Bay Area Workforce Development Board
Youth Standing Committee
July 31, 2019

Membership:

Do we have a formal membership? Should we? What parties should/shouldn't be on this list?

Purpose of Committee

Purpose and discussion to be driven by the members in the committee, not by the BAWDB.
Strategic Planning should be thought of as 'Strategic Thinking and planning separately"

Defining the Youth/Young Adult Customer

'Build it and they will come" BAWDB is behind the curve, how can we expect our services to be relevant?

- o Who is/should be our Youth/Young Adult Customer?
    - o Equally as important to understand who is not our customer
- o Who is your Youth/Young Adult Customer?
- o How/what/where do we serve our customers?
- o What challenges exist in serving them?
    - How do we meet the needs of these youth? Or how do/should we meet the needs of the family that surrounds them?
    - On the surface the customer is the student, but on the back end the customer is the career the student chooses. Our customer is the student's family, community, school. Soft skills are difficult to reinforce when they are not established at home. Motivation and entitlement are common themes.
    - We serve the same population between our programs. Duplication of services is a concern. Challenges include;
        - o Warm handoffs and Follow-Up
        - o Multiple plans (if working with other agencies)
        - o Focus on their barriers –not just ours
        - o 'Buy-in' how to keep them engaged
        - o Searching for clarity –how the systems work together and focus on the outcomes of the individual.
    - Businesses are also our customer, how do we encourage them to invest in our clients.
    - Our customer lacks a stable family life and little follow through. We are trying to break the mold by holding them accountable through tough conversations and providing a stable relationship in their life. It's important to be an advocate for them and taking the time to listen and be present.
- o What should BAWDB consider regarding the youth/young adult customer?
    - Assessing their barriers – food, clothes, shelter (basic needs) must be met before any skill development can occur. [Maslow's Hierarchy of Needs]
    - Due to instability and actions in life, as knowledgeable staff, we need to align resources before the customer reaches the crisis point. At the contact points that FSET (or any program) is called from the school (or initial referral), immediate action should be taken from other programs to all be on the same page.
        - A pipeline approach to get into the schools to be informed and at the table to divert away from the crisis point.

- Support services need to look differently or be assessed uniquely to fit the changing demographic. We need to collaborate better for students with mental health and these increasing demands. We have a true power to make an impact to work together, regardless of intricacies, larger legislative changes need to happen.
- There is a larger gap of services for youth between the 'barriered' and '4 year degree student's that is only growing, we must not forget about them. They may have basic needs met at home but not within the community. How do we retain students to complete a 4 year degree or to stay in a job?
- Does our customer know to go to a 'building?' We must approach youth through the best communication/medium for them - technology. If they are disconnected, what will encourage the youth/young adult to want to become connected, engaged, and employed? We must connect with them on their terms, where they are comfortable to ensure all service needs are met.
- DVR has collaborated with GBAPS, successful to meet with teachers individually, invite families to connect = Large Enrollment. It starts with knocking on the door and that has opened up opportunities for us.

Service Evolution
- o What workforce development activities does your program provide?
- o What trends do you see in workforce development efforts?
- o What is lacking in workforce development programming for youth/young adults?
- o How is your program staying relevant in this environment?
  - Our customer is evolving. Is there such a thing as a customer 'too difficult' to serve? We must focus on the appropriateness of the individual within the program. How do we, as staff, assist in the development of allowing our customer to recognize their strengths?
  - We do not have a common language amongst our programs, therefore it is difficult to understand between coordinated services. Relationships are key, teachers would be essential players to have all resources available to them. They would be crucial to recommend/be a soft hand off/refer to a program.
  - Multiple programs providing similar services, may vary population minimally. Lack of funding is a challenge. 'Job-out', for those that are in school and realize they can get a job may dropout and discontinue. Workforce Development may not be attractive, nor is Job Center. Looking at services as a community of resources, we must work together.
  - Must meet them at their level [sensory room/play/technology] where they are comfortable. How can we create an environment that is conducive to create openness and warmth?
  - Do we even know our own resources in house? (FAFSA, FSET, W2, TANF, WIOA, DVR, SNAP)
  - How does the WDB approach the target customer; not in school, couch surfing, not going to job centers? Where do we connect with them? *Floating*
  - We are all stuck in our own paradigm, how do we approach this with something new and fresh? We have different systems, how can establish a deeper relationship? How do we 'let go' of old things? We need to get outside our comfort zone.
    - How do we model or define 'excessive' collaboration? 'Excessive' communication?

- Messages are getting unheard, we all are trying to invade them with information. We should stop thinking of our organization as first and more so collectively.
- Follow Through – we are pushing the envelope but we actually need to get the work done [Productivity].
- Seek out the people that are actually doing the job on the front line.
  - o What should BAWDB considering regarding the evolving workforce development?

BAWDB Role & Strategic Session
- o What is important to think about with regard to future workforce development programming for youth/young adults?
- o Who should be at the table?
  - Youth. We discuss them, share about them, and make decisions about them so how can we include them going forward?
    - What would happen if we no longer were present? School Districts? Tech Colleges? Dislocated Workers? If we could shut the doors tomorrow and restart/open in a week, what would we do differently? What can we change within our parameters?
    - Companies may be willing to invest but the concern is on ROI, if the bridge gets burned, they are no longer willing to be involved. Work experience youth often times get hired following, those employers should see the benefits.
- o Do we know what other Titles (2, 3, and 4) Priorities are?
- o How can we make you want to come back to this meeting?

Next Steps:
- o Share notes with Executive Committee Meeting Members
- o How can we further define the Youth/Young Adult customer?
- o How can we serve the estimated # of Youth/Young Adults in need of our services?
  - How can we sustain the current programming to Youth/Young Adults we serve?
- o Where do we look for alternate funding and/or partnerships?