THE BROOKINGS INSTITUTION

IMPROVING YOUTH SUMMER JOBS PROGRAMS

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Welcome:

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Presentation:

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Panel Discussion:

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Former Mayor
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MICHAEL GRITTON
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ANA GALEAS
Summer Camp Counselor, DC SCORES
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PARTICIPANTS:

Closing Remarks:

ALLISON GERBER
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P R O C E E D I N G S

MS. LIU: Good morning. I want to welcome all of you and those on the webcast to Brookings this morning. I'm sure that most of us can recount our own summer jobs experiences quite fondly, but what I wanted to do was tell a story about what inspired Brookings to come to this topic.

Now last April, more than a year ago, the nation was gripped by the events spurred by the death of Freddie Gray, so was the city of Baltimore. And one of the first things that Mayor Rawlings Blake did was announce an immediate expansion of the youth summer jobs program. In just a matter of months the city would provide 8000 young adults from the ages of 14-21 a summer job, which was up from its commitment of 5000 prior. Employers in the city stepped up and private and nonprofit organizations like the Annie E. Casey Foundation and the Bank of America Charitable Foundation, which are featured here today, provided considerable contributions to support the program's expansion.

Now Baltimore's announcement reflects the aspirations of many cities and mayors nationwide. The summer jobs program is seen as an important vehicle to help low income young adults get good work experience, expand their social and professional networks, and be inspired by a future that is different than life on the streets. Indeed the need is great. Research by our scholars have shown that nationally and in regions across the country employment rates for young people have yet to recover since the recession. An estimated three million young people are neither in school nor in work. And these disconnected youth are disproportionately African American and Latino and three-quarters of them are age 20-24. And Freddie Gray was 25 at the time of his death. In the Philadelphia metropolitan area the number of disconnected youth age 16-24 is a staggering 53,700. And we are going to hear from my good friend, Mayor Michael Nutter,

in just a moment.

So the rationale for youth summer jobs programs is clear, it's compelling, and a good number of cities organize such programs, especially now that there is a federal grant program to support them. But how effective are summer youth jobs programs? Do they live up to the very high expectations we have on them today? What are the most important elements in terms of performance metrics, program design, funding, staffing, that can make these programs effective in providing true career enhancing opportunities for our young people?

So today my colleague, Martha Ross, and Richard Kazis, who is a nonresident senior fellow with Brookings, have released a new paper that answers these important, timely, and rather practical questions. Martha will share her findings shortly and Richard will host a conversation with our panelists to discuss their experience and insights in ensuring that summer jobs live up to their promise.

Now after the panel we will be taking questions from the audience and from those on the webcast. So those watching today can, you know, send us their questions through the Twitter using #summerjobs.

Before we kick off and begin with the real heart of the program I did want to thank Allison Gerber and the Annie E. Casey Foundation for joining us today, for supporting this paper and our work overall. And I also want to thank Kerry Sullivan and the Bank of America Foundation, being such passionate leaders in youth employment and for also supporting our work.

Now it is my pleasure to hand the reigns over to Martha Ross.

(Applause)

MS. ROSS: Thank you. This has been a very interesting project to work and I am grateful to have had the opportunity. And now with this event I'm grateful to

have the chance to hear from the panelists and from you, the audience, because I have seen this RSVP list and it is an impressive, knowledgeable group of people. I'd also like to take this moment to acknowledge my co-author, Richard Kazis, who was just a pleasure to work with and the final paper is much better for his involvement in it. And my last round of thanks, before I get to the meat of this, is for all the people who spoke with Richard and I and shared their knowledge and their insights as administrators, as funders, as policy analysts. There are too many to go through right now, and they're listed in the paper, but I just want to highlight a few. Andrew Moore, from the National League of Cities, Keisha Bird from Class, and Patty Everett from the Summer Jobs Partnership. And they provided incredibly helpful guidance based on their work with communities around the country. And Baltimore was also candid and helpful and up front, and I'm very grateful to Jason Perkins-Cohen, Ernest Dorsey, and Michelle Miles of the Mayor's Office of Employment Development for helping me understand the on the ground perspective and answering what I'm sure were naive questions.

So now on to the topic at hand. First, a bit about summer jobs programs. What exactly are we talking about? Summer jobs programs typically last five to seven weeks, they are often about five hours a day, they serve primarily teens and high school students, but not exclusively. And they are meant to serve young people who otherwise might flounder in the labor market. Wages are typically subsidized, but not always, and young people are often placed in nonprofits in the government, but also the private sector. They can be operated by a variety of organizations, workforce investment boards, human services and employment agencies. These are some of the most common. They're funded by a mix of sources, local, state, federal, philanthropic, corporate. There's no one right mix, there's a lot of variation. Cities and counties large and small do these programs. New York City has about 55,000 participants, which yet

still doesn't meet demand. Chicago has about 25,000, also not meeting demand. And then you've got much smaller places, like Missoula, Montana and Charlottesville, Virginia also doing it. This is across the country. Some organizations operate the programs themselves and some contract it out to nonprofits. So there's a huge amount of variation.

And they've gained increasing attention and investment of late, probably dating back to the 2009 stimulus, which provided the first dedicated federal funding for summer jobs in about 15 years, and then also in response to the reverberations of the events that highlight the need to increase opportunities for young people, especially those of color in distressed communities.

And as Richard and I delved into this topic we used a couple of questions to guide our thinking. First, why do summer jobs matter? This is a fundamental question. I will list some of the reasons why they matter, and then depending on who you talk with you'll hear different reasons emphasized. First, they improve a young person's future employment prospects. They provide work experience, skill building opportunities, and a chance to build their networks. By virtue of their age most young people lack all of these things, but it's also amplified by those of lower socioeconomic status. So in this case it's service a workforce development function. They provide constructive activities and promote social behavior. In this case it's serving a public safety function by keeping young people busy, "off the streets", and preventing them from getting into trouble.

And these touch on some pretty raw and relevant issues in what's going on in cities and distressed communities today. And embedded in those two -- and something I was slow I think to realize -- was that for many parents these are incredibly important. They want their kids to be doing something worthwhile and constructive in time that would otherwise be pretty unstructured. And especially for those who don't

have the resources for summer camps or different kinds of enrichment activities, these can be a lifeline. And then lastly they also provide earnings to low income families and communities. So in this case it's serving an income transfer function.

What do we know about their impact? Are they actually achieving these goals of improving employment and reducing criminal activity and other problem activity? On this we know less than we'd like. Until fairly recently there was little research on youth employment specific to summer jobs programs. But new research on programs in Chicago, in New York, have found that these programs lead to reduced arrests for violent crimes, they reduced incarceration and mortality, and they improved some academic outcomes.

This is obviously validating for supporters of summer jobs programs, but it's hard to make broad generalizations about program effectiveness in different contexts with different program designs unless you have a thicker research and knowledge base. And there are still some missing thinks. The Chicago study finding reduced violence, did not find an impact on school attendance or grade point averages. In the New York City study showing reduced incarceration, did not find any impact on later employment and earnings. So there's more to do.

There are additional studies based on random assignment under way. I don't mean to imply that localities are blind to the value of data and evidence building, but it's complicated and expensive to conduct research that can point to causality. And when that's not possible, which is usually, some localities are doing some really interesting work to measure their performance and compare the outcomes of their summer jobs participants to demographically similar young people, typically high school students. And that's showing some promising results, and it shows a commitment to data.

Last guiding question, how do you run a high quality and large summer

jobs program? These programs are harder to do well than most people assume. A successful program rests upon a host of logistical and bureaucratic achievements that are usually unseen and unsung. You need to recruit, register, and prepare youth, recruit, register, and prepare work sites, match youths with appropriate work sites, considering youth interest, the employer's skills and age requirements, geography and transportation, run payroll, monitor the program, and ideally provide guidance, coaching and/or troubleshooting to both the youth and the employers. And then you have to do it at scale; multiply this by 8000, multiply it by 25,000. It just gets more complicated.

So Napoleon is quoted talking about the centrality of logistics in military campaigns and it's a slightly odd comparison (laughter), but I'd say the same thing about logistics in summer jobs programs. In this case you're not talking about supply trains to the Russian front, but you are talking about planning and implementing a complex operation involving multiple actors, multiple locations and facilities, and a huge number of critical details.

So based on a theme that you will hear throughout, although there is less research than we like there is still a lot of knowledge that can be consolidated and used more effectively. So towards that end Richard and I tried to distill what we had learned from talking to practitioners and our reading into some core elements of successful programs. And as Amy noted, despite the complexity of these programs and the need to strengthen the evidence base the underlying logic is pretty compelling, which is (a) young people need better connections to the work world, and (b) let's put them in the work world. And they're riding a tide of enthusiasm and investment. Cities are doing a lot of interesting creative things and maybe we can keep this momentum going to expand and improve these efforts in service of the ultimate goal, which is to help young people successfully transition into adulthood.

So these should be characterized as best bets rather than definitive. Although they do align closely with other research and assessments on the qualities of good summer jobs programs and youth employment programs. So we divided them into two categories. There's program design referring to the activities that make up a summer jobs program and the services that the program provides to youth and to employers. And then each of those elements has staffing and organizational implications, which leads us to the second category of how do you do, how do you operate, how do you execute those program design elements.

Now here I'm going to give some examples of what different places are doing. And there's simply not time to describe all of what Richard and I learned, and it's also not possible to catalog all of the interesting things going. So rest assured, I know the universe of good stuff that's happening is larger than what I will be talking about. The first item is recruiting employers and work sites. You can't have a good summer jobs program without summer jobs. Mayors play a big role here. They're the recruiters in chief. They're in control of city jobs and their visibility in the nonprofit and the business world is critical. And we'll hear more about this on the panel. Part of this is screening the employers in the work sites to ensure that there is at minimum a job description and a designated supervisor. And increasing private sector slots is a focus for a couple of reasons. Government and nonprofits have typically provided the bulk of summer jobs, but their ability to generate more has limits. And if you bring in the private sector you can provide more career exploration activities and increase the likelihood that some positions will be unsubsidized and employer paid so that you can expand the program without overreaching financially.

Next, doing at good match, being a good matchmaker. Many cities have explicit tiers within their programs to serve young people of different ages and different

skill levels. So, for example, Capital Workforce Partners in Hartford, Connecticut has four tiers with service learning for teens age 14-16 at the younger less experienced end to both subsidized and unsubsidized internships for older youths. And WorkReady Philadelphia is organized into similar tiers. And some cities have tracks or programs specifically designed for more vulnerable youths, such as those involved with the criminal justice system or those -- and the Chicago research was based on a part of their program that was geared towards youth in high violence high schools.

There is a lot involved, a lot that you can teach young people about transitioning into the work world. And places are doing this in interesting ways. In terms of work readiness training there is not standard curriculum or approach. Some use third-party materials, some build their own. In Massachusetts the Commonwealth Corporation has developed a Signal Success Curriculum which is used in 15 communities around the state. It provides lesson plans, assessments, and technical assistance. MHA Labs in Chicago analyzed thousands of employer appraisals from summer jobs programs to identify a set of 12 core skills most highly correlated with higher ability and employer satisfaction. And then they worked directly with partners who are operating summer jobs youth employment programs to develop assessments and feedback forms and other tools that support these skills. And as Chicago's City of Learning Initiative summer jobs participants who earn high ratings on all of these 12 skills can earn a "higher up digital badge". There are also worked based learning plans that Boston has been using for years and that we'll hear about probably from one of our panelist because Louisville, Kentucky has adapted it for their own purposes.

There's a lot happening in financial capability and financial education, some of which is supported by provisions in the Workforce Innovation Opportunity Act and also a lot of other corporate and foundation initiatives. San Francisco appears to

have the most developed and evaluated program, the My PASS Savings Program, which includes peer-to-peer education, access to a savings account, development of a savings goal, direct deposit for paychecks, and a savings match. The goal here is to keep young people away from check cashing outlets and down the line keep them away from payday lending and other financial services like that.

Supporting youth and supervisors to maximize learning and development, and it's important to emphasize that you're supporting both the youth and the supervisors. It's often harder to focus on the supervisors, but in terms of youth you've got mentors -- in Chicago One Summer Plus, job coaches in Louisville, in Boston there are career specialists. These all provide guidance to young people and positive adult relationships. They troubleshoot, they also work proactively to help young people adjust to work norms, think about their future. On the supervisors' side some of these same people do a lot to orient supervisors to working with teens who they may not have that much experience with. What are realistic expectations, how do you provide useful and constructive feedback, what are typical roadblocks, and how do you address it?

Lastly, connecting summer jobs programs to other educational use development and employment initiatives. This six week dip into paid employment is a huge opportunity, but no one is blind to the fact that its impacts would be multiplied if it was connected to longer-term services and relationships. But the barriers to doing that, the logistical funding, organizational barriers are real. But you do see it happening. So, for instance, in San Diego they are creating winter and spring break externships with the goal of using those to prepare for summer jobs. San Francisco changed to reflect this greater emphasis. They changed their names from Summer Jobs Plus to Youth Jobs Plus. They're encouraging a lot of their nonprofits that run summer jobs programs to stay working with those young people throughout the school year, both pulling from their

school year youth into the summer and then feeding their summer participants into the year round.

You're going to hear on the panel from an example of this. One of our panelists is in her fourth summer as a summer jobs worker in an organization in which she participated in an after school program for multiple years beforehand. There's also alignment with career focused high school programs. In Baltimore healthcare career and technical education students are placed in hospitals, jobs related to their field of study. And then what they did last summer was for employers that wanted to hire -- keep those young people on throughout the school year, the city continued to subsidize their wages. So that summer job turned into a year round job. Implementation is the key driver of quality. You may have a beautiful logic model and theory of change, but if you don't have the organization or the staff to carry it out, it doesn't matter.

So these are issues relating to do you have enough staff, do they have the right training and job descriptions to carry out the program. One program operator described his staff as "a skeleton crew". You need to have -- often programs make careful use of seasonal workers to manage surges of work which is useful, but you have to do additional training for these people every summer. They may or may not have knowledge in working with youth or employment programs. A number of programs do have year round staff to build and maintain relationships with employers, but those are hard to fund.

Secondly, information technology. We heard stories about outdated and inefficient processes, 15 page forms that young people needed to fill out by hand and mail in, job matching processes that involved walking to a file box full of youth applications sorted by zip code to identify likely places for a given work site, spreadsheets with relevant information that weren't well synced with registration and job

matching systems. Creating better information systems can be Herculean, but without them the core tasks are so painful and so inefficient that many places have decided that it's worth it to push this rock up the hill.

To give one example, the San Diego Workforce Partnership custom built a management information system that streamlined their enrollment and their job matching and included a communications function so they could send text messages to their participants and they dramatically increased their response rate.

Lastly, using fairly low tech tools often, such as sample job descriptions, sample performance assessments, tool kits that are publicly available, to help staff work with program supervisors to make this program run well. They bake in quality standards and they codify the accumulated program wisdom. So, for instance, the Workplace Learning Tool. And MHA Labs, mentioned earlier, developed with one of their partners a summer intern growth contract that the intern and the supervisor used at the beginning.

So if you put all this together what would you find? Here is a proposed vision. The path to employment and economic security for a young person is not always straight forward, especially for young people from low income and distressed communities. What is the role of a summer jobs program in helping a young person stay on track? It's a valid question. This is a six week relatively low touch intervention and a lot of the young people that we're concerned about have needs that require more intensive services. So this vision is designed to provoke dialogue about what's desirable and feasible and what's the difference between the ideal and what's the difference between what's good enough. Others will improve it, I'm sure.

So we said summer jobs should provide a high quality work experience. Then you have to ask what is a high quality work experience. We take a stab at defining that in the paper. They will also serve as a portal to other educational youth development

and employment services. These are fully building -- this is aspiration -- fully building this out for any given program would be a major effort, especially depending on where they're starting from. But without a goal you don't know where you're going. We designed that vision to compliment our recommendations and make them more concrete. First of all, we need a better measure of success than number of youth served. It's readily described, it's readily measured, it can galvanize support and action, but a head count does not answer the most important question, which is whether the young people leave the program better prepared than they entered. Now tracking young people longitudinally over years is at this point in time given existing resources highly unlikely in most cases. But there are lots of interim specific feasible measures that programs can set and be willing to hold themselves accountable. I took this from Louisville. Have as a goal that every participant leaves the program with the name and contact information of an adult who will serve as a professional reference. Measure your progress towards that goal. Measure the participants who improve in their soft skills based on some set of expectations, whether those are designed internally or external, such as the work keys. Measure the attainment of a work readiness credential, measure the attainment of digital badges, measure how many people are from high school career and technical programs who are placed in a summer jobs program related to their field of study.

Secondly, as you will have heard in my remarks, there is a theme here that we need to know more. So we need to invest in building knowledge and sharing knowledge. And we can do that in several ways, one of which is in order to track the progress that I just mentioned programs need better performance management systems. They can't be held hostage to a spreadsheet in one computer that has the data that they need that doesn't talk to the other computer -- the other system that they will be using to report outcomes. It's a big lift, but it's doable and it's vital. We can support learning

communities. The Brandeis Center on Youth and Communities did some of this under a grant with the Walmart Foundation and these I think six or eight communities convened in real life and virtually and they are still networking and learning from each other although the program has officially ended.

Back to implementation. Align program staffing and capacity. There is a management article that has the title of "Nobody Ever Gets Credit for Fixing a Problem That Didn't Happen", by which I mean the difficulty of directing staff away from the day to day grind and providing time and space and resources to develop and assess new approaches. It's hard to do, it's hard to do in the public sector and it's hard to do in the private sector, but it is doable.

Deepen and extend services to both young people and employers. So what this means is both time, extending the building links to services that are before and after the summer, and in some cases deepening the services that happen in the summer, especially for youth who need more support. This can happen with stronger partnerships with nonprofits and other programs. For instance, in Hartford, Connecticut a service provider, Our Piece of Pie, estimates that 60 percent of the youth they served as a contractor in a summer jobs program were youth they already served throughout the year. So they just transitioned those young people into the summer jobs program, they had the existing relationships, they had the existing plan for education and employment, and summer fed into that quite well.

Money. (Laughter) There's a couple of things in here. By stabilizing the funding base we are referring to the problem that in many cases program operators don't know their final budget until late spring for a program in which they will be placing youth in late June. This makes long-term planning very difficult. There's not an easy answer, but with better lines of communication between policy makers, philanthropy, program

administrators, this can be improved. As I mentioned, programs are increasingly looking to the private sector to support these programs.

And, lastly, in order to have these programs really come back the federal government needs to renew its commitment. One study estimated that the number of participants declined by 50-90 percent after the Workforce Investment Act eliminated the stand-alone provision for summer jobs. So what we're proposing is a competitive grant process, 5 years, $3-4 billion total for both demonstration grants and planning grants for communities to both expand their numbers and ensure that number of youth served is not the only measure they can report on with confidence. There are more details in the report, but the main thrust is that many communities are just not going to be able to do this if there's not federal support. But we need to remember our lessons about the need for more evidence about what works.

Thank you.

Now we're going to move to the more interesting portion, which is the panel discussion. It will be moderated by Richard Kazis, who is a nonresident senior fellow here, formerly of Jobs for the Future. Participants include the Honorable Mayor Nutter, the Bank of America president -- Charitable Foundation --- Kerry Sullivan. A participant in a summer jobs program, a participant in the Marion Barry Summer Youth Employment Program here in the District, Ana Galeas, and the executive director of KentuckianaWorks, Michael Gritton. They are all accomplished and interesting people. They're bios are in your handouts and you can read them at your leisure.

So please join us. (Applause)

MR. KAZIS: Good morning. It's nice to see such a big crowd here. First, I want to thank Martha for leading this project, but also for that incredibly rich and brilliant synthesis really of an incredible amount of material in the report. You'll have to

take the reports home and read them at your leisure, but we're going to dig deeper into a lot of the questions and a lot of the issues that were raised in the report itself. So I want to thank you, Martha. I want to thank the panelists, all of you who have taken time from very busy schedules to come join us today. This is an incredibly knowledgeable, experienced, and expert group that we have up here and we're happy to have you all here. And I want to thank you, the participants who are in the room and those of you who are watching on webcast, and know that we know that many people in this room have a huge amount of expertise and experience to bring to these questions. We look forward to question and answer and discussion with you and we'll turn to that after first probing some of these issues with the panel in a discussion format rather than a presentation format.

So for the next chunk of time I'll be moderating this panel discussion on key issues in strengthening summer jobs programs. We have really diverse perspectives here. We have a former Mayor, we have someone who has to actually run the summer jobs program, we have someone who wears two hats as both an employer working with youth in summer jobs programs and as a funder of programs that are both youth employment summer programs and year round programs, and we are really thrilled to have Ana with us who, as Martha said, lives in the District of Columbia, is a senior just about to go to college next year, spent several years as a participant in a program that probably might not have existed without summer youth employees manning the program -- or "personing" the program (laughter), and now Ana has spent four years actually being a counselor in the program which deals with soccer, poetry, and service learning, called DC SCORES. So we're thrilled to have you here, and Ana will set us straight on what it's really like to be in one of these programs. So that's good.

So I want to just make three or four comments before we jump into the

questions and my questions to the panel. Martha mentioned Napoleon. I'm going to put Napoleon and pop up restaurants and pop up stores into the same sentence in that running a summer youth jobs program is a little like opening up a pop up store. You've got 10 weeks where all of this has to happen, or 5 weeks or whatever. And everything has to come into place at the same time. You've got to get the logistics, you've got to get the staff, you've got to get the materials, you've got to get the program. One of those things doesn't come up, you don't open, 5 weeks are gone and you're done, you're cooked. So the amount of logistical complexity, staffing complexity, timing issues involved each year to get this pop up summer program up and running at an effective level and at an efficient level is, you know -- that in and of itself is mind boggling. We're going to spend some time on that.

The second point I wanted to make is that we'll talk some about research, we'll talk some about how do we know about effectiveness and what works and what doesn't, but I think this general sense -- and Amy said this when she began her comments -- everybody remembers their first summer job and how important it was to them. And everybody who's a parent wants their kid to have a summer job and knows how important it is for them to get into the labor market, to understand what career choices are out there, to think more coherently about opportunities. So this is a huge opportunity and it's a huge opportunity particularly for those young people who find it increasingly difficult to get a toe into the labor market. We know that.

But I think the other important thing to think about, which we found in talking to people, is this is also a moment where young people actually might listen to adults because there's a job attached, there's an opportunity attached. So it's a time when you have them and you have their attention and you can talk to them about -- you can provide information that you might not be able to provide at other times of the year,

you can provide services, you can provide entree portals, as Martha said. So I think that aspects of using summer well is also something that I think is less discussed but really critical.

Third point I wanted to make is that while summer jobs programs, their basic outlines are the same, it's matching kids to job opportunities, the kinds of innovation that we found in doing the research and that we're going to talk about in the panel make this so the 21st century summer jobs programs, the ones since the stimulus package, how they've developed in the past seven-eight years, it's not your father's summer youth employment program. There's a lot of interesting new directions, and we're going to get into some of that.

And finally, the last point I want to make is -- it's on everyone's mind, and if it isn't now it certainly will be at the end of the panel -- which is that the opportunity that we have, the ambition that cities like Philadelphia, Louisville, D.C., and maybe several dozen others around the country have to use this opportunity well, that ambition runs up against serious resource constraints. And that in effect is the fact of daily life for people who run and work in summer youth programs. That dissonance is real, we shouldn't gloss over it. It is the fact of life of how they make hard tradeoffs and choices about what, you know, new innovations they're going to bring in, what kinds of new programs they can bring in, what kind of staff development they can do, what's reasonable to do with employers. All of these issues. What do they do at the local level? They do what entrepreneurs in any business or any venture do, they figure out how to add value, how to be useful, how to expand numbers and quality at the same time, and do it all within resource constraints that are killing them.

So we shouldn't downplay these challenges, but we also shouldn't, you know, kind of allow them in our conversation. I think we have to kind of balance that.

So that said I'll now turn to the initial questions to the panelists. And I wanted to start with Mayor Nutter. When you were Mayor you were very bullish on summer jobs programs. You made -- very important to your strategy. Can you talk some about why that was, what you hoped you would get from an aggressive summer jobs program in our city for the community and for the youth who were involved?

MAYOR NUTTER: Sure. Thanks for the question. Amy, thank you and the entire team here at Brookings, and certainly for the research, Martha and Richard. I appreciate you maybe finally, firmly validating what many of us have known for a long, long period of time, which is summer jobs are good for young people, they're good for young people, they're good for a city, and are a part of -- or should be a part of -- a larger strategy which we can talk about some of those parts.

I don't usually try to start off disputing or arguing with the moderator, and we won't, but there are a couple of things you mentioned, Richard. You know, I don't think a summer jobs program should be a pop up. There are a lot of things that we do in government that are no pop up. We pick up trash every day, that's not a pop up. We provide police service and fire services every day, they're not a pop up. Water comes out of your faucet every day, it's not a pop up. We know that school is going to end at a certain point, we know it's going to start at a certain point. Recreation programs are not pop ups. We have plans in place every year for year round park and recreation activities. We know we're going to scale them up on the summer, it's not a surprise that suddenly June arrives and kids get out of school and we need to find something else for them to do. It should be a standard part of what the government does and you have to plan for that like we plan for everything else. And so we have to really standardize our practice over a period of time that it's not a pop up. It may happen at a certain point in time, but you know it's coming. Summer should not be a shock to anyone. (Laughter) I mean it's

going to happen whether you want it to or not.

So that's the first thing. And then I guess -- and I've never been on a program where Napoleon was a part of the discussion (laughter). That's a new one for me. My first real, real job was when I was 13 years old out in West Philadelphia. I worked at the neighborhood pharmacy, Steinman's Pharmacy. To get that job, that was like a big thing. It was a well known institution in the neighborhood. I did dish water ice when I was eight. That may have been in violation of a variety of laws and regulations, but I think the statute's up on that. And except for 18 months between when I resigned from City Council to run for mayor and then became mayor, I have worked since I was 13 years old. So I know that experience very, very well. I know what it did for me, I know what it did for a bunch of other kids in the neighborhood. And I wanted every child in Philadelphia to have certainly that kind of experience, whether they worked at a drugstore or not. But I think the more important point is I looked at our summer jobs and year round employment as a larger strategy for skills building, public safety of the young people, things going on in the street. The fact that they could earn some money, get some skills, and really start to build -- even at 14 years old, freshman year in high school -- start to build a resume. And the skills base that would lead them from working when they're 14 to working when they're 15 to working when they're 16 and on, and really build up a rich tradition of a work ethic and an understanding of what the world of work is about. Unless you are the discoverer of whatever would be comparable to the pet rock, you know, most of us are going to -- the young people are like, what is that (laughter) -- you can Google that, it was a thing a long, long time ago -- so must of us are going to work for a long period time. So you need to get ready for that and if you don't have examples in your life about that then it is a part of our adult responsibility to provide that kid of experience. So we'll talk more about it, but I mean that's really kind of where I was coming from and I

took it very seriously as Mayor of Philadelphia.

MR. KAZIS: Great, thank you. Michael, I wanted to turn to you next. You have the responsibility of planning for and delivering an executing on Louisville's summer jobs program.

MR. GRITTON: Right.

MR. KAZIS: And I wanted you to just talk a little bit about what it means to you and to your mayor as well in terms of a strategy for the city.

MR. GRITTON: Well, so I do want to commend Brookings on the report and lifting up this topic, and I want to commend Mayor Nutter, he was the head of the U.S. Conference of Mayors for years. Summer jobs was one of the major pushes that he was making. Mayors have been making this push for a long time. So we welcome the attention to this subject. And I work for Mayor Greg Fischer in Louisville, and when Mayor Fischer was a brand new mayor in January of 2011 he attended his first U.S. Conference of Mayors meeting and the very first thing he went to was a breakfast about summer jobs. And we were -- at that moment mayors were learning that the stimulus money in 2009 and '10 that the federal government had given us to put kids to work in the summers of 2009 and '10 was going away. And Mayor Fischer leaned over to me at the table and whispered, well, what does this mean about summer jobs in Louisville because it sounds like the federal government isn't going to this. And I said to him, well the honest truth is some of the mayors in this room are going to leave and say I'm just not going to bother doing this because I've got police and fire and EMS and lots of other problems to solve, but some mayors in this room are going to decide I just -- I've got to roll up my sleeves and do this anyway. And he said well, I want to be in -- we've got to do something. This is a subject we can't ignore. My mayor ran on lifelong learning but also on a compassion agenda and he seized the summer jobs program as something

that connects those two things.

And what we know is the research Andy Sum had done and now Paul Harrington at Drexel has documented that there just aren't as many jobs for teenagers as there used to be. And so when you're trying to address whether it's poverty alleviation or whether it's trying to just connect young people who are not involved in the world of work into that world you immediately come to the opportunity of a summer job program as a way to bridge that gap. So for us Mayor Fischer is always talking about trying to make sure that we're creating opportunities for every kid so that kids who don't come from affluent backgrounds or don't have the sort of parents who can connect them to these kinds of opportunities can find those opportunities and get to them.

And that leads you directly to the kinds of things Martha just outlined. I was realizing why some of these hairs have turned gray when you were outlining all of the things we're trying to do. And I agree with Mayor Nutter, it's not a pop up restaurant, but when you're running it, it does feel something like that because it's a little like the snake that swallows the mouse, you know it's coming but all the sudden there is a bulge that you can't ignore. So I mean at a fundamental level Mayor Fischer is committed to this in the same way Mayor Nutter was in Philadelphia because he knows it gives kids a window into the world of work that they can't get from a K-12 experience. Just what you described, Richard, they're adults that you're listening to because they control your paycheck, they're telling you something about a world that you're not going to learn about in your high school. And to pretend that high schools can do this is just not something they're going to be able to do. So number one, they're getting introduced to a whole language and a whole set of behaviors in work that they don't get any place else. And if they're coming from an impoverished background they may not be getting it from their parents, right, and we have to acknowledge that because most of what I learned about

soft skills I learned from watching my dad get up and go to work every day. But many of these kids don't have dads or they don't have parents that are working. So those habits are not being built.

Second of all, Mayor Fischer is really excited about this because over time you want to go from a subsidized job that may be at metro parks or be at a nonprofit to working at companies like Humana or Kindred Healthcare, right, or GE Appliance Park or Norton Healthcare, these fantastic companies that have stepped up to partner with the Mayor in Louisville on this kind of things so that kids can start to see a future and understand what's possible for them in the economy in Louisville. If they're not ever connected to that kind of experience that world is completely foreign to them. So you're both giving them a window into a world and a language and a set of behaviors that they don't know about. Then you're giving them an idea of a career pathway that they might be able to do, and then we've done research, as Martha indicated, that shows the kids that have participated in our program go on to work at a much higher rate and go on to post-secondary education at a higher rate than similarly situated kids who weren't in the program. So they're doing exactly what you would expect, which is they're realizing, boy, if I want to make this kind of money or work at a company like this I'm going to have to do more than just slunk along through high school.

So that's the fundamental reason why we're in this stuff and why we're excited to be doing it.

MR. KAZIS: Terrific, thank you. Kerry, you are the President of the Charitable Foundation at Bank of America and as I said earlier you're both an employer and a funder deeply involved in youth employment issues and making choices that that's where the foundation wants to put a lot of energy. Can you talk about why that is and how you see summer programs fitting into this?

MS. SULLIVAN: Sure, sure. There are a number of reasons and some have to do with the heart, some have to do with the head and economics and a whole host of things. And, by the way, that you for this wonderful research because I do think it's very validating and really helps me build my strategy.

We have been very engaged with pathways for young people for quite some time and really during the economic downturn pulsed up what we were doing. And summer youth employment is something we were engaged in in many of our markets across the country because we're in most major metro areas. And one of the things we did was go to the U.S. Conference of Mayors back in 2010 and really said what can we do? And what really impressed me about the work that was already happening in mayors' offices is they already knew it's not just a summer job, it's connecting young people to soft skills, what to do with that paycheck, you know. Financial education is a piece of it. So to my mind the summer youth employment piece is another learning opportunity that they're paid for. And I say that because young people -- and I don't think it matters what the summer job is as long as it's a meaningful opportunity.

So we employ people at the bank in our banking centers and we work with jobs programs throughout the country, but we do a lot of placement with our nonprofit partners. And I have to say as long as it's meaningful and there's some training for a young person as they go in, so they're not sitting in a room filing, that they're engaged and learning, it's a whole different ballgame. And I can give you a couple of great examples. And I happen to live and work for Bank of America in Boston and through the Private Industry Council, which is part of the Mayor's jobs program that has been in place for a long time in Boston, one of the prerequisites used to be we really want you to place young people in the banking centers. And we can do that, but we can't hire hundreds of kids in the banking center. There's metrics we have to worry about. But we

worked with our partners and really developed a program that leveraged a couple of things. One, and this really ties into what you said, there's large summer camp programs that exist in Boston, 75 summer camps, urban camps, there's teens that are unemployed, and how do we connect the dots on those things. And we were able to really provide counselor training during their April vacation. And we recruited young people early for summer jobs, we trained them out at Hale Reservation, which is outside of Boston, but it has ropes courses, and really got kids who were from 26 high schools across the city of Boston together as a team and taught them what it was like to be a role model to other young kids.

So at the end of the day I use this example because these young people earned a paycheck, they created real positive opportunity for teamwork, they learned all the soft skills, we helped them write their resume, we gave them better money habits, they had CPR training, and summer camps were so much better in the city because of it, because these counselors lived in the neighborhood where the camps were, they knew the kids, they were mentors. I mean it was just an amazing win. So we certainly hire young people in our banking centers, and I'll talk a little bit about that, but that was just to me, when you put it all together, is a win-win because young people were helped, teens were helped, the economics of family income were helped. They had something to write on their resume and training. And that to me is when it works. And it does take a lot of planning, but it's not impossible. Because I think your point is summer comes year and every parent who has their child in daycare has to think of a summer program. And what better way to get young people engaged and be that peer role model. So I think that was an example of something that just clicked and worked. And what was interesting is the kids took their April vacation to go to a week's training. And, you know, everyone said, they're not going to come. They came and it was pretty amazing.

But all that said, we do hire young people in our banking centers and we've found that their knowledge in technology is something we can leverage. So we have very advanced on line banking and we have ATM teller machines. And a lot of older people have a fear of technology. So we tend to leverage these young people as ambassadors in our banking centers so that they can actually provide a service that we have not been able to offer our customers. So it's a win-win if you can always find I think -- I think what you always want to do is put a young person in a situation where it's positive, they feel good about themselves, and it's not a makeup job. Because I think the pop up idea, it's got to be -- to learn it has to be a real job. And I think that's the piece -- and they know the difference. I mean young people want to work, they want to be engaged, and they don't even know yet what to dream about until you give them the opportunity.

But all that being said, I think summer youth employment is a piece of what we need to offer young people. So the year round connection, the mentoring, is critically important. And we just recently, over the next three years, are committing about $40 million to sort of connect the dots between those programs across the country. So it's youth employment, it's year round connectivity to mentoring, and potentially jobs, it's really helping young people stay on track. We talk about disconnected youth, these kids are connected if they have a job. And I think can make all the difference.

MR. KAZIS: We're going to come back to a discussion of these year round connections and if we don't do it on the panel we expect at least one of you to ask a question that brings us back to that topic.

Ana, I wanted to turn to you. Some of what Kerry just described in terms of what was going on in the Bank of America supported in Boston in terms of the summer camp and that whole experience and connecting those dots, that's in effect a lot like what

DC SCORES is about. So maybe you can tell us, you know, what is DC SCORES, what roles you have had in DC SCORES, and what you've learned and what opportunities it has opened for you being part of DC SCORES over these years.

MS. GALEAS: So DC SCORES is something that starts in elementary school in third grade towards the middle school, eighth grade. It's in D.C. It deals with soccer, poetry, and service learning. I was one of those that participated when I was in elementary and middle school. It's a fun experience. You participate by going to soccer first and then in elementary, basically it's shorter since it's too night for kids to go walk home and stuff, so usually one day they will have soccer and then the next day they will have poetry. And then poetry was only in the fall and service learning was in the spring.

Those two seasons, they will have soccer. They have championships, we have different -- like fall frenzy, we have jamboree. Jamboree is where all of them from west side, east side, they have their separately, but they have their poetry such on rapping and all that. And so you can see them enjoying that too. And then service learning they go out and try to help different organizations or try to help like the homeless or try to pick up the trash, different things that they do constantly.

And in the summer, that's when I do too, there is a summer camp, there is three. There's two that's in Tubman that's only for two weeks, and then the rest -- I'm in the one that's more longer, it's for five weeks. It's at Truesdell. So basically the Truesdell is more artistic and more soccer. We have soccer and then there's different people that come. Like today the kids are going to take pictures. They have their little -- the old cameras and it's really interesting to see them, that they're trying to see how it works. I remember them. (Laughter)

SPEAKER: You're killing us, you're killing us. It makes me feel old.

SPEAKER: Old school, yeah.

MS. GALEAS: Yeah. I remember them. I still have some in the house. So then they'll ask us like where like you can see the pictures and stuff, but you have to wait. (Laughter) So they're really like picking on them, but -- so, yeah, so we have different opportunities. And then on Fridays we go on field trips. It's fun, even for a counselor it's fun.

So what I've done in DC SCORES, so in the -- I've reffed for spring and fall, I've reffed elementary schools, usually at Tubman. I've reffed there for four years now and then I coach for -- since I graduated from Columbia Heights Educational Campus, there is a high school and a middle school, so I will just help the middle school, and that will be Lincoln. At Lincoln I helped the girls' coach and once I've done the poetry. And it's fun to see how they want to interact, they want to talk about their own life. And then that's what basically I do in DC SCORES.

So DC SCORES has helped me a lot, starting with being a better leader, helping me to be a mentor to those little kids and then reminding myself that I was one of those little kids. And seeing that I love to do all of these type of things and love to see them smile and when you see them smile you just remind yourself like it's something that you're helping them in. And in the summer, when it comes in summer, you see some of them -- this year is my first time having -- we're having a different place where the camp is at and these kids, I've never seen them in my life, I've only been to this side of Tubman or even in all those schools from that side.

So when you see these kids now, they're like you would never see that they're the same. They want to do the same things that other kids want to do from the other side. So like they -- you just see them excited. And then that just -- DC SCORES just brings me that kind of comforting with those kids and seeing how excited they are. And then at the same time you're making them change and making them what they want

to be when they grow up.

MR. KAZIS: Two quick questions to follow up. One is how old were you when you first got a paycheck from DC SCORES?

MS. GALEAS: So I was 14 years old. So SYP, what --usually we will have our own debits cards and we had to sign up for it when we did orientation and they will send it to us in our portal in the computer. And then when that happened, like two weeks before we get paid they will send us a debit card that says your name and then you can use it as a regular debit card.

MR. KAZIS: Great. Second question. How often do you speak in front of 150 people? (Laughter)

MS. GALEAS: Not as much. It's my second time being in a panel.

MR. KAZIS: Terrific. Really great. Thank you.

SPEAKER: Yeah, great job.

MR. KAZIS: Mayor Nutter, I wanted to ask you, in the last year I think when Mayor Walsh in Boston was working the phones to try to get employers engaged in the summer jobs program he decided that he really was the marketer and chief as much as anything else.

So can you talk a little bit about what the role of mayoral leadership and mayoral activity is in making this happen and expanding it?

MAYOR NUTTER: The mayor of any city, any locale, and certainly Mayor Fischer is doing it and Mayor Walsh is doing it, and a number of others, the mayor has to take this on as a primary responsibility of his or her work. There's no question about it and people need to know it. We would start our push for summer jobs usually in about November, early December. And I would always say, you know, you might think it unusual that we're having a discussion about summer jobs and it's 50 degrees outside,

but you don't start this in May. And so we're going to work through the winter while we're -- because you really have to be able to do more than one thing at a time -- so while we're plowing snow I'm also going to be talking to you about summer jobs. (Laughter) And as you described -- I mean I was on the phone all the time with CEOs, chairs of companies, SBPs, EVPs, whomever I could talk to. We had phone-a-thons, we did try to fund different things, but I mean literally I need five jobs. I know you did three last year, give me three more. I know you did 50 last year, I need 10 more. And we would set goals and, you know, last year's goal was to have at least 10,000 summer jobs. We exceeded our goal; we did a little over 10,000. Fantastic. But there were 18,000 applicants. Not good. And so again, one of my -- I rarely use the word frustration because I love my job, but I mean it was -- it's just hard feeling like you are starting back up every year on pushing this huge rock up, that it has to become a part of the culture of your city that this is what we do and that expansion should not just depend on how many phone calls can the mayor make or how many -- you know we had city council members involved, I mean we got a lot of people involved. And we also realized though that there are any number of companies. So our partnership, and we did not do this work by ourselves, thought of a youth network, huge partner with us, for us, (inaudible) Townsend and her team screening young people, talking to young people, as Kerry said. You know, you try to -- maybe you don't get the perfect job but, you know, if you're afraid of animals we probably won't have you working in the veterinary hospital or something like that. I mean you try to get young people somewhere near their interest level, but again maybe not a perfect match. And some employers already have their own program, didn't necessarily want to participate with us. All right, that's fine. But you have a program and quite honestly we want to capture and at least count on those jobs. If you participate with us you actually get a little bit of a certificate or a certification that there is a quality issue. I

would only suggest that every job is not a great job. It's what Kerry said, it's a quality job. And there's nothing wrong with filing. I mean folks should learn how to file, but you shouldn't do it eight hours a day. You know, making them your personal coffee go-getter, you know, is really not a job, but it's nice to learn how to go get four different types of coffee, and this one likes cream, and that one likes sugar. I mean there's some skill in that as well.

But the mayor has to take an outside role and communicate to the public and the business community and the foundation community, this is important, it's critically important to the overall health and vitality of the city. The one thing you mentioned, yes, the young people are making money. I many instances they are probably not putting it away in their 401K or their tax free portfolio. So they're spending that money, mostly probably in the community. So dollars are circulating. But they are learning something about money management.

One thing I am a little nervous about -- and Bank of America was fantastic in Philadelphia, but now hearing about this other program, the next time I'm in one of the facilities I'm going to get nervous if one of the young people come up to me (laughter) to help me with my ATM transaction. I'm good with that, I know how to punch the buttons. I'm all right. Ten years from now it might be a different story.

So the mayor has got to be involved and really take it on as a serious project.

MR. KAZIS: Michael, let's say it's March 1, which came and went already, let's say it were March 1 and you're looking ahead to the summer, what are things you want to make sure are nailed down tight for the summer? What matters the most in terms of having a successful summer given you can't do all the things that we told you you should be doing?

MR. GRITTON: So Mayor Nutter hinted at something that March 1 is kind of late in the process. And one of the challenges is a lot of people that -- first of all, there aren't that many foundations in a place like Louisville that would write checks to sponsor kids to work. So I think one of the distinctions we need to make is sometimes when we're talking about summer jobs programs we're talking about public or private money that's used to subsidize kids to work at nonprofits or government agencies, and other times we're talking about trying to prepare kids up to a level to get them to be able to work in private sector companies. The Louisville summer job program is primarily the second not the first. So this summer we will subsidize a couple of hundred kids, but we will help more than 2000 kids find jobs at employer champions.

And so let me go back to your question. Part of what you're trying to do is if Mayor Fischer wants me to be working to reach out to low income kids and to help them get jobs in the summer, and if most of those jobs are at private sector companies I've got to prepare that kid to be able to go into a job interview and to represent himself or herself well enough to get the job and then hopefully provide some sort of coaching, either having the company coach them or us providing coaches so that if they have any hiccups during the summer we're there to fix them right away.

So you've got to have a budget to know that you can do it, you've got to be making sure those people that are staffing it are organized, you have to have a soft skills preparation effort, and part of the challenge many cities face -- so when the Mayor was new in 2011 we raised enough money to subsidize 200 kids to work and at that scale you could do that with a couple of staff people. But when you start to talk about trying to help thousands of kids now you're starting to rely on partners, people in different schools in the school district, people at the local urban league, people at church and faith based places that want to help. Now I'm in the standardization business. Now I've gone from

helping to prepare 200 kids, which I can basically do through the programs I control to trying to prepare thousands of kids. Now we're talking about what's the curriculum, how do I know whether your program meets the standard or not. That's a very different kind of effort to be running and it needs resources to be able to do it well. But often times we're doing it with skeleton crews because you're trying to save as much money as you can to subsidize the kids who otherwise aren't going to work, and yet you're also trying to get to a school. So by March 1 you're hoping that you've got a technology platform like Martha described, because I can't do one on one job matching with 2000 kids, right, so I've got to have some way of referring them or preparing them. I've got to have some way of making sure that they're already getting soft skills training, and if they're not that I've got it planned and it's happening through a network of partners. And then what I'm hoping is I've got lots of private sector companies that are lining up to say yes, here's what I need, here's my job descriptions. So if someone is interested in the job they can see the job description and figure out whether it's a match or not without me physically having to have a staff person do that job matching?

Does that make sense?

MAYOR NUTTER: The one thing I would add to that, if it's March 1 I mean I'm bearing down on my folks and I'm getting weekly reports at that point. How many jobs have we lined up, how many jobs have we lined up, how many jobs have we lined up. And they know that question is coming on a regular basis.

MR. GRITTON: And I get the same thing from Mayor Fischer. Every week, starting around March, you're giving him that weekly report. That's exactly right.

MAYOR NUTTER: We're not playing around here.

MR. GRITTON: That's right. (Laughter)

MR. KAZIS: So I want to switch, we've been talking a lot about kind of

from the perspective from the city run program but, Kerry, I want to ask you to talk a little bit from the perspective of the employer community. What works, what doesn't work in terms of outreach to private employers to get them thinking about either getting involved or expanding their involvement?

MS. SULLIVAN: So I would say from an employer mindset we know when this is -- largely because of your great research -- there's about 17 percent of young people who are not employed. That's a pretty high unemployment rate. And as a corporate entity, you know, we're an employer but we want to make money. You know, there's a whole host of things going on, but from a purely economic standpoint we need to build the workforce of tomorrow. And if the unemployment rate for youth are so big we've got to fill the gap. So that's like a driving factor.

I think the other piece is we also want to make sure that communities thrive. So people need to work, people need to learn about the workforce, they need to be inspired. We all were inspired by our first job. Imagine -- you know, your first job, I was amazed they were paying me. (Laughter) I was like this is unbelievable, I'm getting paid. But anyway, so young people I think really need to sort of have that lift and I think we owe it to them. But I don't think a summer job is going to do it alone. So I think from an employer's standpoint we're looking at keeping kids on track. I mean the worst thing I think for any community is to have young people disconnected, out of school and out of work. That's a recipe for disaster. And, quite frankly, we need to give them hope. And I think by providing employment and mentoring opportunities and enrichment programs and alternative pathways for young people who are, you know, almost at the point of saying forget it, I don't understand why I'm in school, I think we need to really talk about connecting young people to opportunities that make sense. And we do a lot, you know, year round, but I want to spend just a minute on why I'm in D.C.

MR. KAZIS: Yes, please.

MS. SULLIVAN: Besides being here it's that we've got about 220 high school students from around the country, so right now we probably in the summer employ about -- provide employment for about 1500 young people in 35 markets across the U.S. But we do have our program that we run that's called the Student Leaders Program. And these are young people, largely from low income backgrounds, not solely, but these young people are actively engaged in their community in service. But we provide with them an eight week paid internship. And I say this because we call it an internship because it's not just a job, it is about investing in their future and we provide financial education so they have better money habits, we provide mentorship, we connect them to executives in the bank. But they're paid for eight week and there are five from each market. We bring them into D.C. for a summit. So there are 220 kids at the Renaissance Hotel here from across the country. But for many of these young people they've never been to D.C. before, they learn how government works, they visit the Hill, they talk to nonprofit leaders, leaders from the business community. In fact Brian Moynihan came and met with them, who is our CEO. They talk with really inspirational speakers. Wes Moore is talking to them this afternoon. And the whole point I think for them is that they may not have a role model, but they have to see themselves as being in our seats. And I think we have to inspire young people. So programs that reach out and really provide leadership development. They are going to be our future leaders and they have a voice. So we spend a lot of time talking to young people about finding that voice.

So the work that we do with young people and provide them opportunities to work in nonprofits, we really frame it as an opportunity to know your community, help your community, build a resume, and really appeal to their idea of service as well as employment. So I think there's a whole host of things that we can do

to help young people aspire to do more. And a job can be a catalyst, but I think there's so much more. And this whole idea of providing a pathway to success, it's going to be different for every young person, but we need to be there. Some young people, traditional school may not have worked so their opportunities for alternative pathways with organizations like A Year Of. Or if a young person needs to be engaged full time there's organizations here in D.C. like Urban Alliance that will help a young person get a part-time job during the year. But I think we need to teach young people how to present themselves, how to aspire, because they have talent, it's just they're not connected to -- they don't have a network, so we need to provide that network.

So we're really looking holistically at pathways for young people and it's a bit strategy. And to your point about planning, we know we're going to spend a hunk of change on summer jobs every year and we work with our markets and make sure that they're engaged with the mayor's programs, know who's the best player in the city, and bring our volunteers as mentors. So I think it's something we're passionate about and it's good for our company, quite frankly, because they will be our future workforce. And if we don't teach young people these skills and if unemployment for young people continues to be at that level, we're going to have a problem. We have to be competitive.

MR. GRITTON: I just wanted to add one thing about the March 1 thing, that I'm hoping I will be able to say March 1 next year, and it has a little bit to do with the way you frame the summer jobs thing too. So far we're mostly framing this around the deficit thing. Kids are coming from poor backgrounds and we need to get them to a standard so that we can get them into a job. But Louisville and lots of other cities have seen their high schools move to career themes where oftentimes kids are earning industry recognized credentials in high school. And we scrambled this year to try to market some of the high school kids in our program based on skills and certifications they

were bringing. But we are going to make a major push to be doing that by March 1 of next year because we have health career themed high schools, we have ones that have banking and exposure to finance, we have kids earning manufacturing or construction credentials. And so over time part of what's a challenge about this, and the paper you all wrote really highlights this, is you're trying to knit together different systems to try to make it work so it's not just a six or seven week summer program. But if I can take a kid that's earning a CNA and get them to work at Norton Healthcare of Baptist Healthcare during the summer, all the sudden you're now both doing something of value to the company, right, and something of value to the kids.

So I just wanted to mention that as a March 1 next year thing.

MAYOR NUTTER: That's why the digital badges concept is so, so very important. First of all, young people should not be running all over the place trying to fill out this form, that form, the other form. Should have either on a thumb drive or, you know, almost like your personal health records where you've got a password, et cetera, et cetera -- all the young people can figure that out -- and here's all my stuff. Here are the things that I've done, here are the certificates that I have, here are the programs that I've participated in, this is who I am, and make that presentation and not make it a hassle to try to move on with their lives.

MR. KAZIS: Before we open it up to questions I want to ask Ana one more set of questions. Do you have a number of friends who have also had summer jobs through summer youth employment?

MS. GALEAS: Yes.

MR. KAZIS: Not all in DS SCORES, right?

MS. GALEAS: No, different --

MR. KAZIS: So you have a sense of like from them what works, what

doesn't work, what was a bad experience, what was a great experience?

MS. GALEAS: Yeah. (Laughter)

MR. KAZIS: Like if you could waive your magic wand and say to the folks in the District of Columbia -- anyone here from the -- that this is relevant to -- you know, here are some things that really make a difference to young people when they're in these programs, here's what we really need and what really mattered to you? Any advice? Now is your chance. (Laughter)

MS. GALEAS: So, yeah, what I can say, that mentoring is actually a lot that we need because -- so as you -- I have DC SCORES, a lot of people do not have other persons to have a year round of helping like preparing them for summer, saying that all right, we're ready to be a counselor. And some people just -- when we start planning to apply to like turn in our papers and everything we start in January. We have to sign in and everything. And so then that means that we already know what's going to expect to us. I know that some of my friends they know until like a week before where they're going to work at and that too -- they don't know what to expect. They call their -- the supervisor calls them in before like two weeks to tell them to come in to a meeting to know each other, but really you're just meeting them, you're just working. There's nothing like -- you don't have that person to say I can come back to you because we had a month I guess or a year together to know who we are.

So when mentoring comes down, like other places like LOIC and Mary's Center, they have those type of -- they have a whole year round having those youth, like they're ready to go in the summer like work. I mean morning through afternoon, they are getting paid. And so that's -- I've seen that that's a lot that we need, mentoring, someone to be there for them. So that network, when networking happens and stuff, because there is a point that you are going to go into the real world. This is just a program. And

then little by little you just are going to go to the real world. It's like you're not going to stay here forever. So like, you know, that you have to start applying, you're going to college, you need money, you're not going to get money only in the summer. And especially if you're going to stay close to your family.

MS. SULLIVAN: I was going to pick up. I think you said this word network. That's what we're offering young people by that first job. You know, early employment, summer employment, it's a window into a network. And that's the access piece and that's why I think it's so critically important.

MS. GALEAS: Yes.

MS. SULLIVAN: Because you used that word and I had just written it down and I'm like, network, she's right. (Laughter)

MS. GALEAS: Yes, I've seen all of the -- like I recently just applied at Chipotle, actually like around I guess November. I wanted to work for just Saturdays and Sunday because I go to school, I wanted to focus on school. It's my last year; I wanted to focus on applying at colleges and getting scholarships. So me applying to this I did an interview and this, DC SCORES have helped me in that, how to come up to them and present myself and give a strong handshake, smile, show your teeth. (Laughter) And so like some people don't have that type of like experience like I know what I'm going to go to. Like when they open that door I know how I'm going to react to it. Unfortunately I didn't get the job, but it's just that experience too we need. Some kids that they just want to see the money but they don't really want to focus on school. I mean you can work the whole time of your life, but still now you need education. And then that's what you have to focus a lot in.

MR. KAZIS: But what you're saying is so consistent with what everyone on the panel is saying.

MAYOR NUTTER: There's probably a Chipotle manager somewhere crawling under a chair right now, trying to figure out who didn't hire her. You're fired. (Laughter)

MR. KAZIS: Now, turn out attention out to those of you who have been listening and gathering ups team for questions. When you ask a question, two things, say who you are, where you're from, and try to keep it short.

MS. HAUGE: Thank you. I'm Kimberly Hauge from the National Governors Association. Thank you all. I really appreciate the presentations. My question is so you all mention about how summer job programs are not meant to be a one-time solution to anything and they're meant to be connected to many other efforts. I was wondering how you connect to your state resources and state opportunities for assisting youth? I'm thinking especially of the Workforce Investment and Opportunity Act and its emphasis on services to in school and of school youth. And so I'm just curious whether you work with the state?

MAYOR NUTTER: So the answer is yes. And we have a system in Philadelphia that was I guess before whatever the newest iteration of all this and all the acronyms, but there was the WIA and the WIB and, you know, whoever designed that should probably get another job in any government in the United States of America. (Laughter) And there were two separate boards and all of that madness. Well, we decided, because we like to take on big challenging issues, we combined them. And then we created what we called No Wrong Door, because the people who are coming in the door, they don't need to become experts in the WIA Act, or whatever it is now called. They want a job. For the rest of us behind those desks, behind those doors, in all those places, to kind of figure out this is who this person is, this is what they qualify for, this Act says this, this Act says that, often in conflict with each other, but that's a whole other

story, and defeating the whole purpose of trying to get someone a job. But we took that on combined and I took it very, very seriously in that regard. And actually later in my tenure put myself on the -- it's called Philly Works -- on the Philly Works board to again drive another signal of how serious we were taking this.

I think the consistency here is, and my expectation was that young people would return. So I have been wanting to do this for a long time. And with every respect to B of A -- and I won't give the name -- there's a, as we see on TV, what's in your wallet, right -- so what I carry in my wallet is the business card of a young guy whose name is Rashan Hall. Rashan came to my office, he was from Cristo Rey High School, he just graduated this year. I made a commitment -- it was a new school in Philadelphia at the time -- I made a commitment that four of their students would always have an internship in the Mayor's Office. Sat with my staff, we designed a whole curriculum, they rotated through a number of offices. I asked Rashan last year, you know, what have you been up to, what are you doing? He hands me his business card, class of 2016, has his email address, but what's really important is on the back it says work experience, freshman job, Mayor's Office of Philadelphia, sophomore job, Mayor's Office of Philadelphia, junior job, Campus Crest, senior job, JG Wentworth. To present this card and show someone this is what I've been doing with myself, this is who I am.

And so our expectation is that every young person should be able to do the same thing, that it's consistent across the city of Philadelphia and every city in America to be looking to give that young person a four year window into their time in high school.

MR. GRITTON: I wanted to just follow up on the question also as sort of a practitioner. There's a saying that I've learned this year that sometimes we're trying to put 80 pounds of beans into a 40 pound sack. And that is the fundamental truth of what's

happening with the Workforce Innovation and Opportunity Act. So if you go back and look at the amount that the Federal government used to spend on workforce development, broadly defined, in the early 1970s, in today's dollars it was around $20 billion, today it's around $3.5 and shrinking. And so, yes, in a city like Louisville, where we have roughly 10,000 opportunity youth, so luckily not 50,000, we target the $1.5 million that we get from the federal government on those young people to target it on kids that are opportunity youth, mostly young people that dropped out of high school or didn't successfully transition from high school. But the idea that we can also take that same tiny little funding stream and now morph it into something that would be a bridge to a big summer job program that would serve thousands of people just isn't a realistic idea based on current funding levels. It's one of the reasons why I'm so encouraged that Brookings is trying to lead the charge around getting the federal government to reengage in the subject and to invest in this specifically because -- the point I'm trying to make is I think there are things that states fund, so the high school system in Louisville that's organizing around career academies and career themes has the potential to be a great hook into this and a great partner with us. And not just in Louisville but in my regional counties as well. But I think we have to be careful not to try to think that that small federal funding stream, which is being tugged on in lots of different directions, and as it got rewritten a couple of years ago, named a whole bunch of more things that it wanted us to do with the same funding stream. And oh, by the way, it's a great thing, Congress actually passed something, so we want to give them a shout out for that. (Laughter)

MAYOR NUTTER: Oh, thank you for doing your job.

MR. GRITTON: It passed overwhelmingly in a bipartisan way. But the frustration for people that are practitioners for me is in the first year after that Congress funded it at the full level, this year they are now people in Congress who are trying to gut

it or trying to cut it by 10 or 20 percent. So you're constantly trying to get them to just do what they said they were going to do, much less to try to deal with the more beans that they named that they didn't give us funding to try to deal with.

So not to complain, but just to say there is a funding issue here that we have to acknowledge and if we don't acknowledge it, if we keep pretending this thing that we passed called WIOA can solve all the world's workforce problems, it's just not big enough to do it.

MR. KAZIS: Right, thanks. I saw a question back there first. So, yes, on the edge there, on the end.

QUESTIONER: So we just launched our first career focused internship program and we have 70+ first time employers. And I was wondering, you know, what are your most effective methods for retaining those employers after working with them for the first time?

MAYOR NUTTER: I mean I think feedback -- well, I mean first say thank you about a million times. (Laughter) Toward the tail end of the summer, beginning of the fall we always had a breakfast, inviting the employers, we had, you know, some that went above and beyond or they were starts or whatever, they got certainly additional recognition. But a lot of it is just you need to get feedback. You know, was this worthwhile, did it work, how many kids got jobs, what were their experiences. And I mean again I kind of go back to something that was mentioned earlier. Yes, as adults we have this unique opportunity in that moment to maybe get kids to listen to us, but again the conversation always has to be both way. When I would talk to my folks they would tell me how much they learned from the young people and then how much information we could glean from them about -- you know adults designing things for kids, as much as we think we're the responsible ones, that can't be a one way street, it really has to be two.

That feedback loop has to keep going around. What we thought was interesting when we were kids (laughter) --

MR. GRITTON: Back when cameras were still (inaudible). Making us feel bad.

MAYOR NUTTER: I've lived long enough that Polaroids are back. (Laughter) And the young people think that's new. My grandmother bought one of those. So what was exciting and interesting for us may not even exist anymore. So we need to listen more about what young people want and then use our limited dollars and resources to design things in that way.

So I believe in the full feedback loop and encouraging those employers, thanking those employers, and then what I would always say is thank you so much for those 50 jobs, you know I'm calling you in 4 months because next year I want 60, but thank you very much.

MS. SULLIVAN: You know, I would add one thing to that because I do think the managers of the young students who are coming in for summer jobs or whatever kind of job, I think we need -- and I found this at this company -- the more we enlighten them on the students that are coming in and making sure that they're interested in spending some extra time because anyone on a first time job needs extra time. And if you're putting five kids in one department you want to make sure that manager is trained. So maybe sharing best practices of the companies on how to make a smooth transition for your students would be a great idea. So not every manager is cut out for this and we have learned that. And there are some managers that seek it out. So you want the folks that raise their hands.

MAYOR NUTTER: I mean there are kits. I mean we did kind of summer job programs, almost like summer jobs in a box. I mean it does take a lot on the

employer's side -- there's no question about it -- to put one of these things together. And, you know, it's maybe fun the first week and then you realize I've got all these kids for another six, seven, eight weeks. (Laughter) I can get through a week of fun and activity, but by week four it might be a little draining.

MS. SULLIVAN: Yes. And long-term employers are really hoping to develop a really diverse workforce. So all of these young people that are coming in with new ideas, it's actually exciting for a lot of companies. I mean it's a good thing.

MR. GRITTON: And I love the reference to being in a box. I just wanted to give a shout out to Boston and Neil Sullivan and Mayor Walsh's people. When Mayor Fischer really wanted to make this commitment in 2011 Neil was the first person that I called. Boston runs one of the best programs in the country. And Martha made this reference to a work based learning plan that they let us basically borrow, steal, and use for our own. And it gives you an ability to talk to the employer supervisor about what your expectations are for that employer.

So part of the way to answer the question is employers need to know what they actually signed up for and that helps to coach them on what you're hoping they'll do with the young person that turns it into a quality experience so that they know what your expectations are and you're meeting them. So that's at least one thing to look at.

MR. KAZIS: We have a Twitter question. So we know that one will be short.

SPEAKER: This question comes from Katie Martin. How can cities better measure what works and what doesn't work when spending tax dollars on summer jobs programs?

MR. GRITTON: Well, so let me just say a couple of things. So I hinted

at this and Martha's report with Richard obviously hints that we need to do more of this kind of research, but I think part of what you're trying to do, we collect Social Security numbers on all these kids that are in the program. You can run their wage data through the UI wage database over time and look longitudinally at do they end up working more than kids that weren't in the program. We now have a P-16 data set at the state level, so we were able to do research to see did the kids in our program go on to higher education at a different and better rate than young people that weren't in the program.

So those are the things that you want to start trying to look at because we do this because we think kids are going to go on to work, go on to school and do better in life, but again we have to be modest in our expectations of all we're doing is a six week program, but the more that program links to other things the more you want to track and measure those things over time.

MAYOR NUTTER: Dr. Sara Heller did the evaluation of some programs in Chicago, subsequently moved to Philadelphia. She's out of the University of Pennsylvania. I called her on the phone one day; she was slightly flabbergasted and didn't understand why the Mayor was calling her. It wasn't like a person was calling on my behalf, it was me. I just got here, you know, what could you possibly be calling me about? I read about your work, I'd like to meet you, and then asked her, begged her, to study the program in Philadelphia, which is going on right now. It started with a pilot last year, full blown study now, MIT is helping to fund part of that study with a demonstration grant. At the end of the day it's about data, it's about evidence, but it's also -- and again this has to come from the Mayor -- when the economic recession hit I was already in office. You reach a point where you have to evaluate every program and activity that you're doing. And you know as well as I do there are some folks out there who may have been getting grants and financial support from your government for a long, long period of

time. I mean it's just like fall follows summer or whichever way you want to go with that, and in reality may not be having that much of an impact. We called all of our program providers in and started asking questions. How many people do you serve, what's the evidence, what are the outcomes, et cetera, et cetera. And unfortunately we had to stop funding some programs, (a) we couldn't afford it, (b) they weren't doing what they said they were going to do, and (c) I had to deliver the message we can't afford the nostalgia of funding your program anymore because it's not producing the kind of outcomes that we need. You have to do that unfortunately. Fund what works, figure out what that is, and then scale it up as much as you can. We have to get beyond pilots, pilot programs, and the like. If we know something works, pay for it.

MR. KAZIS: We have time for one more question. Behind Andy.

MAYOR NUTTER: You're probably going to end up with two.

MR. KAZIS: Yes.

QUESTIONER: (Off mic).

MAYOR NUTTER: Well, I don't know anything about the New York programs, so I don't know why your sister didn't get selected. But I think it may just end up being -- I mean unfortunately some days it's a numbers game. And like I said, slightly more than 10,000 kids got picked, I am sure there are some siblings or friends who did not who are in the 8000 who didn't. And so again barring some massive issue with the selection process some days it's just this is the amount of money we have, it funds that many slots, this is the number of kids that get one. And unfortunately somebody is on one side of that line, somebody is on the other side. This is mostly a resource issue and probably has virtually nothing to do with your sister or her application or anything else.

MS. SULLIVAN: But it speaks to the need. We don't have enough jobs to meet.

MR. KAZIS: Thank you. We are going to shift gears now and have some closing comments from Allison Gerber who is a Senior Associate at the Annie Casey Foundation. We're all going to stay up here in case you're curious. And Allison is going to come up here.

I'd like you all to thank the panelist. I thought this was a great presentation. (Applause)

MS. GERBER: I promise I'll be fast and keep you (inaudible). So good morning. My name is Allison Gerber and I'm a program officer with the Annie E. Casey Foundation where I work on employment related strategies. For those of you who don't know anything about Casey we're a private philanthropy whose mission is to create a brighter future for the nation's children by developing solutions to strengthen families, build past economic opportunity, and transform struggling communities.

So why employment? Simply put, employment is the primary means for which most Americans earn income and income is the way that we stabilize our families and our communities. And so I just wanted to say a couple of words today about the Foundation's interest in summer jobs, or as I tend to call them, as a District of Columbia resident, summer youth employment programming.

You know, so my perspective on summer youth employment has really changed over the years. And for those of you who know me I tend to be a skeptical somewhat critical person. And so for me to go from a place of sort of criticism of summer youth employment to an investor in strategies that support summer youth employment, you know, I think that that says a lot about what I really see as the promise of this work. And so I just wanted to share a little bit about my journey in hopes that it helps us better understand some of the arguments for and against this work.

So I'm somebody who started in workforce development really in the

sector strategies place, thinking about deep partnerships with business, longer-term engagements in skill building, really robust wrap around supports. That to me was everything I understood about what good workforce development looked like. And the truth is that the concept of a very short-term experience that matched youth with employers based on limited knowledge about that job and about the skills and interests of the young person, that provides, you know, sometimes limited or no link to education opportunities that are structured, that sometimes does not provide wrap around services, or for which we know relatively little about the outcome measures is almost the exact opposite of what I understood to be a good workforce development program.

So that would be my primary criticism. But I will say my journey kind of in changing started when I worked for Mayor Grey here in the District of Columbia. I will say I was not in any way responsible for the summer youth employment programming in that job, but I did get a little window into this logistical challenge that folks have brought up and what it sort of means. And what I could definitely see every year was the line that would wrap around the building with young people and their parents, who would stand in line to come in and get their name in the system for a summer youth employment programming. And what I know about young people is you don't stand in line for things that you don't want. (Laughter) So it's like the first clue that something of value is happening there and that we really need to pay attention to what that value is.

You know I would also say that because we do a scale of summer youth employment here in the District, as the WIB director we did host young people in our office. I would say we probably were not the best hosts of the young people in our office. They did a lot of the things that Mayor Nutter said we shouldn't have them doing, a lot of filing, a lot of sitting at the computer. I would like to believe that that window into government helped a couple of young people kind of become future leaders, but I'm not

sure we did a good job of that and we probably could have done a lot better.

So fast forward to my current job. I was kind of a little on the fence about summer youth employment. I had seen some of the good, but I've also seen some of the ways that we've missed the mark. And it is really my job when I came to Casey two and a half years ago to design a new employment initiative targeting young adults for the Foundation. I'd be honest, summer youth employment was not high on my list of sort of interventions that we would be investing in. I really wanted to design something that looked more like those sector strategies that deeply engaged employers, that contributed to the long-term labor market success for young people who made long-term investments in their skill building and supportive services. But the truth is part of the job of at least a decent program officer is to question your biases and to force yourself to really hear folks out and to better understand what is the experience of folks out there in the field.

And what I found was sort of two things related to summer youth employment. That there are many, many, many places in this country where they were thinking about how summer youth employment could be integrated into a more seamless set of opportunities for young people, that there was this knowledge of an asset that we were already investing in, in some cases in some cities somewhat significantly in terms of dollars and that that was a place to build on. And then there were a few places, and some of them really came out in the research that Martha did, where they were using it as a platform for innovation, where they truly understood that summer youth employment was one time in the year in which they could grab a hold of 5000, 9000, 20,000 young people and that there was some opportunity to use it to assess and triage and to link to other opportunities.

And so that sort of ongoing sort of "researchy" internal foundation listening tour was happening. On April 27, 2015, when I was on a site visit in St. Louis,

Missouri, where we were learning a lot more about the pipelines for young people that were being developed there in the wake of the Ferguson riots, and we were sitting on the tarmac due to a rain delay when what were peaceful protests in Baltimore soon became civil unrest. And I was there with my colleagues, many of whom are parents of young people who are in middle school, who are in high school, who live in Baltimore, and it was so clear to all of us that what our young people were telling us in that moment in time is that we were not doing enough to make sure that they were part of the fabric of our communities and our economies. And so it became -- you know, we did a lot of -- we are deep investors in Baltimore in the Casey Foundation. We are hometown philanthropists, it's very different from the national grant making role that I play. We're local political actors. You know, when we have to really reflect in that moment and say have we done enough for Baltimore? Our young people are really telling us this. And what should be our response? And a good part of our response was summer youth employment. And so I think that was the moment that really changed how I thought about the role of summer youth employment in building brighter futures for our young people. Summer youth employment was the answer in response -- or the beginning of an answer for a number of reasons. One is that there was this research that had been done out of Chicago around lessening justice system involvement for young people. And, you know, we can say that that's not really an employment outcome but in fact it really is. It is an employment interrupter for sure and something that we have to be really cognizant of.

We spent a lot of time engaging in youth voice and in community voice and it was a clear thing very quickly that families and young people were asking for that we could in fact deliver. And it was something that local leadership in Baltimore felt that they had the ability to do, that we could double the number of youth that we were serving. Even though we had that skeleton crew it was a place of strength from which to build.

And we needed to build and build quickly on those places of strength.

So in total that experience has made it clear to me how valuable summer youth employment can be in the lives of young people. You know, through that narrow window of time we touch thousands of lives on a daily basis and in a way that we don't otherwise touch them through the public schools or other human service programs, in a way that appeals to young people and makes them a part of the place where many of us as adults spend a lot of our lives, the workplace, and where if you're lucky and you're like me you really enjoy a part of your life. But I think that we also fundamentally understood that it was not enough, that the answer to what was happening in Baltimore would not solely be summer youth employment.

So in addition to those investments, you know, what I could bring as a part of the national team was in fact the resource that was Brookings to our local team, and to say what would it take to understand what the best of summer youth employment looks like, what would it take to see summer youth employment as a platform, as a point in time, but to do more, as a way to connect young people to other education and employment opportunities, to do successive stackable job opportunities over time, to expose more young people to employers, but expose more employers to the resource and the value that is our young people.

So I really, you know, couldn't be more pleased about how this paper has come off and feel that it just has so much to contribute to the field and the field of practice. And I think that that contribution stands next to other work that's happening in JP Morgan Chase, and Bank of America, and Citi, and that begins to help us understand sort of, you know, what we have to do.

And I just want to kind of sum of that bottom line today I'm of the belief that summer youth employment is important, but it's not enough. For a young person

with a strong relationship to caring adults, with a rich academic life whose basic needs are met, youth employment as a stand-alone entity is an appropriate intervention to slot into their lives. But for a young person who has maybe a limited knowledge about the world of work, isn't yet connected to a mentor, might be struggling in school or isn't making that connection between school and the rest of living, or for whom is experiencing violence or trauma or basic needs going unmet, summer youth employment is a snapshot in time through which we can connect them and we need to grab onto that moment and we need to hold them and we need to bring them in and we need to figure out what else that we can wrap around them, because that's the way that we're going to start to make our young people feel that they are a fabric of our community and like they are part of the fabric of our workforce.

And so not that we have a sense of how we'll do that at Casey, we are struggling every day to figure out what our continued investments are in the youth and young adult space, but I feel that this is part of the struggle and it is the right struggle.

So thank you for letting me share that today. Thank you to Brookings for letting us say a few words. I appreciate your time and attention. (Applause)

MR. KAZIS: Thank you all. That's the end of the formal part of the program. We'll be up here for a few minutes and happy to talk to anyone.

Thank you so much.

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I, Carleton J. Anderson, III do hereby certify that the forgoing electronic file when originally transmitted was reduced to text at my direction; that said transcript is a true record of the proceedings therein referenced; that I am neither counsel for, related to, nor employed by any of the parties to the action in which these proceedings were taken; and, furthermore, that I am neither a relative or employee of any attorney or counsel employed by the parties hereto, nor financially or otherwise interested in the outcome of this action.

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