YOUTH SUMMIT 2017

OVERCOMING WIOA BARRIERS IN WORKFORCE DEVELOPMENT

MONDAY OCTOBER 23, 2017
SHERATON HARTFORD SOUTH, ROCKY HILL
2017 WIOA YOUTH SUMMIT MAP
2017 WIOA YOUTH SUMMIT
AGENDA

8:15 - 8:45  Registration/Continental Breakfast– Grand Ballroom
8:45 - 9:00  Welcome and Introductions
9:00 - 9:30  Keynote Address:

Kisha Bird, Youth Policy Director, Center for Law and Social Policy

Our Youth, Our Economy, Our Future: Strategies that Make a Difference in Youth Workforce Development

**Description:** The keynote address will offer perspectives on cutting-edge strategies and national best practices to engage opportunity youth and advance economic security for disconnected youth. Get ready for systems change, shifting narratives and policy solutions!
2017 WIOA YOUTH SUMMIT
AGENDA

9:30 - 10:15 Youth Panel - Perspectives of youth in Connecticut, facilitated by Kelvin Young, Holistic Stress Management Instructor and Sound Healer

10:15 - 10:30 Break

10:30 - 11:15 Facilitated Workshops I — Nutmeg Ballroom Salon A,B,C,D/Rocky Hill Room/Hartford Room

10:30 - 12:00 & 1:00 - 2:00 Youth Development Sessions — Grand Ballroom

11:15 - 12:00 Facilitated Workshops II — Nutmeg Ballroom Salon A,B,C,D/Rocky Hill Room/Hartford Room

12:00 - 1:00 Lunch and Networking — Grand Ballroom — Analysis of Youth with Barriers — Presented by Patrick Flaherty Assistant Director/Economist CTDOL
1:00 - 1:30 Workforce Development Break Out Groups — Nutmeg Ballroom Salon A,B,C,D/Hartford Room

1:30 - 2:00 Best Practices Serving Opportunity Youth: Grand Ballroom
Workforce Development Board Plenary

2:00 - 2:15 Break

2:15 - 2:45 Reflections and Sound Meditation with Kelvin Young, Holistic Stress Management Instructor

2:45 - 4:00 Moving Forward:
Developing a CT Blueprint for Opportunity Youth facilitated by Mary Kay O’Sullivan, Behavioral Health Clinical Training Manager, CRMHC
Kisha Bird, Youth Policy Director, Center for Law and Social Policy (CLASP)

Kisha is CLASP’s director of youth policy and project director for the Campaign for Youth (CFY), a national coalition co-chaired by CLASP and the Corps Network. Ms. Bird leads CFY’s effort to raise awareness of and increase federal investment in the more than 5 million young people in this nation who are disconnected from education, employment and opportunity. Previously, Ms. Bird was the project director for the Pennsylvania Statewide Afterschool/Youth Development Network, a collaborative of diverse state, regional and local partners dedicated to improving the availability and quality of afterschool programs through advocacy and capacity building.

As a program officer at Philadelphia Foundation, she helped to develop and manage the Foundation's Fund for Children, Youth Advisory Board, and discretionary grants process. Her portfolio included strategic investments for older youth, youth development and civic engagement, and issues affecting other vulnerable populations, including women and immigrants. She also has direct service experience, working in various community settings with children, youth and families. Ms. Bird holds a Master of Social Service and a Master of Law and Social Policy from Bryn Mawr College Graduate School of Social Work and Social Research, and she earned a Bachelor’s Degree in Sociology from Spelman College. She is a graduate of the Education Policy Fellowship Program, a joint program of the Institute for Educational Leadership and the Pennsylvania Education Policy Leadership Center.
2017 WIOA YOUTH SUMMIT
YOUTH PANEL

**Topic:** First-hand perspectives of youth in Connecticut who are WIOA-eligible

**Facilitator:**
Kelvin Young, Holistic Stress Management Instructor and Sound Healer

**Panelists**
Will include Youth from the following:

- Graduates of WIOA-funded services
- Current participants in WIOA funded services (In school and Out of School)
- Job Corps
- Youth Leadership
Facilitator:

**Kelvin Lovejoy** - WIOA Youth Trainer at the Urban League of Greater Hartford

For decades, Mr. Lovejoy has worked independently with youth in the Hartford community. He is an experienced Trainer/Consultant in Youth Leadership Skills Development. Mr. Lovejoy demonstrates his sustained commitment to youth: He provides ongoing mentoring to his students; he facilitates connections on behalf of his mentees; and he presents opportunities for his mentees to engage in youth advocacy, to access resources and to attend and contribute to youth leadership conferences across the nation.
Northwest Region Breakout Session

Hosted by the Northwest Regional Workforce Investment Board

**Workshop Title:** WIOA Youth and Community Colleges (a partnered workshop)

**Presenters:**

Susan Dichter Program Director, Team Success Scholars, Northwestern CT Community College (NCCC)

Laura McCarthy Director of Academic Success Center, Northwestern CT Community College (NCCC)

Mitchell Holmes, Academic Division Director, Business Naugatuck Valley Community College (NVCC)

Tracy Mahar, Assistant Coordinator, Workforce Achievers Value Education (W.A.V.E.) Program (NVCC)

**Youth Presenters:**

Jessica Tessman & Lisselot Rodriguez- Team Success Scholars & CCSU students
Eastern Region Breakout Session

Hosted by the Eastern CT Workforce Development Board

**Workshop Title:** Preparing WIOA Youth for Work Experience

**Facilitator:** Suzanne Cimochowski, EASTCONN

**Presenters:**

Cyndi Wells, In-School Youth Program
Joelle Garrett, Job Developer
Shelly Leduke, Customer Service Teacher

1. **Work Experience** – Learn how having a dedicated regional Job Developer focused on developing paid internships, and job shadowing opportunities for Out-of-School Youth has increased work experience opportunities for this population. In addition, the In-School Youth Program will explain how work based learning experiences are utilized to prepare high school youth for their career pathway. This includes mentoring and evaluating youth on core employability skills in partnership with community worksites.

2. **Customer Service Training** – Learn how the Out-of-School Youth Program uses the National Retail Foundation’s Customer Service credential preparation to improve employability skills necessary for today’s workforce.
North Central Region Breakout Session

Hosted by Capital Workforce Partners

**Workshop Title:** Empowering Opportunity Youth to Pursue Education and Training

**Presenters:**

- Angelica Heron, Opportunity Youth Coordinator, Capital Workforce Partners
- Chaz Gatewood, Workforce Development Specialist, Our Piece of the Pie, Inc.
- Sashauna Stewart, Program Manager, Blue Hills Civic Association

**Description:**

Are you having trouble convincing your Opportunity Youth to pursue education? Whether due to academic barriers, child care or other life circumstances, many Opportunity Youth don't see themselves entering training or college. Attendees have the opportunity to increase knowledge about approaches and strategies used in the North Central Region to address barriers and assist youth to enter career pathways to middle skill jobs.
South Central Region Breakout

Hosted by Workforce Alliance

**Workshop Title:** ACES ServSafe Culinary Arts Training Program

**Presenters:**

- Barbara Green, Disability Resource Coordinator, Workforce Alliance/SC WDB
- Jeffrey Arnold, Chef Culinary Arts Instructor, ACES
- Fred Oglesby, Vocational Dept. Chair and Employment Coordinator, ACES

**Description:**

Through power point slide presentation and questions and answers, presenters share knowledge and experiences about the ACES ServSafe® Culinary Arts Training Programs. Presenters reflect an innovative partnership of WDB staff, high school vocational staff, and program instructor and restaurateur trained through the Culinary Institute of America (CIA); and presenters describe the program’s innovative special education setting: the culinary classroom at ACES Whitney High School North in Hamden. Attendees have opportunities to learn approaches and strategies for the engagement of out-of-school youth ages 18-24; develop knowledge of ServSafe® instruction, training methods and certification; and develop understanding of culinary training and program outcomes for the fourteen participants during 2016 and 2017.
South West Region Breakout

Hosted by The Workplace

**Workshop Title: Using Technology to Bridge the Skills Gap for Youth**

**Facilitator:** Nestor Leon

**Presenters:** Dr. David Buchholz, President and CEO, *Workforce Ready Koncepts, LLC*
Diana Napier, Program Manager, *Youth Works, The Workplace*

**Description:** Keeping young adults engaged in training and developmental activities, is a common challenge faced by workforce professionals. Attendees will increase knowledge of an innovative approach to the engagement of youth adults through which technology is used to supplement classroom job readiness and educational training. Attendees will be introduced to a customized mobile learning platform with focus on career and post-secondary education preparedness, as offered by Workforce Ready Koncepts (WRK). Presenters describe a comprehensive training model that delivers training, documents mentoring interactions, and tracks learning outcomes. Presenters also illustrate the engagement of WRK participants in realistic settings (workforce, school and home life) and the incorporation of various scenarios into a forum for working with individuals one-on-one or as a group.
Connecting with Youth who are Pregnant and Parenting

Co-Facilitators:

Jinelle Hooker, Work to Learn Program Director, Our Piece of the Pie (OPP)

Luz Holmes, Neighborhood Outreach Worker, Maternal and Infant Outreach Program, City of Hartford (MIOP)

Michele Chamberlain, Supervisor, Adolescent Unit, Department of Children and Families, Norwich (DCF)

Description:

This session will explore relationship-building and other aspects of connecting and serving Out of School Youth who are pregnant and parenting. The session will consider both youth in Department of Children and Families (DCF) care and youth with no DCF involvement. Attendees will be invited to develop a “Youth Profile.” Then co-facilitators will describe their responses to the Youth Profile from their different perspectives, will conduct a Wrap Up and build understanding of the “Necessities” for having successful outcomes in this work.
**Substance Abuse and Mental Health**

**Title:** Traditional clinical and non-traditional holistic approaches to engage and support Young People with Mental Health/Substance Abuse Concerns

**Co-Facilitators:**
Carl Shields, Director, Community/Peer Support and Young Adult Services, DMHAs Capital Region Mental Health Center
Mary Kay O'Sullivan, Behavioral Health Clinical Training Manager, CRMHC
Kelvin Young, Holistic Stress Management Trainer and Sound Healing Practitioner

**Description:**
Being explored are traditional clinical and non-traditional holistic ways to engage and intervene with young people who need employment and training and simultaneously struggle with mental health and/or substance abuse concerns. Emphasized are: the primacy of daily self-care practices; getting and keeping a job while on the journey through addiction or mental illness to recovery; and the processes that entails. Providers can build knowledge and skills that facilitate providers’ ability to engage, connect with and support young adults who are presently struggling with mental health / substance abuse concerns.
Youth/ Young Adults with Disabilities

Facilitator:
Seweryn Borecki, LCSW, Clinical Director, YAS, CRMHC

Presenters:
Futures-Inc.
   - Dr. Richard Thomas, Education Director
   - JoAnn Flynn, Regional Director of Adult services
DMHAS-Capital Region Mental Health Center
   - Kat Helms & Carnetta Parnell, Vocational Rehabilitation Counselors, CRMHC YAS
Dept of Developmental Services (DDS)
   - Amy Blazawski, MSW, LCSW, CESP, Director of Self Determination
   - Marty Zaugg – CESP Employment Coordinator, Self Determination Division/DDS North Region

Description:
Being explored are strategies for engagement and retention of youth / young adults with disabilities; skills and knowledge of transition planning and interventions; and options, resources useful in initial career and learning pathways leading to sustainable and productive employment in their adult lives. A range of approaches are discussed for transition planning such as: prevocational assessments, training goals, training options through community college, vocational courses and or schools, part time or serial or full time employment (supported or competitive options). Discussion about providing employment opportunities for students before they graduate will be led by Futures School staff. Emphasis is placed on finding a good match for one’s interests and obtaining employment first not waiting for resolution of impairment or symptom reduction to start working or schooling. Central is the belief that work or school assists with and does not inhibit the recovery process.
Basic Skills Deficiency Among CT Youth

Title: CT Opportunity Youth: Moving to Proficiency and Competitiveness

Co-Facilitators:
Karen R. Brown, Vice President, Innovation & Strategic learning, Fairfield County Community Foundation
Craig Outhouse, Principal, East Hartford Synergy High School

Description:
Share techniques, successes and challenges for engaging and intervening with young people at risk for or experiencing basic skills deficiencies. Discuss strategies for positive connection and engagement; trauma-informed perspectives; challenges working with employers; keeping a job or staying in school; peer supports will all be explored.
Runaway and Homeless Youth

Title: Moving Youth from Housing Crisis to Stability and Workforce Preparation

Facilitators:

Robin McHaelen, Executive Director, True Colors
Kathy Grega, Director of Community Services, Youth Continuum

Description:

Share techniques, successes and challenges for engaging and intervening with young people who may be disconnected from family and supports, and may be experiencing a housing crisis. Discussion will include trauma-informed perspectives and housing first strategies.

Strategies for positive connection and engagement; trauma-informed perspectives; housing first strategies; challenges working with employers; keeping a job or staying school during housing struggles; peer supports.
2017 WIOA YOUTH SUMMIT
FACILITATED WORKSHOPS

*Criminal Justice Involved Youth*

**Title:** Engaging, Training and Finding Jobs for Youth with Justice Involvement

**Co-Facilitators:**
Crystal Fernandez, New Britain Youth Build, Capital Workforce Partners
William Clark/ Dean Jones, STRIVE, Career Resources
Ivonne Padilla, YouthBuild Director, Emerge CT

**Description:**
This workshop will allow participants to share techniques, successes and challenges for engaging and intervening with young people who need employment and training and struggle with criminal justice involvement or a history of involvement.

Strategies for positive connection and engagement; trauma-informed perspectives; life coaching, motivational interviewing skills and peer supports; how to deal with the stigma of “ex-offender;” *keeping* a job while on the journey through addiction/mental illness to recovery.
The report was prepared by Ernst & Young LLP (EY US) for the purpose of assisting the Dalio Foundation. In the preparation of this Report, EY US relied on information provided by the Dalio Foundation, the Connecticut State Department of Education and publicly available resources.
Opportunity, Disengagement & Disconnection: Precursors to Opportunity Youth?

Disengagement and disconnection present a large-scale issue in Connecticut, and that it is also a powerful economic and equity issue.

Source: Dalio Family Foundation, “Untapped Potential”
Profile of Disengaged Students

<table>
<thead>
<tr>
<th>Attendance as the largest driver of disengagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>14,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Multiple factors at play for many students</th>
</tr>
</thead>
<tbody>
<tr>
<td>8,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Multiple dimensions of demographic inequity</th>
</tr>
</thead>
<tbody>
<tr>
<td>78%</td>
</tr>
</tbody>
</table>

Source: Dalio Family Foundation, “Untapped Potential”
Disengaged and Disconnected Youth by Town, 2014-15

Source: Dalio Family Foundation, “Untapped Potential”
Disconnected CT High School Youth
2012-2014

• Only 1% ever attained HS diploma
• Only 9% achieved a GED or credit diploma through the adult education
• 21% transferred to an adult ed program before disconnecting ("dropping out")

Source: Dalio Family Foundation, “Untapped Potential”
What Works?
Keeping Students Engaged

1. The power of ninth grade

41% of all disengaged youth in Connecticut enter high school having been disengaged in eighth grade.

- About half engage in ninth grade:
  - 88% four-year graduation rate*

- The other half remain disengaged in ninth grade:
  - 48% four-year graduation rate*

*Graduation rates are based on 2011 first-time ninth grade students performing less than proficiently on eighth grade math Connecticut Mastery Test (CMT) tests given data limitations.

Source: Dalio Family Foundation, “Untapped Potential”
What Works? Interventions for 9th grade!

**Personalization**
Designing and organizing schools to build around each student’s individual needs

**Relationships**
Fostering trusting and supportive relationships with adults and other students

**Connections**
Building students’ sense of how to connect with the larger world

Source: Dalio Family Foundation, “Untapped Potential”
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ANALYZING DATA

Analysis of Connecticut Youth with Barriers
Introduction

• Disengagement may leads to disconnection which may contribute to unemployment...creating a “pipeline” of youth for WIOA
• WIOA serves primarily low-income youth
• Connecticut meets/exceeds WIOA youth performance measures every year
• Yet we have ~ 45,000 youth not in school & not employed
• WIOA serves only ~ 1,200 youth at $9.2M
## Connecticut Opportunity Youth Age 16 to 24

<table>
<thead>
<tr>
<th>Status</th>
<th>In School</th>
<th>Not In School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>120,296</td>
<td>116,124</td>
<td>236,420</td>
</tr>
<tr>
<td>Unemployed</td>
<td>17,850</td>
<td>17,305</td>
<td>35,155</td>
</tr>
<tr>
<td>Not in Labor Force</td>
<td>152,609</td>
<td>27,590</td>
<td>180,199</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>290,755</td>
<td>161,019</td>
<td>451,774</td>
</tr>
</tbody>
</table>

Source: U.S. Census American Community Survey (ACS) 2015
IPUMS-USA, University of Minnesota, www.ipums.org
Concentration of Opportunity Youth in CT

More than 25% of opportunity youth live in Bridgeport, Hartford, New Haven, and Waterbury

<table>
<thead>
<tr>
<th>City</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgeport</td>
<td>3,384</td>
</tr>
<tr>
<td>Hartford</td>
<td>3,639</td>
</tr>
<tr>
<td>New Haven</td>
<td>2,546</td>
</tr>
<tr>
<td>Waterbury</td>
<td>2,028</td>
</tr>
<tr>
<td>Rest of State</td>
<td>33,298</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44,895</strong></td>
</tr>
</tbody>
</table>
## CT Opportunity Youth
### Age 16 to 24

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>10,801</td>
<td>6,288</td>
<td>17,089</td>
</tr>
<tr>
<td>Black/African Amer.</td>
<td>6,740</td>
<td>4,409</td>
<td>11,149</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>7,015</td>
<td>5,899</td>
<td>12,914</td>
</tr>
<tr>
<td>Other</td>
<td>2,005</td>
<td>1,738</td>
<td>3,743</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>26,561</td>
<td>18,334</td>
<td>44,895</td>
</tr>
</tbody>
</table>

Source: U.S. Census American Community Survey (ACS) 2015  [IPUMS-USA, University of Minnesota, www.ipums.org](http://www.ipums.org)

In Connecticut,
- 19.3% of black youth
- 14.7% of Latino youth
- 6.4% of white youth

Are disconnected

Source: Social Science Research Council, Measure of America, [www.measureofamerica.org](http://www.measureofamerica.org)
## CT and US Opportunity Youth Age 16 to 24, by Poverty Level

<table>
<thead>
<tr>
<th></th>
<th>Connecticut</th>
<th></th>
<th>USA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Not Available</td>
<td>2,887</td>
<td>6.4</td>
<td>324,303</td>
<td>6.6</td>
</tr>
<tr>
<td>Below poverty level</td>
<td>11,063</td>
<td>24.6</td>
<td>1,651,970</td>
<td>33.8</td>
</tr>
<tr>
<td>100% to 200% of poverty</td>
<td>9,851</td>
<td>21.9</td>
<td>1,103,805</td>
<td>22.6</td>
</tr>
<tr>
<td>Above 200% poverty level</td>
<td>21,094</td>
<td>47.0</td>
<td>1,801,444</td>
<td>36.9</td>
</tr>
<tr>
<td>Total</td>
<td>44,895</td>
<td>100.0</td>
<td>4,881,522</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: U.S. Census American Community Survey (ACS) 2015
IPUMS-USA, University of Minnesota, www.ipums.org
Youth Barriers Identified in WIOA

• Basic Skills Deficiency
• Pregnancy/parenting
• Disabilities
• Homelessness and “Runaway”
• Justice Involvement
• Substance Abuse/Mental Health
Basic Skills Deficiency

Basic skills deficiency often occurs concurrently with one or more underlying barriers incl. homelessness, substance abuse, disabilities, justice involvement and issues with family supports.
Basic Skills Deficiency

The majority of opportunity youth are basic skills deficient, as are even many high school graduates

- 46.3% of CT 11th graders don’t meet the achievement level in Math
- 22.1% of CT 11th graders don’t meet the achievement level in English language arts
Disconnected CT High School Youth

- Only 1% ever attained HS diploma
- Only 9% achieved a GED or credit diploma through the adult education
- 21% transferred to an adult ed program before disconnecting ("dropping out")

Source: Dalio Family Foundation, “Untapped Potential”
Teen Births in Connecticut

Source: Department of Public Health
## CT and US Opportunity Youth with Disabilities

### Age 16 to 24

<table>
<thead>
<tr>
<th></th>
<th>Connecticut</th>
<th>USA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Has a Disability</td>
<td>6,807</td>
<td>15.2</td>
</tr>
<tr>
<td>No Disability</td>
<td>38,088</td>
<td>84.8</td>
</tr>
<tr>
<td>Total</td>
<td>44,895</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: U.S. Census American Community Survey (ACS) 2015

IPUMS-USA, University of Minnesota, www.ipums.org
Connecticut Youth Homelessness

• 3,000 homeless/unstably-housed youth
  – 40% no permanent place to live for more than a year

• Contributing factors: economic distress, housing discrimination, family structure issues, physical/sexual abuse, mental health/substance abuse barriers of a family member or the youth
Justice-Involved Youth in CT

### Delinquency Referrals By Gender
- Male, 72%
- Female, 28%

### FWSN Referrals By Gender
- Male, 55%
- Female, 45%

### Referrals to Juvenile Court 2016 by Gender, Age and Race/Ethnicity

#### Referrals By Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Delinquency</th>
<th>FWSN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black (Non-Hispanic)</td>
<td>3,383</td>
<td>761</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2,621</td>
<td>1,263</td>
</tr>
<tr>
<td>White (Non-Hispanic)</td>
<td>3,372</td>
<td>1,243</td>
</tr>
<tr>
<td>Other (Non-Hispanic)</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Missing Data</td>
<td>111</td>
<td>174</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9,495</strong></td>
<td><strong>3,448</strong></td>
</tr>
</tbody>
</table>

#### Referrals By Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Delinquency</th>
<th>FWSN</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;12 years old</td>
<td>166</td>
<td>210</td>
</tr>
<tr>
<td>12 years old</td>
<td>287</td>
<td>192</td>
</tr>
<tr>
<td>13 years old</td>
<td>625</td>
<td>324</td>
</tr>
<tr>
<td>14 years old</td>
<td>1,191</td>
<td>546</td>
</tr>
<tr>
<td>15 years old</td>
<td>2,043</td>
<td>752</td>
</tr>
<tr>
<td>16 years old</td>
<td>2,313</td>
<td>933</td>
</tr>
<tr>
<td>17+ years old</td>
<td>2,870</td>
<td>491</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9,495</strong></td>
<td><strong>3,448</strong></td>
</tr>
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</table>

Source: State of Connecticut Judicial Branch, Case Management Information System (CMIS)
## CT Youth with Substance Abuse Barriers

<table>
<thead>
<tr>
<th>Substance use issues self-reported by high school students, 2015</th>
<th>U.S. Total</th>
<th>Connecticut Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drank alcohol for the first time before age 13 (other than a few sips)</td>
<td>17%</td>
<td>11%</td>
</tr>
<tr>
<td>Had at least 1 alcoholic drink on at least 1 day (within 30 days before the survey)</td>
<td>33%</td>
<td>30%</td>
</tr>
<tr>
<td>Had 5 or more alcoholic drinks within a few hours on at least 1 day (within 30 days before the survey)</td>
<td>18%</td>
<td>14%</td>
</tr>
<tr>
<td>Drove a car or other vehicle after drinking, 1 or more times (within 30 days before the survey)</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>Rode (in a car or other vehicle) with a driver who had been drinking, 1 or more times (within 30 days before the survey)</td>
<td>20%</td>
<td>19%</td>
</tr>
<tr>
<td>Used marijuana 1 or more times (lifetime)</td>
<td>39%</td>
<td>35%</td>
</tr>
<tr>
<td>Used any form of cocaine (powder, crack, freebase) 1 or more times (Lifetime)</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Source: US Health and Human Services
CT Youth with Mental Health Barriers

DMHAS serves approximately **16,000** clients between ages of 18 and 25

- 7,000 receive mental health services
- Remaining receive forensic and/or substance abuse services
DMHAS Programs
Ages 18 - 25

<table>
<thead>
<tr>
<th>Year</th>
<th>Intensive Res. Rehabilitation</th>
<th>Medically Managed Detox</th>
<th>Ambulatory Detox</th>
<th>Buprenorphine Maintenance</th>
<th>Methadone Maintenance</th>
<th>Gambling Outpatient</th>
<th>Standard Outpatient</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>134</td>
<td>349</td>
<td>272</td>
<td>10</td>
<td>1,902</td>
<td>14</td>
<td>5,185</td>
</tr>
<tr>
<td>2014</td>
<td>133</td>
<td>293</td>
<td>241</td>
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What Works?
Tools to Move the Needle: Public and Private Initiatives

- Work experience, subsidized wages
- Training, entrepreneurship
- Career exploration, planning, counseling
- After school programs
- Career readiness
- Tutoring
- Education
- Internships
- Mentoring
- Bridge programs
What Works? Interventions for 9th grade!

- **Personalization**: Designing and organizing schools to build around each student’s individual needs
- **Relationships**: Fostering trusting and supportive relationships with adults and other students
- **Connections**: Building students’ sense of how to connect with the larger world

Source: Dalio Family Foundation, “Untapped Potential”
What Works? Getting to a Living Wage

• Jobs requiring 1 year of college credit plus a credential are in greatest demand
• Evaluations of Integrated Basic Education and Skills Training (I-BEST) models show:
  — the *tipping point* is 45 college-level credits and a vocational certificate = a pathway to a living wage for selves and families
### CT Youth: Potential Median Earnings of 25 to 34 Year Olds

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<tr>
<th>Educational Attainment</th>
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<tr>
<td>Less than High School</td>
<td>$23,000</td>
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<tr>
<td>High School Diploma</td>
<td>$28,000</td>
<td>$30,500</td>
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<td>GED or Equivalent</td>
<td>$28,000</td>
<td>$27,000</td>
</tr>
<tr>
<td>Some College / Associate's</td>
<td>$31,400</td>
<td>$35,000</td>
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<tr>
<td>Bachelor's</td>
<td>$46,000</td>
<td>$53,000</td>
</tr>
<tr>
<td>Master's / Professional / Doctorate</td>
<td>$59,000</td>
<td>$62,000</td>
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Source: U.S. Census American Community Survey (ACS) 2015
IPUMS-USA, University of Minnesota, www.ipums.org
From his first experience with sound healing, Kelvin appreciates the effects of crystal and Tibetan singing bowls and gongs in calming his mind, relaxing his body and nourishing his soul. Having completed studies with internationally renowned Master Sound Healers as well as an internationally recognized expert in stress management, he offers holistic wellness practices in diverse settings, including yoga studios, retreat centers, conferences, colleges, prisons, addiction treatment centers, psychiatric inpatient units at state hospitals and mental health agencies. In recognition of his work that is being incorporated with integrative medicine within CT Valley Hospital, Kelvin received the 2017 Dr. F. Marcus Brown Memorial Integrative Medicine Award.

Kelvin shares his story of finding freedom from alcohol, cocaine, marijuana, heroin and other opiates and his methods for incorporating holistic practices in his personal and professional life to relieve stress. Kelvin is passionate about holding space for people to heal and is known for his warm, loving and down-to-earth way of connecting with people. As facilitator of the Youth panel, Kelvin conveys openness to learning from others and he encourages the possibilities of change through his warm, loving and down-to-earth ways of connecting with people.
True Colors

Non-profit organization that works with other social service agencies, schools, organizations, and within communities to ensure that the needs of sexual and gender minority youth are both recognized and competently met.

Maternal Infant Outreach Program (MIOP)

Is a free case management and home visitation program that has served the local Hartford community for over two decades with the goal of reducing infant mortality and low birth weight rates, as well as to improve the overall health and wellbeing of women, children, and their families.

Our Piece of the Pie (OPP)

A nonprofit organization dedicated to helping 14- to 24-year-old urban youth become economically independent adults. OPP’s unique model is centered on the personal and consistent relationship developed between each youth and a caring, committed and proactive adult staff member.
CT Department of Developmental Services- Self-Determination Unit

Self-determination is a national movement about rights and personal freedom. It is an approach to service delivery that supports people with disabilities to live the lives they desire. Self-determination helps people, their families and friends determine their future, design their own support plans, choose the assistance they need to live full lives and control a personal budget for their supports. Individuals may use their individual budgets to hire their own staff, to purchase supports from a traditional agency or from an Agency With Choice, or may select a combination of these approaches.

Sound Community Services

Not-for-profit organization dedicated to educating, assisting, and supporting individuals with persistent mental illness and/or substance use disorders. Working tirelessly to create a culture and environment in which recovery and wellness is possible.
Job Corps Hartford

A residential and non-residential no cost education and career technical training program administered by the U.S. Department of Labor that helps young people ages 16 to 24 improve the quality of their lives through career technical and academic training. The Job Corps program is authorized by Title I-C of the Workforce Innovation and Opportunity Act of 2014 (supersedes WIA 1998).

DEI Youth

The Disability Employment Initiative (DEI) builds upon the Department of Labor’s department initiatives, such as hiring staff with expertise in disability and workforce issues. The grant supports extensive partnerships and collaboration across multiple workforce and disability service systems in each state, including: vocational rehabilitation, mental health, intellectual/developmental disability agencies, independent living centers, and other community and nonprofit organizations.

Connecticut Association for Human Services (CAHS)

Changing the lives of low-income children and families across Connecticut by pioneering pathways from poverty to opportunity and from financial insecurity to capability and success.
NWRWIB IT Express

The Northwest Regional Workforce Investment Board and our partners in South Central Connecticut have been awarded a $4 million Tech-Hire Partnership Grant. The project will train unemployed and out-of-school young adults (ages 17-29) and upgrade skills of current workers for jobs in the IT Industry including software development, information system management, and computer programming.

State Department of Education (CSDE)

The mission of the CSDE Talent Office is to develop and deploy talent management and human capital development strategies to districts and schools state-wide so that the most effective educators are in every school and classroom and all students are prepared for college, career and life.

Boys & Girls Village, Inc., Bridgeport

Boys & Girls Village is a federal IRS approved 501 (c) 3 not-for-profit agency licensed by the Connecticut Department of Children and Families (DCF) for our residential and therapeutic treatment components, and by the Connecticut Department of Education for our Day School for children with special educational needs. Referrals are received from DCF, managed care companies and from public school systems
UCONN Center for Applied Research

The Center for Applied Research in Human Development enables the development and application of interventions intended to improve quality of life for individuals, families, and communities. In particular, we aim to improve outcomes for sociodemographically marginalized populations by informing and evaluating interventions intended for public benefit.

The Center provides assistance to state and community-based agencies in the development, delivery, and evaluation of human service programs. This collaboration with state and community-based agencies is intended to facilitate the development of high quality program evaluations.

Moreover, the Center offers opportunities for graduate students to learn about the research and publication process under the mentorship and guidance of experts in the field of human development, family studies, and applied research.

CT After School Network

Through a partnership of individuals and organizations, the network promotes young people’s safety, healthy development and learning outside the traditional classroom. The partnership provides training and technical assistance to improve program quality; influencing policy on behalf of youth and families; and expanding funding opportunities.
Where do we go from here!

1. Increase awareness of Connecticut youth with significant barriers to job training and education

2. Compare the scale of WIOA services to youth with barriers to the level of need in comparable populations in Connecticut

3. Of all barriers identified under WIOA, identify and agree on the most significant barriers to the engagement of CT youth in WIOA-funded programs in education, workforce training and employment.

4. Begin to develop a blueprint/work plan for interdisciplinary approaches to engaging youth.
The Illustration below demonstrates the CT Workforce system.

CTDOL - CT Labor Department

CETC CT Employment Training Commission

OWC - Office of Workforce Competitiveness

President Barack Obama signed the Workforce Innovation and Opportunity Act (WIOA) into law on July 22, 2014. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Congress passed the Act by a wide bipartisan majority; it is the first legislative reform in 15 years of the public workforce system.

WIOA supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973. In general, the Act takes effect on July 1, 2015, the first full program year after enactment, unless otherwise noted. The U.S. Department of Labor (DOL) will issue further guidance on the timeframes for implementation of these changes and proposed regulations reflecting the changes in WIOA soon after enactment.
WIOA brings together, in strategic coordination, the core programs of Federal investment in skill development: employment and training services for adults, dislocated workers, and youth and Wagner-Peyser employment services administered by the Department of Labor (DOL) through formula grants to states; and adult education and literacy programs and Vocational Rehabilitation state grant programs that assist individuals with disabilities in obtaining employment administered by the Department of Education (DoED).

WIOA also authorizes programs for specific vulnerable populations, including the Job Corps, YouthBuild, Indian and Native Americans, and Migrant and Seasonal Farmworker programs as well as evaluation and multistate projects administered by DOL. In addition, WIOA authorizes other programs administered by DoED and the Department of Health and Human Services.
CT DOL invited youth service providers invited to this conference to share their observations on working with WIOA youth. The survey instrument is not validated. We are sharing informal conclusions based on 54 responses. They should not be interpreted as formal research or analysis.

*Providers rate these as top youth needs*

- New ways to overcome transportation barriers
- Peer support centers; mentoring
- Meals during training
- Information about food, housing, transportation, child care for youth

*Providers rate these as their own top training needs*

1. **Counseling skills**
   - Supporting youth with trauma
   - Peer-run groups; mentoring
   - Motivational interviewing; engagement and implicit bias
   - Substance abuse counseling

2. **Technology and reaching youth**
3. **State data trends**
**Career services:** include unemployment and job search assistance, information on the job market, job readiness, career planning and counseling, program for non-English speakers, financial aid, supportive services and financial literacy. Job seekers can get employment, education, training, and support to succeed in the job market and increase wages. The program also matches employers with the skilled workers they need.

**Connecticut Employment and Training Commission:** CETC is the State Workforce Investment Board, authorized under the federal Workforce Innovation and Opportunity Act and state statute. CETC provides workforce-related policy and planning guidance to the Governor and General Assembly and promotes coordination of the state’s workforce-related investments, strategies, and programs. Appointed by the Governor, its members represent Connecticut businesses, employers, key state agencies, regional/local entities, organized labor, community-based organizations and other stakeholders. The Office of Workforce Competitiveness provides staff, leadership, support and technical assistance to CETC members.

**Disengaged:** Still enrolled in school with at least one of three signs of disengaging: attendance, academic, behavior. Disengagement refers to a multiple year process, not a sudden event.

**Disconnected:** No high school diploma or equivalent yet & not enrolled, under age 21 *Per Dalio report.

For WIOA purposes a disconnected youth is defined as young people between the ages of 16-24 who aren’t working or enrolled in school. WIOA requires 75% of Title 1 funding to be expended on youth who meet this definition.

**In school Youth:** In-school youth must be aged 14-21, attending school, low income, and meet one or more additional conditions, which could include: Basic skills deficient; English language learner; an offender; homeless, runaway, in foster care or aged out of the foster care system; pregnant or parenting; an individual with a disability; person who requires additional assistance to enter or complete an educational program or to secure and hold employment
**Out of School Youth:** Out-of-school youth must be aged 16-24, not attending any school, and meet one or more additional conditions, which could include: School dropout; within age of compulsory attendance but has not attended for at least the most recent complete school year calendar quarter; holds a secondary school diploma or recognized equivalent and is low-income and is basic skills deficient or an English language learner; subject to the juvenile or adult justice system; homeless, runaway, in foster care or aged out of the foster care system, eligible for assistance under Section 477, Social Security Act, or in out-of-home placement; pregnant or parenting; an individual with a disability; low income person who requires additional assistance to enter or complete an educational program or to secure and hold employment.

**Opportunity youth:** not in school, not employed

**WIOA:** The “Workforce Innovation and Opportunity Act” or “WIOA” *(which supersedes WIA)*, provides federal funds to states to help job seekers, workers and businesses with career services, job training and education. The Department of Labor (CT DOL) is charged with providing high-quality services for youth, beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training, such as pre-apprenticeships or internships, for in-demand industries and occupations, and culminating with employment, enrollment in postsecondary education, or a registered apprenticeship. The CT DOL oversees WIOA and hosts a statewide advisory board which is charged with ensuring that Connecticut has the talent to support economic growth through the **Office of Workforce Competitiveness.**
**WIOA Youth Barriers:** To be eligible for the WIOA youth program, individuals must meet one or more conditions listed in WIOA Section 129(a)(1)(B)(iii) for OSY and (a)(1)(C)(iv) for In-School Youth. This guidance refers to these conditions as eligibility barriers, including:

*English Language Learner.* WIOA Section 203(7) defines the term "English language learner" as an individual who has limited ability in reading, writing, speaking, or comprehending the English language, and (A) whose native language is a language other than English; or (B) who lives in a family or community environment where a language other than English is the dominant language.

*Dropout.* A "school dropout" is defined in WIOA Section 3(54) as an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent. As discussed in TEGL 08-15, an individual who has dropped out of postsecondary education is not a "school dropout" for purposes of youth program eligibility. A youth's eligibility status is determined at the time of enrollment; therefore, if a youth has not received a high school diploma or a recognized equivalent, AND is not attending any school, he/she is considered a dropout and is an OSY. A dropout only includes an individual who is currently a secondary school dropout and does not include a youth who previously dropped out of secondary school but subsequently returned. For example, a youth who dropped out of high school in 2015 and returned to high school in 2016 prior to enrollment in WIOA is not considered a dropout.

*Offender.* The WIOA statute uses slightly different wording to describe the criteria for ISY and OSY who are eligible because they have been subject to any stage of the criminal justice process. For OSY, one eligibility barrier under WIOA Section 129(a)(1)(B)(iii)(IV) is that the youth is "an individual who is subject to the juvenile or adult justice system." For ISY, Section 129(a)(1)(C)(iv)(III) uses the term "offender" as the relevant criteria. The term “Offender" is defined in WIOA Section 3(38) as "an adult or juvenile (A) who is or has been subject to any stage of the criminal justice process, and for whom services under this Act may be beneficial; or (B) who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction." The Department concluded that the intent of the OSY eligibility criterion is not to treat youth who were subject to the juvenile or adult system differently, but rather to call attention to the fact that both the juvenile and adult justice systems may include OSY. Therefore, to be clear that the same eligibility criteria apply to OSY and ISY, both 20 CFR § 681.210, which provides the eligibility criteria for OSY, and 20 CFR § 681.220, which provides the eligibility criteria for ISY, use the term "offender."
**Homeless and foster care youth.** In WIOA, an individual who is homeless is eligible under the same barrier category as an individual in the foster care system or one who has aged out of the foster care system. In order to make the regulation easier to understand, DOL separated foster care youth and homeless and runaway youth into two separate eligibility barrier categories in the Final Rule. In addition, the Final Rule also includes an individual who has attained 16 years of age and left foster care for kinship guardianship or adoption in the foster care eligibility barrier in 20 CFR §§ 681.210 and 681.220 to encompass youth who were formerly in foster care, but may have returned to their families before turning 18.

**An individual who is pregnant or parenting.** An individual who is parenting can be a mother or father, custodial or non-custodial. As long as the youth is within the WIOA youth age eligibility, the age when the youth became a parent does not factor in to the definition of parenting. A pregnant individual can only be the expectant mother.

**Additional assistance barrier.** A state may establish definitions and eligibility documentation requirements for criteria for "an individual who requires additional assistance to enter or complete an educational program or to secure or hold employment." If the state does not establish these definitions and eligibility documentation, the local area must do so if it uses this criterion. These policies established at the state or local level should be reasonable, quantifiable, and based on evidence that the specific characteristic of the youth identified in the policy objectively requires additional assistance.

Additional State WIOA Policies can be found our WIOA Internet Page at:

[www.ctdol.state.ct.us](http://www.ctdol.state.ct.us)
CTHires (Connecticut Helping Individuals and Employers Reach Employment Success) is the Connecticut Department of Labor’s new comprehensive workforce development system designed to provide integrated services via the Internet to individuals and employers 24 hours a day, 7 days a week. **CTHires can be accessed at www.CTHires.com**
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