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SACRAMENTOWORKS

**Meeting of the Sacramento Works
Youth Committee**

Date: Thursday, December 10, 2020

Time: 3:00 p.m.

Location: Zoom Meeting Link:

<https://us02web.zoom.us/j/84630022461?pwd=S0dSTjR2S3V3YzRwSm5VUDh1ZW95dz09>

In response to the Governor's Executive Order N-29-20 relating to the COVID-19 Pandemic, the Sacramento Works Youth Committee is conducting this meeting on Zoom at <https://us02web.zoom.us/j/84630022461?pwd=S0dSTjR2S3V3YzRwSm5VUDh1ZW95dz09>. Members of the public may join the meeting by clicking the link above or typing the meeting address above into their web browser, or listen to the meeting by telephone; one tap mobile +16699006833, 84630022461# US (San Jose). Webinar ID: 846 3002 2461; Passcode: 375528. Find your local number: <https://us02web.zoom.us/u/kegJ3lS7z3> Members of the public are encouraged to participate in the meeting by submitting written comments by email to: Nancy.Hogan@seta.net. Any member of the public who wishes to speak directly to the board regarding any item on the agenda may contact Nancy Hogan at (916) 263-3827, or Nancy.Hogan@seta.net. Please include in your request which item you would like to participate on. Additionally, during the meeting any questions or comments may be submitted via the Q&A or chat features on Zoom. Public comments will be accepted until the adjournment of the meeting, distributed to the Youth Committee and included in the record.

Closed captioning will be available. This document and other Board meeting information may be accessed through the Internet by accessing the SETA home page: www.seta.net.

AGENDA

1. Call to Order/Roll Call
 - ❖ Introduction of new Youth Committee Members
 - Michael Laharty, County Office of Education
2. **ACTION:** Approval of the October 8, 2020 Minutes
3. **INFORMATION ITEM:** Youth With Impact
4. **INFORMATION ITEM:** Reinventing Ed Reform with a Focus on Opportunity and Social Capital
5. **ACTION:** Approval of Committee Goals for 2020-2021

6. Public Input

7. Adjournment

Members: Staci Anderson, Amanda Garcia, David Gordon, Gary King, Michael Laharty, Brandon Louie, Claudia Negrete, Johnny Perez, Matt Perry, Tina Reynolds, Jane Ross, Lorenda Sanchez, Randi Kay Stephens, Pedro Vargas, Joyce Veal, Susan Wheeler

DISTRIBUTION DATE: FRIDAY, DECEMBER 4, 2020

ITEM 2 – ACTION

APPROVAL OF OCTOBER 8, 2020 MINUTES
FOR SACRAMENTO WORKS YOUTH COMMITTEE

BACKGROUND:

Attached are the minutes of the October 8, 2020 meeting for your review.

RECOMMENDATION:

That your Board review, modify if necessary, and approve the attached minutes.

PRESENTER: Terri Carpenter

SACRAMENTO WORKS YOUTH COMMITTEE

Minutes

(The minutes reflect the actual progression of the meeting.)

Meeting held electronically

Thursday, October 8, 2020
3:00 p.m.

1. **Call to Order:** Mr. David Gordon called the meeting to order at 3:00 p.m. The roll was called and a quorum achieved.

Members Present: David Gordon, Staci Anderson, Gary King, Brandon Louie, Matt Perry, Jane Ross, Lorenda Sanchez, Pedro Vargas, Susan Wheeler

Members Absent: Amanda Garcia, Michael Laharty, Claudia Negrete, Johnny Perez, Tina Reynolds, Randi Kay Stephens, Joyce Vea

Others Present: Terri Carpenter, Kathy Kossick, Jessica Gomez, Roy Kim, Phil Cunningham

❖ Introduction of new Youth Committee Members

- Gary King, SMUD: Mr. King introduced himself and stated that he has been working in human resources for years; working with youth is his passion. SMUD believes in pipelines for talent. He looks forward to working with the Youth Committee.
- Michael Laharty, County Office of Education: Not present.

2. **ACTION:** Approval of the August 12, 2020 Minutes

The clerk read a correction into the minutes correcting the vote.

Moved/Perry, second/Ross, to approve the August 12 minutes as corrected.

Aye: 8 (Anderson, Louie, Gordon, Perry, Ross, Sanchez, Vargas, Wheeler)

Nay: 0

Abstentions: 1 (King)

Absent: 6 (Garcia, Laharty, Negrete, Perez, Reynolds, Stephens)

3. **ACTION:** Approval of the 2020-2021 Youth Committee Goals

Ms. Carpenter stated that there are many factors that we are operating under that is changing how we provide services to young people. Based on this environment, the three goals were developed:

1. Develop strategies to amplify the youth voice in all SETA-Sacramento Works activities and programs that serve youth and improve the engagement with youth to find out how to meet their needs.
2. Identify a strategic group of employers that are willing to place youth in paid internships.

3. Identify Digital Literacy and Skills partners that can provide expanded services to youth enrolled in programs.

Ms. Anderson likes the 'amplify youth voice' and thinks we need to develop a process other than young people just sitting in a meeting.

Ms. Wheeler stated that if we invite youth to the meetings we need to coach them or make it meaningful for them. We may need to structure the meetings to make the best use of the youth members' time.

Mr. King likes the goal areas. He asked if there has been discussion on how to determine how progress will be made; is there a target or outcome to determine if the goals were achieved?

Ms. Ross likes goal #2 but would prefer identifying and expanding a group of employers. We tend to go back to the same watering holes all the time. Perhaps expand this to not just paid internships but other types of training. Ms. Carpenter stated that we do not really have to worry about tying back to performance; we have the ability to expand our reach to employers and look for new employers. Ms. Carpenter stated that we had a discussion last time on paid vs. non-paid internships and it was preferred to have paid internships. Youth gravitate toward paid internships, however, experience in a non-paid job is also valuable.

Mr. Gordon wants a goal to get more employers that are willing to provide paid internships; he and Ms. Carpenter will wordsmith the goals.

Mr. Louie asked what "amplifying and improving" means; we need to define terms. How are we capturing and disseminating ways for programs to meet their goals during these stressful times? Perhaps include another goal on disseminating promising practices around working with youth?

Ms. Carpenter suggested that instead of adding to a goal, perhaps add something to the agenda on sharing best practices. She has been reaching outside of Sacramento to get best practices. There have been monthly meetings with providers so best practices can be shared at that time. The people that are actually working with the youth need to be included in the best practices dissemination. SETA, in coordination with other community partners, launched the Building Partnerships Conference held virtually on September 25, 2020 encouraging more interaction, engagement and sharing of best practices among youth-serving organizations in our community

Dr. Perry attended the California Workforce Association's Youth@Work Conference last year and there were a lot of youth attending the conference with the providers. He met young people in Galt and North Sacramento; there are very diverse populations and it is healthy to get a state-wide look at the population; it broadens their horizons. Dr. Perry suggested that it would be

worthwhile to send youth program participants to this conference. Ms. Carpenter stated that the conference this year will be virtual and will review the possibility to send WIOA Program youth to attend the conference.

Mr. Gordon likes #1, and #2 will expand the base of employers to create paid internships. We need metrics to gauge our progress. Mr. Louie's point on disseminating best practices is inherent in the project.

Ms. Kossick stated that three goals are more than enough considering we are in the second quarter of the fiscal year.

Ms. Lorenda Sanchez suggested a digital literacy handbook. This has been used to teach elders about how to safely and cautiously use different modes of social media. She will share this information with staff.

Moved/Ross, second/Anderson, to approve the goals with revisions.

Aye: 9 (Anderson, Louie, Gordon, King, Perry, Ross, Sanchez, Vargas, Wheeler)

Nay: 0

Abstentions: 0

Absent: 6 (Garcia, Laharty, Negrete, Perez, Reynolds, Stephens)

4. **DISCUSSION:** Identify Youth Activities to be Supported by the Fund Development Committee

Mr. Cunningham stated that the Workforce Board Chair, Rick Wylie, has a strong interest in getting independent fund raising through the 501c3 (non-profit) part of Sacramento Works. Mr. Wylie is asking committees for projects/goals that would lend itself to independent funds. The Youth Committee had the idea of paid internship and supplies to assist youth. Mr. Wylie is looking for a list of options for raising the funds. The conversation centers around do you see youth projects consistent with the three goals that would lend itself to a fundraising campaign?

Ms. Wheeler asked who would be responsible for raising the funds? Mr. Cunningham replied that a new committee of board members will be formed that will be responsible for raising the funds. Board Chair, Rick Wylie, is looking for participants in this committee. It may be a good idea to have a Youth Committee member on the Fund Development Committee. The whole reason for having a Fund Development Committee is still being worked through.

Ms. Wheeler asked if we will be competing with other non-profits also trying to raise funds? Mr. Cunningham replied that his recommendation to the Fund Development Committee is to consider how it will be conducted and how will it impact our partners in the community.

Ms. Kossick stated that there are a lot of details that need to be worked out; the concept is strong but we do not want to compete with other organizations doing similar work. At the next Executive Committee, members will continue their discussion of the formation of the Fund Development Committee. Mr. Cunningham doubts we will have money this fiscal year to satisfy the needs. Perhaps in Fiscal Year 2021-2022, there may be funding to support paid internships.

Ms. Wheeler stated that it is important to say all projects will be done with community partners. Are there precedents? Mr. Cunningham replied that there are a few WDBs that have adjunct 501c3 organizations. Our new board member, Michael Jasso, was active in the Chicago Workforce Development Board and they had a lot of funds raised. Mr. Cunningham stated that there are a lot of things that need to be worked through. Ms. Wheeler wants to pick the brains of people that have gone through it. Ms. Kossick stated that some Workforce Boards are multi-funded so they get foundation funding and WIOA is a piece but not a huge piece of their funding. There are different boards and different entities that have different funding sources. Mr. Gordon stated that it appears to him that most of the concern is around the non-competing issue; we have to continue strengthening our partnerships.

5. **Public Input:** Ms. Carpenter reviewed the Youth Committee schedule and confirmed that it would be an optimal time for young people to participate. Staff will be sending Outlook appointments to members.

Mr. Gordon wants to create a list of ways to engage youth. Ms. Carpenter will reach out to Mr. Vargas; he will be a great source of information on ways to reach out to youth.

6. **Adjournment:** The meeting was adjourned at 3:59 p.m.

ITEM 3-INFORMATION

YOUTH WITH IMPACT – NEXTGEN BUSINESS & INNOVATION ACADEMY

BACKGROUND:

Youth With Impact is an online Business and Innovation Academy that equips youth with the knowledge, skills and confidence to take an idea and turn it into a business, non-profit or venture.

Youth With Impact Business & Innovation Academy is a 9-week virtual program providing weekly coach-led classes, the opportunity to collaborate with peers and have individual coaching sessions. All youth participating in the Academy program will create a business plan, pitch presentation and prototype for their own venture.

The program has been adopted by the Orange County Workforce Board. See attached flyer for details.

Youth With Impact CEO, Jennifer Openshaw and Director of Partnerships, Khaita Wasiyo will be available to answer any questions.

PRESENTER: Terri Carpenter



Earn while you Learn: Free virtual Entrepreneurship Program

The nation's only live, online entrepreneurship program **made just for youth 14-21.**



Learn

Learn how to turn passion into impact
Entrepreneurship = success



Create

Your own venture/business
Prototype for your venture
Pitch a business plan



Gain

- \$13 per hour (for class and study time!)
- A laptop
- The chance to turn your idea into income!

3 hours per week for a lifetime of success
Weekly live, instructor-led class PLUS...
One-on-one mentorship
All from the comfort of home

Youth Ages 14-21
10 Week Session
Class Starts August 31st

INFORMATION ITEM: REINVENTING ED REFORM WITH A FOCUS ON OPPORTUNITY AND SOCIAL CAPITAL

By [Bruno V. Manno](#)

11.19.2020

Nothing better evokes education reform's predicament today than what occurred in late July when the National Basketball Association restarted its 2020 season. Players were given the option of featuring on the back of their jerseys one of about thirty messages. At least [eleven players](#) chose "Education Reform."

Education reform has moved to the multimillion-dollar athlete from intrepid but impoverished policy wonks and reform advocates. We'll see if that's a welcome move. But the anecdote reflects a serious dilemma for the education reform movement: It's become the equivalent of an athlete's tagline with uncertain meaning.

Symbolism aside and truth to tell, much of the political dysfunction and gridlock that besets our lives today characterizes the education reform movement, too. Pundits from the left and right have recently declared the end of the more or less three-decades-long [center-left/center-right](#) coalition that advanced issues like standards, testing, accountability, teacher evaluation, and charter schools. That [coalition](#) has [decoupled](#).

I'm not ready to give up. I believe a renewed coalition can be created that unites former members with fresh allies to revitalize education reform. The need for reform is still great. While some progress has been made, learning gaps between White and minority students remain, achievement trends have flattened in some domains, and the pandemic has brought on its own learning losses.

This project should be based on an opportunity framework with a social capital perspective. Its goal is for every American, regardless of age, color, gender, etc., to develop and deepen habits of mind and of association that build their capacity to pursue opportunity and a prosperous life.

This approach asserts three broad value propositions that I take to be centrist and potentially bipartisan, even nonpartisan, when applied to educating young people. First, knowledge and networks are essential to preparing people to access opportunity. Second, local initiatives and mediating institutions, including the familiar (if tattered) organizations of civil society, are crucial to creating coalitions and lasting programs. Third, preparing young people for adult life, work, and citizenship includes cultivating an [occupational identity](#) and vocational self.

I base my proposal on Joseph Fishkin's notion of opportunity pluralism and offer two examples, chosen to illustrate the framework's applicability to a current education policy issue: career pathways programs that link students and schools with employers and work. I conclude with reflections on how this approach contributes to a young person's development of an occupational identity and vocational self.

Opportunity pluralism

University of Texas law professor Joseph Fishkin has [written](#) on how opportunities are structured and accessed by individuals, including how education's credentialing process for work and career contains bottlenecks that deter opportunity. He argues for [opportunity pluralism](#), a structure that offers individuals multiple education, training, and credentialing pathways to work and career. They include but are not limited to the four-year college degree. Instead of struggling to equalize opportunity on a

single pathway, Fishkin contends, the range of opportunities for individuals at all life stages must be broadened and deepened.

The institutional opportunity structure includes at least four education and training sectors—K–12, postsecondary, workforce training, and employers. Each plays a significant role in developing diverse pathways that connect individuals and schools with employers and work.

An opportunity framework

The framework combines what students know—knowledge—with whom they know—relationships. It recognizes the cultivation of habits of mind and of association as building blocks of individual opportunity.

Habits of mind are the basis for an individual’s hope that he or she can shape future circumstances and comprise [three modes of thinking](#). They include goals thinking (defining and setting achievable outcomes and “pathways-thinking”), creating a route to these outcomes, and agency-thinking (pursuing goals and pathways through [personal agency](#) and self-efficacy). Pathways- and agency-thinking together foster the pursuit of goals, helping individuals overcome the obstacles that life will place before them. Habits of association involve the accumulation of two kinds of social capital: the “bonding” kind and the “bridging” (or “leveraged) kind. Bonding social capital occurs within a group, reflecting the need to be with others and thereby obtain emotional support and companionship. Bridging social capital occurs between social groups, reflecting the need to connect with individuals different than ourselves, expanding our social circles across features like race, class, and religion. Bonding and bridging social capital are complimentary. As [Xavier DeSousa Briggs](#) says, binding social capital is for “getting by,” and bridging social capital is for “getting ahead.”

Analysts from the left—e.g., Robert Putnam—and right—e.g., J.D. Vance—affirm the importance of social capital in the lives of individuals, local communities, and the nation. This notion has a long history of support from a variety of ideologically diverse analysts, going back in recent times to James Coleman and his work on adolescents and schools. For this reason, the network approach to social capital and opportunity has the potential to unite divergent political orientations and beliefs. This figure illustrates the main elements of an opportunity framework, as showing in Table 1.

Table 1. An opportunity framework

OPPORTUNITY =	HABITS OF MIND +	HABITS OF ASSOCIATION
What one knows Who one knows	What one knows: Knowledge acquired and developed through	Who one knows: Relationships and networks acquired and developed through
	-Goals thinking -Pathways-thinking -Agency-thinking	-Bonding social capital -Bridging social capital

In shorthand: Opportunity = Knowledge + Networks.

Opportunity requires a judicious combination of what and who one knows. What one knows entails habits of mind focused on learning content knowledge using several modes of thinking. Who one knows involves habits of association focused on relationships and networks developed through the two modes of social capital.

They are *habits* insofar as they encompass patterns of conscious behavior and responsible conduct learned and internalized through practice. They are also moral strengths whose responsible exercise leads to virtuous behavior—i.e., developing an individual's talents to full potential and increasing that person's life opportunity and worthy citizenship.

Examples

Such a framework can help K–12 schools foster knowledge and networks via activities such as student-employer apprenticeships and internships; career and technical education; dual enrollment in high school and postsecondary institutions; job placement and training; career academies; boot camps for acquiring discreet knowledge and skills; and student staffing and placement services.

Here are two illustrations initiated by state governors of different political parties.

Delaware Pathways was initiated in 2014 by Democrat Jack Markell to provide college and career preparation for youth in grades seven to fourteen. Its goal was to create pathways from school to careers aligned with state and regional economic needs, especially for middle skills jobs.

Middle school students learn about career options and then, as high school sophomores or juniors, take career related courses. High school students can take college classes at no cost to families, serve as interns, and earn work credentials. Beginning in the summer before senior year, students participate in a 240-hour paid internship that lasts through the year.

The program engages K–12 educators, businesses, post-secondary education, philanthropy, and community organizations. For example, Delaware Tech is the lead agency that arranges work-based experiences. United Way coordinates support service for low-income students. Boys and Girls Clubs and libraries provide after school services.

Currently, Delaware offers pathways in fields like advanced manufacturing, engineering, finance, energy, CISCO networking, environmental science, and health care. Over 9,000 students are enrolled, around 45 percent of the state's high school students. Many also take career related courses at institutions of higher education and earn credit that can be applied to associates degree or certificates.

On the Republican side, Tennessee's Bill Haslam created the [Drive to 55 Alliance](#) in 2015, a partnership between the private sector and nonprofits intended to equip 55 percent of Tennesseans with a college degree or training certificate by 2025. Its five programs, three pertaining to K–2, create partnerships among school districts, postsecondary institutions, employers, and community organizations. First, Tennessee Promise Scholarship provides last-dollar support for high school graduates attending community or technical colleges, including linking Promise students with private sector volunteer mentors and nonprofit partners.

The second program is Tennessee Reconnect, a counterpart to TN Promise, offering a last-dollar grants for adults to earn an associate degree or technical certificate, tuition-free.

Third, Tennessee Pathways promotes a college and career approach to K–12 schools and grants a Department of Education [pathways certification](#) to programs with strong alignment among high school programs, postsecondary partners, and regional employment opportunities.

Next, the SAILS program is for high school students who did not reach the ACT college readiness benchmarks in mathematics. It provides in-person and online learning so students can complete math modules for postsecondary credit so they don't need remedial math in college.

Finally, Tennessee Labor Education Alignment Program or LEAP is directed to four-year post-secondary institutions. It links them with employers so colleges can offer programs aligned with actual employer workforce needs.

Linking all these programs together is an online portal called CollegeForTennessee, providing planning tools for career and college for students, counselors, and educators.

Opportunity pluralism and a vocational self

All this is about providing young people with new ways to acquire habits of mind and association that develop an [occupational identity](#) and [vocational self](#). This includes placing student knowledge acquisition, engagement, and networking at the center of program design. Developing knowledge and awareness of oneself as a worker within the broader sense of one's abilities, personality, and values is an important foundation for adult success and a lifetime of opportunity.

Such programs also use developing habits of mind and association that lead to a vocational self—e.g., apprenticeships, internships, boot camps, income share programs, staffing and placement services, etc. They create new ways that K–12 education and partner organizations develop an individual's talents to his or her full potential, increasing that person's ability to pursue opportunity over a lifetime.

They exemplify what [Ryan Craig](#) calls “faster and cheaper” pathways to jobs and careers than is generally possible in traditional education settings. And they take a pluralistic approach to accessing opportunity—i.e., they create a range of pathways to opportunity and lifelong well-being.

Such a framework could rekindle an expanded reform coalition of diverse policymakers, advocates, and other stakeholders who believe expanding opportunity for young people includes developing their knowledge and networks. If we can't come together in pursuit of that mission, it will not only show lack of will. It will also reveal a lack of imagination on how to unite different factions of the education reform movement under a core set of values.

Bruno V. Manno is a *Trustee Emeritus* of Thomas B. Fordham Institute and the Thomas B. Fordham Foundation and Senior Advisor to the Walton Family Foundation's K-12 Education Reform Initiative. He previously worked as the Senior Program Associate at the Annie E. Casey Foundation in Baltimore, Maryland.

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ITEM 5-ACTION

APPROVAL OF 2020-2021 YOUTH COMMITTEE GOALS

BACKGROUND:

Based on the environment of COVID-19 and other factors impacting the youth in our community, the following goals are being proposed for the committee to discuss and adopt as priorities for the Committee work in 2020-2021:

1. Develop strategies to amplify the youth voice in all SETA-Sacramento Works activities and programs that serve youth.

Action: Create a subcommittee to make recommendations on how to improve the engagement with youth and what services are needed most by the youth in our community.

2. Increase learn and earn work-based opportunities for youth.

Action: Create 20 new internship opportunities by identifying employers that are willing to place youth in paid internships.

3. Identify Digital Literacy and Skills partners that can provide expanded services to youth enrolled in programs.

Action: Review digital literacy partner programs and provide recommendations for program implementation.

RECOMMENDATION:

That your Board review, modify if necessary, and approve the 2020-2021 Youth Committee Goals.

PRESENTER: Terri Carpenter