WIOA: Expanding Opportunities for Low-Income and Out-of-School Youth

Kisha Bird, Director of Youth Policy, CLASP
Susan Lange, Vice President of Youth Pathways, Commonwealth Corporation
Clyde McQueen, President & CEO, Full Employment Council
**Kisha Bird, CLASP**

CLASP seeks to improve the lives of low-income people. We develop and advocate for federal, state and local policies to strengthen families and create pathways to education and work. CLASP's youth policy work aims to advance policy and practice that will improve the education, employment, and life outcomes for youth in communities of high youth distress.

**Susan Lange, Commonwealth Corporation**

Commonwealth Corporation strengthens the skills of Massachusetts youth and adults by investing in innovative partnerships with industry, education and workforce organizations. It seeks to meet the immediate and emerging needs of businesses and workers so they can thrive in our dynamic economy.

**Clyde McQueen, Full Employment Council (FEC)**

FEC is a business-led private non-profit corporation whose mission is to obtain public and private sector employment for the unemployed and the underemployed residents of the Greater Kansas City area. FEC accomplishes this goal by working in collaboration with businesses, local units of government, educational institutions, labor organizations, and community-based organizations.
Agenda

• Introductions

• WIOA Overview
  What’s in the law and what do you need to know?

• Lessons from the Field
  Developing Education and Employment Pathways for Youth

• Open Discussion (Q & A)
WIOA Overview: What’s in the law and what do you need to know?
Workforce Innovation and Opportunity Act

- Passed with wide bipartisan majority in Congress
  - Senate voted 93-5; House voted 415-6

- WIOA was signed into law by President Obama on July 22, 2014
  - Many provisions take effect July 1, 2015; others July 1, 2016

- First reauthorization of national workforce programs in 16 years
  - Updates the law for changes in the economy
  - Emphasizes newer, proven strategies in workforce development
WIOA Scope

• 6 Core Programs
  • Title I Adult, Dislocated Worker & Youth
  • Title II Adult Education and Family Literacy
  • Title III Employment Service (Wagner-Peyser)
  • Title IV Vocational Rehabilitation
• Service Delivery Partners at One-Stops
  • TANF, Second Chance Act
• Other Potential Partners
  • CTE, SNAP E&T, Community Colleges
New Opportunities for Low-Income and Low-Skilled Adults and Youth

- Increases the focus on serving the most vulnerable workers—low-income adults and youth.
- Expands proven education and training options to help participants access good jobs and advance in their careers.
- Helps disadvantaged and unemployed adults and youth earn while they learn.
- Aligns planning and accountability policies across core programs to support more unified approaches.
WIOA Targets Funds to Helping Those with Barriers to Economic Success

• 75% of Youth funds required to be spent on out-of-school youth

• Priority of Service strengthened in Title I Adult and Dislocated Worker
  – Public assistance recipients; individuals who are low-income and/or have barriers to employment

• Interim progress measure (“Skill Gains”) rewards programs helping hardest-to-serve

• Adult Education focused on learners with lowest skill levels

• New definitions (e.g., individuals with barriers to employment, homeless individuals, basic skills deficient)
WIOA Expands and Improves Services to Disadvantaged Youth

• **75%** of Youth funds required to be spent on out-of-school youth

• New **16-24** age range for out-of-school youth eligibility

• Requires at least **20 percent** of Youth Formula Funds be spent on paid and unpaid work experiences (including Summer Jobs programs)

• Adds youth “living in a high-poverty area” to the low-income criterion for youth activities

• In-school youth eligibility includes low-income individuals ages 14 to 21 who are English language learners and those who have a disability
### Out-of-School Youth Definition

<table>
<thead>
<tr>
<th>WIA</th>
<th>WIOA</th>
</tr>
</thead>
</table>
| OUT-OF-SCHOOL YOUTH.—The term “out-of-school youth” means—  
(A) an eligible youth who is a school dropout; or  
(B) an eligible youth who has received a secondary school diploma or its equivalent but is basic skills deficient, unemployed, or underemployed. | The term ‘out-of-school youth’ means an individual who is—  
(i) not attending any school (as defined under State law);  
(ii) *not younger than age 16 or older than age 24*; and  
(iii) one or more of the following:  
(I) A school dropout.  
(II) A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.  
(III) A recipient of a secondary school diploma or its recognized equivalent who is a *low-income individual* and is— (aa) basic skills deficient; or (bb) an English language learner.  
(IV) An individual who is subject to the juvenile or adult justice system. |
### Out-of-School Youth Definition

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<td>(V) A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement. (VI) An individual who is pregnant or parenting. (VII) A youth who is an individual with a disability. (VIII) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.</td>
</tr>
</tbody>
</table>

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WIOA GAME PLAN for LOW-INCOME PEOPLE
## In-School Youth Definition

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| **ELIGIBLE YOUTH.**—Except as provided in subtitles C and D, the term “eligible youth” means an individual who—  
(A) is not less than age 14 and not more than age 21;  
(B) is a low-income individual; and  
(C) is an individual who is one or more of the following:  
(i) Deficient in basic literacy skills.  
(ii) A school dropout.  
(iii) Homeless, a runaway, or a foster child.  
(iv) Pregnant or a parent.  
(v) An offender.  
(vi) An individual who requires additional assistance to complete an educational program, or to secure and hold employment. | **IN-SCHOOL YOUTH.**—In this section, the term “in school youth” means an individual who is—  
(i) attending school (as defined by State law);  
(ii) not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21;  
(iii) a low-income individual; and  
(iv) one or more of the following:  
(I) Basic skills deficient.  
(II) An English language learner.  
(III) An offender.  
(IV) A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), a homeless child or youth (as defined in section 725(2) of the Homeless Assistance Act (42 U.S.C. 11434a(2))), |


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</tr>
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<td>(vi) An individual who requires additional assistance to complete an educational program, or to secure and hold employment.</td>
<td></td>
</tr>
</tbody>
</table>
WIOA Expands Education and Training Options

• Clarifies that WIOA training funds can be used for individuals who are unable to obtain Pell grants
• Broader focus of adult education on transition to labor market
• Pay-for-Performance contracts are allowable (up to 10 percent of youth funds)
• Encourages Career Pathways for adults and youth
Encourages Implementation of Career Pathways

The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

(A) aligns with the skill needs of industries in the economy of the State or regional economy involved;

(B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including [state- and federally-registered] apprenticeships;

(C) includes counseling to support an individual in achieving the individual’s education and career goals;

(D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

(E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

(F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

(G) helps an individual enter or advance within a specific occupation or occupational cluster.
Three Essential Features of Career Pathways

1. Well-connected and transparent education, training, credentials, and support services

2. Multiple entry points – for both well-prepared students and targeted populations

- e.g., high school or CTE
- e.g., adult education or workforce system
- e.g., military or civilian workplace

3. Multiple exit points

- e.g., 1st Job in Career Path
- e.g., 2nd Job in Career Path
- e.g., 3rd Job in Career Path
- e.g., Nth Job in Career Path

Increasing skills, competencies, and credentials informed by industry/employers

bridge(s)
Career Pathway Systems

State Career Pathway System

Local/Regional Career Pathway System

Career Pathways and Programs

Federal Agencies
WIOA’s Work-Based Training: Enabling People to Earn While They Learn

• OJT 75% wage reimbursement
• Up to 10% of funds available for transitional jobs for individuals with barriers to employment
• Paid work experiences for Youth (including summer jobs)
• Workplace Adult Education and contextualized learning (IET model)
WIOA Aligns Planning and Accountability Policies

• WIOA no longer requires a Youth Council; the local board MAY have a youth subcommittee
• Requires 4-year unified state plan of all core programs; Can combine one or more additional programs, such as CTE, TANF, and SNAP E&T to unified plan
• State/local plans must include youth and adults with barriers in their analysis, needs, vision, and goals
• Local Plans must describe how access to services will be expanded and how the local board will facilitate co-enrollment
• Common measures across multiple programs (with variation for the Title I youth program)
# Youth Performance Measures

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<th>WIOA</th>
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<tr>
<td><strong>Younger Youth Indicators</strong>&lt;br&gt;• Basic skills and occupational skills (as appropriate) attainment;&lt;br&gt;• High school diplomas;&lt;br&gt;• Placement and retention in postsecondary education, advanced training, or employment; and&lt;br&gt;• Customer satisfaction for both participating youth and their employers.</td>
<td><strong>Primary Indicators (for all youth participants)</strong>&lt;br&gt;• Achieving employment or involved in education/training activities or unsubsidized employment during <strong>second</strong> quarter after exit from program&lt;br&gt;• Achieving employment or involved in education/training activities or unsubsidized employment during <strong>fourth</strong> quarter after exit from program&lt;br&gt;• Median earnings of participants in unsubsidized employment during second full calendar quarter after exit from program&lt;br&gt;• Attainment of recognized postsecondary credential (including registered apprenticeship), a secondary school diploma, or its recognized equivalent either during program or <strong>within 1 year</strong> after program exit (<strong>only counts if</strong> individual has obtained/retained employment, or are in an education/training program leading to postsecondary credential within 1 year after exit from program)&lt;br&gt;• Participation during a program year in education/training programs leading to: recognized postsecondary credential or employment and are achieving measurable skill gains toward such a credential or employment&lt;br&gt;<strong>Indicator for services to employers:</strong>&lt;br&gt;Prior to second full program year after date of bill enactment, Secretary and representatives shall establish 1 or more primary</td>
</tr>
<tr>
<td><strong>Older Youth Indicators</strong>&lt;br&gt;• Entry into subsidized employment;&lt;br&gt;• Retention in unsubsidized employment 6 months after entry into the employment;&lt;br&gt;• Earning received in unsubsidized employment after entry in the employment&lt;br&gt;• Attainment of recognized credential relating to the achievement of educational skills, which may include attainment of a secondary school diploma or its recognized equivalent, or occupational skills; and&lt;br&gt;• Customer satisfaction for both participating youth and their employers.</td>
<td></td>
</tr>
</tbody>
</table>

(In a number of states, Common Measures for Youth have superseded these statutory measures.)
WIOA Aligns Planning and Accountability Policies

• Credential and skill gains measures allow more intensive training
  – Credential attainment measure that includes recognized postsecondary credentials and secondary school diplomas or their recognized equivalent
  – New interim progress (“skill gains”) measure that identifies individuals who are making measurable skill gains while in an education and training program

• Requires state and local performance expectations and levels to be adjusted based on economic conditions and participant characteristics

• Requires states and local workforce boards to report the number of individuals with barriers to employment served by each core program, with specific breakdowns by subpopulation
Lessons from the Field: Developing Education and Employment Pathways for Youth
Getting Youth on a Pathway...
Long-Term Goals:

• Solid, transferable soft skills that include critical thinking, self-advocacy and future focus
• Academic persistence with career aspirations
• Clear pathway plan that includes Now, Soon and Future Jobs
• Healthy decision-making and reduction of risky behaviors

☞ Same for ALL youth; Support Services, Length of Programming and Dosage Vary by Risk Level
Continuum of Risk For Youth Served

At-Risk

- Poverty indicators; In-School Youth predominantly; protective factors largely intact
- Program Services: soft skill development; subsidized employment leading to unsubsidized employment

High-Risk

- Poverty indicators; reduced protective factors- housing, system-involved, challenged academic persistence, higher risk of HS drop-out
- Program Services: case management; mentoring; soft skill development; academic supports; subsidized employment for longer timeframe leading to unsubsidized employment

Proven-Risk

- Poverty indicators; few, if any, protective factors; heavily systems-involved; perpetrator/victims of youth violence; lack of academic persistence; low skill level
- Program Services: outreach and in-reach; intensive case management, trauma supports; soft skill development; tiered transitional employment; education reintegration

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Effective Employability and Career Pathway Programs

Promote Work Behaviors Employers Want

**Prepare** young people to meet employer expectations

Support authentic work experiences

Help Young People Understand and Navigate Pathways

**Understand** young person’s interests and screen for success when making placements

**Link** job experience with pathway knowledge and related education—give big picture view

Support current needs and next steps

Support Pipeline Development (Employer Engagement)

**Tend** employer relationships very well

Provide education/training to ensure employers’ needs are met

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Effective Soft Skill Workshops

KSBA Balance
(Knowledge, Skills, Behavior, Attitude)

- The introduction of new knowledge
- Opportunities to build supporting skills
- Judgment-free exploration of attitudes and examination of the role attitudes play
- Ways to experiment, practice and reflect on behavior
Coordinated intervention strategy aimed at reducing youth homicides and serious assaults (in 11 cities with highest rates of youth violence); SSYI began in CY 2012

Target population: 14-24 year old young men identified by local law enforcement as highest risk for being perpetrators or victims of shooting or stabbing violence

Services: intensive outreach/in-reach; case management; trauma support; tiered transitional employment and education

Approximately 1400 youth targeted for service; 70% engaged; 314 in education services; 278 in subsidized employment; 177 in unsubsidized employment

State funding but communities BRAID resources from multiple funding streams to maximize supports for participants AND their families
SSYI Evaluation Results
Youth Victimization Trends, 2009-2013

**Violent Crime Victimization**
- Graph showing a 22% decrease.

**Homicide Victimization**
- Graph showing a 25% decrease.

**Aggravated Assault Victimization**
- Graph showing a 31% decrease.

**Trend Analyses**

SSYI cities experienced a...

- **139 fewer** violent crime victimizations on average per month compared to **37 fewer** among Shannon cities and **11 more** in comparison cities.
- **1 less** homicide on average per month.
- **65 fewer** aggravated assault victimizations on average per month.
WIOA: Expanding Opportunities for Low-Income and Out-Of School Youth

Presented By: Clyde McQueen, President & CEO
March 5, 2015
Project Rise—Project Rise seeks to re-engage youth ages 18-24, who have not worked or gone to school in at least six months, by placing them in paid internships and encouraging them to continue their education. The goal is to prepare them to enter the workforce. Successful completers receiving high school diploma or high school equivalency will receive scholarship funding to attend post-secondary in-demand occupational training. Now in Cohort 7, Project Rise has seen a successful completion of activities of 50%, and a rate of more than 50% enrollment into post-secondary education upon completion of the program.

Project Rise is funded by: Bloomberg Foundation, New York City; Kauffman Foundation, Kansas City; United Way of Greater Kansas City; Corporation for National and Community Service-Social Innovation Fund, New York City; Center for Economic Opportunity, New York City; Hall Family Foundation, Kansas City.
Photos: (From Top Left, Clockwise) Rise participants sat on a panel at the United Way Decade of Difference Briefing, November 2013; A participant is interviewed about her experiences in Rise for Channel 5 News; Cohort 5 participants attend orientation; Kansas City, MO Public Schools Adult Education and Literacy graduates from Project Rise; A Cohort 5 participant fulfills his community service at a public speaking event.
### PROJECT RISE CHARACTERISTICS

Prior to Enrollment:
TOTAL POPULATION 238

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had not been engaged with work or school of any kind in the last 2 years or more</td>
<td>92%</td>
</tr>
<tr>
<td>Suspended or expelled from a formal school setting</td>
<td>86%</td>
</tr>
<tr>
<td>Homeless, living with a friend or relative</td>
<td>51%</td>
</tr>
<tr>
<td>Have children</td>
<td>53%</td>
</tr>
<tr>
<td>Functioned at or below the 6th and 8th grade level</td>
<td>56%</td>
</tr>
</tbody>
</table>

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- 48% graduation rate
- 50% college enrollment
- Top scores in Missouri
- Salutatorians
- Valedictorians
- Essay competition finalists
- $4,000 Community College Plus Academic Scholarship Awards
- “Instructor of the Year”

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www.feckc.org
twitter.com/FEC_KC

The Full Employment Council, Inc. • 1740 Paseo Blvd., Kansas City, MO • 816-471-2330

“Our Job is Your Career.”™ • American Job Center
Clyde McQueen, President & CEO, Full Employment Council
816-471-2330 ext. 1256 • cmcqueen@feckc.org
# CURRENT PERFORMANCE SNAPSHOT

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>GOAL</th>
<th>Cohort 3</th>
<th>Cohort 4</th>
<th>Cohort 5</th>
<th>Cohort 6</th>
<th>Cohort 7</th>
<th>ACTUAL</th>
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<tr>
<td>Served</td>
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<td>41</td>
<td>40</td>
<td>31</td>
<td>31</td>
<td>30</td>
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<tr>
<td>Career Pathway Reinforcement</td>
<td>----</td>
<td>37</td>
<td>35</td>
<td>29</td>
<td>31</td>
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<tr>
<td>Placed in Education</td>
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<td>36</td>
<td>31</td>
<td>26</td>
<td>28</td>
<td>29</td>
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<tr>
<td>Placed in Internships</td>
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<td>26</td>
<td>19</td>
<td>16</td>
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<td>Complete 100 Hours of Internship</td>
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<td>Completed Internship</td>
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<td>Achieved Literacy Gain</td>
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<td>7</td>
<td>20</td>
<td>7</td>
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<td>High School Equivalency</td>
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<td>8</td>
<td>13</td>
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<td>Remain in Education</td>
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<td>7</td>
<td>14</td>
<td>9</td>
<td>18</td>
<td>50</td>
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<tr>
<td>Enrolled in Post Secondary Education or Training</td>
<td>40% of HSE</td>
<td>4</td>
<td>8</td>
<td>6</td>
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<td>Placed in Employment</td>
<td>10</td>
<td>14</td>
<td>8</td>
<td>12</td>
<td>5</td>
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<td>63</td>
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# Out of School Youth Performance

## East Jackson County

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>LWIA Plan</th>
<th>% LWIA Achieved</th>
<th>% Over/Under LWIA</th>
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</thead>
<tbody>
<tr>
<td>num Youth Placement</td>
<td>19</td>
<td>66.0%</td>
<td>130.9%</td>
<td>30.9%</td>
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<tr>
<td>den Youth Placement</td>
<td>22</td>
<td></td>
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<tr>
<td>Youth Placement</td>
<td>86.4%</td>
<td>66.0%</td>
<td>130.9%</td>
<td>30.9%</td>
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<tr>
<td>num Youth Degree</td>
<td>23</td>
<td>55.0%</td>
<td>149.4%</td>
<td>49.4%</td>
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<tr>
<td>den Youth Degree</td>
<td>28</td>
<td></td>
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<tr>
<td>Youth Attain Degree</td>
<td>82.1%</td>
<td>55.0%</td>
<td>149.4%</td>
<td>49.4%</td>
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<tr>
<td>num Lit Num</td>
<td>6</td>
<td>40.0%</td>
<td>250.0%</td>
<td>150.0%</td>
</tr>
<tr>
<td>den Lit Num</td>
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<td></td>
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<tr>
<td>Literacy Numeracy</td>
<td>100.0%</td>
<td>40.0%</td>
<td>250.0%</td>
<td>150.0%</td>
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## Kansas City & Vicinity

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<th>Actual</th>
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<th>% LWIA Achieved</th>
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<tr>
<td>num Youth Placement</td>
<td>81</td>
<td>66.0%</td>
<td>97.4%</td>
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<tr>
<td>den Youth Placement</td>
<td>126</td>
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<tr>
<td>Youth Placement</td>
<td>64.3%</td>
<td>66.0%</td>
<td>97.4%</td>
</tr>
<tr>
<td>num Youth Degree</td>
<td>76</td>
<td></td>
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<tr>
<td>den Youth Degree</td>
<td>104</td>
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<tr>
<td>Youth Attain Degree</td>
<td>73.1%</td>
<td>60.0%</td>
<td>121.8%</td>
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</tr>
<tr>
<td>Literacy &amp; Numeracy</td>
<td>71</td>
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<tr>
<td>Literacy Numeracy</td>
<td>33.8%</td>
<td>40.0%</td>
<td>84.5%</td>
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* Preliminary based on February Updates
Another Out-of-School Youth Project
Green Retrofit Employment and Training (G.R.E.A.T.)
The objectives of the Green Retrofit Employment and Training program (G.R.E.A.T.) were to provide classroom training and work experience to unemployed young adults; classroom training provided clients with the opportunity to receive Renovator, Retrofit and OSHA-10 certifications, which made them marketable for construction-related trades, and work experience focused on the distribution of information to low-income neighborhood residents to assist them in increasing the energy efficiency of their homes and to install limited-efficiency measures.

Funded by the Missouri Department of Natural Resources’ Division of Energy (MDNR/DE)/U.S. Department of Energy and the Kansas City Neighborhoods and Housing Services Department (KCNHSD), the project aimed to not only provide valuable learning and training experience for the young adults enrolled, but to also provide resources and information from a comprehensive neighborhood outreach program targeted to Kansas City, MO, and Eastern Jackson County. Trainees worked as part of community teams, and were shuttled to neighborhoods, where they would go door-to-door to make presentations to residents and install or provide energy-efficiency measures, which included: energy efficiency-related literature, compact fluorescent light bulbs, pipe insulation, low flow shower heads, caulk, and weather-stripping.

A total of 549 individuals took part in the Green Career Academy four-week training. The Green Career Academy included FEC Career Readiness, Retrofit Customer Service Representative Training, EPA Lead Renovator and OSHA 10 training through the University of Central Missouri (UCM). While in the Academy, 350 participants received their OSHA 10 certification, and 288 received their EPA Renovator (Lead Safe) certification. Total contacts made/resident visits was 11,345. (This number included: No answer, Second attempts, Surveys completed, and Contacts made but declined to participate.) Other results are as follows:

- Community Surveys Completed: 1,441
- Energy Kits Distributed: 1,135
- Interested in Additional Services: 925
- Energy Kits Installation Requests: 220
transparency and accountability, MDNR/DE determined the G.R.E.A.T. project should be monitored.

Enclosed is the report of our review findings. I am pleased to inform you that there are no findings or other actionable items in the report.

Should you have questions, please feel free to contact Rob Mock at 573.751.5955, or my office at 573.751.2254.

Sincerely,

DIVISION OF ENERGY

[Signature]

Iona C. Weiss
Director

[Date]

Enclosures

cc: Joe Gassner, MDNR/DE
    Kendall Blythe, MDNR/Internal Audit Program
    Central File
Open Discussion: Q & A
Contact Information

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WIOA Game Plan for Low-Income People
http://www.clasp.org/issues/postsecondary/wioa-game-plan

New Opportunities to Improve Economic and Career Success for Low-Income Youth and Adults http://www.clasp.org/resources-and-publications/publication-1/KeyProvisionsofWIOA-Final.pdf
Thank you!

for low-income people