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01:35:19.590 --> 01:35:36.929

Daniel Froemel, NDTAC: All right, welcome back from break. Our next session is Connecting Justice-Involved Youth to Good Jobs, What Title I, Part D State Coordinators Can Do, by Masha Memminger from the Department of Labor, and Mary Ann Haley with the National Youth Employment Coalition.

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Maisha Meminger (DOL): Thank you all for having me, and of course, it's great to be here with my partner, Mimi Haley, from NYUC, who we... we see each other often, so it's good to see you all. My name is Myesha Meminger. I work here at the U.S. Department of Labor's Division of Youth Services.

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Maisha Meminger (DOL): My office... I'm going to break down what we do here, and how we're here to partner with you all to help you as you support our young people who are seeking employment, in... in their time. So, Division of Youth Services is a part of the U.S. Department of Labor, and Mimi's going to be talking a lot about this as well in her presentation. Mimi, I tried to make sure I didn't duplicate what you're about to share with everybody in a few minutes, but that's my face, and that's my picture. My email address will be at the

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01:36:19.450 --> 01:36:20.510

Maisha Meminger (DOL): end here

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01:36:20.750 --> 01:36:44.129

Maisha Meminger (DOL): So, in the U.S. Department of Labor, there's 23 different agencies, and one is the Employment and Training Administration. Under the Employment and Training Administration, our job here is to make sure that Americans are working, right? Regardless of their age, so we go from youth services all the way to senior services. We talk about dislocated workers, persons who are uninsured, or not uninsured, excuse me, have unemployment... are receiving unemployment insurance as well.

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Maisha Meminger (DOL): And here under the Division of Youth Services.

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Maisha Meminger (DOL): We have 3 different, arms. One is our policy team, what I work for, as we call it, youth policy, team. We have our youth build team, I'll talk about briefly today, and we also have our reentry office. And reentry is unique here because not only do we serve young people who are justice involved, but we also serve adults. It's a little unique, situation here at the Division of Youth Services.

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01:37:07.700 --> 01:37:12.479

Maisha Meminger (DOL): We also have grant funding that supports adults, that are transitioning out of incarceration.

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Maisha Meminger (DOL): And so, I'm going to talk about each of these units and how we can support you.

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Maisha Meminger (DOL): So, under the WIOA, which is the Workforce Innovation Opportunity Act, that passed in 2014, and it allowed, for us to support young people, in various ways, and I just wanted to show you what the flow of our money is. So, we, of course, go to Congress every year, and we say, hey, Congress, we would like some money.

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Maisha Meminger (DOL): So Congress debates how much that money's gonna be, and we come up around \$950 million, \$990 million every year. That money flows down from Congress to the Department.

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Maisha Meminger (DOL): And then we then give that to states, territories, to then run their workforce,

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Maisha Meminger (DOL): programs, support what's happening at the local area, so that money then flows out into the local area, and then we also have what we call one-stop Centers. This is going to be one of your best partners in this, in this initiative, is the One Stop Center. That is a physical location, some are still doing virtual services.

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01:38:11.130 --> 01:38:27.769

Maisha Meminger (DOL): Where a person who is in need of employment can go in and receive those employment opportunities, see what's happening regionally, what is the hot

jobs coming down the pike. Also, if you need additional services, so our young people, sometimes they need additional services. We will talk about those shortly.

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01:38:27.840 --> 01:38:38.429

Maisha Meminger (DOL): That young person only gets a youth specialist who absolutely knows how to work with a young person, knows how to braid funding properly, and, make sure they get the most bang for their buck.

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Maisha Meminger (DOL): So, under WIOA, again, we have two kind of populations of young people. We have in-school youth and out-of-school youth, and our in-school youth are young people who are tradition... who are connected traditionally to, education. They are in school, they're in college, they're in a community college.

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Maisha Meminger (DOL): And they tend to age between 1 and... I mean, 14 and 21.

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Maisha Meminger (DOL): Then we have our out-of-school youth. Those are our young people who have detached from a traditional school, educational pathway, and they are looking to re-engage. And our job there is to make sure that these young people are connected to employment, education, or in training.

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Maisha Meminger (DOL): And so, our monies flow down for those areas of expertise. What's really important here is that we, because we know we're working with young people.

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Maisha Meminger (DOL): We really emphasize our 14 program elements, which I'll share with you. They're unique because adults are not offered these services, and so we do know our young people need a little bit of additional assistance, they may need mentoring, tutoring, they may need, bus tokens.

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01:39:38.070 --> 01:39:51.259

Maisha Meminger (DOL): Eyeglasses. These are monies that are set aside to support our young people, and also that our case managers can use to make sure that they are gainfully, engaged in their programming, and that we are breaking down barriers to

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Maisha Meminger (DOL): Employment.

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Maisha Meminger (DOL): What's also important, what we do with your own people, is that we call... we have an ISS, which is an Individual Service Strategy for them. So when they come in those doors of that program, they're to meet with the case manager, and we want to know what that young person wants to do. And it's up to the One Stop Center and that program to connect them to the proper training facilities, education facilities.

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Maisha Meminger (DOL): And again, make sure that they're ready to work when it's time.

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Maisha Meminger (DOL): So again, we work with young people who have barriers to employment, and in those barriers, it's very important to note that

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Maisha Meminger (DOL): These are our barriers to employment. They could be foster care youth, they could be young people who are pregnant and parenting, have been formerly incarcerated, they could be persons with disabilities, where English is not the first language.

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Maisha Meminger (DOL): And, so we want to share with you that if a young person falls in any of these barriers, they are eligible for, for our monies at the local level. And again, I have breaking down what the out-of-school youth is, and, what in-school youth. So if an in-school youth is in school, but that young person is a foster care youth, they are eligible for our services. If our person... if the young person is... has,

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Maisha Meminger (DOL): spend some time in incarceration, and they are, coming out, and they go back to high school, let's say, they are still eligible for our services. So again, we have to make sure that we know what is their barrier to employment, and how we can best serve them.

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Maisha Meminger (DOL): And so, at the state level, each state has to use at least 75% of their funds on out-of-school use.

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Maisha Meminger (DOL): And so that's important here, because a majority of the funds that we do trickle down to the states and local areas is going to be used on people who are detached from the traditional school system. And so we want to make sure that we share that, because some states have opted to use 100% of their funds

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Maisha Meminger (DOL): For serving out-of-school youth. So some states have also set aside some funds to serve in-school youth. So, but we do... we do, it is mandated that they serve at least 75% of their money has to be served to out-of-school youth. And we also want to make sure that we're spending money on work experiences, that we're connecting them to the

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Maisha Meminger (DOL): paid and unpaid work experiences. So, some of that money can be used to connect them, keep them there, subsidize some of those employment opportunities that those young people are receiving at the local level.

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Maisha Meminger (DOL): Here are our program elements. We have 3 major categories. Academically, these 14 program elements are there to support a young person and help remove some of those barriers to employment.

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Maisha Meminger (DOL): So these are the ones that we normally have, and we also want to make sure that they have leadership development activities, that they are getting opportunities for tutoring, that we are also sharing with them opportunities for work experiences, occupational skills training.

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Maisha Meminger (DOL): We also have supportive services, so which I love the most about our programming is that if a young person comes in.

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Maisha Meminger (DOL): They need an ID,

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Maisha Meminger (DOL): We're gonna help you get that ID. If a young person comes in and they need eyeglasses, our job is to make sure, because that's a barrier to employment. If they need work boots, we're going to make sure that they get those work boots, because that is a barrier to employment.

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Maisha Meminger (DOL): Also, we provide these other additional services as well. What's going to be important for your population when you're working with, at the one-stop level or the local level is, if your young people are over 18 that you're working with, they are not only considered a youth, but they're also considered an adult as well.

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Maisha Meminger (DOL): So it's going to be important to find case managers that know how to properly braid funding, so that a young person who walks in those doors, who are over the age of 18, under the age of 24, they are considered a youth under the Workforce Innovation Opportunity Act, but they're also considered an adult.

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Maisha Meminger (DOL): So, that is really a good key for anybody who's out there working with

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Maisha Meminger (DOL): a little bit older young people, because they may need both services, so we want to make sure that we mention that as well, rating of funding. YouthBuild is another component of the Division of Youth Services, and YouthBuild primarily works with young people who have been detached, again, from traditional school systems, they're 16 to 24, and they're spending

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Maisha Meminger (DOL): half of their time in a classroom receiving their, high school equivalent or high school diploma, depending on the state, and the other half of their time they're spending, primarily outside of the classroom getting a workforce skill, an

occupational skill. So, majority of youth build that was... YouthBuild was found in the late 70s.

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Maisha Meminger (DOL): And, it was founded to help young people learn how to use, basically, an apprenticeship model, how to spend time building up homes, homes that were falling down in Harlem. They were learning how to put in windows and learning more of the trades of construction and renovation.

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Maisha Meminger (DOL): And so that's why it's called YouthBuild. I eventually went to HUD, and then HUD then gave it to labor, so now we've been running it for over 10 years, the program. But again, a lot of these young people are receiving that training in housing, they're building up homes in their neighborhood, they're learning those kind of tangible skills.

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Maisha Meminger (DOL): But also, YouthBuild has other occupational skills, such as computer skills, nursing. We've ventured into other areas besides, home building and renovation. So YouthBuild is a wonderful program. It is a day program. Unlike our colleagues at Job Corps, where they have more of a residential program, YouthBuild is a grant program.

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Maisha Meminger (DOL): That, is competed every two years.

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Maisha Meminger (DOL): And those grantees then enroll young people into their program. They have something called mental toughness, where they prepare themselves, and they go through a kind of a year-long program, where, again, we're half in the classroom getting our GED or our high school equivalent, and then we're spending the other half of our time kind of learning occupational skill.

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Maisha Meminger (DOL): Here's some pictures of the first youth build back in 1979, and again, these are young people who took an abandoned building, and they were going inside, and they were putting it together, and learning all of these great, skills.

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Maisha Meminger (DOL): Our reentry office is, again, competitively done as well. This is not a formula program, so this is not just trickled down through Congress. Again, grantees have to compete for these funds.

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Maisha Meminger (DOL): And this is set for that young adults, adults, and young people who have served time in detention, when they come out, they are able to get those skills and training. So a lot of times with our Rio grants, we call them RIO, they are starting with the young... the grantees are actually starting with

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Maisha Meminger (DOL): the persons who... while they're getting in transition to leave incarceration. So, kind of getting them ready.

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Maisha Meminger (DOL): Then they may meet them at the halfway house, and then be... continue those skills.

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Maisha Meminger (DOL): This... these efforts are really to help reduce recidivism over time. And again, most of these grantees are coming in, almost all of them are in high levels of crime areas that they're serving. They don't want people to come back home and not be skilled and ready to work. With Rio.

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Maisha Meminger (DOL): they work very closely with WOTC, which is the Work Opportunity Tax Credit, where we have funds that have been set aside, to encourage companies

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Maisha Meminger (DOL): to hire persons that may have a record, so that they get a little bit of a tax credit to encourage that. So we have WOTC that's a part of this as well, and other, kind of incentives to businesses to, hire folks that have been incarcerated. And these are just kind of the breakdown between our adult

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01:47:08.930 --> 01:47:22.320

Maisha Meminger (DOL): Program in our young... and youth and young adult program, and we do know that the youth and young adults, they tend to get a little bit more services because we know that they need additional assistance to their... to their support.

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Maisha Meminger (DOL): So, with our young people, we're gonna be talking about, career exploration, internships.

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Maisha Meminger (DOL): career counseling, college counseling, if that's the desired path. And there's funding set aside to connect them to.

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Maisha Meminger (DOL): those pathways as well.

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Maisha Meminger (DOL): Recently, there's some money that

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Maisha Meminger (DOL): The competition just closed last month. It was called Restart. That's \$81 million. That'll be going out to about 20 grantees. We are now,

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Maisha Meminger (DOL): We're now reading these grants, they came in, and this is going to be money for 3 years to support, this effort. So please keep your eye out on who got that funding.

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Maisha Meminger (DOL): Offer a restart as they go into the communities and start, kind of sharing that wealth with the communities, and we hope to have an announcement sometime in the early summer.

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Maisha Meminger (DOL): And with Rio, again, there is, of course, a close collaboration with DOJ, and these are something called the Proud Grants, and Proud Grants also are

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Maisha Meminger (DOL): Grantees on the ground level that have been working with persons who are incarcerated, and they have several rounds going in, and so these are the states that have received, or they actually the organizations that

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Maisha Meminger (DOL): reside in those states with Round 1 and Round 2. And if you want any additional information, I'll give you a website to get the listing of those grantees.

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Maisha Meminger (DOL): Before I wrap up, I definitely want to talk about apprenticeship as a model to connecting any young person to opportunities for, for wealth and growth and for jobs.

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Maisha Meminger (DOL): As we all know, this administration is pushing a 1 million apprenticeship model, and what we're actively doing is making sure that if a young person comes to us and says, hey, I don't want to go back to... I don't want to go to college. I really just do not. I want to use my hands to build.

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01:49:10.320 --> 01:49:25.059

Maisha Meminger (DOL): How can we make sure that that young person is connected to opportunity where they can learn and learn at the same time? Apprenticeships are really an amazing model to connect our young people, to get them working immediately. Once a young person becomes an apprentice.

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01:49:25.310 --> 01:49:27.640

Maisha Meminger (DOL): They are guaranteed a wage.

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Maisha Meminger (DOL): and benefits from the company that they're being... they're under their apprenticeship. So they have to be registered apprenticeships. I just want to be very

clear. Anybody can offer an apprenticeship, but to be registered is that you are registered here at your state level, and also it's recognized here at the Office of Apprenticeship.

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Maisha Meminger (DOL): So that's very key, because what we don't want people to do is abuse our young people. So some people say they have an apprenticeship.

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Maisha Meminger (DOL): program. The second question I'm going to ask you, are you registered? And who are you registered with, right? Anybody can have an apprenticeship program, but we just don't want them taking advantage of any of our young people, so I just want to make sure that I note that, because to be registered means you go through a lengthy process.

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Maisha Meminger (DOL): Of paperwork to make sure that everything's in decency and order, and that everybody on your work site is safe.

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Maisha Meminger (DOL): Again, we talked about this. This is going to possibly be a young person. We have a lot of folks that are learning. We just had National Apprenticeship Week a couple weeks ago, and I helped support it. We have a lot of people who've been in their work environment for 20-plus years, and they're quitting, and they say they want an apprenticeship. They want to work with their hands, they want to build things. So, we've met some people over the last couple months that are just coming, having a resurgence of a new career for them.

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Maisha Meminger (DOL): But for our young people who are coming into their first careers.

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Maisha Meminger (DOL): Again, they're going to be spending time in the classroom. Some apprenticeship models have partnerships with community college, where some of our young people will be taking some science classes, right, while they do their apprenticeships to kind of accompany their work that they'll be doing for whether it's a factory, whether it's electrician, plumbing, and we always normally talk about blue-collar work, but there is a ton of white-collar jobs, such as teaching apprenticeships, nursing apprenticeships.

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Maisha Meminger (DOL): Pharmacy tech is considered an apprenticeship model. So there's not just always, you know, the blue-collar, hands-on, but there's also this amazing opportunity to be more admin as well.

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Maisha Meminger (DOL): So again, it has to be industry-led. That means that the companies are leading the efforts. They have to be paid, so if you're a registered apprenticeship, you're not working for free, okay? You are... the young people are being paid. You are getting an education model with it, you are getting on-the-job learning, and it is recognized nationally. So again, wherever you're apprenticing, if you're connecting a person to apprenticeship, please ask these questions.

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Maisha Meminger (DOL): It is very impotival, because again, when we have a nationally recognized model, that means that that young person, let's say they want to move to another state.

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Maisha Meminger (DOL): They can take all those credentials that they just obtained, all those stackable credentials and work, and take that somewhere else, because it's nationally recognized as a workforce model.

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01:51:53.830 --> 01:52:01.710

Maisha Meminger (DOL): And these are just some of the areas that we have apprenticeships in that are very popular, and again, some of these are blue-collar, some of these are hands-on, and others are...

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Maisha Meminger (DOL): AI, technology, telecommunications, teaching young people how to climb those poles is not a light feat, so also doing that as well. And in apprenticeships, as we work with the apprenticeship office here, you know, even young people under 18 are starting pre-apprenticeship models or apprenticeship models in high school as well.

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Maisha Meminger (DOL): And again, we don't sell apprenticeship as one of our main things. Avoiding... you hear these commercials all the time, they're not taking out any loans for an

apprenticeship, right? If that's what they want to do, they are earning while they're learning, so...

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Maisha Meminger (DOL): The number that we like to tout around here at the U.S. Department of Labor is the average apprentice is coming out, once they jumped their apprenticeship, making about \$84,000 on average.

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Maisha Meminger (DOL): So an apprenticeship can be anywhere between 1 year to 2 years.

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Maisha Meminger (DOL): And they're already kind of working with the company, so the goal is that the company's going to retain them after they're done with their apprenticeship, because they're sliding right into a job, they've already been a part of the company culture, they know who's on first, they have a mentor that's been assigned to them.

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01:53:00.900 --> 01:53:09.410

Maisha Meminger (DOL): And they can ask questions and not feel uncomfortable. So, we... we do actually, love our apprenticeship model here. To... to connect.

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Maisha Meminger (DOL): So, how do I find out about all this great stuff that I just talked about? So, we have several websites. The first one I just want to talk about is apprenticeship.gov. I just shared that on a slide, and of course, Christine is more than welcome to share these slides with you all. Apprenticeship.gov is where you find all apprenticeship information, where the nearest apprenticeship is for you.

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01:53:27.800 --> 01:53:44.060

Maisha Meminger (DOL): And all that good stuff. Career One Stop, and I'm sorry that the website is not coming up, I'll just put another slide, but it's careerOneStop.org. This is how you connect on the ground level to all these resources. You can find a career, you can, you can find training, you can actually find out where your nearest one-stop is.

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Maisha Meminger (DOL): So, this is important as a tool at the U.S. Department of Labor that we... this is how we get or trickle down our information to case managers, pers... young people. I get emails all the time from young people asking questions on how to navigate. This is our first stop, is our Career One Stop page.

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Maisha Meminger (DOL): Also, in every state, we either have a state-run workforce board, or we have local-run workforce boards. And workforce boards are actually a part of our service delivery model, and also grant

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Maisha Meminger (DOL): making delivery model, where we ask community members, on-the-ground businesses, young people, churches, clergy members, community

organizations to come together and serve on a board. So, workforce boards could be anywhere from 3 people.

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01:54:25.560 --> 01:54:37.169

Maisha Meminger (DOL): For 30 people, right? And they come, and they know all about what's happening regionally, locally, statewide, as far as jobs that are coming down the pike. And on that Career One Stop.

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Maisha Meminger (DOL): page, you can learn more about your area workforce board. If you have a program on the ground level, I absolutely encourage you to partner with your workforce board to see what's happening, what's going on, and also how to learn how to navigate the workforce system in your local area. They're supposed to be the experts in the field.

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Maisha Meminger (DOL): And also, they're always looking for somebody to serve on their board, so some boards have one-year terms, 2-year terms, and they do ask other organizations, grantee pe... persons to serve on their boards to help, again, navigate, the workforce system at the local area.

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Maisha Meminger (DOL): There are... they are to, have public meetings.

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Maisha Meminger (DOL): So, again, when you go on CareerOnce.org, there is a Find Your Nearest Workforce Board information. Many of these workforce boards have websites, they tell you when their next meetings are, they tell you, how you can present. A lot of times, I do encourage, grantees or folks that are working in the field to actually show up to a workforce board meeting and introduce yourself. Tell them what you do.

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Maisha Meminger (DOL): Tell them who you serve, why it's important. This is not lobbying, this is just sharing information, because they may say, oh, wow, we have, information about these jobs that are coming down, that may serve your young people. So again, this is a great place to kind of meet the needs of the persons that you're serving.

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Maisha Meminger (DOL): Where are you gonna get all this information? So...

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Maisha Meminger (DOL): CareerOnceUp.org, apprenticeship.gov, and now we have GetMyFuture.org. So GetMyFuture.org is a website that we run here. It's a little bit dated, but I still love this thing. It helps young people. We designed this with young people about 15 years ago, that's how old it is, but it still is updated information.

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01:56:17.900 --> 01:56:26.329

Maisha Meminger (DOL): And when you go on this website, on the first corner right here where it says, Find a Career I like, there is a small assessment that a young person can take.

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01:56:26.430 --> 01:56:30.889

Maisha Meminger (DOL): And the reason why this is so critical is that when a young person takes this young... this assessment.

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01:56:31.150 --> 01:56:51.980

Maisha Meminger (DOL): It does a college scorecard for any colleges in the area that, that can give them the training in that area. It provides information on the job projection and market, so it connects to BLS data, O-Net data. It provides scholarship information. We are one of the only federal agencies that actually has a scholarship search engine, believe it or not.

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01:56:51.980 --> 01:57:00.700

Maisha Meminger (DOL): It also helps out with resume writing, gives tips about how to get a job, how to find training. So this is called GetMyFuture.org. It is geared towards young people.

722

01:57:00.710 --> 01:57:07.160

Maisha Meminger (DOL): I strongly recommend we have young people take that career assessment, because sometimes they don't know what they want to do.

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01:57:07.160 --> 01:57:22.470

Maisha Meminger (DOL): And so it gives them a wide range of opportunities based upon occupational network data from the Bureau of Labor Statistics. We actually take that kind

of larger assessment, and we make it more youth-friendly, and it really does connect them to the statistics that matter today.

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01:57:24.010 --> 01:57:39.980

Maisha Meminger (DOL): WorkforceGPS.org is another home that you want to hang out at. We have over 40 communities on Workforce GPS, and here's just where we give our technical assistance. So we host webinars here, we have webinars on so many different topics.

725

01:57:40.320 --> 01:58:02.409

Maisha Meminger (DOL): Mimi has been our guest many times on our webinars. We host, webinars. We just have, of course, Finish Apprenticeship Week. We've been talking a lot about AI recently. We have communities such as the farming community, we have a persons with disability community, we have the reentry community. This is where we put all our tools, our one-pagers, our webinars, and so Workforce GPS is free to join.

726

01:58:02.900 --> 01:58:18.589

Maisha Meminger (DOL): You can sign up for as many webinars as you want. You can also see recordings of previous webinars, and we have a youth, of course, youth community here as well, for those who are interested in joining, so please check us out on Workforce GPS. This is where we do a lot of our great work and actually store it and house it for the rest of the nation to see.

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01:58:20.210 --> 01:58:34.390

Maisha Meminger (DOL): If you have any questions for me, this is my email address, youth.services at dool.gov. I am here to help out any questions that you may have. I think,

Christine, we're going to ask for answers for questions after Mimi's presentation, or do you want to do it now?

728

01:58:34.390 --> 01:58:37.839

Kristine Chan, NDTAC: Yeah, let's do it at the end, because I think the dynamic duel of you two.

729

01:58:37.840 --> 01:58:38.460

Maisha Meminger (DOL): Yes!

730

01:58:38.460 --> 01:58:39.510

Kristine Chan, NDTAC: helpful. Yes.

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01:58:39.510 --> 01:58:47.499

Maisha Meminger (DOL): So, Mimi, I warmed up the mic for you. It is now your turn to take over and take this presentation to the next... I'm gonna stop sharing my screen to the next level.

732

01:58:47.990 --> 01:58:49.180

MHaley: Awesome, awesome.

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01:58:49.180 --> 01:58:52.290

Kristine Chan, NDTAC: I will say, it's probably not the last time that you're gonna see these two.

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01:58:52.290 --> 01:58:53.020

Maisha Meminger (DOL): now.

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01:58:53.020 --> 01:59:06.119

Kristine Chan, NDTAC: For the remaining years, so get used to them. I know this is, a lot of information at one time, but you have access to the PowerPoint, and we're gonna have these conversations throughout the year. And now, I'm gonna welcome Mimi to the stage.

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01:59:07.210 --> 01:59:27.009

MHaley: Hi, everyone. Thanks, Myesha. It is always a pleasure to co-present with you, and I haven't seen you in a while, so it's good to see your face, too. And thanks for having me, Christine and Heather. Really, really appreciate being here. I am going to share my slides here.

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01:59:29.100 --> 01:59:30.859

MHaley: Hold on one second.

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01:59:32.470 --> 01:59:36.810

MHaley: Be careful I don't share the wrong slides, I've done that before.

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01:59:37.380 --> 01:59:38.530

MHaley: Okay...

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01:59:44.200 --> 01:59:49.989

MHaley: Let's see if this is gonna work here.

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01:59:50.530 --> 01:59:58.190

Kristine Chan, NDTAC: It's loading... And, yep, you just want to do full screen, or full slide.

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01:59:58.190 --> 02:00:08.189

MHaley: Hold on a second. Yeah, sorry, I'm not on my... Normal computer, so... I am... okay.

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02:00:09.100 --> 02:00:10.210

MHaley: There we go.

744

02:00:11.000 --> 02:00:24.680

MHaley: Yep. Yeah, so, so thank you for having me. I'm gonna go through, the slides, and we can, talk as we go. I'm, but I think most of the questions we're gonna be saving for the end.

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02:00:24.680 --> 02:00:49.070

MHaley: But if you want to just take a minute now for any questions you might have for Myesha, so that you can write them down, so then when we get to the end, you won't forget those. And then, as we go along, please write any questions you have. Myesha really, set a great stage talking about WIOA. She has the most in-depth knowledge is coming from Myesha on

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02:00:49.070 --> 02:01:03.010

MHaley: on the WIOA. So those questions, please, you know, ask, because I think that that's important to understand it, what it can and cannot do. For today, I'm gonna...

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02:01:03.010 --> 02:01:27.829

MHaley: talk a little bit about that, but really, I'm going to focus on, you know, what it means to be disconnected for young people, and the relationship between disconnection and justice involvement, the future of work, and sort of what the environment is right now, and what's at stake. Talk a little bit about untapped levers for part... for all of you folks, and using,

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02:01:28.540 --> 02:01:37.959

MHaley: some connections and collaboration with VIOA and how to build that, give you a couple of, state examples, and then,

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02:01:37.960 --> 02:01:58.779

MHaley: really borrowing from... we have a toolkit that's very specific to this population. It's about building the collaboration between workforce partners and juvenile justice providers, so, or young adult, justice-involved youth. So, that is also available on our website, which you'll have,

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02:01:58.820 --> 02:02:12.320

MHaley: the... these slides as well, that you'll be able to access that. And then at the end, we'll talk a little bit about an action roadmap, because it really is... you guys are in such a wonderful position in your states to be able to

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02:02:12.320 --> 02:02:34.880

MHaley: create change and increase collaboration and really make a difference in so many young people's lives. So, excited to be here and to get to know you all a little bit. And with that, I'm going to ask you all, if you can, you might have already done this, but just for my own reference, I would love for you to share just your name, your role.

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02:02:34.880 --> 02:02:43.029

MHaley: organization, if you're with an organization. But also, what was your first job, and one thing you learned from it?

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02:02:43.030 --> 02:02:58.920

MHaley: I want to kind of take us back, some of you might be young enough, this might be your first job, so please share that, but I think a lot of you probably had another first job, so just trying to kind of take us back to understand what it was like to... to...

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02:02:58.920 --> 02:03:04.919

MHaley: have a first job and the kinds of things you learned. I will share that my first job

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02:03:05.210 --> 02:03:27.249

MHaley: one of my first jobs was, at a local Italian grocery store in Indiana. It was run by a family, and I... there was a very strict code of what we could do and what we couldn't do in the grocery store, and I remember learning, you know, just really simple things, like.

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02:03:27.420 --> 02:03:47.219

MHaley: if a customer is talking, like, don't walk in front of them accidentally. If, you know, like, just paying attention to what it means to do customer service was a long time ago, and so, but, you know, you learn so much from that first job, just how to exist in the world of work, and so it's, it's, it's one of the...

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02:03:47.220 --> 02:03:49.330

MHaley: Most critical steps towards

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02:03:49.330 --> 02:04:10.100

MHaley: adulthood and self-sufficiency that we can have, and to just, you know, have that be also front and center for the programs that you're working with. Little background on us, if you don't know us already, we're the National Youth Employment Coalition, referred to also as NYEC, and if you've known us for a while, a lot of people say NIAC.

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02:04:10.150 --> 02:04:35.070

MHaley: Our mission is really advancing the futures for every young person to high-quality job pathways, career pathways, economic success, and social well-being. And we do that. We're a member organization, so we have members all over the country, and we really work to strengthen those programs, support them through trainings and work

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02:04:35.070 --> 02:04:50.239

MHaley: workshops and connections to people like Myesha. We host office hours with the Department of Labor, which anybody is welcome to on a monthly basis, so if you want to get... really get to know WIOA, you can submit questions and participate in those office hours.

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02:04:50.470 --> 02:05:00.280

MHaley: Lots of stuff going on there, which is very, interesting, and you get to hear from people all over the country and the types of things that they're doing.

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02:05:00.280 --> 02:05:18.349

MHaley: And then, we also engage with employers on the national and regional level. We do a lot of policy and advocacy work. We lead a lot of the policy and advocacy work for Opportunity Youth, or young people that are not currently working or in school.

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02:05:18.350 --> 02:05:34.650

MHaley: And we, myesha, you know, mentioned that they go to Congress to ask for funding. We're the ones that are on Capitol Hill also asking for that funding, so, we have offices in DC and around the country.

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02:05:34.700 --> 02:05:49.270

MHaley: And then the last thing that we do is really elevate youth leadership. We're always looking for opportunities to showcase, you know, young people that are doing the amazing things that they're doing across the country, and I'm happy to talk more about that

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02:05:49.270 --> 02:06:00.249

MHaley: to... and you... I just went through these, but you'll get these slides, so you'll have more of an idea of the types of work that we do. We've been around for 47 years.

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02:06:00.250 --> 02:06:19.399

MHaley: So, and this has always been our mission, so we, we, we have been, we have seen a lot, and, you know, working to advance career pathways for justice-involved youth and young adults is one of the core parts of our mission, for sure.

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02:06:20.330 --> 02:06:22.670

MHaley: We also have...

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02:06:22.670 --> 02:06:47.649

MHaley: Capitol Hill summit that is going to be taking place in September, from the 21st to the 23rd. We usually have people from the Department of Labor. We do... we've done site visits to the Department of Ed and other federal agencies, and then we're on Capitol Hill, talking to legislators. So, if you have young people, or programs, you know, send them our way. It's a fantastic

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02:06:47.650 --> 02:06:49.429

MHaley: event. Very fun.

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02:06:49.910 --> 02:07:07.850

MHaley: Okay. Okay. So, I want to just get into a little bit, like, what it means to be disconnected, and I know you guys are going to be familiar with a lot of, the barriers that are... that these young people are facing, but

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02:07:08.100 --> 02:07:18.570

MHaley: just to kind of, you know, dive in here a little bit, employment really is one of the strongest predictors of successful reentry, and...

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02:07:18.630 --> 02:07:43.429

MHaley: you know, we're often sort of looking at, you know, preventing them from doing something else, like, you know, removing barriers, like, you know, housing. I used to work in homelessness quite a bit. You know, transportation is an issue, so those other kinds of supports are, you know, also pose barriers, but we also think of employment sometimes as

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02:07:43.430 --> 02:07:54.960

MHaley: a little bit, you know, removed from the immediate needs of these young people. But really, if you think about, you know, the importance of that employment, it can really change

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02:07:55.010 --> 02:08:06.659

MHaley: Not only that young person's life, but the trajectory of, you know, their families, and the success, within their neighborhoods, within, you know.

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02:08:06.850 --> 02:08:08.890

MHaley: The, the,

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02:08:09.350 --> 02:08:18.979

MHaley: you know, friends that they have, as well. If they see one person successful, then, you know, this can attract others, right? So...

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02:08:19.580 --> 02:08:33.010

MHaley: In the U.S. right now, nearly 1 in 7 young people, and we use the ages of the WIOA, ages that are used, are 16 to 24, that are disconnected from school and work.

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02:08:33.160 --> 02:08:53.390

MHaley: For justice-involved youth, there's much higher rates of disconnection, and that really can lead to, in addition to being, you know, out of work and out of school, that can lead to even more, kind of, stigma, inability to connect to jobs,

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02:08:53.390 --> 02:09:16.990

MHaley: you know, types of, gaps that, you know, they might not get the services they need, you know, depending on their age, they might be prohibited from going into certain housing. So there's a lot of other types of, things that get compounded, and this, you know, is what, you know, can really lead to more recidivism.

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02:09:16.990 --> 02:09:19.530

MHaley: More poverty, and

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02:09:19.530 --> 02:09:44.030

MHaley: you know, longer-term consequences from being excluded from the labor market. So it really is, the earlier we start, the more consistent we are in paying attention to career pathways and those connections, it's so important over the long term. And, you know, even just limited justice contact can really reduce graduation and employment odds. So.

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02:09:44.030 --> 02:09:52.130

MHaley: We're looking at prevention, but... and we're... we're certainly looking at, How to,

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02:09:52.420 --> 02:09:57.140

MHaley: Connect those young people that have had some form of justice involvement.

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02:09:58.170 --> 02:10:08.430

MHaley: what it looks like, the data, so 11% nationally is the figure that's the measure of America, figure. It, you know.

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02:10:08.880 --> 02:10:20.670

MHaley: there's charts on this, it goes up, it goes down. You know, during, COVID, we have a... we had a lot of disconnection. It's back, it's gone,

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02:10:20.870 --> 02:10:38.709

MHaley: the connectivity rate has gone up since then, but, you know, in certain metro areas and other, you know, regions, it can be much, much higher. So you can see rates of disconnection 20% and above, even, sometimes.

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02:10:38.760 --> 02:10:54.820

MHaley: Tribal regions are often, really challenged, with, higher rates of disconnection. Rural areas, young people with justice involvement is, you know, another level of disconnection. So,

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02:10:54.830 --> 02:11:05.449

MHaley: Yeah, so it's really imperative for these young people to get reconnected as soon as possible, and we'll talk a little bit about that.

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02:11:06.570 --> 02:11:15.829

MHaley: So, some of the ways in which, you know, our justice-involved youth, the additional barriers that they could have.

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02:11:15.970 --> 02:11:35.660

MHaley: would be interrupted education and credit loss, limited access to certain, you know, career and technical education, programs, or work-based learning, transportation, documentation challenges,

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02:11:35.660 --> 02:11:41.850

MHaley: workforce, you know, as kind of a spectrum, too. Like, what it... where,

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02:11:42.060 --> 02:11:47.820

MHaley: Where is workforce in that, you know, diversion, placement, aftercare.

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02:11:47.870 --> 02:12:09.499

MHaley: kind of parole, spectrum, like where... what is happening during those periods of time in terms of connection to career building, is something to really consider. And then there's, you know, employer bias, background checks, and things like that. Fewer... fewer, entry-level jobs,

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02:12:09.600 --> 02:12:18.630

MHaley: because of technological differences, changes, AI automating, things can, you know.

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02:12:18.740 --> 02:12:42.890

MHaley: I think we have to be a little bit careful with that, because it can eliminate jobs, but it also can create jobs. And so, Myesha, I know the Department of Labor has really been focused on building AI skills, and there's a lot of states that are... have really taken this on. You know, in the education world, I think it's, you know, it's kind of a...

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02:12:43.180 --> 02:13:05.879

MHaley: blessing and a curse. I used to be a teacher, so I can feel the pain of teachers when we start talking about AI, but I will say that it's pretty amazing what, you know, just we as an organization have been able to do with the AI knowledge, and my best AI users are the young people that

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02:13:05.880 --> 02:13:15.560

MHaley: work with me because they're... they're much more fluent in technology, and they are very quick to, you know, implement things that, you know, cut

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02:13:15.560 --> 02:13:20.459

MHaley: cut work, almost in half, or more. So.

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02:13:20.880 --> 02:13:27.050

MHaley: And more and more employers are looking for that. So that's kind of like a little kind of magic

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02:13:27.050 --> 02:13:46.489

MHaley: you know, key that, you know, you could also be providing to young people, and if they have, you know, deep knowledge of how to utilize AI, then that can really be a difference in getting a job or not. And there's a saying that, you know, AI isn't going to take your job.

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02:13:46.490 --> 02:13:50.309

MHaley: But, somebody who knows AI will.

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02:13:50.310 --> 02:14:09.360

MHaley: And I think that that can really be true. I don't know, like, even barbers, I was talking, I was saying, well, what about barbers? AI is not going to cut my hair. But somebody said, no, actually, barbers are going to use it to help run their businesses, and they went into, like, how barbers are going to use it. I was like, okay.

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02:14:09.690 --> 02:14:11.280

MHaley: Which is true.

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02:14:11.440 --> 02:14:29.209

MHaley: So, yeah, and requiring prior experience, that's a thing, you know, employers often do, and with justice involvement, that can be, more difficult, although not impossible, to get that prior experience so that they have some, work career

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02:14:29.350 --> 02:14:34.270

MHaley: training or job experience. We'll talk about that.

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02:14:35.980 --> 02:14:56.429

MHaley: Some of the growing sectors, this is a great thing to know about your state or the communities that you are serving. Where are the growth sectors, and how, you know, can we connect the dots between our justice-involved youth, whether it's in, you know, diversion programs in the courts, you know, working with the police.

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02:14:56.430 --> 02:15:21.270

MHaley: Being able to, you know, have young people that are in a facility, know about these careers and what are the high growth areas in the local regions. But, you know, generally speaking, some of the highest, you know, growth sectors in the U.S. are healthcare is a very big one. Skilled trades, infrastructure, Myesha shared about YouthBuild, which is a great program.

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02:15:21.270 --> 02:15:27.910

MHaley: Logistics and supply chain, and then technology. Not so much coding.

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02:15:29.110 --> 02:15:40.320

MHaley: But, IT support, I... you know, knowing AI and some of the careers that AI is going to create with that technology as well.

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02:15:41.650 --> 02:15:49.219

MHaley: And the other, I think, important thing when thinking about those career pathways for young people is making sure that we're not just

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02:15:49.480 --> 02:15:53.349

MHaley: You know, like, okay, you need to get a job.

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02:15:53.480 --> 02:16:08.350

MHaley: doesn't matter what it is, you need to get a job. Like, really thinking through, you know, what are their passions? I worked many years with young people directly. I also designed a reentry program, a statewide reentry program, so...

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02:16:08.350 --> 02:16:31.949

MHaley: you know, you really have to start with what... what would the person want to do, and then try to kind of tie in from there. And the other thing is to not have it be something that's a dead-end job, but something that they could be either building skills to get into the sector that they want to be in, or, you know, in that sector itself, some of the,

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02:16:32.219 --> 02:16:57.200

MHaley: you know, starter jobs there. So thinking about career exposure and skill building, not just the one-off you gotta get a job and make some money, although I do understand that, but with a little bit more sort of work sometimes, I think we can... we can figure out how to meet the needs of these growing sectors, and also match young people to things that they're interested

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02:16:57.200 --> 02:17:03.220

MHaley: And that will provide a career rather than just a one-off job.

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02:17:06.049 --> 02:17:23.340

MHaley: This is a quote from... I live in the state of Connecticut. I'm actually in Michigan right now, but, I travel a lot. This is one of, our, member... long-time members, and Hector Rivera, if you know him from Our Piece of the Pie.

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02:17:23.340 --> 02:17:36.170

MHaley: Who has been working with, the, justice-involved youth population for a long time. And, you know, he, he really is citing the need to also train employers.

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02:17:36.170 --> 02:17:53.919

MHaley: And make sure that if you're putting a young person into a job, that they're not going to be re-traumatized, or stigmatized, or that that employer, has an understanding that, you know, this is a young person, and, you know,

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02:17:53.920 --> 02:18:04.869

MHaley: You don't have to overshare, but I think it is important for employers to understand, you know, what the needs are, and that these young people, you know, might have some barriers, and if

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02:18:04.870 --> 02:18:16.680

MHaley: There's a program behind that young person, like, that you're there, or a program person is there to be able to support them, so that the employer knows that, you know.

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02:18:16.680 --> 02:18:21.789

MHaley: That you're also working with these young people and supporting the success.

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02:18:24.770 --> 02:18:30.049

MHaley: So, some untapped employment levers, so...

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02:18:30.090 --> 02:18:45.709

MHaley: you know, Title I, Part D already supports transition to employment, career readiness, and workforce preparation, and cross-agency coordination and system alignment. So you guys are at the center of that ability to kind of connect the dots between systems.

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02:18:45.709 --> 02:18:53.430

MHaley: And prepare, you know, the young people for the jobs that are in the

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02:18:53.510 --> 02:19:03.960

MHaley: locations that you live. And then... but Part D does not need to fund jobs directly to unlock workforce dollars.

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02:19:03.959 --> 02:19:17.639

MHaley: It can, though, set the table, and then WIOA, your workforce boards, your local workforce boards, often have really great connections, or they should have really great connections to employers.

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02:19:17.639 --> 02:19:39.260

MHaley: And you could work directly. That's an advantage to working with the workforce boards, is to get that connection with employers, and to work with them on what, you know, what is needed for these employers. You can really be a tremendous systems connector, and not just somebody that, you know, managing a grant and checking a box and doing compliance.

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02:19:39.260 --> 02:19:51.390

MHaley: But, really making change and lasting change in developing that collaboration, in your local areas and across the state.

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02:19:52.240 --> 02:19:54.070

MHaley: So,

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02:19:54.480 --> 02:20:07.490

MHaley: I'm not going to go too much in depth here, because Myesha covered so much of it, but WIOA Youth, the programs in WIOA Youth really, can provide paid and unpaid work experiences

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02:20:07.490 --> 02:20:24.249

MHaley: Pre-apprenticeships and on-the-job training. Apprenticeships, as Myesha said, is growing. Registered apprenticeships for youth, is, is, is definitely growing. A lot more attention is being paid to that, and, you know, other countries have done it,

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02:20:24.350 --> 02:20:38.490

MHaley: very, very successfully, and have, you know, I think honored a lot of the trades in those countries in a way that we have not done as much

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02:20:38.490 --> 02:20:43.670

MHaley: work on. We've... we've really focused on, you gotta go to college, you gotta go to college, you gotta go to college.

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02:20:43.670 --> 02:20:59.669

MHaley: Until really recent history, where we now are looking and saying, oh, you know, we have all these great jobs that aren't getting filled and do not need a college degree. So thinking about, you know, what does that mean for your young people, because not everybody

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02:20:59.710 --> 02:21:06.820

MHaley: should go to college, or wants to go to college. And there are some, amazing careers outside of college.

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02:21:07.240 --> 02:21:14.429

MHaley: occupational skills training. Your local WIOA, your,

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02:21:14.430 --> 02:21:28.589

MHaley: you know, American Job Centers, your workforce boards are going to have a lot of knowledge about the workforce systems in general, and getting together with them and really building that collaboration is, I think, a critical piece in

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02:21:28.590 --> 02:21:33.399

MHaley: being successful in, connecting your young people to jobs.

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02:21:34.170 --> 02:21:45.550

MHaley: So, this is a little thing to... I'm gonna ask you guys to do a little exercise for me, just to get a sense, of where you are in terms of collaboration.

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02:21:45.580 --> 02:21:48.010

MHaley: In the chat, if you could.

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02:21:48.010 --> 02:22:12.180

MHaley: just put in the number, and I'm going to ask anybody that does any oversight of the state coordinators to not look at these numbers, because we are not judging here, we're just getting a sense of where everybody is, and I think it would be fun for all of you to also understand, you know, where's your level of collaboration with workforce partners in your mind?

842

02:22:12.180 --> 02:22:31.960

MHaley: If you can enter 0 for no interaction at all, one, if you're currently sharing information and networking, but it hasn't really reached that next level yet, I'm sure you're all hoping that it will get to number 5, and you're working towards number 5, but just like where you are right now.

843

02:22:31.960 --> 02:22:43.820

MHaley: I think that will also give a sense of, you know, where... what are the possibilities and where to go, and what kind of supports might be needed to help you get there.

844

02:22:43.820 --> 02:22:52.229

MHaley: So if you could just share the number, you can put other things in there if you want, but, just, just the number in the chat would be great.

845

02:22:54.730 --> 02:22:57.500

Kristine Chan, NDTAC: We're getting a lot of zeros and ones, Mimi.

846

02:22:57.900 --> 02:22:58.990

MHaley: Okay!

847

02:22:59.460 --> 02:23:02.810

MHaley: I mean, so, to me, that's...

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02:23:03.070 --> 02:23:22.380

MHaley: that's, a wonderful opportunity, then, to do better. Like, you know, if you guys were all fives, I'd be like, okay, we're gonna skip the next slides, we'll just move on. No, but, you know, that means that there's a lot of opportunity there, so that's exciting.

849

02:23:22.590 --> 02:23:39.039

MHaley: And, you know, simple things you can do to build that. So we're going to talk... just give a couple of examples here. In California, some things that, they did to help build the pre-release and post-release

850

02:23:39.040 --> 02:23:44.369

MHaley: workforce continuity, for... for young people, so...

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02:23:44.550 --> 02:23:54.149

MHaley: The issue at hand was, you know, young people, and I'm sure this will be familiar with all of you, they exited the juvenile facilities without immediate workforce access.

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02:23:54.260 --> 02:24:04.970

MHaley: Education and workforce systems, we're working in parallel, which happens in most communities, honestly. We're often working in silos.

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02:24:04.970 --> 02:24:15.930

MHaley: And then what the coordinators were able to do, is to really embed workforce readiness planning in their Part D transition services.

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02:24:15.930 --> 02:24:31.349

MHaley: So, you know, information on that, and then really establishing MOUs to see how they were doing around, you know, to be able to share data, look at, you know, pre-enrollment, what

855

02:24:31.450 --> 02:24:40.800

MHaley: the statistics were, and then warm handoff protocols to establish, like, okay, we're gonna refer you to this workforce.

856

02:24:40.850 --> 02:24:53.259

MHaley: You know, or to this apprenticeship program. But protocols around that to make... to see, like, who's actually getting connected, who's actually, you know, being enrolled in those programs, you know, what does that look like?

857

02:24:53.260 --> 02:25:04.640

MHaley: Because if you know that it's a low uptake, then you've got some... some issues to... to deal with, but you'll know what they are then, and they're fixable.

858

02:25:05.070 --> 02:25:22.650

MHaley: So, they also partnered, with county offices of education and local workforce boards, and Maisha did a really good job talking about, you know, how you can, you can get on a local workforce board. You can, have your, you know, local,

859

02:25:22.850 --> 02:25:37.309

MHaley: court officers or, you know, juvenile justice programs get on a workforce board. So there's a lot of options just to be in the heart of a workforce, and be connected to those local workforce boards through,

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02:25:37.900 --> 02:25:39.389

MHaley: Through the boards.

861

02:25:41.020 --> 02:25:42.110

MHaley: Okay.

862

02:25:42.400 --> 02:25:59.369

MHaley: So, how the funding aligns. So, they used Part D for career exploration, transition planning, workforce readiness, and WIOA, then covered the paid work experience, pre-apprenticeships, and on-the-job training after release.

863

02:25:59.800 --> 02:26:07.280

MHaley: And the results were, and lessons learned were youth exited placement with workforce referrals already established.

864

02:26:07.420 --> 02:26:14.980

MHaley: Which is a huge win, and workforce boards saw higher engagement, from justice-involved youth.

865

02:26:15.160 --> 02:26:31.789

MHaley: Which is, I think a definite win for workforce boards, because we know that these young people are... have some of the highest needs in terms of assistance with job training and job direction. So pre-release alignment.

866

02:26:32.200 --> 02:26:36.760

MHaley: Is much more powerful than post-release outreach.

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02:26:36.860 --> 02:26:44.820

MHaley: If you can get that pre-release work done, that is amazing. And, you know, there's the saying, you know,

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02:26:45.840 --> 02:26:55.680

MHaley: the first day in a facility is the first day of reentry planning. That's not exactly the saying, but, you know, it needs to start... the transition

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02:26:55.780 --> 02:26:57.929

MHaley: Planning needs to start from day one.

870

02:27:00.220 --> 02:27:03.440

MHaley: Connecticut, my home state.

871

02:27:03.590 --> 02:27:23.800

MHaley: They, so, coordinating with the JJBPOC, which is the Juvenile Justice Policy Oversight Committee, which has done some great work in Connecticut, and really has helped to align the departments of Ed, Labor, Corporate Support Services, which oversees the juvenile justice programs, and the workforce boards.

872

02:27:23.800 --> 02:27:25.460

MHaley: So, elevated...

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02:27:25.510 --> 02:27:39.639

MHaley: employment and paid work experience as re-entry priorities, not just add-ons, okay? And then vocational offerings aligned to labor market and workforce board, sectors.

874

02:27:39.660 --> 02:27:52.450

MHaley: So, you don't want to just create a training program because you think it's cool, but there's no jobs on the other side of it. You want to make sure that you're putting young people into training programs where there's jobs. I know that sounds self-evident.

875

02:27:52.450 --> 02:28:11.040

MHaley: But it's surprising how many times it happens where somebody's got a real, really cool training program, they've been doing it for a long time, but the jobs aren't as much on the other side of it as they used to be. So really making sure that there are, you know, training programs that are going to result in jobs.

876

02:28:12.510 --> 02:28:34.709

MHaley: So they found the results, youth access employment faster post-release, and government structures unlocked alignment without creating new programs. So it's just through collaboration, they were really able to align better, and that work continues. I'm in... I'm kind of in the thick of it. I, run a governor's task force for the Office of Workforce Strategies.

877

02:28:34.710 --> 02:28:41.879

MHaley: On Opportunity Youth in the state of Connecticut, and this is ongoing work. You know, there is...

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02:28:41.880 --> 02:29:00.929

MHaley: A never-ending amount of new collaborations and partnerships that you can create to benefit young people, and so getting creative, reaching out to people, having new ideas, and really involving young people in the process can create some amazing change.

879

02:29:02.860 --> 02:29:09.579

MHaley: Okay, so this is a quote. I want to make sure I'm okay on time, because I know we have time for questions.

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02:29:10.700 --> 02:29:28.200

MHaley: So, this is just an example of, you know, having weekly, you know, there's workforce programs that are based in courts. Like, they have a workforce person in the courts so that, you know, if somebody is diverted or, you know, they're working with probation, parole,

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02:29:28.200 --> 02:29:44.600

MHaley: to make referrals directly to workforce programs, whether it's a diversion program. In this case, they were actually in the police department, they were having conversations, you know, regularly with police as well, and being able to

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02:29:44.600 --> 02:30:03.059

MHaley: Make sure that those folks knew that there's a diversion program, that there is employment, you know, opportunities and training that is available, and that, you know, that the people that are working closely with those young people really know about these things is half the battle.

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02:30:05.420 --> 02:30:10.009

MHaley: Okay, so this is very specific about what state coordinators can do.

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02:30:10.870 --> 02:30:18.150

MHaley: I won't go over every single one of these, because we're a little short on time. You're going to get the slides, but

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02:30:18.150 --> 02:30:33.249

MHaley: you know, coordinating that with WIOA enrollment, is pretty critical. We talked about pre-enrolling young people before the release date. We know that's possible.

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02:30:33.380 --> 02:30:49.019

MHaley: Myesha, you know, also talked about the Restart grant, so that was a large grant, so if you do get one of those near you, I think there's a lot of potential to reach out to whoever got that and do some of the things that we just talked about.

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02:30:49.020 --> 02:30:55.240

MHaley: And then, you know, establishing MOUs, that... is,

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02:30:55.370 --> 02:31:20.080

MHaley: you know, I think it kind of scares people sometimes, like, oh, it's official, it's an MOU, like, I'm not sure we want to sign this, or create, like, this formal agreement, but that's a way that you can get things to stay, and really keep coming back to that, and have that sustained collaboration. So, highly recommend figuring out what exactly you're going to do, what they're going to do, what the programs are going to do, what the youth are going to do.

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02:31:20.080 --> 02:31:26.480

MHaley: And establishing those MOUs is really critically a point, important.

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02:31:26.480 --> 02:31:37.470

MHaley: And as I mentioned before, appointing, juvenile justice providers to local workforce boards, youth committees, you know, can... can be...

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02:31:37.940 --> 02:31:41.369

MHaley: A game changer as well, just proximity.

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02:31:42.190 --> 02:31:53.329

MHaley: Okay, on-site pre-release, we went over the example, but on-site programming, definitely all the things that you can do on-site,

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02:31:53.330 --> 02:32:02.789

MHaley: Start reentry planning early, build trust in relationships while youth are still in placement, and that's... that's a big one that gets overlooked, but

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02:32:02.790 --> 02:32:13.479

MHaley: Who is working with these youth when they are in a facility, to build that trust and, you know, help, mentor them into... for those career pathways?

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02:32:13.480 --> 02:32:25.879

MHaley: And, you know, really looking at policy and practices in terms of sentencing processes, and how workforce can be a part of that, and education can be a part of that.

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02:32:26.180 --> 02:32:33.880

MHaley: And then, last but not least, is sharing and prioritizing paid work.

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02:32:34.530 --> 02:32:39.439

MHaley: One thing that is a really simple thing to do is to...

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02:32:39.560 --> 02:32:53.889

MHaley: have a shared space for training and professional development across the silos, bringing people together to be able to learn from each other. What is available. We're doing this,

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02:32:54.240 --> 02:33:11.799

MHaley: actually in the state of Connecticut, where we're bringing in the Department of Children and Families to talk to anybody that's working directly with a youth population that, you know, might not be aware of all that is available in terms of resources from all the state agencies.

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02:33:11.800 --> 02:33:17.900

MHaley: So we have state agencies that are attending, we have programs that are attending, we have, you know,

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02:33:18.080 --> 02:33:27.819

MHaley: public defenders that are attending. We have, you know, there is such a wide range, because there's so many resources out there, but it's very hard to know

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02:33:27.990 --> 02:33:40.459

MHaley: what they are at any given day. So just bringing people together, and then relationships and connectivity starts to happen naturally. So there's that, and that you can do

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02:33:40.610 --> 02:33:48.719

MHaley: well, I wouldn't say next week, but you could hold a training, you know, 6 to 8 weeks from now, in your state or in your region.

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02:33:48.740 --> 02:33:54.700

MHaley: And then really prioritizing that paid work experience as first service, not the last.

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02:33:54.700 --> 02:34:12.969

MHaley: So that you are... because, you know, somebody has a job, and it's a good paying job, then those other barriers can disappear, like housing, like transportation, you know, childcare. You can resolve a lot of things if you've... you've got a decent paycheck, right?

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02:34:12.970 --> 02:34:15.970

MHaley: Okay.

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02:34:16.300 --> 02:34:22.149

MHaley: So... Let me see... trying to move to the next slide.

908

02:34:22.290 --> 02:34:32.840

MHaley: All right, so your role as a coordinator, and so tracking, measuring what matters, I...

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02:34:33.360 --> 02:34:53.690

MHaley: want to stop in, like, 2 minutes, so... But measuring what matters, this is so important, and I think this is... can be at the very core of change-making, is tracking things and being able to share that data on a community level or a state level.

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02:34:53.690 --> 02:34:55.799

MHaley: So that you can see progress.

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02:34:55.800 --> 02:35:00.400

MHaley: Or you can see, you know, no progress, and see what needs to get done.

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02:35:00.530 --> 02:35:02.430

MHaley: So,

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02:35:02.920 --> 02:35:09.599

MHaley: How long does it take from time of release to somebody's first job? How long are they retaining jobs?

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02:35:09.600 --> 02:35:29.189

MHaley: What, you know, and we talked about this, like, what kind of credentials can they get, and is it aligned with actual jobs out there? That you can almost do on a community level. What are your training programs? What are the jobs that are available? And is there good alignment? Because things have shifted. Things are changing.

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02:35:29.190 --> 02:35:37.760

MHaley: probably more rapidly than they ever have before in my lifetime, and I'm kind of old. So, it is, you know...

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02:35:37.810 --> 02:35:51.309

MHaley: the change is happening quickly, so we have to pay attention to it. Access to work experience, you know, just acknowledging that there are disparities across,

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02:35:51.330 --> 02:35:56.539

MHaley: You know, geographies across race, ethnicity,

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02:35:56.540 --> 02:36:21.499

MHaley: you know, there could be, differences in, gender. You know, one area we just did a review, and they had a lot of programs that were geared more towards, you know, traditional male fields, and they were being... they were attracting more males, but the females, the uptake of, females in training was less, and so how did... how were they adjusting for that?

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02:36:21.930 --> 02:36:39.130

MHaley: So things like that. But your role as a coordinator is so critical, so being able to have the data and to be able to spot those kind of disparities or gaps, and how you can adjust, you know, what you're doing,

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02:36:39.130 --> 02:36:46.300

MHaley: is... is very important. Sharing that data, across those systems is...

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02:36:46.300 --> 02:37:00.039

MHaley: really critical to that, that change, and really elevating, those local approaches that you know are working, can really serve as an example for people to do better that maybe aren't.

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02:37:00.240 --> 02:37:04.330

MHaley: Doing best practices, or as successful.

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02:37:04.520 --> 02:37:11.779

MHaley: So, guiding question for partners is, what would success look like for this young person one year after release?

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02:37:11.950 --> 02:37:15.569

MHaley: It's a great question to be asking.

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02:37:16.960 --> 02:37:32.360

MHaley: Okay, so this I just included. This kind of, you know, sums up a lot of things that are six impact steps to take. We're going to send the slides out so you can go through these, but we've covered

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02:37:32.720 --> 02:37:39.029

MHaley: you know, These in some fashion already. So you'll have that to go by.

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02:37:39.390 --> 02:37:41.169

MHaley: And then I'm gonna...

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02:37:41.450 --> 02:37:56.750

MHaley: stop there. I know we're going to have questions. I just wanted to show you my emails on the slide. Please feel free to reach out anytime. We would love to talk to you folks, and then here are some of the resources and where you can,

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02:37:57.200 --> 02:38:01.609

MHaley: get them. And Myesha, we've got you on there as well, the DOL.

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02:38:03.180 --> 02:38:04.769

Maisha Meminger (DOL): I saw that, thank you.

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02:38:10.780 --> 02:38:12.150

MHaley: Okay, so...

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02:38:14.250 --> 02:38:15.870

Kristine Chan, NDTAC: Any questions?

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02:38:31.260 --> 02:38:33.560

Kristine Chan, NDTAC: Everybody is too stunned.

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02:38:35.620 --> 02:38:48.699

Maisha Meminger (DOL): Can I ask this question to the... to our colleagues? Did anybody learn anything? I know you guys all learned something new, but is there anything that you took away that you may want to implement, or work towards, or work with, with this information that came out? This is a lot. It is a lot.

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02:38:49.840 --> 02:38:51.869

Maisha Meminger (DOL): Anything that may have bubbled up.

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02:38:55.710 --> 02:38:56.590

Maisha Meminger (DOL): Okay.

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02:39:01.970 --> 02:39:04.650

Maisha Meminger (DOL): They're stunned. Christine, they're stunned.

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02:39:04.650 --> 02:39:05.290

Moi Boudoir: Awesome.

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02:39:05.720 --> 02:39:06.380

Maisha Meminger (DOL): Yes.

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02:39:08.460 --> 02:39:11.260

Moi Boudoir: With us... with us being coordinators.

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02:39:12.140 --> 02:39:17.220

Moi Boudoir: And our school districts are already, discussing how tight the funding is.

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02:39:18.470 --> 02:39:21.410

Moi Boudoir: How we get them to start implementing these kind of things?

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02:39:21.990 --> 02:39:25.469

Moi Boudoir: he was... How do we get them to do that?

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02:39:26.680 --> 02:39:29.859

Moi Boudoir: Because we can talk to them, we can say that it's available.

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02:39:31.160 --> 02:39:33.569

Moi Boudoir: And then there's gonna be, well, how do we...

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02:39:33.710 --> 02:39:36.950

Moi Boudoir: connect, Halloween. I can make the connection for you.

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02:39:37.720 --> 02:39:39.029

Moi Boudoir: Then where's the fund?

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02:39:42.780 --> 02:39:51.590

Maisha Meminger (DOL): When you say funding, I'm not quite understanding. You're talking about the workforce innovation, like, the funding that comes from the government, or just funding for which component?

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02:39:53.880 --> 02:39:58.000

Moi Boudoir: There's funding to accessing all the resources.

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02:39:58.600 --> 02:40:05.039

Maisha Meminger (DOL): Well, the resources here on my end are free to anybody who wants to implement, to get them.

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02:40:05.130 --> 02:40:20.010

Maisha Meminger (DOL): The One Stop Center would be your location, and nobody should be charging any of our young people for the services that are rendered at the One Stop Center. That is all federally funded and tax payer dollars. So, please, utilize that.

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02:40:20.060 --> 02:40:39.580

Maisha Meminger (DOL): those free accesses. Also, again, my... all those... those tools that I shared are all free as well. So, sharing this information or coordinating that should be, just something that is just available to many... to any American. Mimi, I don't know if you want to jump in, if you shared anything that was of cost. I don't believe so.

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02:40:39.910 --> 02:40:41.730

Moi Boudoir: And it is...

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02:40:43.780 --> 02:40:46.710

MHaley: I think... I'm trying to see who's asking the question, I'm not sure.

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02:40:47.090 --> 02:40:48.450

MHaley: on my screen, but.

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02:40:48.450 --> 02:40:49.219

Moi Boudoir: Good evening.

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02:40:50.820 --> 02:40:52.949

Moi Boudoir: Oh. I'm the one asking questions.

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02:40:52.950 --> 02:40:53.920

Maisha Meminger (DOL): Oh, hi.

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02:40:54.220 --> 02:40:55.740

Moi Boudoir: Alright, sorry about that.

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02:40:55.740 --> 02:41:02.610

MHaley: Yeah, so, yeah, I mean, I think that...

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02:41:02.880 --> 02:41:18.570

MHaley: a lot of the things that we mentioned don't cost anything. It's more about just reaching out and starting to form those partnerships, and, you know, just gaining knowledge and sharing that with your grantees.

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02:41:18.570 --> 02:41:32.959

MHaley: Would be a great first step. I do think shared trainings is an easy first step as well, to just put on a training, and then people can... you can have breakout sessions where people are connecting with

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02:41:32.960 --> 02:41:39.679

MHaley: Workforce partners and, you know, probation officers, or, you know, whatever, you know,

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02:41:39.750 --> 02:41:46.690

MHaley: people that you want to bring together. You can also, you know,

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02:41:47.450 --> 02:42:02.600

MHaley: Social capital is such an important thing for the work that we do, that we all do, to help advance young people in their careers, but it's also really critically important for young people, so having events where they can just meet

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02:42:03.030 --> 02:42:09.190

MHaley: employers, you know, whether it's a job fair or just, you know, just like,

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02:42:09.190 --> 02:42:34.100

MHaley: something where they can showcase their skills and showcase their talents and, you know, just talk about a project that they did or something. And, you know, you can reach out to the Chamber of Commerce. You know, I think that if we're serious about getting, you know, young people jobs, you know, our educators and our training programs need to have those connections

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02:42:34.280 --> 02:42:39.600

MHaley: in their communities with those employers, and a great way to do that is a Chamber of Commerce.

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02:42:39.730 --> 02:42:52.760

MHaley: So some of these are, you know, they're some pretty simple things, and I'm sure that, you know, we didn't cover the universe of things that you could do, but, you know, it could be something as simple as, you know.

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02:42:53.080 --> 02:43:08.300

MHaley: your favorite restaurant that you go to, you talk to the owner of the restaurant, and you ask, you know, hey, do you hire, you know, young people? And I got some great young people that, you know, there might be some opportunities, and...

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02:43:08.300 --> 02:43:16.810

MHaley: You know, I worked in a lot of youth programs, and almost all the young people were a better cook than I was, and they,

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02:43:16.830 --> 02:43:30.159

MHaley: you know, so there's a lot of talent there that, you know, needs a place to go, and there's a lot of employers out there who need that talent. So, just kind of being aware and connecting the dots,

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02:43:30.910 --> 02:43:32.909

MHaley: I had a flat tire.

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02:43:32.970 --> 02:43:48.249

MHaley: I had to call AAA, guy came out, you know, fixed my tire really quickly, I got to talking to him. He had been previously incarcerated, had trouble finding a job, so he started his own towing business.

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02:43:48.250 --> 02:43:59.569

MHaley: And I connected with him, and I said, hey, do you hire? Like, he's like, I'd love to mentor young people and teach them how to do it, that, have had justice involvement, so...

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02:43:59.900 --> 02:44:09.629

MHaley: you know, it's just starting somewhere and just making it front and center. Is, you know.

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02:44:10.150 --> 02:44:19.349

MHaley: starting point, but yeah, just bringing people together, and asking those questions, and going to those meetings, and getting connected to your workforce boards.

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02:44:20.870 --> 02:44:35.820

Maisha Meminger (DOL): And I think there's a question in here about adjudicated young people. That's important when you go to the workforce board meetings. That's important when you go to the one-stop centers. They're supposed to have that information readily available, to kind of navigate that for you all.

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02:44:35.820 --> 02:44:45.370

Maisha Meminger (DOL): So that a young person's not just going blind and cold into a situation. What we want to do is also make sure that our young people are having positive workforce experiences.

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02:44:45.370 --> 02:45:00.570

Maisha Meminger (DOL): And so, a lot of times when our young people walk in door-to-door, they're trying to find a summer job, or they're trying to find a job, period, they are met with, hesitancy. They don't know to answer the questions on the application, on the resume, and that's what the One Stop Center is there for, to help walk them through that.

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02:45:00.650 --> 02:45:06.420

Maisha Meminger (DOL): And also know where their barriers are and what employers are going to actually.

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02:45:06.690 --> 02:45:21.310

Maisha Meminger (DOL): help them and help them grow. Some jobs will be limited to them based upon their age, maybe also based upon their abilities so they can train them. But that's what those tools are there for as well. So we want to make sure that we're utilizing those tools

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02:45:21.310 --> 02:45:28.780

Maisha Meminger (DOL): That they are available for colleagues to meet. Like, Mimi talked a lot about partnerships, a lot about meeting and sharing what you do, and...

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02:45:28.890 --> 02:45:37.020

Maisha Meminger (DOL): I never heard about your program until recently, in which I think is an opportunity for... we talked about Christine and I, like, us meeting more often about the workforce.

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02:45:37.020 --> 02:45:49.149

Maisha Meminger (DOL): talking to your colleagues about the workforce and what we do. A lot of people don't know what we do, and that this funding is available for young people to get connected to jobs. This is pivotal, so yes.

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02:45:49.520 --> 02:45:51.079

Maisha Meminger (DOL): A lot of that can be done.

987

02:45:51.940 --> 02:45:53.920

Maisha Meminger (DOL): Inexpensively.

988

02:45:55.460 --> 02:46:02.080

Maisha Meminger (DOL): I also recommend, Nina, I don't know if you said this, I don't think you did, I like to have open houses, so...

989

02:46:02.080 --> 02:46:17.980

Maisha Meminger (DOL): A lot of times, I tell people, invite these people to what, you know, maybe your office is, or maybe come over and say, can we do an open house, and just share information about what we do? Because, again, when a job comes up, or when opportunities come up, they can think about your programming, you know, the folks that are administering your program.

990

02:46:17.980 --> 02:46:19.229

Maisha Meminger (DOL): And connecting them.

991

02:46:20.210 --> 02:46:21.410

Maisha Meminger (DOL): Yes.

992

02:46:21.550 --> 02:46:22.670

Moi Boudoir: I really appreciate it, Dan.

993

02:46:22.670 --> 02:46:23.390

Maisha Meminger (DOL): Yes.

994

02:46:24.550 --> 02:46:25.430

Moi Boudoir: Thank you so much.

995

02:46:26.900 --> 02:46:28.279

Moi Boudoir: I'm glad you're here, too.

996

02:46:28.280 --> 02:46:29.100

Maisha Meminger (DOL): Thank you.

997

02:46:29.230 --> 02:46:30.730

Maisha Meminger (DOL): Thanks for having us.

998

02:46:34.570 --> 02:46:35.870

MHaley: Anybody else?

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02:46:36.890 --> 02:46:39.670

MHaley: I love the comments in the chat, I've been reading that.

1000

02:46:42.290 --> 02:46:45.610

Maisha Meminger (DOL): Oh, I love it, you braided funds together, I love it. Yes.

1001

02:46:46.080 --> 02:46:55.270

Maisha Meminger (DOL): My favorite word is braiding of funds. Use them all, use all the money. Please use all the money. If there's a money line here and a money line here, get it all and braid it together. I love it.

1002

02:46:59.520 --> 02:47:00.499

MHaley: It's an art.

1003

02:47:00.690 --> 02:47:03.950

Maisha Meminger (DOL): It's art. And it's art. Sometimes you're like, wait, wait a...

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02:47:04.240 --> 02:47:07.709

Maisha Meminger (DOL): Make sure you're following all the rules, but braiding funding is the one whole thing.

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02:47:07.710 --> 02:47:15.899

MHaley: But there are unutilized funds out there, too. And, you know, having an awareness of where those unutilized funds are,

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02:47:16.030 --> 02:47:21.760

MHaley: Even if they're not... I'm gonna share this, I hope I don't get in trouble, but,

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02:47:21.760 --> 02:47:39.450

MHaley: There could be unutilized funds that are designated for something, and they are not getting used, and if you know about those funds, not so much the federal funds, but you can say, can we reallocate them to this, because this is going really well, we want to serve more young people.

1008

02:47:39.450 --> 02:47:49.529

MHaley: I've done that in the past, where I knew these funds were just sitting there, and I said, hey, nobody's using those funds, can we move it over here? And they did it. So, you don't know if you don't ask.

1009

02:47:49.840 --> 02:48:01.420

Maisha Meminger (DOL): Exactly, and there'll also be some new legislation coming about... not legislation, more direction about Pell Grants. As we do know with Pell Grants, money could be used for workforce training, not just college.

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02:48:01.420 --> 02:48:15.079

Maisha Meminger (DOL): So, you'll be hearing more information about that in the mass media coming up that, you know, the U.S. Department of Education will now be encouraging Pell Grant dollars to be used for workforce training, such as apprenticeships and trade.

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02:48:15.090 --> 02:48:27.419

Maisha Meminger (DOL): school, so you'll be hearing more about that as well. So as we get those information, we can definitely share that with Christine and let her know, how that direction is. So if a young person's coming out and they need a, a workforce, Pell Grant.

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02:48:27.760 --> 02:48:43.210

Maisha Meminger (DOL): We want to encourage them to use those dollars to go to trade school if the four-year school or the two-year, traditional college route is not for them. So these are just things that we're also here to connect folks to the right information so they can utilize those funds properly.

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02:48:45.120 --> 02:48:50.690

Kristine Chan, NDTAC: Well, Myesha and Mimi, thank you so, so much for your time.

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02:48:50.690 --> 02:48:51.240

Maisha Meminger (DOL): Thanks for having us.

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02:48:51.240 --> 02:49:06.800

Kristine Chan, NDTAC: You know, you've given so much resources in your slide deck that I almost need to, like, yeah, go back, review slide by slide, and I think one of the first steps for me is, like, who are the one-stop centers nearest me that I can just know my contacts?

1016

02:49:06.840 --> 02:49:22.219

Kristine Chan, NDTAC: And then, for me, it's like, next, let's set up a coffee hour or some sort of chat, just to get to know what is the network of workforce partners around me and my state, and then how do I build a connection by

1017

02:49:22.290 --> 02:49:34.200

Kristine Chan, NDTAC: merging some of the Title I, Part D, we could... money that we could be using, and so not... again, not the only time we're gonna have this conversation, but definitely a follow-up another time in the future.

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02:49:34.660 --> 02:49:35.350

MHaley: Yep.

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02:49:35.810 --> 02:49:38.010

Maisha Meminger (DOL): Sounds like a plan, Rick. Go ahead.

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02:49:38.200 --> 02:50:03.179

MHaley: I think Myesha and I... I don't want to speak for you, Myesha, but we know a lot of folks in the workforce world, so if you are not sure who to connect with, you know, our organization, certainly, there's a good chance that we have a member or somebody that we're connected with in your community, so please, you know, feel free to reach out. I'm going to put my email in the chat as well.

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02:50:03.180 --> 02:50:07.390

MHaley: And,

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02:50:08.740 --> 02:50:16.890

MHaley: Yeah, we're happy to do a presentation to grantees, or, you know, work... work with any of you.

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02:50:17.300 --> 02:50:23.009

MHaley: to kind of... get... Get systems working better for our young people.

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02:50:23.010 --> 02:50:41.729

Maisha Meminger (DOL): And I see, Christina, you brought up Chaffee funds. Of course, we know that that's going through revitalization, and so that's important. Again, the Chaffee dolls, for those who do not know, I'm sure you all do, I'm springing to the choir, are funds that are set aside for young persons who have aged out of foster care. Last month, they were on the Hill.

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02:50:41.730 --> 02:50:56.739

Maisha Meminger (DOL): Talking about this \$9 million that was underutilized, right? And how that we get young people who are aging out of foster care to know about these chafee dollars. And, you know, some of the concerns that we learned on the Hill recently is that a lot of times when those fundings come down.

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02:50:56.850 --> 02:51:10.659

Maisha Meminger (DOL): They renamed the funding source, right? So we call it Chafee dollars at the federal level, but at the state level, they may call those foster care, you know, dollars something different. And so people get confused, they don't understand that they have these thousands of dollars that are set aside.

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02:51:10.660 --> 02:51:29.610

Maisha Meminger (DOL): So that they can use those dollars as well for their trade, education, training after aging out of foster care. And so that's another braided source that we can bring to the table as well. So yes, all of these items, you know, like Mimi saying that her team is there to help you all think through strategically how to

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02:51:29.610 --> 02:51:34.780

Maisha Meminger (DOL): I will utilize these funds, and we're also here to help you with anything that we have going on here at Labor.

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02:51:35.060 --> 02:51:46.800

Maisha Meminger (DOL): Especially in the realm of youth services, and if we can't get the answer for you, we will find the answer for you. We also have the Office of Disability Employment Policy, as well, that seeks to help persons with various abilities.

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02:51:46.800 --> 02:51:57.670

Maisha Meminger (DOL): find gainful employment. We have a vet's office. We have different offices here to help the American workforce, so if we can't get the answer from the Division of Youth Services, we'll try to find the right people who can for you.