

Workforce Investment Act Five Year  
Plan

Youth Services

WIA AREA 5

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**Revised July 1, 2005**

## **I. LOCAL YOUTH NEEDS ANALYSIS AND ASSESSMENT:**

The Youth Council of the River Valley Workforce Investment Board (WIB) has identified its main purpose to be to “Develop and maintain a system to prepare youth for current and future career opportunities.” The Youth Council believes that in order to create successful opportunities for youth, the Youth Council must attend to the development of healthy youth, youth development programs, fundamental resources for youth, and the youth development critical tasks, competencies and assets.

According to the Carnegie Council on Adolescent Development (*A Matter of Time*, 1992), healthy youth development not only depends on the prevention of undesirable behaviors, but also the production of self-reliant, and self confident adults who can take their place as responsible members of society. Programs that are most effective are youth centered, knowledge centered, and care centered. (*Younger Americans Act Policy Proposal-Draft, National Collaboration for Youth, 2000*). A youth centered program engages young people’s diverse talents, skills, and interest, while building upon their strengths, and involving them in decisions and planning. Knowledge centered programs build life skills through activities which show learning is a reason to be involved. Also providing opportunities for mentoring with peers and adults. And finally, programs that are care centered provide environments where youth feel safe and can build trusting relationships.

In September 2004, the Youth Council invited providers of youth services to participate in a strategic session. During this session, the participants identified accomplishments, goals, and activities which should be the focus for youth services in LWIA 5. (*Attachment A*)

The River Valley Workforce Investment Board (WIB) is committed to develop a system that addresses the needs of youth in the community who may or may not be eligible under Title I of the Workforce Investment Act. The River Valley WIB is also committed to discuss, identify, create, and ensure the provision of services that fulfill the ten elements required under WIA. They include:

- Tutoring, study skills training, and instruction leading to secondary school completion, including dropout prevention strategies.
- Alternative secondary school offerings.
- Summer employment opportunities directly linked to academic and occupational learning.
- Paid and unpaid work experiences, including internships and job shadowing.
- Occupational skill training.
- Leadership development opportunities that may include such activities as positive social behavior and soft skills, decision making, team work, and other activities.
- Supportive Services.
- Adult mentoring for at least twelve months that may occur both during and after program participation.

- Follow-up Services.
- Comprehensive guidance and counseling, including drug and alcohol abuse counseling, as appropriate to the needs of the individual youth.

In addition, the Youth Council of the River Valley Workforce Investment Board (WIB), has identified, through strategic planning, additional expectations and needs in Workforce Area 5. They include:

- ◆ Becoming the first resource for employers to seek qualified youth applicants.
- ◆ Develop a system to prepare youth for current and future career opportunities.
- ◆ Help the youth obtain the skills to be self-sufficient.
- ◆ Develop a system that includes innovative means and resources to provide supportive services.
- ◆ Provide the youth with a holistic approach to meet workforce needs.
- ◆ Develop employer oriented education projects which will enable the youth to become more involved.
- ◆ Improve and expand the current system to include life-long learning.
- ◆ Create methods to enhance communication and accessibility with youth.
- ◆ Eliminate duplication by collaboration and coordination with identified resources.
- ◆ Create a system that provides career awareness and identifies opportunities for career ladders.

All our programs and services will be related to addressing these needs in the community. WIA Title 1B youth funds will concentrate primarily on obtaining vocational awareness competencies relative to the needs. Other collaborative partners will be responsible for addressing the other competencies.

#### **A. Current and projected customer needs**

According to Karen Johnson Pittman, Director of the Center for Youth Development and Policy Research, young people have six basic needs critical to survival and healthy development. They are a sense of safety and structure; belonging and membership; self-worth and an ability to contribute; independence and control over one's life; closeness and several good relationships; and competence and mastery. (*Testimony before the House Select Committee on Children Youth, and Families, September 30, 1991*)

The Youth Council also acknowledges that with the elimination of Education to Careers Program in June, 2002, there will be an unmet need by both employers and youth alike. The Youth Council intends to broaden the scope of youth to serve to include kindergarten through 21 years.

There is a significant change in the skill requirements of the local economy. The Youth Council and the River Valley WIB will aggressively obtain current data through community audits to provide the most current data. At present, the fastest growing industries in WIA 5 are public warehousing, home health care services, and personal supply services. It should also be noted that mastery of technical skills (computer)

necessary to find gainful employment is becoming a “basic” skill. The projected job openings by training level is also significant—there will be over 4,000 openings that require short-term on-the-job training by the year 2006 and almost 1,000 openings requiring moderate length on-the-job training for the same time period.

The present programs, funded by Title I, prepare eligible youth for employment through work experience, hands-on and classroom training in basic, computer, and technical skills throughout Kane, DeKalb and Kendall Counties.

Youth with the following characteristics are the focus of this Youth Council

- Deficiency in basic literacy and math skills
- School dropout/out of school/at risk
- Homeless, runaway, or foster child
- Pregnant or parenting
- Offender or experience with the criminal justice system
- History of substance abuse
- Dysfunctional families or lack the support
- Mentally or Physically challenged
- Poor self-esteem
- Minimal motivation
- Economically disadvantaged or challenged
- Limited job skills, social skills, or skills to assess needs
- Lack direction and career awareness

Many of these youth are from impoverished families. According to estimates released by the U.S. Census Bureau in November, 2000, the related children age 5-17 years with families in poverty are 16.2% in Illinois. Those in poverty under 18 years are 17.5%.(Model-based income and poverty estimates for Illinois in 1997).

In the area of deficient basic literacy skills there are a number of programs being offered throughout the area, primarily school-based programs for 19-21 year olds. Providers include the Urban League, Literacy Volunteers of America, and Breaking Free. Some programs assist the youth in finding employment but others attempt to return the youth to a traditional education program either in the school or a GED program. Similar programs service the homeless, runaways, or foster children, as well as pregnant or parenting youth, emphasizing the same outcomes. There are few programs that provide employment services for ex-offenders.

Employment services provided for at-risk youth in WIA 5 are plentiful. This Youth Council finds it a priority to identify and coordinate these activities to maximize and communicate these resources to youth.

## **B. Identification of key youth customer segments**

### 1. Youth Population Segments

Key youth customers for the workforce investment system are ex-offenders, out of school youth, and youth deficient in basic literacy skills.

The Illinois Department of Corrections (DOC) provides funding, referrals, and employment services to youth and adult ex-offenders. It is our intention to identify youth customers for WIA youth programs using the system already in place with DOC. Coordination with the local regional superintendent's office helps identify drop outs and youth with potential needs for WIA services. According to the River Valley State of the Workforce Report (2003), we have one of the highest rates of youth not completing their high school diploma or GED in the metro Chicago region. Youth, deficient in basic skills, have been identified by school systems, primarily alternative schools who provide support and basic skill training. Out of school youth deficient in basic skills are identified through an assessment process and provided the necessary assistance to make them employable.

### **C. Policy and programmatic implications of the local needs analysis**

#### 1. Resource implications

Title 1 funds cannot supply the sufficient resources necessary to address all the objectives of this Youth Council. In order to enhance the effectiveness, the Youth Council will identify resources with required partners under the Workforce Investment Act, the community, and participate in fundraising activities. It is also a priority to develop a comprehensive network of youth services. These combined resources will allow the Youth Council to serve youth beyond Title 1 eligibility, and expand the services available to all youth.

#### 2. Workforce education and training implications

The workforce education and training implications involve the expansion of existing programs in the three county area and the creation of new employment service programs for youth. Such services as basic skills training, employment soft skill training, and work experience have expanded in order to effectively respond to the needs of WIA Area 5 youth. There will be specific emphasis on developing new work experience on-the-job training opportunities for youth—requiring extensive collaboration with area employers. Strategies will be developed by the Youth Council to involve the employer community in developing and implementing these programs.

One area that will need specific attention will be the development and expansion of computer training opportunities for the youth population. This area of technical competence is a critical need of all youth seeking or retaining employment. The Youth Council, along with the River Valley WIB will work closely with training providers, community based organizations, and the private sector in providing a broad range of computer training programs.

Assessment of current skills, transferable skills, aptitude, and abilities are also an area requiring the attention of the Youth Council. Identification of tools, developing standard methods of administration and interpretation, and enhancing abilities to guide youth to make a thorough and educated decision about their future is an initiative of a sub-committee of the Youth Council.

These education and training needs will be provided by approved vendors and providers by the River Valley Workforce Investment Board. Though this plan addresses eligible youth under Title 1 funds it should be noted that the Youth Council will oversee the comprehensive youth plan for Workforce Investment Area 5, as intended by Congress and the Secretary of Labor.

## II. LOCAL STRATEGIC VISION AND GOALS:

- ◆ The vision of the River Valley WIB is to provide *“A Workforce System that will enhance the quality of life and promote a healthy economy.”* The Youth Council extends this to make their main purpose to *“Develop and maintain a system to prepare youth for current and future career opportunities.”* The Youth Council has incorporated its four sub-committees into the standing committees of the Board.

In order to represent youth services on these committees, representatives from each sub-committee of the Youth Council were encouraged to participate in the committees of the River Valley WIB.

Title I identifies eligibility requirements for “at risk” youth to access services. In general “at risk” implies that the youth may have difficulty in school, be a potential candidate for dropping out, on probation or parole, is from a low-income household, has a disability, etc.

Also, WIA mandates that not less than 30% of the funds available be spent on serving “out-of-school” youth. This population includes youth between the ages of 14 and 21 who are either a student, have completed school and are basic skills deficient or have dropped out of school and not participating in any formal educational activities.

The development of unique and innovative services and programs are necessary for both populations to establish success.

In keeping with the intent of the Workforce Investment Act (WIA) provisions for Youth Activities, WIA 5 has designed a Workforce Investment Plan that provides for comprehensive academic support and employment services to eligible in-school and out-of-school youth within the local workforce investment system. The programs developed in WIA 5 connect youth with a full range of services and community resources that lead to academic and employment success.

The basic principles that underlie the following plan are the critical tasks, competencies, and assets for adolescents and youth. They include:

Critical Tasks for Adolescents between 10-15 years to become productive and responsible adults.

Cognitive, Social, Physical, Emotional, and Moral Development. (*Turning Points: Preparing American Youth for the 21<sup>st</sup> Century, Carnegie Council on Adolescent Development, 1989.*)

Youth Development Competencies to succeed as adults.

Good Health, Inter-and Intra-personal and Social Skills, a broad base of Knowledge, Reasoning, and Creativity, understanding options and Vocational Awareness, and understanding history and values through Citizenship. (*Karen Johnson Pittman, Testimony before the House Select Committee on Children Youth, and Families, September 30, 1991*)

Assets to Promote Positive Development

Internal factors reflecting personal attitudes and values, external factors reflecting relationships with friends, family and community.

In order to develop the youth to become healthy and contributing members of society, the Youth Council will look at unique approaches to deal with youth in the community. First, the Council will view the youth and their families as partners and involve them in the design and delivery of programs and services. Second, we will address the need for both preventative and interventive services and programs. And third, the Council will encourage the relationships between youth and caring, supportive adults.

The above principles constitute the basis for all programmatic activities relative to youth services. The principles for programmatic development and activities must include a comprehensive, long term plan.

The youth services programs are comprehensive in that they provide accessibility to a myriad of services and activities such as tutoring, study skills training, mentoring, occupational skill training, internships, leadership development, supportive services, follow-up services, guidance and counseling. Guided by the Youth Council these services will be provided by multiple agencies and organizations and will be coordinated through a partnership among these agencies and organizations. Included in the comprehensiveness of youth services programs is the development of partnerships with other youth service providers in the Workforce Development Area. When the partnering process is complete WIA Title 1B funds will constitute only one segment of a youth development and services program.

Research has shown that short-term employment and academic programs for youth have been relatively ineffective and the language of the Workforce Investment Act points to a more long term approach to providing academic and employment services to youth. Thus

WIA Area 5's programmatic activities are for long-term training leading to an academic credential, specific job training, and employment.

## **Goals**

- To provide comprehensive educational support, training, and employment services to all youth in Kane, DeKalb, and Kendall Counties.
- To develop and implement local partnerships in providing services to all youth.
- Through the local Youth Council and the Workforce Investment Board, develop a process for gathering data and input to develop and implement policies that enhance continuous improvement in all facets of program delivery for youth.
- To exceed all performance standards in youth programs as established by the State.

A critical piece of the five-year Plan for Youth Services is the development of partnerships with other agencies and organizations that provide youth services in the three county area. These partnerships will be developed within the context of a holistic approach to youth services. This holistic approach is inclusive of all youth not just those eligible under Title I of the Workforce Investment Act.

We do not see any state and federal policies or regulations that inhibit the achievement of these local youth-related workforce development system goals as long as the primary goal is to develop a comprehensive workforce development system for youth. Though WIA Title I youth service funds are intended for eligible youth only this eligibility becomes one part of a total youth workforce development system that is made up of a consortium of youth service providers under the general oversight of the WIA Area 5 Youth Council of the WIA Area 5 Board.

## **III. LOCAL SYSTEM INFRASTRUCTURE AND SERVICES**

### **A. Procurement Procedures**

Procurement of materials, goods, and services shall be conducted in a manner providing full and open competition. Examples of procurement situations that are restrictive of competition and that are not allowed include:

- Placing unreasonable requirements on firms or organizations in order for them to qualify to do business.
- Requiring unnecessary experience and excessive bonding.
- Noncompetitive pricing practices between firms or organizations or between affiliated companies or organizations.

- Noncompetitive awards to consultants that are on retainer contracts.
- Organizational conflicts of interest.
- Specifying only a “brand name” product instead of allowing an “equal” product to be offered and describing the performance of other relevant requirements of the procurement.
- Overly restrictive specifications.
- Any arbitrary action in the procurement process.

To ensure full and open competition, all solicitations shall incorporate the following:

1. A clear and accurate description of the technical requirements for the material, product, or service to be procured, including quantity and performance based qualifiers. In competitive procurements, the description shall not contain unduly restrictive requirements.

2. Identification of all requirements which offerors must fulfill and all other factors to be used in evaluating bids or proposals.

An approved vendor list for goods and services will be recommended by the WIA Area 5 Youth Council to the WIA Area 5 Board for approval. All vendors on the approved vendor list will be eligible to compete for WIA Title 1 youth service funds and performance based contracts.

**B. Non-income eligibility**

As identified earlier, the Youth Council intends to address needs of youth (k-21) in the entire community. Title 1 will address the needs of youth coming from economically disadvantaged families, and have a significant barrier to employment. However, the Youth Council will provide services to youth from all economic backgrounds that have identified challenges that inhibit them from becoming self-sufficient and contributing members to society.

The Youth Council will identify the funding and resources necessary to maximize the services available to all youth who may benefit from the system.

**C. Services to Special Populations**

Services will be made available to the following special populations:

- Deficient in basic literacy skills
- School dropout/out of school/at risk

- Homeless, runaway, or foster child
- Pregnant or parenting
- Offender
- Public assistance recipients
- Individuals with multiple barriers to employment

It should be noted that women and minorities are included among the above population and will not be a separate category but rather included in the existing categories.

The services available to these populations are described in detail in the following section of the Plan.

See attachment A for the completed WIA Program Service to Special Populations form.

#### **D. Description of Youth Activities**

At a minimum, the following components will be made available to youth eligible under Title I:

- Objective assessment—using Valpar and other instruments, caseworkers determine the employability and educational needs of eligible youth and assist the youth in identifying potential skill training needs.
- Upon completion of the objective assessment, the youth, in cooperation with the caseworker, will develop an individual service strategy. This strategy will include specific employment, education, and training activities that will be implemented and that lead the youth to unsubsidized employment.
- In collaboration with school districts, eligible in school youth will be identified and provided services to assist the youth in accomplishing a successful school activity.
- In collaboration with local community colleges and other providers, eligible youth will have access to vocational and educational opportunities beyond high school.

There will be a direct link between academic and occupational learning. This will be the result of collaborative efforts among vocational schools in the three county area, community colleges, and via work experience sites. It is our intention to also involve employers extensively in developing these programs.

Preparation for employment is the overall goal of all the youth activities in WIA Title 1 programs. Such activities as on-the-job training, work experience, and providing job readiness skills (work ethic, resume writing, communication skills, and interpersonal skills ) will be available to all eligible youth.

#### Youth Program Elements

1. Tutoring, study skills training, and instruction leading to secondary school completion, including dropout prevention strategies.

This program element will be provided primarily by the local school districts and the community colleges. The critical partner in providing these services will be the Regional Superintendents' offices in the three county area. There already exists three alternative schools in WIA Area 5 and WIA Area 5 will work very closely with these schools in referring eligible youth to these programs. It should also be noted that KCDEE will also work closely with community based organizations whom offer these programs to at-risk youth. The community college partners will be utilized for GED preparation programs. It is anticipated that eligible youth requiring these services will have access to computer assisted programs via the partner described above.

2. Alternative secondary school offerings.
3. Summer employment opportunities directly linked to academic and occupational learning.

There will be significantly less activity in the summer employment opportunities under WIA than under 2B JTPA. In summer youth programming WIA Area 5 will maintain a limited summer opportunities program due to WIA funding restrictions and performance standards. WIA Area 5, under the direction of the Youth Council, will review existing employer contracts to assure WIA guidelines and performance standards are being met. Summer youth opportunities will be an extension of existing year-round contracts with local employers.

4. Paid and unpaid work experiences, including internships and job shadowing.

Under the direction of the Youth Council, WIA Area 5 will develop and implement a strategy to identify potential employers who are willing to offer these opportunities to eligible youth. It is important to state that the Youth Council will develop an organized comprehensive plan of action to address this element utilizing all the partners involved in WIA Title 1 youth services.

A critical partner in providing these activities is the Illinois Department of Employment Security (IDES). WIA Area 5 will work closely with IDES in identifying potential employers who will provide these activities. Other partners will be Tech-Prep programs, Education-to-Careers programs and the Illinois Department of Human Services, Chambers of Commerce and other business organizations.

Another important source for these activities will be local trade unions in the area. These unions offer apprenticeship programs that lead to in-depth training and gainful employment. Two unions very active in the area are the Bricklayers

Union and the Local 152 Operating Engineers Union. Unions are represented on the WIA Area 5 Board and committees of the Board, including the Youth Council.

#### 5. Occupational Skill Training

Providers approved by the River Valley WIB will be utilized for classroom training in areas leading to growth occupations.

Youth may be referred to training providers for occupational skill training using ITA's in accordance with the state waiver policy and local use and implementation procedures.

6. Leadership development opportunities, which may include such activities as positive social behavior and soft skills, decision making, team work, and other activities.

The types of activities outlined in element #5 are offered by a number of groups and organizations in the three county area. It is WIA Area 5's intention to partner with the community based organizations in providing these services for eligible youth. Another critical partner for delivering these programs are the municipal youth service departments (Aurora and Elgin) as well as local youth boards (DeKalb and Kendall). It is also anticipated that these types of program topics will be integrated into many of our pre-employment programs offered at the IETCs. In terms of older youth (19-21) we intend to integrate them into our adult employability skills programs already in operation. These are offered through the Career Resource Centers in all three IETCs. In this way we can avoid duplication. Youth (14-18) will need specialized soft-skills training given the social context and maturity level of this population.

#### 7. Supportive Services

Availability of supportive services will be integrated through all the program elements. As much as possible WIA Area 5 will make an effort to access existing resources to provide these services to youth in need. Critical services for at-risk youth include services for youth with drug or alcohol addiction, involved in domestic violence situations, and mental health problems. There are three key agencies in the three county area who are at present dealing with the issues; Treatment Alternatives for a Safe Community (TASC), the Association for Individual Development, and Breaking Free. These agencies are presently receiving funding from other sources to provide these services in the local communities. WIA Area 5 will collaborate with these organizations in referring our youth in need to their services. Another critical area, which is at present underserved, are youth with learning disabilities. It is anticipated that under the direction of the Youth Council, WIA Area 5 will work extensively with the community colleges and the public school districts in the three county area to

expand, develop and implement support programs for youth with learning disabilities.

Such needs as clothing, transportation, child-care, and food, will be addressed in cooperation with existing support service programs. These programs are offered via DHS, the Department of Corrections, local community-based organizations, faith-based groups, and HUD. It is anticipated that all these groups will be represented either on the Youth Council or the WIA Area 5 Board thus permitting us to establish a support network, in partnership with these agencies, throughout the three county area.

WIA Area 5 will also work with HUD, Job Corps, the juvenile justice system and law enforcement in providing support services to existing programs as well as potentially contracting with these groups to provide services to youth in the three county area.

8. Adult mentoring for a duration of at least twelve months, that may occur both during and after program participation.

We would consider adult mentoring as an essential support service for youth in need therefore it will be a part of almost all activities we provide. There are some excellent models of adult mentoring programs that we will replicate. We also consider parental involvement, where feasible, to be a part of the adult mentoring process. The adult mentoring programs and the parental involvement programs, that are proving to be successful, are run by Communities in Schools in the Aurora Public School District. It is WIA Area 5's intention to replicate these programs in other cities and towns in the three county area. WIA and Youth Council members will also be involved in mentoring programs along with staff members from participating partners in the comprehensive youth services. The adult mentoring programs will be developed on a county by county basis to ensure that the unique demographic characteristics of each county are addressed in each program. Again, the adult mentoring and parental involvement programs will be planned and will not be a serendipitous response on an as needed basis.

9. Follow-up services

Follow-through services are an essential component to effective performance management. Follow-up services for WIA Title 1 activities will be specified in the contracts with the youth service providers. Such follow-up services as resume preparation, job search, and job upgrading activities will be housed in the IETCs Career Resource Centers. For follow-up services regarding transportation WIA Area 5 will work closely with PACE Bus Co. and the Voluntary Action Committee (VAC) in DeKalb Co. For child-care WIA Area 5 will work with the YWCA child care referral service. Other follow-up collaborative partners will be Communities-in-Schools, IDES, DHS, the Quad County Urban League, community colleges, and the regional superintendents' offices. For drug

treatment programs WIA Area 5 will follow up with TASC and other community-based organizations. All follow-up activities will be documented and a data base will be used (IWDS) to maintain accurate records on all referrals and follow-ups.

10. Comprehensive guidance and counseling, including drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth.

See #8

#### IV. PERFORMANCE MANAGEMENT:

##### A. Negotiated Performance Goals

The goals are presently being negotiated with the state. Attached is the recommendations brought forward for their approval.

WIA Title IB Performance Goals				
Local Workforce Area 5	Kane County			
	Measure	Program Year		
		2005	2006	
YDER	Title I Youth Diplomas and Equivalent Rate	61%	62%	
YPRR	Title I Youth Placement and Retention Rate	66%	66%	
YSAR	Title I Youth Skill Attainment Rate	73.5%	74%	
YEER	Title I Youth Entered Employment Rate	68%	68%	
YRR	Title I Youth Employment Retention Rate	78.5%	78.5%	
YEC	Title I Youth Earnings Change	\$2250.00	\$2250.00	
YCAR	Title I Youth Credential Attainment Rate	53.5%	54%	
AEER	Title I Adult Entered Employment Rate	75.5%	76%	
ARR	Title I Adult Employment Retention Rate	82%	82%	
AEC	Title I Adult Earnings Change	\$2650.00	\$2650.00	
ACAR	Title I Adult Credential Attainment Rate	58%	58%	
DEER	Title I Dislocated Worker Entered Employment Rate	84%	84%	
DRR	Title I Dislocated Worker Employment Retention Rate	86%	86%	
DERR	Title I Dislocated Worker Earnings Retention Rate	92%	92%	
DCAR	Title I Dislocated Worker Credential Attainment Rate	65%	65%	
CCSR	Title I Client Customer Satisfaction Rate	76%	76%	
ECSR	Title I Employer Customer Satisfaction Rate	67%	67%	

##### B. Other Performance Measures

If deemed necessary, the Youth Council will review and establish additional criteria to evaluate performance.

**V. ASSURANCES:**

- The WIA Area 5 Board assures that it will coordinate workforce investment activities carried out in the local area.
- The WIA Area 5 Board assures that no funds received under the Workforce Investment Act will be used to assist, promote or deter union organizing.
- The WIA Area 5 Board assures that it will comply with the nondiscrimination provisions of Section 188 of the Workforce Investment Act---Title I.

**VI. PLAN DEVELOPMENT PROCESS:**

The Plan was developed through an ad hoc committee of the Youth Council. Representation and input from Kane, DeKalb, and Kendall Counties was provided at a session on strategic planning for the Youth Council and numerous committee meetings. Representation included:

- Education-to-Careers (Kishwaukee College, Waubensee Community College, Elgin Community College)
- Local Public School Districts
- The Illinois Department of Employment Security
- The City of Aurora
- The Kane County Regional Superintendent's Office
- Communities in Schools
- Quad County Urban League
- Regional School Districts in Kane and DeKalb Counties
- U46
- Kane County Department of Employment & Education

If the state requests and receives any waivers impacting or affecting youth services and programming, such waivers will be reviewed by the Youth Council or their designee to determine what, if any, changes need to be made or implemented.

The final draft will be posted on the River Valley WIB's web-site at [www.rivervalleywib.org](http://www.rivervalleywib.org) for comments, following approval of the Board. Notification to local papers will also be posted to invite comment.

**VII. BUDGETS AND REGISTRANTS:**

See Attachments

Attachment A

## Youth Council Strategic Goals

The Youth Council of the River Valley Workforce Investment Board met on September 21<sup>st</sup> to review goals and activity of the past 2years and to plan for future activity. Facilitation was performed by Staff and Committee Co-Chairs.

Listed below are the goals the Co-Chairs would like to present for the Youth Councils approval with suggested activity.

<p><b>GOAL 1</b>  <b>Communicating the Critical Skills necessary for obtaining and maintaining training and employment.</b></p>	<p>Leaderships skills          Expectations of the employers include addressing attendance, attitude, communication, respect, responsibility and accountability          Motivation          Poor habits          Poor self esteem</p> <hr/> <ul style="list-style-type: none"> <li>• Develop presentations / curriculum for the class room and for community based organizations</li> <li>• Elementary level instruction</li> <li>• Character building program</li> <li>• Help educational community to apply learning to real world applications</li> </ul>
<p><b>GOAL 2</b>  <b>Support Programs which address deficiencies in education.</b></p>	<p>Basic skills deficiency in High School Graduates          Language deficiencies          Math and science deficiencies          Access to computers and information is not available</p> <hr/> <ul style="list-style-type: none"> <li>• Math and science for the workplace</li> <li>• Vocational ESL</li> <li>• Basic skills awareness in schools</li> <li>• Marketing and advertising</li> <li>• Alternative methods of presentation (classes)</li> <li>• Support bilingual education and training</li> <li>• High drop out rate</li> <li>• Special needs: substance abuse, physical abuse, felons, emotional issues</li> <li>• Learning styles vary-interactive</li> </ul>
<p><b>GOAL 3</b>  <b>Enhance Career Awareness for youth, counselors, teachers, and parents.</b></p>	<p>Lack awareness of salaries, career ladders, and opportunities in industry sectors          Awareness is lacking in youth, counselors, teachers, and parents          Realistic expectations from youth and community</p> <hr/> <ul style="list-style-type: none"> <li>• Seminars, workshops, and fairs to be held at park districts, school gymnasiums, and auditoriums</li> </ul>

	<ul style="list-style-type: none"> <li>• Serve the community to include targeting the private sector, youths, and parents</li> <li>• Direction for kids that are not college bound</li> <li>• Testing of skills/interests are under utilized, not guided or coached properly with students or parents</li> <li>• Individualized direction</li> </ul>
<p><b>GOAL 4</b>  <b>To develop or refine youth support systems that will enable improved education and career success.</b></p>	<p>Parenting skills (for parents of youth) to include discipline and direction          Involvement of parents          Information for parents on support system</p> <ul style="list-style-type: none"> <li>• Evening parent-teacher conferences and events</li> <li>• Mandate a number of parents that must be involved in conferences</li> <li>• Homework hotline</li> <li>• Family access system</li> <li>• School newsletters mailed to parents</li> <li>• Mentors and role models</li> <li>• Poor peer pressure-impact decisions</li> <li>• Acknowledge accomplishments</li> <li>• Transportation</li> </ul>