



# MEMORANDUM

Date: May 9, 2022

To: The Honorable Chair and Members  
Pima County Board of Supervisors

From: Jan Lester *Jan Lester*  
County Administrator

Re: **Board of Supervisors Meeting on May 3, 2022 – Consent Agenda Item Number 1 (Summer Youth Short-Term Work Experience and Basic Education)**

At the above referenced Board Meeting, Supervisor Scott requested clarification regarding the contract with community agencies for the provision of the Summer Youth Employment Program short-term work experiences for low-income and at-risk youth. Attached please find a detailed memorandum from Community & Workforce Director Daniel Sullivan that addresses the questions that emerged from your discussion and includes the most recent reports provided by the vendors during the last contract cycle. (Attachment)

In brief, every five (5) years Pima County initiates a competitive procurement process to identify vendors for these services. Most recently, a Request for Proposals ([RFP-CWD-YSY-2022-02](#)) was issued on February 18, 2022. In total, we received six (6) responsive proposals from which five (5) vendors were identified.

Vendors utilize a common application process for youth applicants who are then matched based on specific program offerings. Vendors perform a work readiness and skill assessment at entry and completion. The contracts provide for the staffing and resourcing of enrolled youth. Beyond the short-term work experience, vendors also provide soft skills instruction that prepare youth for entry into the workforce. Youth enrolled in summer work experience receive \$15.75 per hour for 120 work hours. Those in enrolled in the basic education program receive a stipend of \$8.00 per hour for 120 hours. Enrolled youth may also be eligible for high school credit depending on school district.

In 2019 this program received 2,237 complete and eligible applications and served 1,116 youth. The pandemic caused an interruption in the Summer Youth Employment Program in 2020 and scaled down offerings in 2021 and impacted applications in 2022. To date Community & Workforce Development has received 1,252 applications for 683 training slots.

Attachment

- c: Francisco García, MD, MPH, Deputy County Administrator for Health and Community Services & Chief Medical Officer
- Carmine DeBonis, Jr., Deputy County Administrator for Public Works
- Daniel Sullivan, Director, Community & Workforce Development

MAY 09 2022 PM 03:04 PC CLK OF BI *sk*



Date: May 9, 2022

To: Francisco Garcia, MD, MPH, Deputy County Administrator & Chief Medical Officer

From: Dan Sullivan, Director *DS*  
Daphanie Conner, Youth Program Manager

Re: **Summer Youth Short-Term Work Experience and Basic Education**

**Background**

The Summer Youth Employment Program (SYEP) administered by Community & Workforce Development's (CWD) Youth Development Division has two components: 1. the summer youth short-term work experience (STWX) and 2. basic education (BE) which provides work-based learning opportunities and basic education in Pima County.

STWX provides youth ages 14-21 an opportunity to experience the world of work through local area employer partnerships. Each youth in the STWX earns an hourly wage of \$15.75/hr, receives professional staff services, job coaching, a pre-employment seminar, and are limited in the total hours worked.

BE provides youth ages 14-21 an opportunity to increase a grade level in reading, math or language as measured using the standardize Test of Adult Basic Education (TABE). BE youth earn an attendance based stipend of \$8.00/hr and in some instances are eligible for a half-credit in local area school districts. BE instructors are oftentimes certified teachers who work during the summer months.

Combination services are offered for youth in rural areas in Pima County an opportunity to participate in both the STWX and BE components of the summer program.

Every five (5) years, the county enters into the procurement process for these specific opportunities to ensure that youth services provided during the summer months meet competitive procurement requirements. The contracts have a provision for up to four (4), one-year extensions. On February 18, 2022, CWD issued solicitation [RFP-CWD-YSY-2022-02](#). Pursuant to the procurement process, an evaluation committee convened to review vendor responses. The evaluation committee made the following recommendations for vendors of the youth activities:

Vendor	Years of Service	Historical Outcomes
SER Jobs for Progress, Inc.	1992 to present	96% successfully complete basic education instruction; 90% complete scheduled work hours
Goodwill Industries of Southern Arizona	2011 to present	95% successfully complete scheduled work hours
Tucson Youth Development (TYD)	1992 to present	95% successfully complete basic education instruction; 90% complete scheduled work hours
Catholic Community Services Community Outreach for the Deaf Program (COPD)	2009 to present	90% complete scheduled work hours
Altar Valley School District (Three Points)	2012 to present	95% successfully complete basic education instruction; 95% complete scheduled work hours

Dr. Garcia, Deputy County Administrator

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Each vendor was selected based on previous performance, cost of service provided, and program outcomes. Vendors utilize the centralized summer youth application to select various youth based on their specific program outputs. Vendors are required to proctor a pre and post skills assessments to measure work readiness and soft skill development as a standard component of the program. In addition, vendors awarded a short-term work experience contract are required to provide instruction on Summer Soft Skills to aid in professional work based learning activities.

The chart below describes what each vendor proposed during the competitive procurement process. The number of youth served during the summer months, category of service either STWX, BE or combination and proposed outcomes.

The number of hours completed varies by contract and are noted in the outcome column below. In addition, all youth take an assessment for work readiness skills upon entry and take a post-test after the Summer Soft Skills seminar to ensure they are prepared for the world of work. All vendors must have an at least 80% increase in proficiency in work readiness skills.

Vendor	# Served	STWX	BE	Outcome
SER Jobs for Progress Inc.	30	X		27 youth complete 120 work hours
				24 youth increase proficiency in work readiness skills
SER Jobs for Progress, Inc.	85		X	77 youth attend 120 hours of basic education instruction
				Gain at least one grade level as measured on the Test of Adult Basic Education (TABE)
				68 youth increase proficiency in work readiness skills
Goodwill Industries of Southern Arizona	60	X		54 youth complete 120 work hours
				48 youth increase proficiency in work readiness skills
Tucson Youth Development	40	X		36 youth complete 120 work hours
				32 youth increase proficiency in work readiness skills
	10	X		9 youth complete 140 healthcare work hours
				8 youth increase proficiency in work readiness skills
	30		X	27 youth attend 120 hours of basic education instruction
				Gain at least one grade level as measured on the Test of Adult Basic Education (TABE)
24 youth increase proficiency in work readiness skills				
Catholic Community Services, Community Outreach Program for the Deaf	15	X		14 youth complete 120 work hours
				12 youth increase proficiency in work readiness skills
Altar Valley School District	35	X	X	32 youth complete 60 work hours
				28 youth increase proficiency in work readiness skills
				32 youth attend 54 hours of basic education instruction
				Gain at least one grade level as measured on the Test of Adult Basic Education (TABE)
Total	305			

Youth who complete the program return to school at various districts throughout Pima County to continue on the path of secondary education completion, enter part-time or full-time employment opportunities, or enroll with ARIZONA@WORK Pima County One-Stop services to provide additional supports, individual case management, and financial assistance with post-secondary education services.

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### **Contract Accountability & Performance**

Each vendor is required to submit supporting documentation for contract reimbursement. CWD operations division staff, as well as, youth division manager review the documentation. The system of checks and balances ensures that the County only reimburses for contracted efforts and a programmatic review of youth participating in the program. In addition, youth development staff monitor each contract by conducting on-site monitoring, youth and worksite supervisor interviews, as well as a personnel interviews and file monitoring. Vendors are required to submit program reports to youth division manager to ensure that the program is on target to meet program outcomes as contracted. All SYEP programs are required to submit an end of year report. (Attachment A) Based on the end of year reports, data compiled for an annual presentation. (Attachment B)

Vendors are required to submit the end of year report to CWD no later than September 15, 2022 and CWD will provide the Summer Youth Employment Program report in October to the Board of Supervisors.

### **Success Model**

The summer program has decades of successful service and opportunity for youth in Pima County to experience the world of work and afford youth an opportunity to get ahead in school. In the recent City of Tucson study session, Mayor Romero discussed her time as a summer youth program coordinator with CWD and the value it brings to her everyday work. In addition, the youth division manager, Daphanie Conner is a product of the summer youth program, along with countless other Pima County staff and current workforce professionals throughout the state. Youth who complete the program successfully have been hired permanently with summer employers, which have included Pima County, Royal Automotive, Precision Toyota of Tucson, and more!

Due to the health pandemic, the summer program did not run in 2020 and in 2021 out of an abundance of caution ran at a reduced capacity. However, in 2019, the program received 3,231 applications, 2,237 deemed eligible; 1,116 youth participated in the overall program including STWX and BE programs. At the time, youth earned \$11.00 an hour and worked an average of 160 hours each. This translated to a \$1,964,160 economic impact to our local economy. CWD anticipates that SYEP 2022 will be a success and will provide the Board of Supervisors with the end of year report and presentation in October 2022.

Attachments

# Attachment A

**Regional Wastewater Reclamation Department (RWRD)  
Summer Youth Program 2019**

The first session we started with 32 and finished with 31.

The second session we are started with 30 and we ended with 29.

The summer youth performed landscaping, cutting weeds, trimming trees, raking and bagging.

Jeanette set up tours for the kids from conveyance they learned what goes on in the middle of the streets. Also at Tres Rios the processes of waste water before it goes into Santa Cruz River. And last at the water plan the Scientific of the water... and most of all getting these kids to work together as one happy family. Its been fun watching these kids grow and learn...

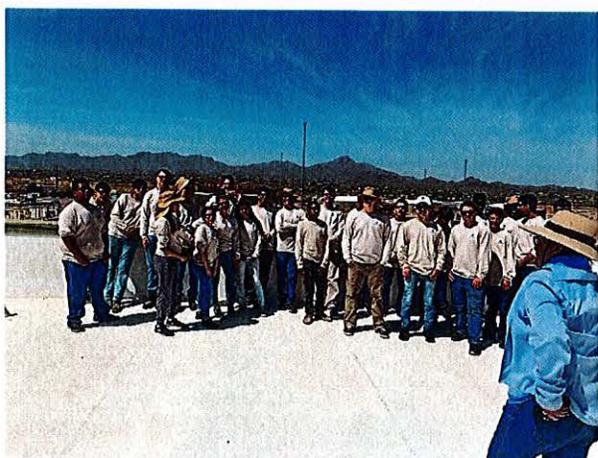
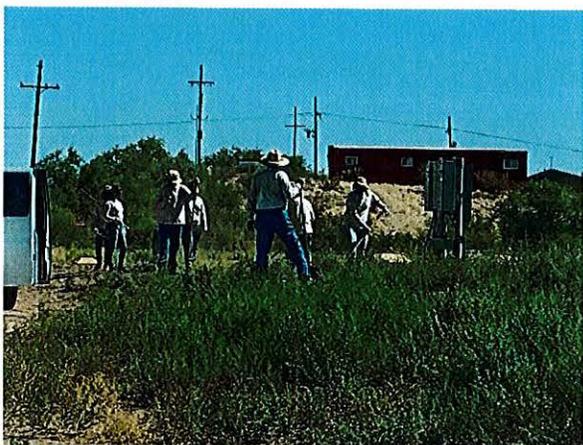
From,

Al Lopez... Crew Supervisor

Tony ... Crew Leader

Henry ... Crew Leader

Veronica ... Crew Leader





26 July 2019

## DOT youth summer report 2019

- The Pima county Department of Transportation's youth summer program's first session started on the 3rd of June with 35 students assigned and ended on June 28th. Our second session had 37 students assigned and began on the 1st of July and ended on the 26<sup>th</sup> of July. They were placed into crews of ten with one youth crew leader in charge of each van.
- There were no terminations during our two summer sessions, all students completed both sessions, aside from a couple of absences we did not have to take any disciplinary action all summer. We did transfer one student to one stop putting her in a better situation. There were no First Aid or near miss report forms completed for minor incidents, we did have one vehicle incident with one of our van's scratching another vehicle with very little damage to our van. Also that same van had a window broken as well the next day while working in a wash. Aside from a couple of scratches and bug bites we had a great summer safety wise.
- We had a total of four crews, three of the crews worked for Transportation and one crew was assigned to Flood control. The three transportation crew's worked all over the county, picking up trash from the base of Mt Lemmon, to Madera Canyon and San Joaquin Road to Houghton road. They worked many special request from district supervisors around the city. They were also assigned special projects on Mt. Lemmon cleaning gutters and sweeping roads to ensure cyclist safety. Our flood control worked at various sites as well and spent time working at the flea market and the Santa Cruz River, and many washes throughout the county. Our flood control crew filled two bends with trash and went through 2 boxes of trash bags each containing 125 bags. Our other crews also went through 4 bags as well for a total close to 750 bags of trash.

- We had a very successful summer overall. There were no terminations this summer and very little problems noted. We received many special requests for cleanup during both sessions which were completed in a timely manner. Some of The crews were thanked many times by citizens stopping by their work site and thanking them personally. The crews also received kudos from the county employees for all the work they completed during the summer. In all the four crews Combine for over 750 bags of trash pickup
- Recommendations for next summer: We need to continue to work with local schools that serve meals for the students in the summer to ensure that every student gets at least one meal during the day. Continue to work hand in hand with one-stop as we have over the years to provide the best summer program available to the students. Continue to interact with the crews throughout the summer and get their feedback on what we can do to better our program. Have weekly safety meeting with crews to ensure their safety during the summer months. Also would like to provide a CPR class for the students, as well as a driver's safety class for the students that will be driving soon. These are programs that use to have for the students in years past. Would also like to thank the one stop staff, Daphanie Conner, Maria Suarez, and Cassie Lundin for their administrative support for the past years, they are a big reason our program has been so successful, and our department of Transportation appreciates all their hard work.

David Lemon

Department of Transportation

Supervisor youth summer program

## **Final Report 2019**

### **Altar Valley Summer Youth Employment Program**

#### **Age 14 and Above (still in school)**

Our program started on May 28, 2019 with the assembling of our 35 allotted students at Altar Valley Middle School. I sent out 35 welcome letters and 35 students showed up for work. We also texted all the people who were on our list or called and left messages the night before. We had one bus for our 35 students which can be a real problem in a district that covers a large area. Once the summer STEM program started transportation was a little easier. In the 85735 and 85736 zip codes, transportation is crucial to getting students to and from this program. There was no money allocated for transportation but last year we sought approval to take any supply money and put it toward transportation, which is what we did this year again. Just our small district covers over 800 square miles and sometimes students have a long way to walk to get the bus at a central point. The roads are rutted and are not county maintained, so the buses only make strategic stops.

All students received employability training, and this year we added a speaker from Pima Federal Credit Union to talk to our students about obtaining and maintaining checking and savings accounts. Our students were also taught how to understand their pay statements. These life skills are important to our students, especially since the State of Arizona now requires Personal Finance to be taught in the High Schools. Our program started with 35 students and all 35 completed the first portion of the Employability Skills Training. All 35 students were dressed appropriately and ready to participate in the summer program. In our group of 35 that would participate in the summer program all were from the 85735 or 85736 zip code area. We were able to pick up a few students from the Kinney Road area as we have in the past. We picked up one student in the 85735 zip code area that had some physical handicaps as well as being a Special Education student. We placed that student with a business owner who had worked in our Special Education department years before. It turned out to be a wonderful pairing. Her work was near her home and that made it easy for her to get to and from her job. We worked out a classroom schedule that made arrangements easy to get her to the bus stop. Our transportation department picked up our students early in the morning and returned them after the program ended. Our bus puts on about 180 miles each day. The transportation of students was a challenge because of all the construction on Valencia.

All the students took the Self-Assessment for Career Exploration. The 35 students were placed in jobs and each student had at least one academic day in the classroom. Our work sites were as follows:

Ace Hardware (part of Three Points store)- Customer service and stocking/cleaning

Three Points Store - Customer service, stocking and cleaning

Open Range Alpacas - Animal care and Alpaca store customer service

Three Points Day Care - Child Care

Double E Feed -Customer Service and store stocking/cleaning/store clerk

Old Town Feed - Customer service and store stocking/cleaning/store clerk

Summer Stem Camp - Teacher assistant

Altar Valley Maintenance - School Maintenance/moving furniture/grounds work

KJ's Convenience Store- Customer service, stocking/cleaning and clerking

(new)

Altar Valley S.D. Technology Department- sorting cords, blowing out computer/Projectors

Pima County Parks/Rec Center -Organize group games/oversee art & crafts/& clean up

We spent more time focusing in on Math this year than on ELA which I think showed in the final results. Out of the 35 students 33 students went up in Total Math, one student had a waiver, and one student only went down by 2 points which may have just been one of those silly errors we all make from time to time. Four students went down in Total Battery. The students worked very hard and the majority of

them did make progress in both or at least one. Our focus this year as in the past was on the math since that is a subject that is extremely difficult for most of our students and where they need the most help. Overall, our math scores were not bad if you take out the outliers and discount them as anomalies.

Our time is very short for our program, so a few years ago I recommended that we have a better breakdown of the scores so that we could give our students more individualized test. We are now getting those scores instead of a spreadsheet which really helps us individualize a program for each student. I hope that we continue to receive our scores like that. When we have a breakdown of skills students can focus on their lowest skills in reading, or math. All students spent at least one day a week focusing on skills that they needed extra help conquering. For example; if the student was low in math they spent the majority of their time at the Khan Academy website listening to quick lectures (2-3 min) on a particular skill and then spent time practicing that skill. We used our IXL account from Altar Valley (since it runs through July) to practice Math and Language Arts skills. One of the most engaging sites for students was Free Rice. They learned vocabulary and math from this site while contributing to feeding the world. For the high school students, I suggested that they focus on SAT. Since students met in the Paxton Patterson lab we had computers available for each student to use. Each of the computers are connected to a monitoring program called LAN school, which allows the teachers to view each computer and help the student if needed. LAN school also allows students to take assessments and so I made up math tests that focused on skills like dividing and multiplying fractions and the students took every day. I checked their work and then we were able to work one on one with students to help them understand the problems they got incorrect. If the students managed to get 100 percent, they did not have to take the test again. We used Read Works for reading, Chomp Chomp, and also [grammar.ccc.commnet.edu](http://grammar.ccc.commnet.edu) for working on our grammar. We were very fortunate that our students were able to get breakfast and lunch from the school cafeteria for the month of June. I feel this helps the parents out, and gives students a chance to eat, in what might be their only meals of the day.

**Discipline problems:** We had one complaint from the maintenance department that workers were not getting back from break on time. The worksite supervisor brought those workers in for a heart to heart about the importance of being on time and we did not experience those problems again. The small problems that existed were so minute it only required a reminder that the students were working as professionals. I feel this group took direction well and learned something academically and professionally. They were very task oriented once they got started, but were not for the most part "self-starters.". They needed time cues to move through the day. The expectations in the classroom was that as soon as they came in they were to sign on to the computer and get started. I printed out a time schedule which was followed every day and I gave them time cues to move from one activity to the other, including their break. Students fell very easily into the routine.

**SURVEY:** I took a final survey of students to find out what we could do differently next year. Most of the students felt that the websites were very helpful and that they helped them to increase their scores on the post-test. One student wanted interactive learning games as a class or the use of Kahoot. We used IXL which is purchased by the school but is not used during the summer months. I add our students in so they can practice both math and ELA. We use Khan Academy and Read Theory as well as Read Works. I asked students what they would change if they could and one student would like food provided through the entire program and the other student wanted to choose his job. Unfortunately, in our area and with limited transportation, jobs are very hard to secure. Also the summer food service program does not begin until the summer program does, which is beyond our control. This means that students must bring their own lunch the first week of the program. Our worksite supervisors will continue to try and develop more sites. Our worksite supervisors do an amazing job of placing students at a work site. We will look at cultivating some other sites over in the Kinney Road area to better serve the population that is on the fringe of our community. Construction has wrapped up on Kinney Road and there are some new businesses in the area and hopefully more to come. I personally contacted a

few of the businesses and got the same answer from both. They said that the area is heavily populated with snow birds who leave during the hot months, which means they barely have enough work for their own employees.

**ABSENTEEISM:** This was not a major problem. We had two students who was out sick for a day and one student with a pre-arranged trip but who worked with his employer to get his hours and his class time to complete.

**CHANGES THAT NEED TO OCCUR:** I feel that the program ran very smoothly this year. We have gotten to a place where we can individualize what each student needs to succeed, and that is very important. I believe we could do an even better job with the scores more broken down. This year, as we were looking at our pre-test scores, we used those to help the students come up with some goals for themselves. We had several students that we know were ELL in middle school and that may have been a reason their scores did not increase as much as we thought they should.

**RESULTS:** Our program has become much shorter than it has been in the past years. Even with the short time frame, many of our students made some gains in their scores, especially math. Some of the students made both gains in Math and ELA.

While we really focused on Math this year we will try for a more balanced approach for next year and try to bring up those ELA scores like we did with Math this year. All 35 students that started with us also finished the program with us. We strive to make sure that whatever obstacles are keeping someone from finishing our program are dealt with so that they can continue in the program. Sometimes, that means taking our cars and picking up students who may have missed the bus. Whatever the reason, we are there for the students.

Georgine Woodley  
Altair Valley Summer Work Program Coordinator

# Catholic Community Services- Pio Decimo

## Summer Youth Program 2019

Summer Intern Program - 361 participants

Highway Conservation Program – 71

Regional Wastewater Reclamation Program – 60

Courts R Us-28

### SUMMER INTERN PROGRAM

2019 Summer Intern Program served 361 participants in a 100% work experience internship.

The outcome of the *Summer Intern Program* was that **351** successfully completed the summer program. This is a total of **97%** of all the interns completed program successfully!

Youth received 80% or higher on their evaluations and successfully completed Employability Skills Training Class.

SIP placed the 361 participants to work throughout all Pima County job sites located in Tucson, Marana, Vail, City of South Tucson, Green Valley, Altar Valley, Oro Valley, Catalina and Sahuarita. The following are some of the occupations offered at their worksite:

Office Aides	Custodial	Recreation Aides	Library Pages
Assistant Data Management & Archivist		Associate	
Barista/Dishwasher			
Bookstore Intern	Child Care Asst.	Clerical office	Data Entry Clerk
Community Engagement Specialist		Counselor-in-Training	Customer Service
Discovery Guide Intern	Distribution Asst.	Facilities Team Member	Food service
Associate			

Operations Intern Intern	Personal Asst.	Receptionist	Human Resources
Hair Dress Asst.	Youth Mentor	Retail Sale Associate	Stocking Associate
Dispatching Clerk	Cook Assistant	Letter Shop Clerk	Studio Assistant
Museum Educator Assistant		Animal Care Support Specialist	
Public Works Crew Worker		Packrat Playhouse Guide	

115 local employers committed to help the youth learn skills and mentor them during the 2019 Summer Intern Program. The businesses were both from the public and private sector. Below are a few of the businesses that we placed youth as their interns:

Pima County Public Defender's	Clerk of Superior Court
City of Tucson Parks and Rec	Funtansticks
Therapeutic Ranch for Animals & Kids	Pima County Office of Emergency Services
Pima County Public Libraries	Golf n Stuff
Pima County Board of Supervisors	Dependable Health Services
Mr. Electric	Cherry Avenue Center
Boys and Girls Club	Picture Rocks Fire & Medical District
Pima County Health Department	Pima County Parks and Rec
Pima Community College	Drexel Heights Community Center
Reid Park Zoo Service Systems Assoc.	Arts for All
Bi-National Migration institute	Robeks Juice
Pantano Christian Church	DES Vocational Rehabilitation
University of Arizona	City of South Tucson
Barrio Viejo Elderly Housing	United Cerebral Palsy
Interfaith Community Services	Arizona @ Work
Tucson Magnet high School	Marilyn's Prestige Barber
Posada Life	Easter Seals Blake Foundation
Roskruge Middle School	Skate Country
Children's Museum	Mansfield Magnet Middle School
Impact of Southern Arizona	NW YMCA

CCLAC INC	Ronald McDonald House
Sun Tran	Amphi High School
Alice Rae Shop	Epic Café
Humane Society of Southern AZ	John Valenzuela Youth Center
St Luke's Home	Color Memine
Automated Presort	Sonora Desert Museum
Hotel McCoy	Bedroxx Bowling
Marana Parks & Recreation	Pima Animal Care Center
CTI Inc	Direct Center for Independence
Girl Scouts of Southern Arizona	Community Food Bank
Mini Time Machine Museum	

The following employers hired their interns:

Reid Park Zoo Service Systems Assoc. hired 1 intern

Pima County Libraries hired 5 interns

Golf n Stuff hired 1 intern

Children's Museum hired 1 intern

The outcome for **Highway Conservation Program** was that 69 successfully completed the summer program and youth received 80% or higher on their evaluations and successfully completed the Employability Skills Training Class. This is a total of 97% successful completion!

The outcome for **Regional Wastewater Reclamation Program** was that 57 successfully completed the summer program and youth received 80% or higher on their evaluations and completed the Employability Skills Training Class. This is a total of 95% successful completion!

Our office submitted 324 summer school credit letters for youth that are eligible to receive ½ elective credits for successfully completing the program and 42 that are eligible to receive one full elective credit.

Challenges: The biggest challenges are that the youth do not complete their ADP and W-4 in a timely manner and get taxes withheld.

# Community Outreach Program for the Deaf Summer Youth Program: 2019

## Program Description

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### Contract Services:

COPD was contracted for 35 youth for work experience from May through August. COPD is contracted to provide support to specifically Deaf or Hard of Hearing youth. This year 19 Deaf or Hard of Hearing youth were served out of the 34 people referred. Other disability groups were supported and included autism, down syndrome, learning and intellectual disabilities.

91% of youth served completed the program and 97.5 percent of contracted hours were completed.

### Program Overview

COPD provided a work experience program for 34 youth between the ages of 14 and 21. The program ran for approximately nine weeks and the enrolled youth worked approximately 30 hours a week. The youth were placed in an individual setting and were provided with job coaching, interpreting and on the job training to include work behaviors and soft skills needed for successful employment.

31 youth have completed the program. 3 youth did not complete all their hours. One youth was hired to work part-time. 28 youth returned to school and 5 youth are currently looking for employment or will be attending college for the first time.

### Program Goals

With over 95% of Deaf persons living in families of parents who hear, feeling separate and not understanding normal family life happenings starts early. Educational delays mean a typical Deaf person leaving high school reads at a 4<sup>th</sup> grade reading level. The lack of fully understanding the world, feeling separate, and the on-going educational delays sets up the Deaf person leaving high school and heading to adulthood with significant challenges. As information is relayed through reading, and hearing, information known to others is not always known by the deaf person. These combinations of factors make it difficult to appropriately make adult decisions, and to have the skills to live independently resulting in a 79% unemployment rate. These difficulties continue through adult life and results in a life of poverty and challenges.

The intent of this program was to provide Deaf youth and youth with challenges an opportunity to experience a real work environment. To develop good attendance and punctuality habits, appropriate work behaviors, develop good interaction and gain communication skills required for employment, and the ability to complete tasks in a timely manner. The program also

provided youth information that will aid them in determining future career goals, their likes and dislikes related to work, and information on basic work habits.

This programs objectives were met in supporting Deaf youth in learning valuable skills as well as supporting the employer in understanding and providing employment options for this underemployed population.

This summer, COPD provided 5 days of work per week and 4 days of workshops that focused on: conflict resolution, work behaviors including communication and professionalism, work ethics, resume building, healthy relationships, budgeting and collaborated on an education program for Deaf youth on the prevention of domestic violence.

### **List of Program Activities**

- a) Met with ASDB and public schools to coordinate information related to summer program.
- b) Worked with the county in providing intakes in the youth's communication mode.
- c) Develop work sites that match youth career interest areas and residents as much as possible
- d) Match job skills.
- e) Develop with employer's job descriptions that will meet employer needs and participants' employment desires.
- f) Hire Job Coaches to aid in providing one on one support the first week and daily support throughout the program.
- g) Hire interpreters to assist with communication issues with employers and youth worker.
- f) Provide orientation to youth concerning rules and requirements for the program and work site information.
- g) Provided orientation with inclusive activities for team building and wrap up the program with youth's shared experiences.

### **Demographics:**

Male: 18

Female: 16

### **Ethnicity**

African-American: 6

Hispanic: 18

Caucasian: 7

Asian: 0

Native American: 2

Other: 1

Total: 34

### **Residence:**

Within City of Tucson: 33  
County: 1

### **Barriers to Employment:**

Basic literacy skills deficient: 19  
School dropout: 0  
Homeless, runaway, or foster child: 0  
Pregnant or parenting: 0  
Offender: 0  
Economically Disadvantaged: 19

### **Persons with Disabilities:**

Mental, behavioral, developmental and/or physical: 19

### **Client Satisfaction**

Each youth who completed the program completed a summer survey along with their employer. Currently 31 completed surveys and 29 expressed positive satisfaction with their work experience. Students were satisfied with the support they received at the job site and said that COPD staff improved their work skills and felt supported by their job coach.

### **Success Stories/ Case Study**

All 34 youth have benefited from this program with new work experiences, a resume, and new opportunities to try various employment options. 27 youth completed the program in eight weeks at 30 hours of work per week. There were 3 new businesses added to our program this year for a total of 15 employers. Roadhouse Theatre employed 10 and hired 1. 3 separate ACE Hardware stores employed 7 youth and has expressed great pleasure with their youth and the program. 3 different Boys and Girls Club Organizations employed 5 youth and other placements included Pima Animal Control, Habitat Store, Pantano Church, Arizona Department of Transportation and the Arizona School for the Deaf and the Blind.

Each of the employers at this time have expressed satisfaction with the program and working with youths during the eight weeks. When asked if interested in participating again next year they have all responded yes.

Roadhouse Cinemas has been exceptional with the youth who have worked there. One young woman came to COPD for assistance in finding a new job, joined the program, was placed at Roadhouse for the second year and was offered a job at the completion of the program.

### **Impacts**

This program provides to Deaf and Hard of Hearing the same opportunities that are provided to other youth. Pima County, COPD, ASDB, TUSD and local employers worked together this

year to open more doors of opportunity for Deaf and Hard of Hearing students. Not only do youth get actual working experience but they also get a better understanding of the world of work and an increasing level of self-esteem. Employers also benefit by becoming educated in working with people with disabilities and being made more aware of the skills this group of people has to offer. Also for this year, COPD was able to provide youth with support in determining their career and/or academic paths after they completed the program. This year, COPD staff provided an assessment of the youth's performance within the first two weeks into the program and as the program continued provided on-going feedback to the youth on their job skills reviewing appropriate ways to communicate with their site managers.

Outcome/change	# of youth	Narrative
Attained work-readiness skills	34	Youth were evaluated on a regular basis by coaches and meeting with site supervisors. Checklists were completed to identify youth strengths and areas of improvement and reviewed with youth during weekly site visits; Youth's pre and post tests proved their improvement in understanding occupation skills.
Attained occupational skills	34 to date	Employers were asked to evaluate youth regarding their job performance as outlined in the workplace agreement form that was completed at the end of the youth work experience
Attained certificate/credential	31	27 obtained a certificate of completion. It is expected that 31 will complete by the end of August
Other _____		



2019 Youth Workforce Development Services  
May, 2019- August, 2019  
Contact: CT-CS-18-253

**Summer 2019 Work Experience:**

Served: 60/60

Completed: 56/54

Summer Work Experience served 60 participants for Employability Skills. All Students were given 160 hours to complete with 5-6 weeks of their internship which is about 30-40 hours a week depending on the location and distance. On average the youth enrolled completed 144-160 hours of their given time. Each youth worked at different employers depending on, location, distance and interest in that specific field. Employers evaluated each youth enrolled in the program every other week on their hard and soft skills.

Our Employer sites consist of occupations in Manufacture, Administrative, Social Work, Landscape. The employer sites range from Boys and Girls Club (intern), Big Frog (Retail), Central Pets (Kennel Technician Intern), Make Way for Books (Front Desk Assistant), Wild Life Museum (Education Intern), Savvi (Warehouse), Reid Park Zoo (Commissary- Asst.) Some of the Job Duties are, customer service, screening T-shirt prints, answering telephones, helping create and provide educational workshops, preparing food, shipping and receiving and office clerk.

Highlights for this year's program is that we had 5 youth hired on at their placement site. Amazing Discoveries, Goodwill Ina, Goodwill Midvale, Central Pet, Goodwill Following.

**Example of Job Duties:**

**Name of Business:** Amazing Discoveries

**Department:** Retail

The Worksite Supervisor agrees to provide the following skills training to participants:

1. Shipping/Receiving merchandise
2. Merchandising shelves with product
3. Organize merchandise on the sales floor
4. Operate a cash register; taking payments of cash, check, debit, credit.
5. Meet and greet customers
6. Assist customer in finding specific merchandise
7. Follow all safety procedures
8. Other duties assigned by supervisor

**Recommendations from employers:**

They wish we didn't have a gap of time between Summer and After School program.



**SER-Jobs for Progress of Southern Arizona, Inc.**

**Submitted to:**

Pima County Community Services - Employment and Training Department  
(Youth Services)

**From:**

SER-Jobs for Progress of Southern Arizona, Inc.  
Erik Dorame, Evelyn Yanagihashi and Art Basurto



SER-Jobs for Progress of Southern Arizona, Inc.

## 2019 SER/Pima County Summer Youth Program Report

### Basic Skills Program

Served: 90

Completed: 85

Completion Rate: 94%

Our five-week summer school program started on May 28, 2019 and ended June 28, 2019. This program was a collaborative effort between SER-Jobs for Progress of Southern Arizona Inc., the Tucson Unified School District (TUSD) and Pueblo High School.

We selected students based on failing grades in core classes as indicated in their school report cards or transcripts.

To successfully complete the program participants were required to show an increase of 0.66 in Reading, Math or Language on the TABE. This summer the average increase in Reading, Math or Language ranged from 1.0 to 3.0 grade levels.

Students earned 1.25 elective credits at completion. Grades were sent to each participant's school of record to be entered into his/her official transcript.

The ninety (90) participants were divided into two groups:

- Group 1 – A combination of forty-six (46) incoming freshmen and sophomores.
- Group 2 – A combination of forty-four (44) incoming juniors and seniors.

Several Limited English Proficiency (LEP) and Exceptional Education students with IEP (Individualized Education Program) were mainstreamed into our summer program. Our proven summer school methodologies ensure that they benefited from our educational program

Pima County required that each student complete the Soft Skills at Work curriculum.

The curriculum covered areas in:

- Professionalism
- Interpersonal Skills
- Communication

- Teamwork
- Problem Solving & Critical Thinking
- Ethics & Legal Responsibilities
- Attendance
- Punctuality
- Positive Attitude/Behavior
- Appearance
- Interpersonal Relationships
- Completing Tasks Effectivity

Resource guest speakers also enriched our program with seminars in:

- Financial Reliability - A community liaison from a local credit union spoke to students on: a) being financially responsible; b) the importance of setting a budget; c) balancing income vs. expenses; d) saving for future needs, and e) building their credit history.
- Motivation - A motivational speaker spoke about each student's vision, goal setting and leaving a legacy. Encouraging the students to overcome obstacles in their lives and strive to succeed in their future endeavors.
- Continuing Education - Other speakers advised participants on the advantages of continuing their education. They encouraged our students to look into the services, especially career counseling, available through Pima County Community College and our local proprietary schools. Some guest speakers focused on the different ways to finance a college education, especially the differences and advantages of financial aid, student loans, grants and scholarships.
- Law Enforcement / Safety – We had local law enforcement personnel address the dangers associated with gang activities, drug usage, alcohol abuse and driving under the influence of illegal substances (DUIs). Students were advised to be on the constant look out for predators, to refrain from sex-texting and to refrain from and report any bullying that they may experience or witness.

### **Work Experience Program**

Served: 40

Completed: 38

Completion Rate: 95%

This summer we served 40 participants, four at The University of Arizona College of Pharmacy, three at Sunnyside Unified School District Office in the Information Technology Department and thirty-three at various Jim Click Automotive Dealerships, the Desert Toyota Dealership and the Royal Cadillac Dealership.

Of the forty (40) Short-term Work Experience Program participants, six were hired and went to work at various Jim Click Dealerships.

**Examples of Occupations:**

Accounts Receivable File Clerk  
Automotive Technician  
Office Support Aide  
Information Technology (IT) Support  
Machinist Technician  
Vehicle Body Repair Technician

**Employers:**

Desert Toyota of Tucson  
Holmes Tuttle Ford Auto mall  
Jim Click Chrysler / Jeep  
Jim Click Collision Center - Automall  
Jim Click Dodge Auto mall  
Jim Click Ford 22nd  
Jim Click Hyundai Ford - Green Valley  
Jim Click Hyundai / Mazda 22nd St.  
Jim Click Hyundai/Mazda - Automall  
Jim Click Kia  
Jim Click Mazda Auto mall  
Jim Click Nissan Auto mall  
Royal Automotive Group - Cadillac  
Sunnyside High School District Office  
U of A College of Pharmacy

**Examples of Duties Performed by SER Participants:**

**Jim Click Dealerships, Desert Toyota of Tucson and Royal Cadillac Dealership**

Participants, under the supervision and tutelage of front line supervisors:

**Automotive Technican**

- Performed routine maintenance, such as, changing oil, checking batteries, and lubricating equipment and machinery.
- Attached test instruments to equipment, read dials and gauges to diagnose malfunctions.
- Inspected, tested, and listened to defective equipment to diagnose malfunctions using testing instruments, such as, handheld computers, motor analyzers, chassis charts, and pressure gauges.
- Checked, repaired and maintained automotive, mechanical equipment and machinery, such as, pumps and compressors.
- Tested brake systems, steering mechanisms, wheel bearings and other key parts to ensure that they were in proper operating condition.
- Tore down, repaired and rebuilt faulty assemblies, such as, power systems, steering systems and linkages.

### **Vehicle Body Repair Technician**

- Examines damaged vehicle and estimates repair cost.
- Removes upholstery, accessories, electrical and hydraulic window and seat operating equipment, and trim to gain access to vehicle body and fenders.
- Refinishes repaired surface, using paint spray gun and sander.
- Check vehicle for paperwork, reads paperwork carefully, and completes work accordingly.
- Inspects parts when received, to ensure parts are correct, and not defective.
- Files, grinds and sands repaired surfaces, using power tools and hand tools.

### **Accounts Receivable File Clerk**

- Prepares and/or reviews in an accurate and timely manner a variety of complex financial reports with differing lead times and due dates throughout the month.
- Transfers summary figures accurately and legibly from worksheets to hand and computer generated journals.
- Prepares detailed status reports on work in progress and back logged filing daily.
- Maintains work in progress list at all times.
- Receives directions regarding accounting/bookkeeping assignments and then follows through on assignments.
- Audits/reconciles journals, schedules and other work products to insure accuracy or delegate such duties and follows-up to insure completion and accuracy.
- Compiles correct data from miscellaneous sources and creates appropriate format for business manager's use.
- Transfers file data and figures accurately and legibly from listings to file folders or folders to listings.

**University of Arizona-College of Pharmacy:**

Our work experience workers were assigned to college administrative and clerical supervisory staff and under their guidance:

- Operated photocopiers and scanners, facsimile machines, voice mail systems, and personal computers.
- Maintained/updated filing, inventory, mailing, and database systems manually or using a computer.
- Communicated with customers/employees, opened, sorted and routed incoming mail, answered correspondence, and prepared outgoing mail.
- Typed, formatted, proofread, and edited correspondences and other documents from notes or dictating machines using computers or typewriters.
- Reviewed files, records and other documents to respond to requests for information from authorized parties.

### **Sunnyside High School District Office:**

Students, under the supervision of district personnel, worked with technical supervisory personnel and under their leadership:

- Coordinated and collaborated with Information Technologies network technicians.
- Worked closely with school administrators, teachers and staff to understand their actual and projected information needs to include application maintenance and modifications.
- Performed hardware and software installations for laptops, desktops, printers, monitors, and scanners.
- Resolved end-user problems at school site.
- Implemented hardware and software configurations and installed and maintained digital devices, including laptops and desktops.
- Documented changes to the school's computing devices and responded to work orders dispatched by IT Help Desk and logged these activities.
- Maintained a digital device and I.T. asset inventory.
- Performed data entry, as needed, and other technical support duties as assigned.

### **Machinist Technician:**

- Calculate dimensions and tolerances using knowledge of mathematics and instruments such as micrometers and vernier calipers.
- Machine parts to specifications using machine tools such as lathes, milling machines, shapers, or grinders.
- Measure, examine, and test completed units in order to detect defects and ensure conformance to specifications, using precision instruments such as micrometers.
- Set up, adjust, and operate all of the basic machine tools and many specialized or advanced variation tools in order to perform precision machining operations.

- Align and secure holding fixtures, cutting tools, attachments, accessories, and materials onto machines.
- Monitor the feed and speed of machines during the machining process.

**In an after action study session SER staff pointed out some areas of concern that I felt, as the SER Director, should addressed by county staff.**

**Our recommendations are:**

1. On next year's application a 504 Plan check off box should be added asking the applicant if she/he has an IEP and or an 504 Plan. This year we selected several students that did not have IEP's but had 504 plans. Special accommodations are needed for those with 504 plans just like ones with IEPs. (Example below)

A 504 plan ensures that a child identified, under the law, as having a disability is receiving accommodations in elementary school or secondary school that insures equal access to the learning environment and academic success. An IEP, or Individualized Education Plan, is a program or plan developed to make sure that a child identified under the law as having a disability is receiving individualized instructions and services related to his/her disability.

2. Our staff concurs that the use of transcripts or report cards is not the best way to determine if a student is basic skills deficient. We used this methodology to select our summer school participants. After our selectees went through orientation, enrollment and class assignment we discovered that seventeen (17) students tested at or above their grade level on the TABE. This was an entire cohort that did not need summer basic education. There has to be a better method for identifying basic education students and work experience participants. We expressed this concern last summer and were hopeful that the county would have provided us with new guidance this year.
3. This year's selection process, like last years, was fraught with problems. We checked to see if our agency was the only one having concerns with the summer selection process and procedures. We were not. Several partner agencies also expressed concerns and frustrations with the process. This summer our staff had to go to the Youth One-Stop four times to make our selections. We even had to call and request client names, via email, because we were not provided with a full list of all the summer applicants.

We are sure that there were reasons for having the existent protocols in place but after two summers it should be evident that some changes should be forthcoming. The whole selection process should be reconsidered and if I may suggest, the people that work with the selection process at the agency level should be included in the discussions and planning.



August 2, 2019

**CT-CS-18-245**  
**2019 Summer Youth Employment Program**

**Basic Education Program**

Contracted: 60  
Served: 58  
Completed: 58  
Completion Rate: 97 %  
Void: 5

Our Basic Education Program recruited youth indicated as basic skills deficient by Pima County One Stop or youth under the age of 15. Youth were determined as basic skills deficient based on their high school transcript rather than the TABE Assessment. Youth and parents questioned their selection much more than in prior years. Out of 72 participants that were invited to attend orientation, 45 showed up. Two additional lists were provided by Pima County to recruit and place a total of 40 applicants. Some applicants were not able to participate either because the school setting was not conducive to them or they had signed up for summer school.

All youth were required to complete the 120 hours of remediation/tutoring and increase a .50 grade level per the TABE Assessment to be considered successful. Tucson Youth Development (TYD) had 58 youth successfully complete the required hours. All youth increased their grade level and completed the required hours. The average grade level increase was 2.97%.

**TMC LEAP**

Contracted: 10  
Served: 10  
Completed: 10  
Completion Rate: 100%  
Void: 0

Ten youth were referred and selected from JTED to participate in TMC LEAP; those youths were placed in Villa Hermosa and Sunrise at River Road. Ten youth completed their required 144 hours and successfully attained an 80% or higher in Work Readiness and Occupational Skills.

**Summer Work Experience**

Contracted: 80  
Served: 80  
Completed: 80  
Completion Rate: 97.5%

Void: 2

TYD selected youth who indicated TYD as the agency referred on the SYEP application and remaining youth from the general pool of applicants. Orientation for youth participants were completed at the end of May and the start of June and were referred to job sites. Seventy-four youth successfully completed the required hours and received an 88% average on Work Readiness and 87% average on Occupational Skills. Six youth were unsuccessful due to the following;

- Unable to follow safety rules at job site;
- Personal and/or family issues;
- Low evaluation score (two participants);
- Schedule conflict due to summer college course;
- Noncompliance of programs expectations and guidelines.

**Recommendations:**

In addition to mailing address and phone number information, TYD suggests Pima County to include email addresses on TYD's selection list. This will ease our recruitment process. Many of the youth and parents questioned the selection of the basic education program rather than the work experience program due to the transcripts grades.

# Attachment B



# PIMA COUNTY SUMMER YOUTH PROGRAM

2019

## Recruitment & Application

- Recruitment campaign for youth ages 14-21 in Pima County
- Posters, paper applications, brochures
- Media: Local News, Online Newspapers, Facebook
- **3,231** applications!
- Application process
  - *Online or paper application AND*
  - *Report card or unofficial transcript - OR*
  - Out-of-School youth took the TABE (Test of Adult Basic Education)
- **2,237** eligible applicants



TUCSON TEENS: Apply for a Job with the Pima County Summer Youth Program



CONTACT US: (520) 797-2222 | PIMA COUNTY OFFICE: 100 N. RIVINGTON AVENUE, SUITE 100, TUCSON, AZ 85701 | WWW.PIMACOUNTY.AZ.GOV

NEWS  
Pima County offering summer youth programs

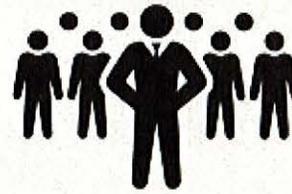


NEWS 4 TUCSON  
NEWS 4 TUCSON

Details for Pima County's summer youth employment program

THE PIMA COUNTY OFFICE IS PROVIDING INFORMATION ON THE COUNTY'S SUMMER YOUTH PROGRAM. THE PROGRAM IS OPEN TO TEENS AGES 14-21. THE PROGRAM IS A GREAT OPPORTUNITY FOR TEENS TO GAIN WORK EXPERIENCE AND EARN MONEY. THE PROGRAM IS OPEN TO TEENS AGES 14-21. THE PROGRAM IS A GREAT OPPORTUNITY FOR TEENS TO GAIN WORK EXPERIENCE AND EARN MONEY. THE PROGRAM IS OPEN TO TEENS AGES 14-21. THE PROGRAM IS A GREAT OPPORTUNITY FOR TEENS TO GAIN WORK EXPERIENCE AND EARN MONEY.

# Selection Process



- ALL Eligible Youth were placed on the selection list
- Selection Lists are reviewed by the Pima County Board of Supervisors and Contracted Agencies
  - *Pima County Board of Supervisors select based on youth who reside in their respective districts*
  - *Partner Agencies select youth who were referred specifically to the agency and/or meet contractual agreements*

A total of **1,116** youth were selected and participated in the Summer Youth Program!

PROGRAMS	Youth
Board of Supervisors' + Departmental Programs (SIP, DOT, RWRD, Regional Flood Control Dept.)	493
Courts Are Us	30
Contracting Agencies (Altav Valley School District, COPD, Goodwill, PPEP, SER, TUL, TYD)	515
LEAP- Learn, Earn, Advance, and Prosper (TMC/TYD)- Healthcare Work Experience/ Training	10
Pathways to Justice Careers	54
JTED Steps 2 STEM	2
JTED Automotive Program	12
<b>TOTAL</b>	<b>1,116</b>

# Economic Impact 2019

- 1,116 youth became employed through the summer youth program.

➤ **\$1,964,160.00**

- Summer Youth Workers earned Arizona minimum wage at the rate of \$11.00 an hour.
- Worked an average of 160 hours during the program.
- In addition to experiencing real world work, summer youth participants use this as an opportunity to help their families purchase school supplies and clothing.
- Some youth stated that they were saving their money this summer for college or a car.

## Summer Jobs

- Recreation aide, clerk, ranch aid, library page, hair dress assistant, baristas, cook assistant, discovery aide, youth mentor, retail sales associate, Assistant Data Management and Archivist, receptionist, court clerk, Auto Technician, Patient Care Technician, Warehouse & Manufacturing worker, landscaping and janitorial.
- Industries: healthcare, business, trades, logistics, agriculture, education, art, and criminal justice system.



★ Summer youth interns gain professional insight into the world of work and prepare themselves for long term career goals

## Worksites and Supervisors

- This year over 200 worksites were developed
- Worksite supervisors attended a mandatory orientation
  - Reviewed AZ Child Labor Laws , Policies & Procedures as well as Safety.
- Worksites consisted of Local Business, City of Tucson Departments, Pima County Departments, & Judicial Departments
- Worksites were located throughout Pima County, including rural areas



## Demographics



Summer Youth applicants for the 2019 year were diverse

- ❖ 57% identified as Hispanic or Latino
  - ❖ 19% identified as white or Caucasian
  - ❖ 10% identified as African American
  - ❖ 5% identified as Native American
  - ❖ 2 % identified as Asian or Pacific Islander
  - ❖ 3 % identified as other
  - ❖ 4% did not self-identify
- In addition to cultural diversity,
    - ❖ Summer Youth participants also self-identified as being a parenting youth, in foster care, homeless, disabilities, Youth On Their Own, and juvenile justice involved
    - ❖ Over 73% of the youth who completed the application process self-identified as low income

## Summer Youth Is A Comprehensive Program with Multiple Components

- Pima County Summer Youth Employment Program (SIP, DOT, RWRD, and Courts Are US)
  - Two, four week sessions starting May 31<sup>st</sup> and ending July 26<sup>th</sup>.  
Session 1: May 31<sup>st</sup> - June 28<sup>th</sup>  
Session 2: June 28<sup>th</sup> - July 26<sup>th</sup>
- Contracted Partner Agency programs vary and contain
  - Four to five week session of Basic Education and/or Work Experience
- All Summer youth attend Employability Skills
  - Soft Skills Seminar – 5 hours, paid training at Pima Community College & various locations
    - Employer Driven curriculum that presents soft skills required for successful placement
- On-site monitoring is conducted throughout the program to ensure compliance with AZ Child Labor Laws



***This cultivates strong business relationships and is positive reinforcement to summer youth about employment.***

## Pathways to Justice Careers Explore Justice Careers

- PJC provided first responder job shadowing, mentoring and education during this 5 week program
- 2 cohorts with a total of 54 youth participating summer 2019
- PJC youth received 92 hours of work experience
- Pima Community College
  - Public & Emergency Services Institute
    - Week One: Safety Preparedness, CPR, First Aid, and OSHA 10
    - Week Two: PCC College Success & Career Planning, College Preparedness
    - Week Three: Professional Development
    - Week Four: Tours and Job Shadowing (US Customs, Border Patrol, TPD, Fire Academy)
    - Week Five: Guest Speakers, Fire Station Tours & Graduation
- Graduates received certifications & college credit!



# Pima County Joint Technical Education Department (JTED)

- Medical students participated in TMC LEAP Program through TYD
  - 10 youth completed internships at Tucson Medical Center
  - 144 hours of work experience
- Automotive Program, Flowing Wells High School through PPEP and SYEP
  - 12 youth completed internships at local dealerships
  - 140 hours of work experience
  - 4 hired on full time after their work experience hours
- Steps 2 STEM
  - 2 youth completed training at University of Arizona
  - Molecular and Cellular Biology 103
  - Both received a completion certificate from the U of A and College Credit!



## Courts Are Us



- Courts Are Us Program started in 1992 when Judge Norman Fenton identified that educating young people about the criminal justice system was imperative
- Courts Are Us is a 7-week program which serves 30 youth
  - Starts the first week of June and ends mid-July



## Courts Are Us



- Youth work 30 hours per week in various legal departments within Pima County Superior Court, Pima County Justice Court and City of Tucson Municipal Court
- Courts Are Us youth have opportunities to learn about the courts and the legal system through interaction with lawyers in the community who also serve as mentors
- The final training session is a mock trial. Youth play various roles including attorney, juror, witness, and bailiff.
- The mock trial is observed by a Superior Court Judge and is attended by mentors and families to recognize their achievements during the program



## Courts Are Us Graduation

- Celebrates the achievements made by Courts Are Us Youth during the program
- Graduation is presided over by Pima County Superior Court Presiding Judge, Pima County Board of Supervisor, and CSET Director
- Held in the Pima County Board of Supervisors Meeting Room
- Graduation is attended by youth, their families, mentors, members of various departments as well as special guests



## Department of Transportation (DOT)



- Pima County Department of Transportation has two, four week sessions
- DOT Youth work 37.5 hours per week.
- DOT Youth are transported to various locations in Pima County where they pick up trash near roadways and remove debris in washes.
- DOT Youth Crew Leaders and department personnel review safety and environmental safety on a weekly basis with DOT Youth
- Over 750 bags of trash and debris was removed this summer!!

## Regional Wastewater Reclamation Department (RWRD)

- RWRD Summer Program consists of two, four week sessions
- Youth Crew work 37.5 hours per week.
- Youth Crew are transported to wastewater facilities throughout Pima County, including Green Valley, Sahuarita and Marana to remove debris, trash and clear vegetation from the sites.
- Youth Crew are provided with safety supplies, including glasses, hats, gloves, and long sleeve shirts.
- Youth Crew attend the RWRD Environment and Safety briefing at the beginning of their session and are also taken on a tour of plant facilities.



*"The benefits of Summer Youth Employment go way beyond the pocketbook..." Jeannette Montano*

# Tucson Unified School District Food Services

- Pima County Youth One-Stop was a breakfast site during the summer months
  - Served **1,200** breakfasts throughout the summer
  - Food was available to anyone age 18 and younger
- TUSD Food Services
  - Provided **495** snacks to Summer Youth Program Participants during Employability Skills Workshops at Pima Community College
  - **1,890** snacks were served throughout the Summer Youth Program for RWRD Youth Crew Workers
- Total of **3,585** meals served!!



## THANK YOU TO OUR EMPLOYERS!

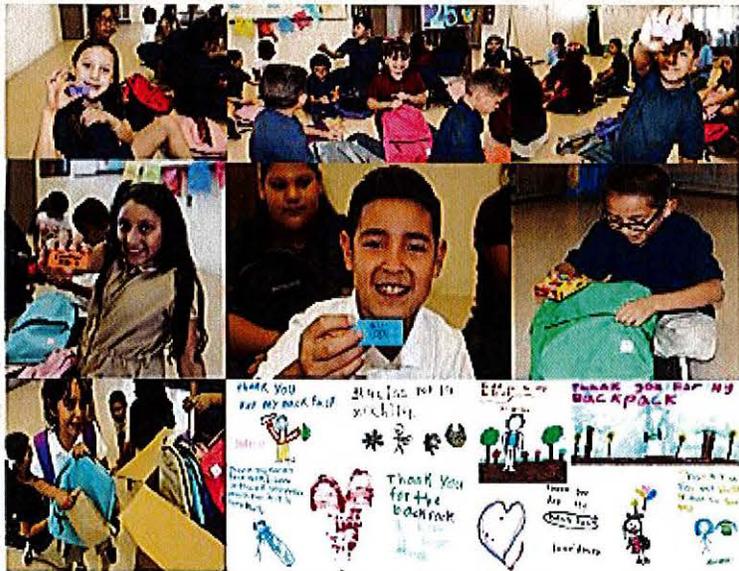
- |   |                                       |  |   |
|---|---------------------------------------|--|---|
| ■ Desert Toyota of Tucson                   | ■ Pasada Life                         | ■ Golf N Stuff                           | ■ Girl Scouts of Southern Arizona         |
| ■ Holmes Tuttle Ford                        | ■ Children's Museum of Tucson         | ■ Tucson Medical Center                  | ■ Direct Center for Independence          |
| ■ Jim Click                                 | ■ Hotel McCoy                         | ■ AMR Ambulance                          | ■ CTI Inc                                 |
| ■ Royal Automotive Group                    | ■ St Luke's Home                      | ■ Arivaca Community Center               | ■ Pima Animal Care Center                 |
| ■ Sunnyside High School                     | ■ Marana Parks & Rec                  | ■ Boys & Girls Clubs of Southern Arizona | ■ Humane Society of Southern Arizona      |
| ■ University of Arizona College of Pharmacy | ■ Pima County Clerk of Superior Court | ■ Higher Ground                          | ■ U of A Mexican American Studies         |
| ■ Roadhouse Theatre                         | ■ Arts For ALL                        | ■ GAP Ministries                         | ■ Various TUSD Schools                    |
| ■ Catholic Community Services               | ■ Robek's Juices                      | ■ Old Pueblo Trolley                     | ■ Amphitheater High School                |
| ■ ACE Hardware                              | ■ City of South Tucson                | ■ Scripps Media                          | ■ Picture Rocks Fire and Medical District |
| ■ Open Range Alpacos                        | ■ Color Me Mine                       | ■ YWCA of Southern Arizona               |   |
| ■ Pima County Public Defenders Office       | ■ Bedroxx Bowling                     | ■ Delectables Café and Catering          |   |
| ■ City of Tucson Parks and Recreation       | ■ Sonoran Desert Museum               | ■ Hanger Clinic                          |   |
| ■ Therapeutic Ranch for Animals & Kids      | ■ Skate Country                       | ■ Bu Vigilant                            |   |
| ■ University of Arizona                     | ■ Reid Park Zoo, Service Systems      | ■ Precision Toyota                       |   |
|   | ■ Pima County Libraries               | ■ Pima County Health Department          |   |
|   |                                       | ■ City of Tucson Housing Department      |   |

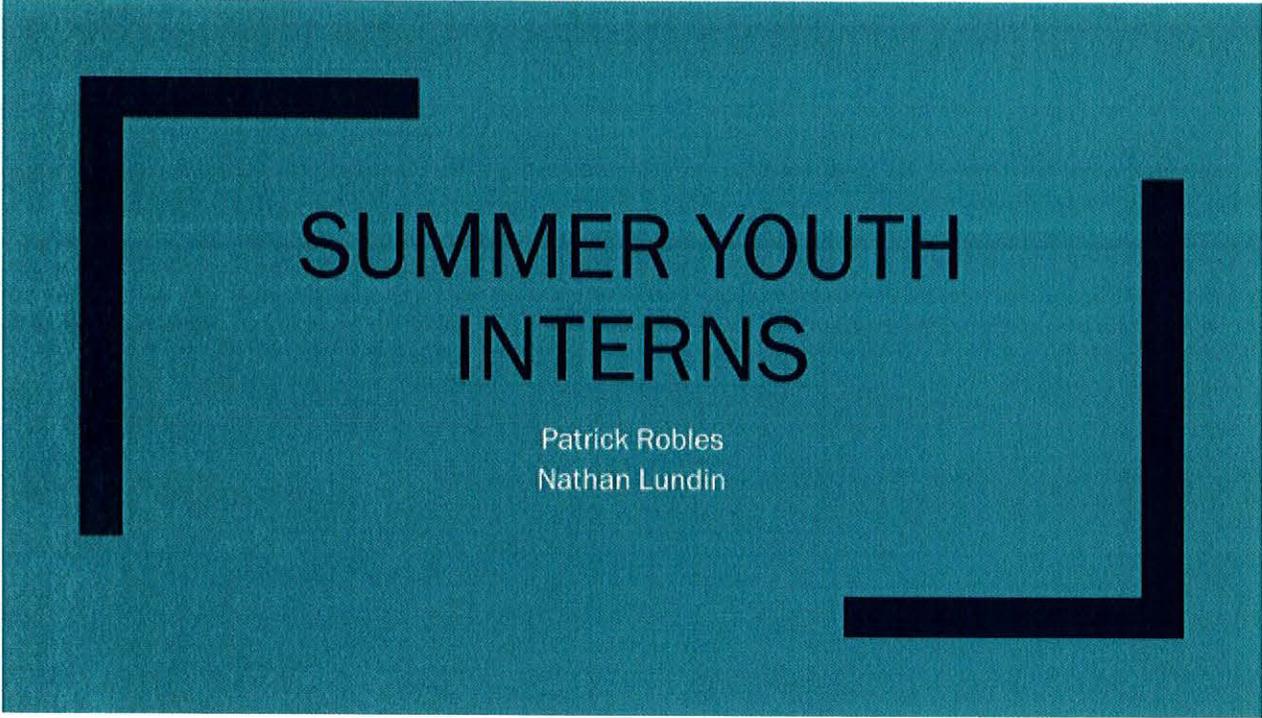
Employers Who Hired Our Summer Youth!!!!



## Back to School Supply Drive!

- Over 100 back packs filled with school supplies!
- Distributed to the youth at John Valenzuela Youth Center
- Hiring Event Oct 3rd





# SUMMER YOUTH INTERNS

Patrick Robles  
Nathan Lundin