

Workforce Investment Act Five Year Plan Youth Services LWIA #5

November, 2009

I. LOCAL YOUTH NEEDS ANALYSIS AND ASSESSMENT:

The Youth Council of the River Valley Workforce Investment Board (WIB) has determined that its main purpose is 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, they must attend to the development of healthy youth, design effective youth programs, identify and catalog fundamental resources for youth, and assist the youth in developing skills to attack critical tasks, and develop their competencies and assets.

A youth centered program engages young people's diverse talents, skills, and interests, 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. Providing opportunities for mentoring with peers and adults is an integral element of youth services. And finally, programs that are care centered provide environments where youth feel safe and can build trusting relationships. During the coming program years, the Youth Council will revisit input obtained from strategic planning sessions, and take steps to update and refocus strategies for youth in current economic times.

The River Valley Workforce Investment Board (RVWIB) is committed to identifying elements of a workforce 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 RVWIB is also committed to discuss, identify, create, and ensure the provision of services that fulfill the ten elements required under WIA for the eligible youth population. 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 RVWIB has identified, through strategic planning, additional expectations and needs in Workforce Area 5. They include:

- ✓ Becoming a primary resource for employers to seek qualified youth applicants.
- ✓ Developing a system to prepare youth for current and future career opportunities.
- ✓ Helping the youth obtain the skills to be self-sufficient.
- ✓ Developing a system that includes innovative means and resources to provide supportive services.
- ✓ Providing the youth with a holistic approach to meeting their workforce needs.
- ✓ Developing employer oriented education projects, enabling the youth to become more involved.
- ✓ Improving and expanding the current system to include life-long learning.
- ✓ Creating methods to enhance communication and accessibility with youth.
- ✓ Eliminating duplication by collaboration and coordination with identified resources.
- ✓ Creating a system that provides career awareness and identifies opportunities for career ladders.

All programs and services in LWIA #5 will be related to addressing these needs in the community. WIA Title IB 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

There have been significant changes in the skill requirements needed in the local economy. The Youth Council and the RVWIB will aggressively obtain current data through community sources and through various opportunities to network with providers and staff regarding the most current data. Prior to the recession, the fastest growing industries hiring youth in LWIA #5 were public warehousing, health care services, and personal supply services. It should also be noted that mastery of computer skills has become basic to most jobs for both youth and adult candidates for employment. These have become necessary to finding gainful employment. While economic indicators show that employers will be slow to rebound in their hiring following the end of the recession, entry-level jobs that open up can be filled by older youth and lower-skilled adults. Jobs that require short-term on-the-job training or requiring moderate length on-the-job training will also be appropriate for older, out-of-school youth.

The present programs, funded by Title I throughout Kane, DeKalb, and Kendall Counties, prepare eligible youth for employment through job readiness activities, work experience, hands-on and classroom training, and more recently through the provision of Individual Training Accounts (ITAs) in short-term occupational skill training. Pre-assessment and post assessment of job readiness and basic academic skills, as well as career exploration resources are conducted with the youth. Many resources are available through the Illinois workNet portal, and all LWIA #5 youth providers and staff have been trained in the use of these resources. Various computer-based learning resources are also available for improving basic academic skills or preparing youth for their GED.

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 October, 2009 data from the U. S. Department of Labor BLS site, the unemployment rate of teenagers is 27.6%. For Illinois, 2008 data shows Illinois' unemployment rate for youth ages 16-19 was 21.3% and for youth ages 20-24, it was 11.6%.

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 to name a few. All WIA-funded youth providers will be required to address the literacy issues of the WIA youth they serve, setting appropriate benchmarks for literacy gains specifically in reading and math. This will be done either directly through classroom group or individual training. Computer-based learning resources are also available to the youth providers through Illinois workNet as well as through KCDEE via password rights to Skills Tutor. All programs will be designed to assist the youth in finding employment, and some may 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

❖ 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. Sectors within LWIA #5 continue to 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 increase basic academic skills as well as provide job readiness skills to make them employable.

C. Policy and programmatic implications of the local needs analysis

1. Resource implications - Title I funds were not intended to address all needs within the community, or address all the objectives of the Youth Council. In order to enhance their effectiveness, the Youth Council will work to identify resources with required partners under the Workforce Investment Act, the community, and participate in other appropriate workforce-related activities to expand their reach in affecting improvements in work preparation of all youth. 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 I 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 LWIA #5 youth. There will be specific emphasis on increasing the quality and type of skill training available through work experience opportunities, and explore on-the-job training opportunities for youth—requiring collaboration with area hiring employers.

Strategies will be developed by the Youth Council to involve the employer community in developing and implementing these programs. Great strides have been made in the schools to provide basic and intermediate computer skills training. However, for youth that have dropped out of school or disengaged may have missed out on obtaining these basic skills. Where feasible, basic computer skills will be incorporated into youth programming. 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 identifying and/or 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 a priority for the Youth Council.

These education and training needs will be provided by approved vendors and sub-contracted youth providers in LWIA #5 for WIA Title I eligible youth.

II. LOCAL STRATEGIC VISION AND GOALS:

The vision of the RVWIB 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 sub-committees into the standing committees of the Board. In order to represent youth services on these committees, representatives from each subcommittee of the Youth Council were encouraged to participate in the committees of the RVWIB.

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. With limited resources during the last several funded years, the Youth Council has prioritized services to older, out-of-school youth, and high school seniors in need of transitioning from school to the world of work. The development of unique and innovative services and programs are necessary for both populations (in-school and out-of-school) to establish success.

In keeping with the intent of the Workforce Investment Act (WIA) provisions for Youth Activities, LWIA #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 LWIA #5 connect youth to the 10 elements, 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.

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 Youth 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 Youth 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, structured internships or work experience, leadership development, supportive services, follow-up services, guidance and counseling. Guided by the Youth Council and Title I staff, these services will be provided by multiple agencies and organizations and will be coordinated through the sub-recipient relationship with the Title I provider, with oversight by the Youth Council. Included in the comprehensive youth services programs is the development of partnerships with other youth service providers in the local workforce area. When the partnering process is complete WIA Title IB 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, LWIA #5's programmatic activities will become more focused on providing occupational skills training leading to an industry recognized credential, continued emphasis on literacy gains for out-of-school youth, meaningful work experience, specific job training, and transition to unsubsidized employment.

Goals

- To provide comprehensive educational support, training, and employment services to eligible 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 ensure Title I funded services are designed to exceed all performance standards in youth programs as established by the State and/or the Department of Labor.
- To provide effective oversight of any sub-contracted services, and address inefficiencies or failed performance.

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 the WIA Title I youth funding stream is reserved for eligible youth only, these services become 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 LWIA #5 Youth Council of the RVWIB.

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 follow the approved procurement policy and standards of the WIA Title I Grantee, and will 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 that bidders must fulfill and all other factors to be used in evaluating bids or proposals.

B. Non-income Eligibility

As identified earlier, the Youth Council intends to address needs of youth (K-21) in the entire community. Title I will address the needs of youth coming from economically disadvantaged families, and have a significant barrier to employment. However, the Youth Council will identify strategies for services for 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 seek to identify funding and resources necessary to maximize services available to all youth who may benefit from the workforce 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 young women and minorities are included among the above population and will not be a separate category but rather included in the existing categories.

D. Description of Youth Activities

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

- Objective assessment—using TABE, and Valpar or 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 and targeted in school youth will be identified and provided services to assist the youth in accomplishing successful retention in school through graduation and transition to further educational opportunities and into competitive employment.
- In collaboration with local community colleges and other providers, eligible youth will have access to vocational and educational opportunities beyond high school, utilizing an ITA (Individual Training Account) in an area of approved training.

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, resources accessed through Illinois workNet, and via work experience sites and opportunities. 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 I 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 exist numerous alternative schools in LWIA #5 and LWIA #5 will work very closely with these schools in referring appropriate or eligible youth to these programs. It should also be noted that KCDEE staff (Kane County Department of Employment & Education) will also work closely with community based organizations offering these programs to at-risk youth. The community college partners will be utilized for GED preparation programs, and occupational training on the statewide list of approved programs. It is anticipated that eligible youth requiring these services will have access to computer assisted learning programs via the partners 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 the WIA formula program than under JTPA. However, as allowed through the Recovery Act services initiated in February, 2009, summer youth work experience was the predominant service offering with this fund source. In LWIA #5 summer youth programming will be limited primarily by funding limitations, State-expected costs per student for local service areas, and performance measures geared toward older youth completing WIA performance objectives in a reasonable program delivery period. LWIA #5, under the direction of the Youth Council, will review existing sub-recipient 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 providers.

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

Under the direction of the Youth Council, LWIA #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 I youth services. A critical partner in providing these activities is the Illinois Department of Employment Security (IDES). LWIA #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 contacts in the school systems, 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 11 Union and the Local 152 Operating Engineers Union. Unions are represented on the LWIA #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 LWIA #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 workNet Centers. In terms of older youth (19-21) we have the option to integrate them into our adult employability skills programs already in operation. These are offered through the Career Resource Centers in all three Illinois workNet Centers. In this way we can avoid duplication and conserve resources. As needed, some youth will require 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 LWIA #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 several 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, Aunt Martha's, and Breaking Free. These agencies are presently receiving funding from other sources to provide these services in the local communities. LWIA #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, LWIA #5 will work extensively with the public school districts, area community colleges, and other organizations in the three county area to expand, develop and implement support programs for youth with learning disabilities in need of the WIA targeted services. 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 LWIA #5 Board thus permitting us to establish a support network, in partnership with these agencies, throughout the three county area. LWIA #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 the Youth Council's interest 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-up services are an essential component to effective performance management. Follow-up services for WIA Title I activities will be specified in the contracts with the youth service providers and delivered in accordance with State and local policy developed for such purposes. Such follow-up services as resume preparation, job search assistance, and job upgrading activities can be accessed through the sub-recipient providers or through the staff at the Illinois workNet Centers. For follow-up services regarding transportation LWIA #5 will work closely with PACE and the Voluntary Action Center (VAC) in DeKalb County. For childcare services LWIA #5 will work with the YWCA child care referral services and Four C's in DeKalb County. 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 LWIA #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.

IV. PERFORMANCE MANAGEMENT:

A. Negotiated Performance Goals

LWIA #5 took an early approach to implementing the U. S. Department of Labor common measures and incorporated these alongside the WIA formula program performance measures. Quarterly training opportunities were conducted by the KCDEE for service providers, and individual provider consultations provided on actual performance attained. Currently the three youth common measures are imposed upon all WIA funded youth providers. Performance reports are provided quarterly for the appropriate committee of the RVWIB and Youth Council.

B. Other Performance Measures

The Youth Council has established an expectation that at least 75% of all new enrollments of a service provider should successfully navigate through the provider's services to a positive performance outcome within the 12-month period of the provider's contract. In addition, sub-recipients are judged on meeting their planned enrollment numbers and expending their budget on the enrolled youth. Failure to enroll sufficient planned numbers of students may warrant de-obligation of the provider's contracted budget, and/or instituting corrective action necessary to achieve expected performance. Additional performance criteria may be established to further evaluate performance.

V. ASSURANCES:

- The LWIA #5 Board assures that it will coordinate workforce investment activities carried out in the local area.
- The LWIA #5 Board assures that no funds received under the Workforce Investment Act will be used to assist, promote or deter union organizing.
- The LWIA #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 main components of this Plan were developed through an ad hoc committee of the Youth Council. Representation and input from Kane, DeKalb, and Kendall Counties youth service providers and staff was provided at a session on strategic planning for the Youth Council and numerous committee meetings.

Representation included:

- Education-to-Careers proponents from Kishwaukee College, Waubonsee Community College, and 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 for Kane, DeKalb and Kendall Counties
- School District U46, and
- 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 Plan will be posted on the following websites www.rivervalleywib.org and www.kcdee.org for comments, following approval of the Board. Notification to local papers will also be posted to invite comment.

VII. BUDGETS AND REGISTRANTS:

Incorporated within the DCEO Master Budget documents.

Youth Council Strategic Goals

Listed below are the Youth Council's Strategic Goals for recommended activities:

- ◆ Leadership Skills
- ◆ Expectations of local employers including addressing attendance, attitude, communications, respect, responsibility and accountability
- ◆ Motivation
- ◆ Poor work habits and Poor self esteem

GOAL 1

Communicating the Critical Skills necessary for obtaining and retaining training and employment.

- Develop presentations / curriculum for the class room and for community based organizations
- Elementary level instruction
- Character building program
- Help educational community to apply learning to real world applications
 - Basic skills deficiency in High School Graduates
 - Language deficiencies
 - Math and science deficiencies
 - Access to computers and information is not available

GOAL 2

Support Programs which address deficiencies in education.

- Math and science for the workplace
- Vocational ESL
- Basic skills awareness in schools
- Marketing and advertising
- Alternative methods of presentation (classes)
- Support bilingual education and training
- High drop out rate
- Special needs: substance abuse, physical abuse, felons, emotional issues
- Learning styles vary-interactive

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

GOAL 3

Enhance Career Awareness for youth, counselors, teachers, and parents.

- Seminars, workshops, and fairs to be held at park districts, school gymnasiums, and auditoriums
- Serve the community to include targeting the private sector, youths, and parents
- Direction for kids that are not college bound
- Testing of skills/interests are under utilized, not guided or coached properly with students or parents
- Individualized direction

Parenting skills (for parents of youth) to include discipline and direction

Involvement of parents

Information for parents on support system

GOAL 4

To develop or refine youth support systems that will enable improved education and career success.

- Evening parent-teacher conferences and events
- Mandate a number of parents that must be involved in conferences
- Homework hotline
- Family access system
- School newsletters mailed to parents
- Mentors and role models
- Poor peer pressure-impact decisions
- Acknowledge accomplishments
- Transportation