



**YOUTH COMMITTEE MEETING
March 9, 2020 @ 1:00 P.M. (CT)
Community Room, CSC Office, Marianna, FL**

A G E N D A

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|------|---------------------------------------|-------------------------------|---------|
| I. | Call to Order | Arthur Obar | |
| II. | Discussion on Youth Program Options** | Richard Williams / Debby Wood | Pg. 2-6 |
| III. | Committee Member Comments | Arthur Obar | |
| IV. | Adjournment | Arthur Obar | |

***** It is anticipated that these discussions will lead to action by the Committee.***

Program Committee Members

Arthur Obar
Janice Sumner
Donnie Read
Travis Ephriam
Keith Sutton
Mary McKenzie

YOUTH PROGRAM OPTIONS

SUMMER EMPLOYMENT PROGRAM

The Summer Youth Employment Program (SYEP) is an important platform to introduce youth into the workforce, helping them acquire skills that can be used to improve school performance and become responsible adults. Opportunities to gain workplace skills will be combined with an academic and educational component. Example: If a youth is working in a hospital, the occupational education might be learning about different types of hospital occupations such as phlebotomist, radiology tech, or physical therapist, whereas the academic education could be learning some of the information individuals in those occupations need to know such as why blood type matters, the name of a specific bone in the body, etc.

All youth served must meet in-school youth eligibility guidelines. Youth may be placed at public, private, or nonprofit worksites through the SYEP program and since school is not in session, child labor laws regarding number of hours allowable for work are not applicable but restrictions for a 16 and 17 year old remain in place for specific occupations. CSC and/or its provider will adhere to all child labor restrictions.

SYEP participants will be paid at least minimum wage per hour (\$8.56) and work up to 32 hours per week for 4 weeks. CSC and/or the provider will work with county/city governments where worksites have been previously established for the National Dislocated Worker Grant and will also seek interest from other employers.

SUMMER ENRICHMENT PROGRAM

The Summer Youth Enrichment component of the in-school youth program is an option for youth ages 16-18 to participate in enrichment activities based on allowable youth elements:

• Tutoring, Study Skills Training, Instruction, and Dropout Prevention Activities

- Leadership Development Opportunities
- Adult Mentoring
- Financial Literacy Education
- Entrepreneurial Skills Training
- Services that Provide Labor Market Information
- Postsecondary Preparation and Transition Activities

All youth served must meet in-school youth eligibility guidelines. Information will be provided to school districts in the five (5) counties requesting proposals to provide youth activities during the summer term for 4 weeks. Reimbursements to the school districts will be based on successful completion of performance deliverables. The number of proposals awarded and number to be served will be contingent on proposals submitted. These activities will enforce the importance of school engagement and work readiness.

Example: A school district may submit a proposal to provide a summer camp in which youth learn about engineering and occupations in the industry. Youth participate in visits to various engineering firms and at the conclusion of the youth program, visit a theme park to learn about operations.

AFTER SCHOOL PROGRAM

Funding will be used to pay instructors for after-school hours.

Components:

After School Tutoring

Instructors will work with a group of eligible students to provide homework assistance, test preparation, tutoring, etc. as needed and based on individual needs of students.

Career Exploration

Instructors will lead students in Career Exploration activities, to include interest inventories and assessments, career pathways education, post-secondary education opportunities, etc.

Activities may include:

- inviting local business owners and HR managers to speak to students about “real world” expectations for work: application processes and requirements, hiring practices and preferences, workplace etiquette, career growth opportunities, etc.
- leading students in interest inventories and assessments in Florida’s “My Career Shines” system
- exploring LMI for local area regarding in-demand occupations and wages
- visiting local businesses to see professionals in action – hospitals, manufacturing and warehousing operations, retail operators, correctional facilities, government offices, skilled trade professionals (carpentry, welding, HVAC, automotive mechanics, etc.)
- visiting post-secondary educational institutions to explore both vocational and baccalaureate programs

Leadership Development

Instructors will facilitate opportunities for students to learn and hone leadership skills.

Activities may include:

- planning, coordinating, and completing a community service project
- public speaking and communication skills curriculum
- conflict resolution curriculum
- team building activities
- visits with local leaders – school administrators, various elected officials, community-focused business leaders
- finding or creating leadership roles within the school/student body setting

Financial Literacy Education

Instructors will provide activities and opportunities for students to develop financial literacy skills needed in everyday living, to include budgeting, bill paying, banking, credit, etc.

Activities may include:

- financial literacy curriculum
- “simulation” activities to provide real world finance-related situations students may encounter and how to respond

- visiting local financial institutions to learn how to open and maintain checking and savings accounts, debit and credit cards, etc.
- what personal credit is used for, how to build it, and what effects various behaviors have on personal credit
- examples of what “grown-ups” are financially responsible for – mortgages/rent, car payments, homeowners’ and car insurance, childcare, groceries, retirement options, health insurance, utility bills, entertainment, etc.

Post-Secondary Preparation & Transition

Instructors will lead appropriate students (juniors/seniors) in researching post-secondary education options, financial aid opportunities, admission requirements, application processes, etc.

Activities may include:

- visiting post-secondary educational institutions to explore both vocational and baccalaureate programs
- exploring career opportunities based on various majors/degrees being considered by students
- researching available scholarship, grant, and financial aid options and requirements of each
- gathering information regarding admission requirements of institutions being considered by students – application deadlines, test scores, essays, etc.
- inviting academic advisors, admission counselors, and financial aid counselors from area institutions to speak to students about the transition from high school to post-secondary and what to expect moving forward

CAREER EXPLORATION/INTRODUCTION

A presentation would be developed to provide in-school youth with direct information about the types of careers available within the counties served by CareerSource Chipola (CSC). The presentation would focus on actual jobs available in the region with actual expected wages instead of the state/national averages used in most programs.

The program would end prior to high school graduation time with a special job fair open only to those individuals leaving school to enter the workforce and companies seeking to provide immediate employment upon separation from school. Separation could be by graduation or other means. The individual/firm operating the program would serve as a career counselor responsible for working with the districts to promote career options available in the region or Northwest Florida.

Professional multi-media and hands on presentations would be developed for use by the schools and the board would either hire or contract with an individual to be the "Career Counselor" for CSC. The Career Counselor would be responsible for having employers from the region present in schools to students. An effort would be made to highlight careers that are available in the region with less than a four-year degree and in some cases with as little as six weeks of course work or the ability to learn on the job.

The professional multi-media could include short films shot at actual employment locations in the region that show the work and provide information on actual wages and benefits. The presentation would also seek to provide information on employment opportunities that may not be well recognized in the region but have good pay or are a good base for career growth.