youth Development Specialists monitor the job placements and provide support services and evaluate youth to help guarantee job retention. After the youth acquire job/maturity and entry-level work skills received from work experience the Youth Development Specialists evaluate youth accordingly for longer-term job placement.

Connections to Academics Embedded in the Summer Activities:

This varies between service providers. The five Riverside County Youth Opportunity Centers have GED and Credit Recovery programs in place to assist participants in obtaining GED and high school diplomas.

SWEP is connected with the Hemet Unified School District's alternative secondary school programs which include: Alessandro High School (continuation school) and Hemet Adult Education. These programs lead youth to a High School diploma as well as to attainment of basic skills with emphasis on passing equivalency tests, GED preparation program and GED testing. Mt. San Jacinto College conducts GED classes on-site at the Youth Opportunity Center.

Through the Riverside County Office of Education, the program connects youth for credit recovery through the "Come Back Kid" program. The "Come Back Kid" program helps to prepare these youth to pass the required California High School Exit Exam.

Some youth will be enrolled in the WIA Title I Year Round Program. For some, alternative learning options and flexible scheduling may mean the difference between staying in school and dropping out. For others, it may be the only alternative they have to make up credits or bring skills up to grade level. And especially for at-risk students, there are self-paced, personalized learning opportunities to help them graduate and to put post-secondary education within their reach.

Career and Education Pathways

Personal aptitudes and interests are an important part of a youth beginning to identify career opportunities. The Empower Youth SWEP component gives structure to each youth's career choice process and preparation. The six career pathways identified for youth career explorations are:

- Arts and Communications: careers related to the humanities, the performing, visual, literary and media arts.
- Business, Management, Marketing, and Technology: careers related to all aspects of business including accounting, business administration, finance, information

	<p>processing and marketing.</p> <ul style="list-style-type: none"> ▪ Engineering/Manufacturing and Industrial Technology: careers related to technologies necessary to design, develop, install, or maintain physical systems. ▪ Health Sciences: careers related to the promotion of health as well as treatment of injuries, conditions and diseases. ▪ Human Services: includes careers in childcare, civil service, education, hospitality, and social services. ▪ Natural Resources and Agri-science: careers related to natural resources, agriculture and the environment. <p>Youth are able to test their career pathway through paid work experiences. This allows for career exploration and learning about the characteristics of various career options through investigation and hands on experience.</p> <p>Through a strong partnership with Mt. San Jacinto College SYEP helps connect dropouts to education then transition them into college.</p> <p>Through collaborative efforts, SYEP youth can also now take the junior colleges assessment test (ACCUPLACER) on-line at any of the Empower Opportunity Centers. ACCUPLACER is a computer-based test to assess the youth’s skills in Reading, English and Math. Information used from this assessment places youth in the appropriate classes at the local junior colleges.</p> <p>Next Steps/Transition Beyond Summer Employment Transition beyond summer employment includes activities such as job development and connection to career fairs, connection to the “Student Success” a transition to higher education program, tutoring and support for education, enrollment into WIA Year Round Title I program.</p> <p>Types of Jobs and Specific Skills Being Developed To understand and meet the workforce needs of business and industry in order to prepare youth workers for the 21st Century requires that the youth be continually prepared with necessary aptitudes and skills that employers demand. The youth in this program are provided with a flexible, competency-based curriculum combined with work experience which helps expose them to the world of work, enhances their employability and provides each participant with opportunity for academic learning and occupational skills training. The education and skills training includes basic computer skills application, basic reading skills, basic math skills, and assists youth in developing the ability to work as part of a team and to work independently, and in developing oral communication skills and customer service skills.</p>
<p>Unique and Exemplary Attributes:</p>	<p>Linkages with Other Programs</p> <ul style="list-style-type: none"> • Riverside Community College District • Escuela De La Raza Unida • Youth Opportunity Centers • Riverside County Office of Education <p>Partnerships with Employers Goodwill Industries</p>
<p>Contact Person and Information:</p>	<p>Ms. Felicia Flournoy - Executive Director Riverside County Economic Development Agency 1151 Spruce Street Riverside, CA 92507 Phone: 951-955-3100 Fax: 951-955-3133</p>

**Summer Youth Employment Program Snapshot
Week of August 24, 2009**

Program Name:	"Summer Coin Crew" – The Mississippi Partnership Workforce Investment Area
Location:	75 South Main Street Pontotoc, Mississippi 38863
Program Type:	ARRA Summer Youth Employment
Funding Level:	<ul style="list-style-type: none"> • Total ARRA Funding: \$9.4 million • Recovery Act Funding: \$4.2 million (ARRA Youth Funding for LWIA)
Program Description:	<p>Program Structure</p> <ul style="list-style-type: none"> • The Mississippi Partnership WIA provided work experience activities to eligible youth in the 27-county service area. The LWIA operating a seven-week summer youth employment program. Youth are paid \$7.25 an hour, with youth working varying schedules ranging from 20 to 40 hours per week. No classroom training is provided as part of the summer experience. Proper behavior in the workplace was covered during participant orientation to the program. • Five hundred forty two public and private employers were recruited by the LWIA to participate as workplaces. Most work experiences started in early June 2009. The scheduled end date is September 30. <p>Program Size</p> <ul style="list-style-type: none"> • Number of youth to be served: 1,534 • Number participating to date: 1,544 <p>Target Population</p> <ul style="list-style-type: none"> • 14-24 year olds • Priority of service given to Veterans and spouses of Veterans and to those youth considered to be the "hardest to serve". <p>Types of Worksites and Employment Activities</p> <ul style="list-style-type: none"> • Worksites were selected for participation in the summer youth program based on the proposed types of work experience positions. Preference was given to: 1) public sector and non-profit worksites, 2) worksites offering positions in administrative and professional settings, and 3) worksites offering "Green Jobs" as workplace positions. • The 542 worksites for the LWIA's summer employment program ranged from traditional public sector worksites such as schools, colleges, city and county offices, libraries, and state parks to private sector workplaces like florists, daycare centers, law offices, and agricultural research services. • The employment activities or jobs ranged from the traditional janitorial, landscaping, receptionist and office assistant positions to library aides, childcare assistants, law clerks/secretaries, and document archivists. <p>Connections to Academics Embedded in the Summer Activities</p> <ul style="list-style-type: none"> • There are no classroom training activities offered as part of the LWIA's summer youth employment program. <p>Career and Education Pathways</p> <ul style="list-style-type: none"> • Youth are placed in worksite positions commensurate with their educational backgrounds, skills and occupational interests. In placing youth at worksites, the LWIA emphasized career exploration. Career interests for older youth were used by worksite counselors to provide detailed occupational information and education information to these youth for future use.

	<ul style="list-style-type: none"> The primary emphasis of each worksite placement is on acquiring work readiness skills and work experience. <p>Next Steps/Transition Beyond Summer Employment</p> <ul style="list-style-type: none"> Older out of school youth interested in pursuing career interests beyond the summer work experience are referred to the WIA adult program for additional services. <p>Types of Jobs and Specific Skills Being Developed</p> <ul style="list-style-type: none"> The employment activities or jobs ranged from the traditional janitorial, landscaping, receptionist and office assistant positions to library aides, childcare assistants, law clerks/secretaries, and document archivists. Youth were taught work readiness skills, office or organization procedures, and basic occupational skills associated with the assigned positions. <p>Summary of Media Coverage</p> <ul style="list-style-type: none"> The LWIA sent several articles to the regional office on publicity received by its summer employment program this year. The publicity has been very positive. Copies of these articles can be sent upon request.
<p>Unique and Exemplary Attributes:</p>	<p>Highlights of Green Worksites/Jobs</p> <ul style="list-style-type: none"> While a number of worksite jobs include “Green Job” duties, the LWIA provided the following examples of known Green Jobs in its program: <ul style="list-style-type: none"> Several landscaping positions at schools, parks, and city and county offices Home improvement assistants with Habitat for Humanity (includes weatherization projects) Office assistants with the U.S. Department of Agricultural Rural Development and parks and beautification commissions <p>Highlight Intersections with Other DOL Priorities</p> <ul style="list-style-type: none"> The LWIA’s summer program focused on serving those hard-to-serve youth outlined in ETA’s Shared Youth Vision. <p>Linkages with Other Programs</p> <ul style="list-style-type: none"> Summer work experiences were offered to WIA youth and young adults in vocational training to complement their academic instruction. <p>Partnerships with Employers</p> <ul style="list-style-type: none"> The LWIA worked with the four Planning and Development Districts in its service area to get the word out about the summer youth employment program.
<p>Hot Issues or Challenges:</p>	<p>The LWIA reported it could serve twice the number enrolled this summer had funding been available to do so. Nearly 6,500 youth were eligible.</p>
<p>Contact Person and Information:</p>	<p>Mr. Bill Renick Phone: 662.489.2415 E-mail: brenick@trpdd.com</p>

**Summer Youth Employment Program Snapshot
Week of August 24, 2009**

Program Name:	Greater Philadelphia Urban Affairs Coalition Service Learning Model
Location:	1207 Chestnut Street, Suite 700 Philadelphia PA 19107
Program Type:	ARRA Summer Youth Employment
Funding Level:	<ul style="list-style-type: none"> • Total WIA Youth and ARRA Youth Funding for this project: \$91,500 • Recovery Act Youth Funding: \$91,500
Program Description:	<p>Program Structure Participants engage in 120 hours of green jobs career and vocational exploration activities , and work in teams of 15 on team-based projects that help students identify and learn about community needs with respect to the green economy and sustainability, and provide visible and active services to address them. Dates of operation are June 24 to August 12, 2009</p> <p>Program Size</p> <ul style="list-style-type: none"> • Goal to be served in Philadelphia local area – 2,533 • Total number served in Philadelphia local area – 2,577 • Goal to be served in this project -75 • Number served to date in this project - 83 <p>Types of Jobs and Specific Skills Being Developed</p> <ul style="list-style-type: none"> • Weatherization – understanding the work principles to keep buildings cool and warm in the appropriate season via insulating and maintenance. • Brown fields remediation –Repairing school sports field to become both useful for school activities and removing debris from the community and the school. The field had not been maintained for a number of years. Remediation included reseeding and removing debris from the area for safe use for the school and community. Providing instruction to the youth about Brownfield remediation in the morning educational sessions was part of this project. • Recycling strategies - at Bartram HS. The youth collected the trash and measured the waste to determine if adding recyclable materials or keeping with the current waste system would create a savings or not for the entire school, (the largest high school in the city). • Neighborhood beautification activities - "greening" the urban landscape in order to increase natural foliage and decrease urban decay. Graffiti and rubbish removal are coupled with gardening and maintenance activities in order to enhance the beauty of neighborhoods. <p>Target Population</p> <ul style="list-style-type: none"> • 75 WIA-eligible rising 9th graders (8th graders moving to 9th grade) at Bartram High School <p>Types of Work Sites and Employment Activities</p> <ul style="list-style-type: none"> • Recycling – at Bartram High School. Waste collection and measurement throughout the school to determine if recyclable materials increase effectiveness or efficiency. • Gardening - Performing neighborhood beautification activities by "greening" the urban landscape.

	<ul style="list-style-type: none"> • Brownfield Remediation – Repairing the school sports field to allow for school and neighborhood activities to be conducted during the school year. Repairing the sports field involved removing debris and reseeding the field <p>Connections to Academics Embedded in the Summer Activities</p> <ul style="list-style-type: none"> • The goal of this summer bridge program include improving reading and math skills for incoming students who were an average of two grade levels behind and at risk of dropping out of high school and to provide college and career exposure activities. Morning instruction is focused on remediation and acceleration, and features literacy and math instruction with a “go green” theme. Three evidence-based curricula are used for the literacy component: Voyager), Literacy Circles, and Read 180. Math instruction uses the Voyager curriculum as well. <p>Career and Education Pathways</p> <ul style="list-style-type: none"> • The project focuses on providing pathways to and career exploration in the green economy. <p>Next Steps/Transition Beyond Summer Employment</p> <ul style="list-style-type: none"> • Next steps are enrollment in and successful engagement in high school. <p>Summary of Media Coverage Mayor Nutter kicked off summer Recovery Act-funded summer programs at a youth-led event held at Temple University on June 24. Young people spoke about their hopes and aspirations for their summer experiences, and former summer participants spoke about how important summer programs that provide exposure to careers and college opportunities have been to their progress.</p> <p>Media coverage included:</p> <ul style="list-style-type: none"> • WPVI-ABC and KYW-CBS (TV) • KYW 1060 and WHYI 90.9 FM (radio) • Philadelphia Business Journal (print) <ul style="list-style-type: none"> • Articles about ARRA youth programs also appeared this week in the Philadelphia Daily News (7/9/09) and The Philadelphia Inquirer (7/10/09). The latter was an in-depth description of one of the ARRA programs at Temple University.
<p>Unique and Exemplary Attributes:</p>	<p>Highlights of Green Worksites/Jobs</p> <ul style="list-style-type: none"> • Students learned the importance of maintaining their environment and the use of readily available tools that may contribute to their future employability.
<p>Contact Person and Information:</p>	<p>Stacy Holland, Co-President, Philadelphia Youth Network, 714 Market St. Suite 304 Philadelphia, PA 19106 Phone: 267-502-3768 Fax: 267-502-3801</p>

**Summer Youth Employment Program Snapshot
Week of August 24, 2009**

Program Name:	New London Youth Affairs Work For It Lincoln & Memorial Hospital Site
Location:	Lincoln & Memorial Hospital 120 Broad Street New London, Connecticut 06050
Program Type:	ARRA Summer Youth Employment
Funding Level:	<ul style="list-style-type: none"> • Total Funding: The local area received \$1.1 million in ARRA youth funding. The local area expects to spend 90% of the youth allocation by September 30th. • The contract with the New London Youth Affairs serves 120 youth. • Recovery Act Funding – 100% Recovery Act Funded Program
Program Description:	<p>Program New London Youth Affairs serves as New London's Youth Service Bureau and functions through the Recreation Department of the City of New London, operating a summer employment program for In-School Youth (14-18) called "Work For It". Youth from the ages of 16-18 are working at Lincoln & Memorial Hospital. Youth have been placed at this worksite for the past four years.</p> <p>Based on economic and employer needs, the local area identified career pathways for young people beginning their careers, including: Healthcare, Manufacturing, and Early Childhood.</p> <p>Youth participating in the healthcare pathway initially take online training courses prior to the summer program. After completing the academic portion of the program, they are placed in healthcare summer worksites. Following the summer experience, youth create a portfolio, submitted to their school's guidance counselor, and receive academic credit for this experience.</p> <p>Structure July 1, 2009 – August 14, 2009 Work Hours – M,T,W, F (8:00am-2:00pm) ½ hr lunch break Thursdays – 9:00am – 12:00pm - work readiness sessions</p> <p>Program Size 650 youth are currently enrolled in this local area for summer youth opportunities. The local area goal is to serve 800 youth this summer. There are currently 120 youth working with this provider, with 9 youth specifically working at this hospital site.</p> <p>Number of youth to be served – 120 with this provider Number participating to date – 9 at visited worksite</p> <p>Target Population In-School-Youth from New London, Connecticut</p> <p>Types of Work Sites and Employment Activities There are 137 worksites in this local area, some of the worksites include the following:</p> <ul style="list-style-type: none"> - Hospitals/Healthcare Assistants - Libraries/Library Assistants - Department of Environmental Protection/Groundskeepers (removing trees, shrubs for trails) - Edwin O Smith High School/Construction Apprentices - Salvation Army Camp/Camp Counselor Assistants - Willimantic Whitewater Partnership/Environmental Science Apprentices

	<p>Connections to Academics Embedded in the Summer Activities As part of the work-readiness component of the summer program, youth’s academic activities are based around a Work Readiness Toolkit. From this Toolkit, learning activities include: Career Decision Making, Labor Market Information, Interviewing, Cover Letter Writing, Application submissions, Resume and Work Maturity skills.</p> <p>Career and Education Pathways During the work-readiness component, youth are divided in four sector clusters, representing in-demand sectors statewide: Finance & Entrepreneurialism, Healthcare, Information Technology, and Engineering. Four distinct instructors specifically talk to the youth about career opportunities, educational and training requirements for each sector and career instructors discuss college applications.</p> <p>Next Steps/Transition Beyond Summer Employment The In-School Youth complete a portfolio including both their summer work experience and online career coursework, and make a presentation to their school guidance counselor for school credit.</p> <p>Types of Jobs and Specific Skills Being Developed Healthcare – First Aid/CPR Training Team building, Communication, Life Skills</p>
<p>Unique and Exemplary Attributes:</p>	<p>Highlights of Healthcare Jobs/Activities This worksite is physically located at a hospital, where youth work in the following departments: Physical Therapy, Paramedics, Joslin Diabetes Center, Human Resources, Labor & Delivery and Radiology. This experience is directly linked to the Healthcare sector, one of the highest in demand industries in the state.</p> <p>Highlight Intersections with Other DOL Priorities According to the LMI portion of the State Modified Plan, employment in computer occupations is forecast as one of the State’s strongest drivers of job creation. Therefore, youth direct experience with computers, specifically in computer maintenance and wire management is linked to one of the State’s highest demand industries.</p>
<p>Contact Person and Information:</p>	<p>Joelle Garrett, Coordinator Work For It New London Youth Affairs 860.442.4994</p> <p>Lorie Marcavage, Program Assistant/Site Monitor Lincoln & Memorial Hospital Site New London Youth Affairs</p> <p>Michelle G. Landry, Career Development Programs Manager Lawrence & Memorial Hospital 365 Montauk Avenue New London, Connecticut 06320 Phone: 860.444.4778 Fax: 860.444.3717 E-mail: mlandry@lmhosp.org</p>

**Summer Youth Employment Program Snapshot
Week of August 24, 2009**

Program Name:	Entrepreneurial Education Program
Location:	Denver Division of Workforce Development – Youth Services
Program Type:	ARRA Summer Youth Employment
Funding Level:	<ul style="list-style-type: none"> • Total ARRA summer funding for Denver: \$1,872,102 • Estimated budget for this project: \$42,000 • ARRA funding used for youth wages and youth retreat tuition • WIA and TANF funding used for training and stipends
Program Description:	<p>Program Structure</p> <ul style="list-style-type: none"> • The purpose of the Entrepreneurial Education Project is to develop skills and critical thinking strategies in youth to inspire innovation and insight into sustainable business opportunities. The program provides access to resources to help youth plan, develop, and implement entrepreneurial businesses. • June 8 - 12: 40 hours in Young Americans Center for Financial Education’s classroom for entrepreneurial training, role modeling, experiential learning opportunities, and business plan development. • June 22 – September 30: 160 hours of work-based mentorship experience with local entrepreneurial businesses. • July 17 – 19: 3 days/2 nights in Leader’s Challenge retreat for leadership development, college campus exposure, role modeling, career exploration, civic engagement and community service projects. <p>Program Size</p> <ul style="list-style-type: none"> • Denver is serving 677 participants so far in the 2009 SYEP. • 12 youth participated in the Entrepreneurial Education Program. <p>Target Population</p> <ul style="list-style-type: none"> • Eligible marginalized youth with barriers to employment; i.e., homeless, pregnant, parenting, disengaged, struggling in school, disabled, foster youth, immigrants, etc. <p>Types of Work Sites and Employment Activities</p> <ul style="list-style-type: none"> • Local small businesses – with various employment activities determined to match the participants’ goals and foster entrepreneurial learning. Small businesses such as Illume Branding, a local marketing company; Young Americans Center for Financial Education, the world’s only bank established for young people 21 and under and Palo Alto, Inc., a statewide restaurant holding company. • Local divisions of larger companies founded on small business principles and enterprise. Major companies include the National Jewish Health & Research Hospital; Goodwill Industries of Denver and Clear Channel of Colorado. <p>Connections to Academics Embedded in the Summer Activities</p> <ul style="list-style-type: none"> • Strong financial education component stressing basic math, balancing checkbooks, budgeting, saving, and understanding credit and the importance of payment history. • Used professional educational environments and training resources (i.e., class directed by a local college professor) to increase exposure to and interest in college. <p>Career and Education Pathways</p> <ul style="list-style-type: none"> • Identified and introduced resources to encourage youth to access college advisors and local scholarship/grant resources. • Access to local community-based organization for resources and training.

	<ul style="list-style-type: none"> • Access to City and County of Denver workforce training programs to include computer basics, Word and Excel. <p>Next Steps/Transition Beyond Summer Employment</p> <ul style="list-style-type: none"> • As appropriate, participants will be offered the opportunity to enroll in the year-round WIA Youth program or to transition to the WIA Adult program. Services may then include: <ul style="list-style-type: none"> ○ Subsidized job placement in entrepreneurial businesses with strong work-based mentorships, i.e. entrepreneurial owned shops, insurance agencies, real estate offices and larger companies that started as small entrepreneurial businesses. ○ Continued opportunities to job shadow in businesses of interest and explore career pathways • Opportunities to compete in local small business enterprise contest and market entrepreneurial products at judged holiday marketplace. <p>Types of Jobs and Specific Skills Being Developed</p> <p>All jobs are tied to entrepreneurship. The project fosters strengthened ties to school and local communities by encouraging leadership, role modeling, and mentorship opportunities. Specific skills and job knowledge being developed include:</p> <ul style="list-style-type: none"> • Decision making and critical thinking skills to access, develop, and plan for product and business strategies. • Financial responsibility and credit management; knowledge about pathways to funding resources. • Understanding of the impact of demographics on free market enterprise (basic supply and demand). • Tools to assist youth with risk assessment, delayed gratification, persistence against frustration and self-regulation of behavior are also incorporated.
<p>Unique and Exemplary Attributes:</p>	<ul style="list-style-type: none"> • Provision of entrepreneurial education, business planning and work experience • Partnerships with local CBOs for recruitment, training and long-term access to multi-phased small business development resources • Partnerships with Denver Office of Economic Development for small business support and access to City resources • Engagement of entrepreneurial/business partners to participate as work-based mentors. <p>Highlights of Green Worksites/Jobs</p> <ul style="list-style-type: none"> • Potential linkage to “green enterprise” by building construction pathways to small business, “sub-contractor” opportunities. <p>Highlight Intersections with Other DOL Priorities</p> <ul style="list-style-type: none"> • Support community revitalization strategies by engaging youth in local small businesses. • Engage ex-offender populations to encourage interest in private business enterprise pathways. <p>Linkages with Other Programs</p> <ul style="list-style-type: none"> • Partnered with Young American’s Center for Financial Education to deliver a week-long “Academy” based Entrepreneurial training including financial literacy, entrepreneurial character, risk assessment, communication, social/personal responsibility, community involvement and building a business plan. • Partnered with Leader’s Challenge to enhance Youth American’s curriculum and provide access to selected youth for leadership training. • Partnered with local CBO to manage and support youth success in work placement and longer-term opportunities. <p>Partnerships with Employers</p> <ul style="list-style-type: none"> • Work experience, mentoring, speaker workshops.

	<p>Individual success story: Sade, a 14-year old freshman in high school, wants to sell real estate as a career. The Department of Workforce Development was able to place her at the Denver Board of Realtors with two strong work-based mentors – Barb Lambert, Board President, and her assistant, Sabrena Lewis. Both are committed to Sade’s growth and have supported her knowledge gain in the self-employed world of real estate. In addition to general real estate office experience, Sade gains more exposure to the real estate industry by attending meetings and being introduced to local real estate professionals. Sade has just soared in her work experience. She picked up the basics very quickly and moved from entry level receptionist to a relied upon support staff over the short summer experience. Sade has become such an integral part of their team that they are considering how they might be able to hire her part-time over the school year, or bring her back again next summer as part of their own staff.</p>
<p>Hot Issues or Challenges</p>	<p>Lack of academic skills. Personal/social/behavioral challenges in classroom with gang-influenced populations.</p>
<p>Contact Person and Information</p>	<p>Workforce Development - Youth Services Office of Economic Development City of Denver 720-865-5700</p> <p>Paula Gomez-Farrell, Director Phone: 720-913-1671 E-mail: Paula.Gomez-Farrell@denvergov.org</p> <p>Lori Mack, Youth Services Administrator Phone: 720-865-5567 E-mail: lori.mack@denvergov.org</p> <p>Ginger Hecht, Program Developer/Coordinator Phone: 720-865-5575 E-mail: ginger.hecht@denvergov.org</p>

**Summer Youth Employment Program Snapshot
Week of August 24, 2009**

Program Name:	City and County of Honolulu Summer Youth Employment Program
Location:	Island of Oahu, Hawaii
Program Type:	ARRA Summer Youth Employment
Funding Level:	<ul style="list-style-type: none"> • 100% of the WIA ARRA Youth Program funding allocated to the Oahu Local Workforce Investment Board: - \$ 1,483,081 • 75% of the WIBs total ARRA Youth Program allocation is projected to be expended by 9/30/2009. • 100% is projected to be expended by March, 31, 2009.
Program Description:	<p>Program Structure</p> <ul style="list-style-type: none"> • This county wide program covering the Island of Oahu was developed to provide economically disadvantaged youth ages 14-24 opportunities to gain valuable work experience and skills during the summer. The program is operated by the City and County of Honolulu, which is the regular One- Stop operator, through their Office of Special Programs. The main summer program was scheduled to run from June 15, 2009 to July 24, 2009. The early finish date is due to school starting on August 3, 2009. Youth earn \$7.25 per hour and work a maximum of 30 hours per week. A second cohort is planned, which will be comprised primarily of older youth who will start later in the summer and continue through March, 31, 2009. • All worksites are local government agencies and community based nonprofit organizations. Due to a short summer vacation period on the island, it was decided to forgo a separate week of educational experience; however, worksites were selected that included strong emphasis on how project based learning activities would weave educational activities into the work experience. Worksites that could introduce participants to green-related occupations were also especially sought. Worksites were asked to provide information about the mission of their organization in addition to information about the job duties, the work skills that would be developed in the position and training objectives. Regular worksite evaluations for safety and rules pertaining to youth were also conducted. • All worksites agreed to provide guided resume development and to guide the youth in their registration with the One Stop system. Worksite supervisors provide the youth with an assessment of skills/abilities and/or employability in another field, and the opportunity to obtain a reference. In addition, the City of Honolulu has developed a work readiness checklist, which the worksite supervisors utilize at regular intervals to note relative improvements/changes during the course of the summer. The maximum supervisor to participant ratio is 1:10; however, in most cases there are fewer participants per supervisor. • The City and County of Honolulu employed seven counselors, including additional temporary summer hires of two school counselors from the Honolulu public schools system, and other highly qualified temporary staff. Counselors were assigned to specific work sites and visited each site to meet with youth a minimum of once per week. <p>Program Size</p> <ul style="list-style-type: none"> • 650 total participants projected county-wide. • 356 were enrolled at the time of our site visit (7/22-7/23/2009)

Target Population

- The program is designed to emphasize serving at-risk and disadvantaged youth, including youth who have had contact with juvenile justice, foster youth and youth with disabilities. Both younger and older youth have been enrolled. Youth in treatment programs and youth who attend alternative education through the One Stop system were recruited. The City and County together and the State Workforce Agency conducted far reaching recruitment. The number of youth enrolled so far reflects the number who provided documentation of eligibility and followed through with orientation. The plan is to have a second cohort including more older and out-of-school youth, which will start in the latter part of the summer and continue to March 31, 2009.

Types of Worksites and Employment Activities

- There are 47 worksites, which are all community based nonprofit organizations or city, county or state government agencies. The City and County of Honolulu classified the types of jobs into three categories: "Office/Clerical," "Maintenance," and "Outdoor Work."

Examples of Work Site Hosts:

- Hawaii FI-Do Dog Service: This is a non-profit agency that is providing dog grooming skills to participants. The participants, who are youth with disabilities and other youth with barriers, are trained on the techniques of dog grooming as well as gardening. Participants read about dog training and participate in training service dog puppies. These dogs are trained as services dogs that will eventually go to veterans with disabilities through the partner organization "Wounded Warriors." Participants also take the dogs to visit residents of institutions. Some participants have a gardening and grounds maintenance portion in their programs. 9 participants
- Olelo Community Television: This is a non-profit agency that provides community media services with a program geared to "promotes lifelong learning through the creation, production and cable casting of programs that are aimed at the preservation, development and enhancement of the diversity of thought, culture and heritage on Oahu to facilitate communication through electronic media technology for community empowerment; and increase civic participation in the democratic process by promoting understanding and informed use of electronic media." Youth are trained in Video Production and Oral History creation to participate in video projects called "Ohana Journals" that document a family member's story. Youth will also provide general assistance at 'Olelo's Community Media Centers. (37 participants)
- Project Kula No Na Po'e; Papakolea Community Center: This is a neighborhood community based organization. Participants are youth from the local area, comprised of those who are attending a local high school and other who are enrolled in alternative education through the One Stop Career Center. The job duties are primarily clerical, with a mix of outdoor gardening work. Youth are classifying and archiving information, and they are learning the use of computers. Some are having their first exposure to e-mail and computers. The youth are preparing excel spreadsheets and have all become proficient in excel. (11 participants)
- Youth Vision: a non-profit agency that provides participants with basic skills in organic agriculture, which includes cultivation of crop, but also includes developing a business plan to market the crop. This organization teaches sustainability concepts: "to live off the 'Aina" (land)".
- Blue Planet Foundation: a non-profit agency based in Honolulu which has as a mission promotion of renewable energy. Youth are learning about clean

energy, public speaking and presentation through canvassing various neighborhoods offering residents energy efficient light bulbs to replace old bulbs and informational packets encouraging efficient use of electricity.

Connections to Academics Embedded in the Summer Activities

The City and County of Honolulu require that all participating youth have project based work experience. However, this varies between worksites. Office based worksites emphasized computer and office related skills. Other specific examples include:

- The Blue Planet provided a one week long educational program in environmental issues, including global warming, at the beginning of the program.
- Participants at Hawaii FiDo read about service dogs and dog training during part of their six week work experience.
- At Olelo Television, participants are required to rotate through each aspect of television production, including writing, directing, editing, camera, lighting, sound editing and “talent,” i.e., in front of the camera. All participants prepared Public Service Announcements (PSAs) and autobiographical work.
- Participants at the Youth Vision prepared a business plan.
- There is a program-wide requirement that all participants develop their own resumes and register online with the One Stop system through HireNet Hawaii.

Career and Education Pathways

- Each participant worked with a counselor to develop an Individual Service Strategy (ISS) for the Summer Youth employment program. These varied across the age levels and across individual interests. Both counselors and worksite supervisors are encouraging pathways that include academic achievement.
- Some youth interviewed described changing or expanding goals as a result of the summer experiences. For example, a sixteen year old foster youth at Hawaii FiDo told us that she wants to become “a zoologist or a veterinarian;” a seventeen year old youth at Olelo television now wants to become “a weatherman or an engineer,” and a twenty-three year old youth at Olelo television wants to become a teacher who uses media in working with children.

Next Steps/Transition Beyond Summer Employment

- Youth may return to high school or alternative school, enter community college, or they may enroll for WIA services. All participants are being encouraged to continue to develop and pursue educational goals. For youth who are enrolled in year round alternative education programs, the summer work experience is considered phase two work component toward their diploma.
- All participants have registered with the One Stop Career Center and developed the competency to use the online labor exchange system. All youth have a resume that they created and entered online, and each participant has a reference.
- Pathways may align with Individual Service Strategies, all participants are being encouraged to continue to develop and pursue educational goals. A few participants are being connected with a University of Hawaii mentoring project in environmental sustainability.

Types of Jobs and Specific Skills Being Developed

- The City and County classified the occupations in broad categories of “office/clerical,” “maintenance,” and “outdoors.” Applicant preferences within these categories and initial assessments factored into placement decisions. All of the office placements are receiving training in computer skills. Overall, the skills being developed vary, with some overarching themes: All participants are developing team building skills, working on teamed projects and experiencing expectations and

	<p>challenges in workplace etiquette and workplace vocabulary.</p> <ul style="list-style-type: none"> • During participant interviews at worksites, we noted thematically that youth reported that from their point of view, the most significant component of the learning experience was from working as a team and/or learning to speak in front of others, and becoming more confident.
<p>Unique and Exemplary Attributes:</p>	<p>Linkages with Other Programs</p> <p>The Summer Youth Employment Program is based in the Youth Services Center at the One Stop Career Center, where it is co-located with:</p> <ul style="list-style-type: none"> • The Juvenile Justice Center, • YouthBuild Honolulu and the • Youth Offender Demonstration Project. • All are linked with year round WIA services.
<p>Contact Person and Information:</p>	<p>Ms. Rolanse Crisifulli - Director City Department of Community Services Youth Services Center/WIA Youth Program 1505 Dillingham Blvd. Suite 216 Honolulu, HI 96817 E-mail: rcrisifulli@honolulu.gov Phone: (808) 592-8620</p>

**Summer Youth Employment Program Snapshot
Week of August 24, 2009**

Program Name:	Summer Employment Experience
Location:	Cincinnati Ohio; Hamilton County LWIA #13 South West Ohio Workforce Investment Board
Program Type:	ARRA Summer Youth Employment
Funding Level:	<ul style="list-style-type: none"> • ARRA Youth funding: \$ 2.1 million • State policy dictates that 70% of funds be expended by October 1, 2009.
Program Description:	<p>Program Structure</p> <ul style="list-style-type: none"> • Basic structure has June 8th start with multiple end dates dependent on Provider, worksite assignment, age, youth availability and other individual needs. • Five providers were competitively selected (Arbor Employment and Training; Easter Seals; Jobs for Cincinnati Graduates; Great Oaks Institute of Technology & Career Development; and Urban League of Greater Cincinnati). Each plans and operates a different type of summer youth program. Variations existed but each typically included 7 to 10 week sessions; 20-40 hour weeks. • Each participant in the Arbor program participates in a two week Workplace Readiness training prior to placement at their assigned work experience. • Each participant in the Easter Seals program participates in an intensive week-long Work Readiness training prior to placement and continues with Career Readiness workshops once a week for 4 hours. • Each participant in the Jobs for Cincinnati Graduates (JCG) program has 3 hours of classroom based learning activities every Friday at Cincinnati State Technical and Community College. • WIB/One-Stop staff is assigned to each provider and each worksite for monitoring and technical assistance as needed. Each conducts visits at least once a week. • Each provider conducts their own recruitment, enrollment, (including eligibility verification) and case management services. • Throughout work experience, work readiness skills are taught in applied situations. Degree of classroom training and applied learning varies dependent on worksite and Provider. • Recruitment began in April during the annual City of Cincinnati Youth Job Fair <p>Program Size</p> <ul style="list-style-type: none"> • Initial program service goal: 600 • Number of youth contracted for service after negotiations with Providers (which considered program goals and provider capacity): 514 • Number of youth served to date: 597 <p>Target Population</p> <p>Each of the five Providers has a specific target focus. Target focus areas are based on the provider organization's area of expertise and program need as expressed in the RFP:</p> <ul style="list-style-type: none"> • Arbor E & T: Youth at risk of dropping out of high school; homeless, foster, with a focus on 18-24 year old and OSY. • Easter Seals: Youth aged 14-24 with a specific focus on OSY and those in the expanded age range. Additional targets are youth with disabilities, ex-offender youth, homeless and foster youth. • Jobs For Cincinnati Graduates: youth in the early stages of career exploration, OSY • Great Oaks: ISY, 14-16 year olds, educationally disadvantaged • Urban League: program open to entire youth eligibility range but with a specific focus on inner city youth, African American males and OSY • In spite significant recruitment efforts, attempts to recruit veterans and veteran's spouses

yielded few enrollments.

Types of Work Sites and Employment Activities

- The 65 worksites represent a mix of non profits, public, private and community based work opportunities.
- P3 Secure offers administrative, clerical data entry and research opportunities at a small business that specializes in sustenance preparedness for basic survival and disaster disruption worldwide.
- Harriet Beecher Stowe Historical Society provides retail (gift shop) administrative, event planning, and customer service experience to the youth assigned to this worksite. The provider strategically assigns youth who identified an interest in history or historic preservation for this experience which involved docent and book cataloging tasks.
- Mt. Airy Forest is a large city park that offers opportunities to clean and maintain park structures and grounds. Participating youth who excelled in the first session were offered opportunities to return in subsequent sessions in supervisory roles.
- Building Value is non-profit (Easter Seals) company whose objective is to minimize the amount of building materials directed towards landfills by carefully taking apart (deconstructing) buildings/houses and recycling, reselling and reusing the materials. This worksite offers retail, customer service experiences and introduces youth to construction and deconstruction experiences.
- Landscaping, gardening, conservation opportunities at Cincinnati Parks, Gorman Farms, LawnLife, and the Millcreek Restoration Project.
- Customer Service, Hospitality Retail and Support opportunities at Hyatt Regency Cincinnati, Greyhound Bus and TJ Maxx.
- Administrative/clerical opportunities at The Village of Lincoln Heights, Literacy Center West, Hamilton County Public Library, University of Cincinnati, & MD Business Solutions
- Recreation and Arts opportunities at Woodlawn Recreation Center, William Howard Taft Elementary, Mercy Neighborhood Services, YMCA, Future World, United Cerebral Palsy.
- State wide conservation project with ODNR

Connections to Academics Embedded in the Summer Activities

- Three of the five Providers conducted basic skills testing at enrollment.
- Youth participants in the Great Oaks program strategically have more academic, remediation and career exploration activities since their target is the youngest (14-16 year old), ISY population.
- Most participants receive Financial Literacy training during their work experience and/or work readiness training.
- Most participants complete TABE math and reading, Kuder Career Search with Personality Match and Kuder Skills Assessment and Work Values Inventory.
- All providers agreed to use a common work readiness assessment tool and share data collected. Tool for pre/post tests was developed by YESSN
- Youth participants working at the Building Value resale store were authorized to negotiate prices with customers up to 25%, so their math skills were essential to daily interactions.
- Each participant in the Arbor contract participated in a two-week Workplace Readiness training prior to placement at work experience.
- Each participant in the Easter Seals program had a week-long work readiness training prior to placement at their work experience site. Additionally, these youth have a Career Readiness workshop once a week for 4 hours.
- Each participant in the JCG program has 3 hours of classroom based learning activities every Friday at Cincinnati State Technical and Community College

Career and Education Pathways

- The Great Oaks and Urban League programs have strong career exploration components which focus on science careers and include numerous on-site career exploration visits in STEM areas.
- Some youth participants earn a Customer Service certification.
- All participants are offered an online computer training and computer literacy assessment

	<p>developed by Microsoft. E Learning certificates are granted all those who successfully complete the course.</p> <p>Next Steps/Transition Beyond Summer Employment</p> <ul style="list-style-type: none"> • Whenever possible, summer youth participants are being enrolled in year-round WIA youth or adult programs. Three of the five summer providers are also year-round providers with a strong history of retaining youth over multiple years. • Labor Market information is a critical part of each provider's work readiness curriculum. Youth are introduced to the One-Stop system (detailed tour and orientation) and the facility (SuperJobs) is made available to them for continued career exploration and public workforce services. <p>Types of Jobs and Specific Skills Being Developed</p> <ul style="list-style-type: none"> • Hospitality and Customer Service • Environment Preservation through recycle and reuse functions • Agriculture and Urban Farming • Food Service and Culinary • General Building/Facility Maintenance • Landscaping/General grounds maintenance • Library/Museum docent • General Office, clerical, receptionist • Early Childhood Education assistant • Day Camp and recreation leaders
<p>Unique and Exemplary Attributes:</p>	<p>Highlights of Green Worksites/Jobs</p> <ul style="list-style-type: none"> • Mt. Airy Forest is a large city park that offers opportunities to clean and maintain park structures and grounds. Participating youth who excelled in the first session were offered opportunities to return in subsequent sessions in supervisory roles. Tasks include development and repair of trails and bridges and invasive species removal. • Building Value is non-profit company whose objective is to minimize the amount of building materials directed towards landfills by deconstructing (carefully taking apart) buildings/houses and recycling, reselling and reusing materials. The entire culture of this company is centered on "green" concepts, particularly the recycle and reuse of building materials. Youth rotate through a series of job opportunities that include retail and customer service in the building materials resale store and assisting with construction and deconstruction tasks in the acquisition department. • The State's program with Governor's Set-aside funds is a land restoration and preservation project with the Ohio Department of Natural Resources • Part of the Great Oaks career exploration curriculum includes lessons called "Exploration of Green". Activities include creating composting bins and developing a school recycling program. Lessons include: <i>Global Warming; Alternate Energy Sources; Design a Windmill and Understanding the Carbon Footprint.</i> <p>Highlights of Healthcare Jobs/Activities</p> <ul style="list-style-type: none"> • Although very few of the worksites offered an experience in Healthcare, 80% of the programs that the younger youth in the Great Oaks program are exposed to via career exploration and job shadowing activities are healthcare or STEM related. <p>Highlight Intersections with Other DOL Priorities</p> <ul style="list-style-type: none"> • Recruitment/enrollment targets aligned with DOL youth and Shared Youth Vision target groups. • The Building Value program is connected to two local Youth Build grants <p>Linkages with Other Programs</p> <ul style="list-style-type: none"> • One Stop Center partners were crucial in recruitment/enrollment of additional youth

	<ul style="list-style-type: none"> • Department of Natural Resources • United Cerebral Palsy of Greater Cincinnati • University of Cincinnati • Ohio Department of Job and Family Services • Hamilton County Job and Family Services • City of Cincinnati Park Board • Office of the Mayor (Mayor's Annual Summer Youth Job Fair) • National Workforce Solution Fund and Microsoft • YESSN (Network of youth service providers) • Cincinnati State Technical and Community College • Great Oaks Institute of Technology & Career Development • Urban League of Greater Cincinnati <p>Partnerships with Employers</p> <ul style="list-style-type: none"> • Arbor Employment and Training • Great Oaks Institute of Technology & Career Development • Hyatt Regency Cincinnati • TJ Maxx • Easter Seals Work Resource Center • Millcreek Restoration Project • Hamilton County Public Library
Contact Person and Information:	<p>Sherry Kelly Marshall President Southwest Ohio Region Workforce Investment Board 441 Vine Street Cincinnati, OH 45202 Phone: 513-579-3118</p>

**Summer Youth Employment Program Snapshot
Week of August 24, 2009**

Program Name:	Local Area III – Workforce Partnership Summer Youth Employment Program
Location:	Kansas City, KS – Johnson, Leavenworth, Wyandotte Counties
Program Type:	ARRA Summer Youth Employment
Funding Level:	<ul style="list-style-type: none"> • \$4,259,895 total Adult, Youth and DW Recovery Act funding • \$2,305,925 Youth ARRA Funding for Local Area III which is 32% of total state Youth ARRA funding of \$7,121,714
Program Description:	<p>Program Structure</p> <ul style="list-style-type: none"> • Program started June 1, 2009 • No specific end date; Kansas has a waiver for youth readiness to be the only performance measure through March 31, 2010. Their goal is to expend all Youth Recovery Act Funds by December 31, 2009. • The main activity is work experience – 30 hours per week • Local Area III hired 27 Human Resources Specialists to monitor and coordinate program activities. The HR Specialists visit each of their assigned work sites weekly and interview each youth assigned to the work site and the work site supervisor. Notes are made of the interviews and placed in the youth’s case file. HR Specialists serve as the liaison between the youth and supervisors at the work site and Kaiser, the Local Area’s youth service provider that operates the program. The HR Specialists coordinate all issues involving the youth participants for resolution as appropriate. They also collect the timesheets and deliver paychecks. <p>Program Size</p> <ul style="list-style-type: none"> • 800 youth served is the goal • 660 enrolled and placed as of 8/10/09 • 949 total positions made available by employers participating in the program • KC is still actively recruiting out-of-school youth <p>Target Population</p> <ul style="list-style-type: none"> • Disadvantaged Youth • Out-of-school youth • Youth with disabilities • Homeless youth • Youth aging out of foster care • 67% of youth are in-school youth • 33% are out-of-school youth <p>Types of Work Sites and Employment Activities</p> <ul style="list-style-type: none"> • Based on open positions, 67% are government sites, 19% non-profit sites, and 14% private-sector sites. <p>Connections to Academics Embedded in the Summer Activities</p> <ul style="list-style-type: none"> • SYEP is work experience only • All youth that attended orientation received CPR certification. • Youth that need academic services beyond the summer work experience activities are informed about and encouraged to enroll in the year-round WIA Youth program.

	<p>Career and Education Pathways</p> <ul style="list-style-type: none"> Youth were given initial assessments, leading to placements, as much as possible, in positions that match their career goals/interests. In an attempt to keep eligible youth engaged in the system, virtual internships were offered to eligible youth who, after all appropriate placement possibilities were exhausted, could not be placed in a SYEP work experience position for several reasons, most notably being an ex-offender or positive results on the pre-employment drug screen. The virtual internship is a self-paced program consisting of 15 to 18 parts designed to be completed in a 3-6 week period, depending on the work experience selected. It is divided into 3 phases, with an opportunity for the youth to earn a certificate at the end of each phase. The virtual internships also included some basic computer skills. <p>Next Steps/Transition Beyond Summer</p> <ul style="list-style-type: none"> Some youth have had their work experience extended. Some youth have been hired into unsubsidized positions by their work experience employers. Enrollment into year-round WIA Youth program. <p>Types of Jobs and Specific Skills Being</p> <ul style="list-style-type: none"> Materials Handling/Delivery (Manufacturing is a Target Industry) Clerical (Professional Services is a Target Industry) Recreation Aids Grounds and Building Maintenance assistance positions Child care Janitorial <p>Summary of Media Coverage</p> <ul style="list-style-type: none"> SYEP has been featured on the local NBC affiliate station “Worker’s Wanted Wednesday” program Johnson County Sun Article KMBZ Radio Interview Leavenworth Magazine interview and photos Kansas City Star/Olathe Daily News column Kansas City Star Article KCTV-5 Afternoon Teen Show KMBC Channel 9 Interview
<p>Unique and Exemplary Attributes:</p>	<p>Highlights of Green Worksites/Jobs</p> <ul style="list-style-type: none"> Worksite: Kansas City Center for Urban Agriculture # of youth placed: 1 Description: Youth assist with farm maintenance which includes planting, weeding, mowing, soil improvement, and landscaping. Work with irrigation and other farm systems. Assist farmers and gardeners with harvesting and prepping vegetables and flowers for market sales. Help maintain garden tools, equipment, and with organizing supplies. Worksite: Habitat for Humanity # of youth placed: 4 Description: Assist with receptionist duties, research projects, coordinating office recycling efforts, picking up donations, and developing marketing materials for program. Worksite: Miratex Caves # of youth placed: 1 Description: Inspect raw materials (ink cartridges) for manufacturing, provide electronic testing of raw materials, inventory raw materials

- Worksite: Olathe Environmental Department
 - # of youth placed: 2
 - Description: Assist with a variety of activities including performing gas cap testing on vehicles and assisting staff with evaluation of plumbing at restaurants
- Worksite: City of Leavenworth Parks and Recreation
 - # of youth placed: 7
 - Description: Trim grass, pull weeds, plant flowers, empty trash, clean shelters, playground maintenance, facility supervision, answer patron questions, monitor league games
- Worksite: Livable Neighborhoods – Oak Grove
 - # of youth placed: 4
 - Description: Assist with gardening work that consists of cutting grass, weeding, thinning plants, and planting.
- Worksite: Ernie Miller Nature Center
 - # of youth placed: 1
 - Description: Nature center assistant, clean wildlife room, clean birdfeeders, assist with animal care, prepare materials for camp program
 -
- Worksite: K-State Horticulture Center
 - # of youth placed : 2
 - Description: Gardening, assist in harvesting crops (strawberries, blueberries, raspberries), water crops and weed
 -
- Worksite: Poplar Apartments
 - # of youth placed: 2
 - Description: Assist with grounds maintenance, paint, clean, do landscaping, mow, trim trees
- Worksite: Johnson Co. Extension Office
 - # of youth placed: 2
 - Description: Assist with organizing event at 4H-Fair, assist with placing grounds equipment
- Worksite: Johnson Co. Wastewater Facility
 - # of youth placed: 1
 - Description: Gather manhole position data utilizing GPS equipment, assist AIMS Coordinator in archiving record drawings; verify asset attribute data such as manhole elevations, pipe age, etc by review of construction drawing.
- Highlights of Healthcare Jobs/Activities**
- Worksite: American Red Cross
 - # of youth placed: 8
 - Description: Youth help train individuals to respond to local and national disasters, work with volunteer recruitment, maintain equipment and supplies for classes, and help design and promote presentation.
- Worksite: University of Kansas Medical Center – Dykes Medical Library
 - # of youth placed: 1
 - Description: Youth translate documents into Spanish, file, assist with projects, and aid the visually impaired.
- Worksite: Tonganoxie Nursing Center
 - # of youth placed: 2
 - Description: Assist in caring for nursing care patrons, read to them, assist in

	<p>recreation/craft activities</p> <ul style="list-style-type: none"> • Worksite: Shawnee Mission Medical Center • # of youth placed: 1 • Description: Volunteer Services (assist with scheduling junior and evening volunteers, check phone messages and respond appropriately, print off cards for delivery to patients, assist with volunteer orientations) <p>Highlight Intersections with Other DOL Priorities</p> <ul style="list-style-type: none"> • Numerous work experience placements at healthcare worksites. • Numerous placements in green jobs work experiences at various work sites • Youth Achievement Center in Leavenworth requested placements of the hardest to serve youth, including many youth with disabilities and court-involved youth <p>Linkages with Other Programs</p> <ul style="list-style-type: none"> • WIA Year-Round Youth program <p>Partnerships with Employers</p> <ul style="list-style-type: none"> • One employer is going to hire 5 of the youth who were placed on the work site. • Several other employers are reviewing their budgets to see if they can hire
Contact Person and Information:	<p>Trent Howerton Director of System Performance Workforce Partnership Phone: 913-287-1116 E-mail: trenth@workforcepartnership.com</p>

**Summer Youth Employment Program Snapshot
Week of August 24, 2009**

Program Name:	"Hughes Outreach Project" organized by the Workforce Investment Area of Eastern Arkansas
Location:	Hughes, Arkansas (small town of 1,867 people in the Eastern Arkansas workforce area, approximately one hour SW of Memphis)
Program Type:	ARRA Summer Youth Employment
Funding Level:	<ul style="list-style-type: none"> • Recovery Act Youth funding: \$859,697 • Funding for the Hughes project: Approximately \$45,000 in wages • The City and County supplied tools, supplies, supervision
Program Description:	<p>Program Structure</p> <ul style="list-style-type: none"> • Youth work up to 40 hours/week. • Project began June 15th and continues through September 30th. • Older and out of school youth received 8 hours of work readiness training delivered at the worksite by a certified teacher. <p>Program Size</p> <ul style="list-style-type: none"> • Arkansas has 3,208 summer youth statewide. • The Eastern Arkansas area has 378 summer youth enrolled. • The Hughes Project provided work for 21 youth in two teams focused on rejuvenating the city and the schools (13 older youth, 8 younger). <p>Target Population</p> <ul style="list-style-type: none"> • Low income youth aged 14-24 <p>Types of Work Sites and Employment Activities</p> <ul style="list-style-type: none"> • A city team focused on revitalizing this run-down town. They went block by block, up and down city streets, refurbishing a park, pulling weeds, redoing landscaping, picking up trash (recycling whatever they could), and painting. • A school team focused on cleaning each room top to bottom – painting, helping to put up bulletin boards, refinishing floors. • This project stands out due to significant involvement from city and county leaders and other volunteer members of the community. For example, the county judge showed up in jeans and work shirts as often as possible to work alongside the youth. He held informal weekly meetings with them to discuss work ethics and readiness skills. He printed the outreach flyers and allowed the local workforce center staff to use a county building to outreach, intake, and orientation. • The mayor and city staff spearheaded a recycling effort, where they bought bins and trained townspeople and youth workers on what can and cannot be recycled. They generated a great deal of support among business owners in town, who prominently displayed and used the bins. They set up a recycling trailer and have moved from recycling cardboard to now recycling metals as well. • The City also donated a "Keep St. Francis [County] Beautiful" van to transport the city team to its daily worksites. Because the participants were so visible, people from the community would just show up and volunteer (including youth who had applied but weren't eligible, parents, business owners, etc). <p>Connections to Academics</p> <ul style="list-style-type: none"> • See Pathways information below. • Embedded within the work (particularly the recycling project described below) are numerous opportunities to develop and demonstrate proficiency in written and oral communication, as well as some math and science.

	<p>Career and Education Pathways</p> <ul style="list-style-type: none"> • As appropriate, participants will be provided assistance in applying to and enrolling in the local Community College's career pathways: Advanced Manufacturing Technology, Renewable Energy Technology, and an Allied Health Careers pathway that will begin next year. • Local area youth learned about these careers and pathways at ADTEK Day (see green worksite information below). <p>Next Steps/Transition Beyond Summer Employment</p> <ul style="list-style-type: none"> • As summer employment ends, the local area will host an event to showcase opportunities available including community college, adult education/GED, and the military. • Participants will enroll in the year round youth or adult WIA program on a case by case basis. • The county is applying for a grant to continue Hughes' redevelopment effort (tearing down buildings, etc.), which may produce future opportunities for employment. <p>Types of Jobs and Specific Skills Being Developed</p> <ul style="list-style-type: none"> • In the Hughes Project, youth are also learning how to work as a team, how to take direction, and how to accept personal responsibility. • Participants are also learning skills specific to construction and facility maintenance careers, such as stripping, buffing floors, painting, and proper use of tools.
<p>Unique and Exemplary Attributes:</p>	<p>Highlights of Green Worksites/Jobs</p> <ul style="list-style-type: none"> • On June 25th, youth from the Eastern WIA were exposed to emerging fields in Renewable Energy Technology during ADTEC Day (Arkansas Delta Training and Education Consortium). Hosted by the DeWitt Campus of Phillips Community College, youth were introduced to a number of topics and demonstrations including test plots of crops used to make biofuels, biofuels processing, wind and hydrogen energy, an electric car obstacle course, industry tours, and a welding plasma cutter and Tesla coil demonstration. This career exploration day is directly linked to the WIB's Renewable Energy Technology career pathways offered through the community colleges. • The Hughes Project prominently kicked off the mayor's recycling program. They trained the community in what can and cannot be recycled, put up signs in the community to encourage participation, and obtained buy-in from many business owners in town. They started with paper/cardboard, and were so successful they are now adding metal recycling. <p>Highlight Intersections with Other DOL Priorities</p> <ul style="list-style-type: none"> • Partnerships with higher education: ADTEC Day (see above) and enrollment of appropriate SYEP participants into the community college's career pathways. • Partnership with Economic Development: This SYEP project focuses on community revitalization, with considerable advisement from the city's economic development branch. <p>Linkages with Other Programs</p> <ul style="list-style-type: none"> • The local area has a Community Based Job Training Grant (from DOL) that provides \$600,000 for tuition and book assistance in renewable energy programs. All participants will be made aware and encouraged to take advantage of it. • This grant, ADTEK Day, and the career pathways are a result of a close collaboration between the local board and the community college system. <p>Partnerships with Employers</p> <ul style="list-style-type: none"> • On the urging of the county judge and city mayor, Hughes' business owners tried to lead the way to being 'green.' They began recycling at their stores and encouraged customers to recycle. Many employers also spontaneously helped with rejuvenation projects.

**Contact Person and
Information:**

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**Summer Youth Employment Program Snapshot
Week of August 24, 2009**

Program Name:	Lower Shore Workforce Alliance ARRA Summer Youth Program
Location:	Salisbury, Maryland including Wicomico County, Somerset County and Worcester County
Program Type:	ARRA Summer Youth Employment
Funding Level:	<ul style="list-style-type: none"> • Total funding: \$718,623 • Recovery Act funding: \$718,623
Program Description:	<p>Program Structure</p> <ul style="list-style-type: none"> • The Program started the week of May 20th, 2009 and ended August 7, 2009 • The participants worked 24 to 35 hours per week • There were five vendors in the program. Each program structure was different but all offered work readiness components and quality work experience. All programs offered a 6 week training/work experience. Out of school and older youth had the opportunity to extend to 12 weeks of work experience. • Positions included: building and grounds maintenance, library assistant, child care assistant, clerical assistant, research assistant, technology assistant, and certified nursing assistant. Upon conclusion of the pre-employment phase, students were assigned to a worksite based upon their academic and pre-employment class performance, special skills, and interviews. • Employment counselors visited students at their worksites on a daily basis and served as liaisons between participants and employers. Students were assigned to research projects and documented their work through video posted on the worksite website, with research projects that will be presented in November at an environmental summit. • Conservation Service, Reconnecting Youth and Nature and the Maryland Civic Justice Corps worked with disadvantaged or at-risk youth. Operated by the Maryland Department of Natural Resources, the program provided emerging employment opportunities for the participants. <p>Program Size</p> <ul style="list-style-type: none"> • Number of youth served 236 <p>Target Population</p> <p>WIA eligible youth in Worcester County, Somerset County & Wicomico County. These youth were low income, out of school, at risk, or youth with disabilities.</p> <p>Types of Work Sites and Employment Activities</p> <ul style="list-style-type: none"> • The Lower Shore Workforce Alliance provided summer employment experiences focusing on economically disadvantaged youth ages 14 to 24. Youth were employed at 50 or more employers throughout out the tri-county area. The work settings included: <ul style="list-style-type: none"> ○ 4 State Parks doing environmental projects involving stream and trail revitalization, ecological restoration and community service projects at local parks and museums; ○ Educational and outreach programs relative to parks and nature trails; ○ Healthcare at local hospitals; ○ Manufacturing plants; ○ Maintenance and ; ○ Childcare facilities

Connections to Academics

- Ecological programs covered science, ecology, and history as well as public speaking and tourism work
- Math, Reading and Workplace enrichment activities
- Financial Literacy (Banking)
- Technology skills (emailing, internet searching, power point, digital videos, blogging, etc.
- Leadership Development
- Civic Responsibility
- Local History
- Career Exploration
- Reflection
- Life Skills
- Out-of-school participants who have dropped out of high school were encouraged to attend GED classes and to make individual appointments for one-on-one counseling in regards to their future educational goals.

Career and Education Pathways

- Employers provided information as part of their participation regarding the educational requirements necessary for participants to gain employment. As part of a culminating evaluation form, participants were surveyed regarding knowledge they gained and skills obtained for a career in the participating business where they were employed

Next Steps/Transition Beyond Summer Employment

- Healthcare occupations, internships/apprenticeships,
- Green awareness and opportunities
- Valuable references from work experience for future employment
- Post-secondary Education
- Tutoring
- Youth were trained by professional, park and non-profit organization instructors.
- Opportunities for interaction and training with scientists, educators and museum professionals provided youth with pathways to academic and employment opportunities in natural sciences, stewardship, tourism and community.

Types of Jobs and Specific Skills Being Developed

- Certified Nursing Assistants
- Park and natural resource management
- Tourism
- Culinary jobs
- Office technology
- Building maintenance
- Appliance repair
- Childcare
- Museum exhibit development
- Auto repair and painting
- Media specialists
- Environmental science
- Appliance sales and repair
- Childcare
- Social services public speaking
- Museum maintenance and exhibit development
- Recreation programming
- Information technology
- Education
- Scientific research

	<ul style="list-style-type: none"> • Library/Media <p>Summary of Media Coverage</p> <ul style="list-style-type: none"> • Community meeting to educate local employers about the ARRA • Newspaper article described youth working at local parks to rehabilitate the trails and streams. See Attached. • The project had a Facebook photo album for Week One of Coastal Stewards (you do not need to be on Facebook to access this): • http://www.facebook.com/album.php?aid=91383&id=110407429832&l=702209d3b3 • July 30, 2009 – <i>Worcester County Times</i> • “Stimulus dollars putting school kids to work” • August 2, 2009 – The Daily Times “Stimulus spurs youth park projects” • The Daily Times Newspaper ran an article on August 2nd summarizing the stimulus summer work program. The article was titled “Stimulus spurs youth park projects.” • August 3, 2009 – WBOC News Report • August 4, 2009 – WMDT News Report • Televisions station WBOC and WMDT “47” went to the Delmarva Discovery Center and interviewed the participants while they were working on the boardwalk that runs thru the marsh and forest areas of the park. The emphasis was on “green” work that was being accomplished along with the educational component of the program run by Worcester County Schools This aired on Tuesday, August 4th and Wednesday, August 5th respectively. • August 11, 2009 – Delmarva Discovery Center Newsletter (www.delmarvadiscoverycenter.org News and Press)
<p>Unique and Exemplary Attributes:</p>	<p>Highlights of Green Worksites/Jobs</p> <ul style="list-style-type: none"> • Assateague Island National Seashore and State Park – promoted nature based, low impact tourism to park visitors • Janes Island State Park – trail restorations and nature lessons • The Discovery Center – nature restoration and historic lessons • Pocomoke River State Park – river and trail restorations • Furnace Town – overall park restoration and historic lessons • Youth worked with local museums, parks, heritage sites and festivals to promote low impact, nature based tourism to visitors in our coastal communities. • Coastal Stewards have interacted with hundreds of local residents and tourists each week – promoting the program, the region, our natural and cultural resources, and environmental stewardship • The Delmarva Discovery Center located in Pocomoke has a nature trail that included a tidal stream from the Pocomoke River. Students have cleared the trail, and created a new spur. Student built a boardwalk along the river, and cleared the stream of plant overgrowth and trash. Students are conducted scientific research to determine water quality of the stream before and after their intervention. This included understanding flow, turbidity, pH, and mineral concentration in waterways <p>Highlight Intersections with Other DOL Priorities</p> <ul style="list-style-type: none"> • Programs served youth from 14 to 24 years of age <p>Linkages with Other Programs</p> <ul style="list-style-type: none"> • Training was provided by National Park Service and MD State Park Service for some

	<p>programs has shadowed and assisted NPS and MSP staff</p> <ul style="list-style-type: none"> • Maryland Department of Natural Resources, University of Maryland Eastern Shore, Salisbury University, Public Schools, MD Coastal Bays Program, Assateague State Park, The Discovery Center • Technical training at local technical high schools • Worcester Technical High School Programs and Partners (Atlantic General Hospital; Palmer's Appliance) • Worcester County Volunteer Services Office • Assateague Coastal Trust <p>Partnerships with Employers</p> <p>The program has worked with over 50 local employers in the Tri County Area to include: public, private and non profit organizations</p>
<p>Hot Issues or Challenges:</p>	<ul style="list-style-type: none"> • The work readiness component needs to be longer than 7 days and provide for more in depth behavioral and cognitive exercises, especially for the out-of-school population
<p>Contact Person and Information:</p>	<p>Eileen Cross Youth Program Coordinator Lower Shore Workforce Alliance E-mail: ecross@lswa.org Phone: 410-341-3835 Ext. 22</p>

**Summer Youth Employment Program Snapshot
Week of August 24, 2009**

Program Name:	Chippewa Cree Tribe of the Rocky Boy Reservation
Location:	Rocky Boy, Montana
Program Type:	ARRA Summer Youth Employment
Funding Level:	<ul style="list-style-type: none"> • Total Funding: \$88,920.00 • Recovery Act Funding:\$50,016.00 • Other funding: 38,904.00
Program Description:	<p>Program Structure:</p> <ul style="list-style-type: none"> • Program Dates: July 13, 2009 – August 13, 2009 • Participants work 32 – 40 hours per week <p>Program Size</p> <ul style="list-style-type: none"> • Forty three Native American youth tribal members residing on the reservation are participating in the summer youth program. <p>Target Population: On reservation disconnected and at-risk youth between the ages of 14 and 24 that have been referred from Tribal Court, Tribal TANF, and Social Service programs.</p> <p>Types of Work Sites and Employment Activities: The youth are participating in various community service projects on the Rocky Boy reservation. The youth, for instance, are assisting tribal elders by hauling firewood and cleaning up roadsides for senior tribal members. The youth are also engaged in leadership training and mentorships. The youth are obtaining on the job skills by working in Tribal Offices and Clinics as administrative assistants, receptionists, and intake workers. Youth have received on the job training in the field of health and social services. The program offers on the job employment and training opportunities in health care and green jobs.</p> <p>Connections to Academics Embedded in the Summer Activities:</p> <ul style="list-style-type: none"> • Participants receive work readiness training on a daily basis, including goal setting, resume writing, and presenting a professional workplace attitude. In addition, the youth participate in leadership building exercises and cultural related activities that foster self-esteem. • Participants are supervised by Rocky Boy Employment and Training Counselors who work with the youth to identify their academic and skill level and to determine educational needs. • Some participants are engaged in a GED Program at the Northern Montana College. • Participants work with education and career counselors to identify barriers and develop Individual Employment Plans (IEP) to overcome barriers and improve educational attainment. <p>Career and Education Pathways: All of the participants are Native American youth; many of the participants are “older” and hard to serve youth needing additional support to complete high school or obtain a GED. Some of the participants are referrals from the Tribal Court, TANF, and Social Service programs. In addition, the section 166 WIA program coordinates with area colleges to offer GED preparation and testing. The tribe plans to place some of the youth in a Carpenter Training program later in the year after they complete the GED program.</p>

	<p>Next Steps/Transition Beyond Summer Employment: Summer youth participants have been identified as candidates for future training and job placement. Youth participants will also be referred to the Northern Montana College for GED classes and Carpenter training and certification. Moreover, Tribal Social and Health Service programs are potential job placement options for the youth.</p> <p>Types of Jobs and Specific Skills Being Developed:</p> <ul style="list-style-type: none"> • Health Care and Social Service placements provide administrative and health care related training. • Tribal IHS facilities offer training in substance abuse/chemical dependency and pharmaceutical. • The youth participate in the “Rocky Boy Wind Energy Project” and Water Conservation projects. The Tribe is currently seeking to develop wind energy on the reservation. • The “Rocky Boy Wind • Participation in Wind Energy, Water Conservation, and Environmental Awareness affords employment opportunities in green jobs. • Construction and Carpentry <p>Summary of Media Coverage: The local Havre Daily newspaper featured an article on the Rocky Boy Summer Youth Program. The article featured program activities and stories on the youth participants.</p>
<p>Unique and Exemplary Attributes:</p>	<p>Highlights of Green Worksites/Jobs: Native American youth participated in Environmental Awareness, Water Conservation, and Wind Energy training session. The youth, for instance, attended a session at the Brown Field water resource project. The youth received training on how to test for water contamination and identify erosion in wetlands. The Rocky Boy Indian Reservation has plans to develop wind energy on the reservation and Summer youth participants visited the development sites, as well as other historic areas.</p> <p>Highlights of Healthcare Jobs/Activities:</p> <ul style="list-style-type: none"> • IHS Pharmacy • Socials services and chemical dependency <p>Highlight Intersections with Other DOL Priorities:</p> <ul style="list-style-type: none"> • The program services underserved and disconnected Native American youth. • Green Job training • Faith Based Organizations (FBO) • Community service and restoration <p>Linkages with Other Programs:</p> <ul style="list-style-type: none"> • Tribal Court and Social Service Programs • Local Church • Rocky Boy School Department • Northern Montana College <p>Partnerships with Employers:</p> <ul style="list-style-type: none"> • The program is partnering and utilizing resources on the reservation to meet the training and job placement needs of the Rocky Boy community. • Rocky Boy has partnered with the Northern Montana College for GED obtainment and Carpentry Certification.
<p>Hot Issues or Challenges:</p>	<p>Native American youth residing on Indian reservations face multiple employment and educational challenges. Most of the youth participants do not have high school diploma and have literacy needs. The remoteness of the Rocky Boy Indian Reservation creates an additional barrier to youth seeking employment and training. The Rocky Boy project offers community services and on the job training in the human services, health care, construction,</p>

	and green jobs. Insufficient funding for supervisors to manage job and education placement is a major challenge. The remoteness of the reservation has also made it difficult to transport participants long distances.
Contact Person and Information:	Ramona Henderson, TERO/EEOC/WIA Director Rocky Boy Agency Rural Route, Box 544 Box Elder, Montana 59521