

**Workforce Investment Board of Merced County
Youth Council**



**Merced County Office of Education
632 W. 13th Street, Merced, CA – Room J-2
Wednesday, February 14, 2007 – 4:00 p.m.**

Meeting Agenda

<http://web.co.merced.ca.us/wi/youth/meetingpkts/meetingpkts.html>

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1. Call to Order and Roll Call
 2. Approve Agenda
 3. Approve Minutes (January 10, 2006)
 4. Public Opportunity to Speak
 5. Announcements.....
 6. Presentation.....
 - a. New Vocational Education Charter School Keith Bandy (15 minutes)
 7. Discussion.....
 - a. Retreat Outcomes Update
 - b. P-16 Update
 8. Information Agenda.....
 - a. CWA Youth Conference.....
 - b. High Concentration of Youth Update.....
 - c. YOP/EMPOWER Quarterly Reports.....
 - d. At-Risk Youth Solicitation for Proposal.....
 9. Committee Updates.....
 - a. Ad-hoc Committee Update
 10. Chair Comments/Roundtable/Future Agenda Items.....
 11. Date/Time and Location of Next Meeting – March 14, 2007, 4:00 p.m., MCOE, Building M, 632 W. 13th Street, Merced
 12. Adjourn

Workforce Investment Board of Merced County
Youth Council

Merced County Office of Education – Bldg J-2

632 W. 13th Street, Merced, CA

Wednesday, January 10, 2007 – 4:00 p.m.

Meeting Minutes



<http://web.co.merced.ca.us/wi/youth/meetingpkts/meetingpkts.html>

Members Present: Bob Bittner, Adam Cox, Ben Duran, Rennise Ferrario, Alexander Hall, Mary Jane Hawkes, Taide Hernandez, Rebecca Lincoln, Wendy Lomeli, Richard Mahacek, Nancy Vega-Mendoza, Sheena Murry, Isabel Nash, Holly Newlon, Rick Osorio (Chair), Mayra Vega-Ramirez (Vice- Chair), Deloris Sharp, Nancy A. Silva, Rev. Craig E. White

Members Absent: Stephanie Busbea, Natalie Culver, Kathy Hassett, Edgar Perez, Vann (Mike) Smith, Nathan Timmerman

Others Present: Brian Cutler, Dave Davis, Martha Dueñas, Robert Harmon, Patricia Hinson, Alfredo Mendoza

1. Call to Order/Roll Call: The Vice Chair called the meeting to order at 4:00 p.m. Roll call was taken.

2. Approve Agenda: It was *M/S/C Hall/Duran* to approve the agenda with change to move Information Agenda 8.b. Youth Funding to Discussion item 7.c.

3. Approve Minutes: It was *M/S/C Duran/Hawkes* to approve the December 13, 2006 minutes.

4. Public Opportunity to Speak: None.

5. Announcements: Ms. Myra Ramirez made the following announcements: 1) Mr. Robert Harmon, Workforce Investment Board (WIB) Chair, was invited to talk to Youth Council members about his vision in regards to the Youth Council. 2) This will be Rev. Craig E. White's last meeting. 3) Ms. Rennise Ferrario is the new director for the Housing Authority.

6. Presentations:

a. Regional Occupational Program (ROP) WASC: Ms. Holly Newlon gave a PowerPoint presentation on the ROP accreditation from Western Association of Schools and Colleges (WASC). Merced County Office of Education has formed four focus groups to meet and work on the next process for this accreditation. Ms. Newlon asked for volunteers to sign up for these groups.

7. Discussion:

a. Retreat Outcomes: Staff gave an overview of the items discussed at the May 6, 2006 Youth Council Retreat. One of the items discussed was the Youth Resource Directory. Members decided to form a group to meet with staff to complete this project. Ms. Becky Lincoln, Ms. Ramirez and Mr. Richard Mahacek will be part of this group.

b. Mentoring: Ms. Lincoln noted it would be good for some Youth Council members to become mentors for all new youth members. Mr. Bob Bittner, Ms. Ramirez and Ms. Lincoln volunteered to be mentors.

c. Youth Funding: Members decided to form a subcommittee to work with staff and come up with recommendations regarding this item, and how to bring it forward to the WIB. Mr. Ben Duran, Mr.

Adam Cox, Ms. Myra Ramirez, Ms. Nancy Mendoza and Ms. Wendi Lomeli volunteered to be part of this subcommittee.

8. Information Agenda:

a. AB 1234 “Ethics Training: Staff reminded all committee members to take the required Ethics Training, and provide a signed copy of course completion to the Department of Workforce Investment.

9. Date, Time and Location of Next Youth Council Meeting: Next meeting is February 14, 2007, 4:00 p.m, MCOE, Newbold Room, 632 W. 13th Street, Merced.

10. Adjourn: The meeting adjourned at 5:30 p.m.

Minutes prepared by Patricia C. Hinson.

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.

External Assets

Support



1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other adult relationships**—Young person receives support from three or more nonparent adults.
4. **Caring neighborhood**—Young person experiences caring neighbors.
5. **Caring school climate**—School provides a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.

Empowerment



7. **Community values youth**—Young person perceives that adults in the community value youth.
8. **Youth as resources**—Young people are given useful roles in the community.
9. **Service to others**—Young person serves in the community one hour or more per week.
10. **Safety**—Young person feels safe at home, school, and in the neighborhood.

Boundaries & Expectations



11. **Family boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School boundaries**—School provides clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior.
14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer influence**—Young person's best friends model responsible behavior.
16. **High expectations**—Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time



17. **Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. **Religious community**—Young person spends one or more hours per week in activities in a religious institution.
20. **Time at home**—Young person is out with friends “with nothing special to do” two or fewer nights per week.

Internal Assets

Commitment to Learning



21. **Achievement Motivation**—Young person is motivated to do well in school.
22. **School Engagement**—Young person is actively engaged in learning.
23. **Homework**—Young person reports doing at least one hour of homework every school day.
24. **Bonding to school**—Young person cares about her or his school.
25. **Reading for Pleasure**—Young person reads for pleasure three or more hours per week.

Positive Values



26. **Caring**—Young person places high value on helping other people.
27. **Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity**—Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty**—Young person “tells the truth even when it is not easy.”
30. **Responsibility**—Young person accepts and takes personal responsibility.
31. **Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies



32. **Planning and decision making**—Young person knows how to plan ahead and make choices.
33. **Interpersonal Competence**—Young person has empathy, sensitivity, and friendship skills.
34. **Cultural Competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. **Resistance skills**—Young person can resist negative peer pressure and dangerous situations.
36. **Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.

Positive Identity



37. **Personal power**—Young person feels he or she has control over “things that happen to me.”
38. **Self-esteem**—Young person reports having a high self-esteem.
39. **Sense of purpose**—Young person reports that “my life has a purpose.”
40. **Positive view of personal future**—Young person is optimistic about her or his personal future.



CONTACT LIST

Merced County Youth Development Action Team

If you would like a presentation for your organization, feel free to contact...

Youth Development Action Team Contacts



Debbie Glass	385-6524	Merced Adult School
Earl Henderson	723-9913	Planned Parenthood Mar Monte
Rebecca Lincoln	381-5916	Merced County Office of Education
Richard Mahacek	385-7403	UC Cooperative Extension
Alfredo Mendoza	724-2044	Worknet of Merced County (also Spanish)
May Moua	381-6648	Merced County Office of Education (also Hmong)

Workshops/trainings in the Merced area coming soon!

Local "interest list" sign-up at:

<http://ucanr.org/MercedCountyAssets>

For more information on Assets, go to: www.search-institute.org/

For local information go to: www.frc.merced.k12.ca.us/ChildrenAction/

TO: Youth Council

DATE: 2/14/07

FROM: Youth Council Staff

For Action

For Information

For Discussion

SUBJECT: Youth Conference Report

PROPOSED MOTION(S): For information only.

DISCUSSION: Staff attended the California Workforce Association's Seventh Annual Youth Conference: New Shoes...New Futures on January 16 – 18, 2007 at the Omni Los Angeles Hotel at California Plaza. Attached is a report from attendees.

ATTACHMENT(S): Youth Conference Report

CWA's Seventh Annual Youth Conference: New Shoes...New Futures
January 16 – 18, 2007
Omni Los Angeles Hotel at California Plaza

"A Compilation of Thoughts from New Shoes...New Futures"

This year's theme, New Shoes...New Futures is about new futures; new futures for youth, new futures for youth programs, new futures for youth workers, and new employment futures. New Shoes? Whenever you are going to some place new and exciting, you need new shoes (it's your feet and your shoes that will take you there). And, you have heard the saying about not really knowing someone until you have walked in their shoes. This year, we heard from youth more than ever before, and what it feels like to walk in their shoes.

Mr. Bob Harmon suggested a compilation of thoughts regarding the Youth Conference. Below is the information from Mr. Harmon and staff. Mr. Harmon picked up an interesting handout and wishes to share the information with the Youth Council (pages 5-9).

- o 17% of those (youth) that graduate go onto college.
- o To help someone help them find out what they are and then you can help them get to where they really want to be.
- o You can disable a youth by helping too much.
- o Teach youth how to fish.
- o Youth and adults in a partnership.
- o Kids should not have to worry about rules.
- o Have the youth tell us what they need and allow the adults to work on the rules.
- o We're all here because we care about young people.
- o Our youth are in desperate need of caring adults.
- o All folks of 18 years and older should be made aware of manufacturing opportunities
- o Manufacturing jobs have had a negative connotation which needs to be changed
- o Manufacturing jobs are more high tech now
- o 17% of high school students go on to 4 year institutions/what about the other 83%
- o Problem...shops and industrial arts programs are being or have been discontinued
- o CACT.org Centers for Applied Competitive Technologies.

1. What is the CACT?

The CACT is an initiative of the California Community College's Economic and Workforce Development Program. Visit the [CACT Web Site](#) for more information.

2. What is its goal?

The goal of the CACT is to enhance the competitiveness of manufacturing

and technology companies in California.

3. Who does the CACT serve?

We serve small and medium manufacturing and technology companies.

4. What geography does the CACT cover?

The Sierra College CACT serves Northern California, except the Bay Area.

5. Are there other CACTs?

There are 15 Centers in California. In addition to Sierra College, there are two in the Bay Area, one in the Central Valley, and 11 in Southern California.

6. How does the CACT achieve its goal?

We achieve the goal through workshops, trainings, and demonstration sites.

7. How does the CACT benefit the community?

Benefits include: more profitable businesses, career advancement for workers through training, and economic advancement for the region

- "Diploma Plus" www.newwaystowork.org/documents/dpdocumentnes/DPSolicitation.pdf
- Diploma Plus established through California DOE Grant for \$1050/student
- DP Information available to apply for Grant
- Designed for 15-17 year olds who are not successfully progressing in mainstream, comprehensive high schools
- DP based on individual needs
- DP 3 phases of learning Foundation, Presentation, plus
- DP move up a phase when individual is ready
- DP Must score 9th-10th grade level upon entry
- DP All must pass high school exit exam
- DP 1:25 Teacher to Student
- "New Ways": Efforts to help youth connect to the work world mean re-inventing the services provided for youth nearing adulthood. www.newwaystowork.org
- Bridge To Work: Transitioning to High Wage Employment: Presented by South Bay One-Stop Business and Career Centers
- BTW Grant based program based on successful pilot project implemented in 2003 in collaboration with Congresswoman Maxine Waters.
- BTW System of services and supports to engage young adults who are "at-risk" of becoming gang affiliated or an ex-offender in completing diploma/GED
- BTW offers job fairs and pre-employment training...stipends to assist, WEX, OJT
- BTW offer in-house trainings or college based courses.
- BTW Interview advice...how to respond to questions about troubled past.
- BTW Retention Strategies
- BTW South Bay One Stop Business and Career Centers 11539 Hawthorne Blvd., Suite 500, Hawthorne, CA 90250. 310-970-7701. www.sbwib.org
- Establishing a Foundation for Common Measures w/Rick Record
- Exit Strategies for Youth Programs Rick Record (916) 653-5244. hrecord@edd.ca.gov
- Role Play at closing Plenary...focused on kids as humans, not ss#s who are just a part of performance measures.
- Scenarios about getting youth out of illegal activities and on the right track

We need to look at how Youth can support creating Program Income to boost their programs. What can youth make and sell?

Do we have Financial Aid counselors attending our youth programs on a regular basis?

Can we look at Foundations for monetary support?

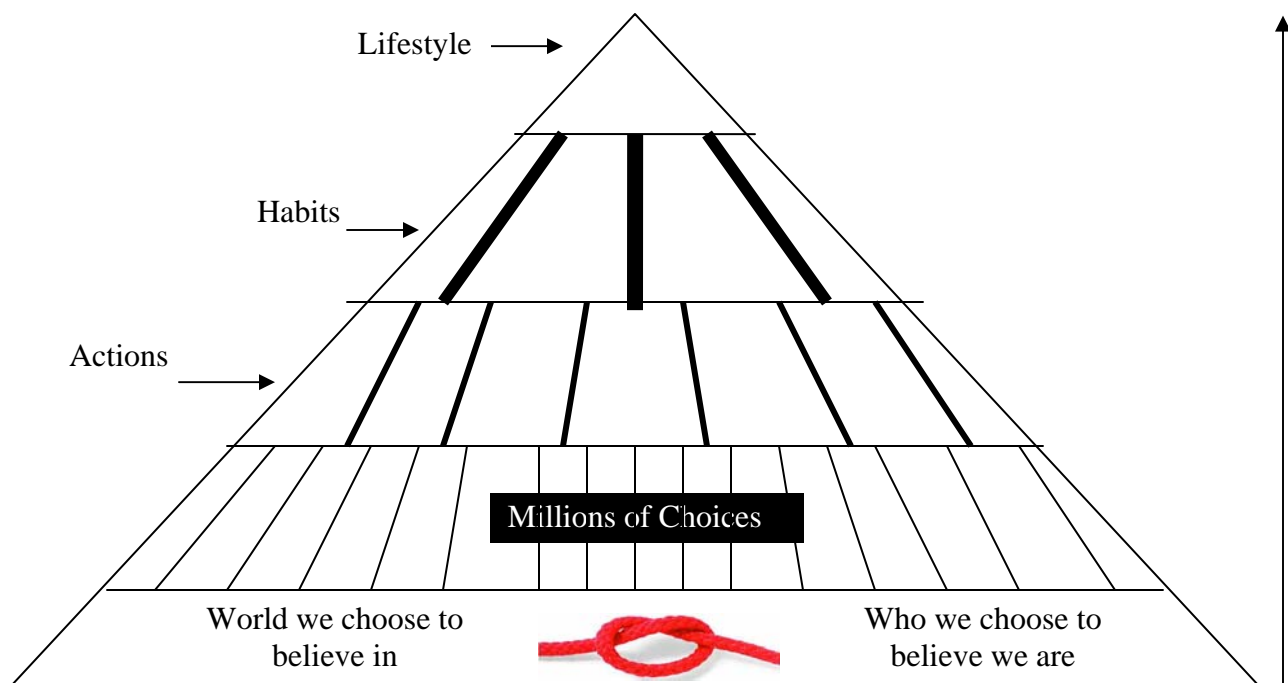
In order for youth to be successful in our programs, they have to own the program by having a sense of ownership. We can never say they are wrong and we must look into their reasoning. Our reaction should always be, “Ok, so... how is that working for you?” We must never judge and should back up their choices. Once (their) PRIDE is up – it’s all over! It should be a part of our job to understand pride and to protect their pride. We can follow the principles of Tai Chi by ensuring that it is never a struggle when we deal with youth, but rather a redirection of their (youth) energy. Once something catches their attention, (i.e. Aircraft Engineer), it is up to us to inform them that they will need to learn how to read and write. Once youth is in gear, they are amazing.

A lot of successful people aren’t that intelligent. SEIZE THE DAY!

Emphasize that we are doing what we love to do! We need to find out what the dragon is – what keeps people from succeeding.

Action = Habits = Lifestyle

Many individuals continue to carry a theory, “I never get thanked”, or “I never get loved”. One of the presenters thanked a cashier and she stated that she never gets thanked. He was puzzled because he just thanked her and he made her aware of it, but still she had carried the theory so long, that she couldn’t accept the gesture.



The most important concept to understand is that the “switch” lies in the meaning. Our challenge is to help youth understand the meaning of their actions. To change the meaning of how they interpret their actions because it’s all a gift! The meaning is the Nerve Center of total responsibility and power. They need to have total responsibility because every meaning turns the steering wheel, which in turn changes the windshield. The secret lies in having them realize that they invented their own lives.

What do you want to do? That is an impossible question. What we should be asking of our youth is to choose a lifestyle. How do you want to live? By choosing a lifestyle, they can begin to prioritize their goals and visualize their future. One idea to facilitate this type of action is to provide each youth with a Big Book. One half of the book is where they will write their likes and place pictures of things that they currently like. The other half of the book is to be filled with dislikes and things they do not want to be a part of. They should re-read their book by themselves to help them find themselves and to understand what they want to do. If they like a certain occupation, have them conduct research. It is up to us to have them become busy being “it”, even before they are “it”. We must empower youth to decide on a level where the world must take it. “Sorry world-this is the plan.” The actions youth take must be like a bullet that doesn’t change midway. Things get in the way and yesterday’s decisions are the ones they have woken up to today.

Don’t let youth set mediocre goals. Inform them to be courageous and accept it when they are wrong. If we set HUGE goals, we will get up in the morning and get the energy! “Don’t forget that the more you practice, the luckier you get.” In any position that deals with youth, never see yourself as much better or much worse than them. Be there with them and guide them without ever imposing.

We must be like Fairy Godmothers and facilitate their dream!

Leadership is about creating possibilities for others.

Be an ASSET for Youth

- A** - Advocating
- S** - Spending Time
- S** - Showing that I care
- E** - Encouraging and Valuing
- T** - Teaching and Modeling

40 Developmental Assets®

Through extensive [research](#), Search Institute has identified the following 40 building blocks of healthy development that help young people grow up healthy, caring, and responsible.

The asset definitions shown in this chart are based on research on adolescents (6th to 12th grades).

Asset Type	Asset Name & Definition	
EXTERNAL ASSETS	Support	
	Family support	Family life provides high levels of love and support.
	Positive family communication	Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
	Other adult relationships	Young person receives support from three or more nonparent adults.
	Caring neighborhood	Young person experiences caring neighbors.
	Caring school climate	School provides a caring, encouraging environment.
	Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.
Empowerment	Community values youth	Young person perceives that adults in the community value youth.
	Youth as resources	Young people are given useful roles in the community.
	Service to others	Young person serves in the community one hour or more per week.
	Safety	Young person feels safe at home, at school, and in the neighborhood.

Boundaries and Expectations	Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.
	School boundaries	School provides clear rules and consequences.
	Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.
	Adult role models	Parent(s) and other adults model positive, responsible behavior.
	Positive peer influence	Young person's best friends model responsible behavior.
	High expectations	Both parent(s) and teachers encourage the young person to do well.
Constructive Use of Time	Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
	Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
	Religious community	Young person spends one hour or more per week in activities in a religious institution.
	Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.
INTERNAL ASSETS		
	Commitment to Learning	
	Achievement motivation	Young person is motivated to do well in school.
	School engagement	Young person is actively engaged in learning.
	Homework	Young person reports doing at least one hour of homework every school day.
	Bonding to school	Young person cares about her or his school.
	Reading for pleasure	Young person reads for pleasure three or more hours per week.
Positive Values	Caring	Young person places high value on helping other people.
	Equality and social	Young person places high value on promoting equality

	justice	and reducing hunger and poverty.
	Integrity	Young person acts on convictions and stands up for her or his beliefs.
	Honesty	Young person "tells the truth even when it is not easy."
	Responsibility	Young person accepts and takes personal responsibility.
	Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.
Social Competencies	Planning and decision making	Young person knows how to plan ahead and make choices.
	Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.
	Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
	Resistance skills	Young person can resist negative peer pressure and dangerous situations.
	Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.
Positive Identity	Personal power	Young person feels he or she has control over "things that happen to me."
	Self-esteem	Young person reports having a high self-esteem.
	Sense of purpose	Young person reports that "my life has a purpose."
	Positive view of personal future	Young person is optimistic about her or his personal future.

This list is an educational tool. It is not intended to be nor is it appropriate as a scientific measure of the developmental assets of individuals.

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Why Are the 40 Developmental Assets Important?

Search Institute has surveyed over two million youth across the United States and Canada since 1989. Researchers have learned about the experiences, attitudes, behaviors, and the number of Developmental Assets at work for these young people. Studies reveal strong and consistent relationships between the number of assets present in young people's lives and the degree to which they develop in positive and healthful ways. Results show that the greater the numbers of Developmental Assets are experienced by young people, the more positive and successful their development. The fewer the number of assets present, the greater the possibility youth will engage in risky behaviors such as drug use, unsafe sex, and violence.

The reality is that the average young person surveyed in the United States experiences only 19 of the 40 assets. Overall, 59% of young people surveyed have 20 or fewer of the 40 assets. In short, the majority of young people in this country--from all walks of life--are lacking in sufficient Developmental Assets needed for healthy development. These statistics, as well as the role assets play in predicting both positive and negative outcomes for youth, underscore the importance of the developmental asset framework and its application.

Can Anything Be Done to Increase the Assets Young People Experience?

The answer is a resounding and hopeful yes! Adults and youth--in big and small ways--can help increase Developmental Assets in the daily lives of young people. What's needed is an understanding of what actions and behaviors breed success, willingness and ideas to apply that knowledge, and most importantly, a desire to see young people grow up happy, healthy, and confident.

"Asset-building"--the Institute's term for purposefully helping youth experience more assets in their lives--is happening in hundreds of communities by thousands of people across North America. Youth and adults--in big cities and small towns--understand in growing numbers the awesome power they have in making positive and lasting impact on the lives of young people. Individually and together, they are actively engaged in the movement to grow healthy communities and healthy youth.

Search Institute plays an integral role in this growing asset-building movement. Through quality social research, we seek answers to emerging and important questions about positive youth development and the nature of social change. We also provide critical [resources](#), networking, [training](#), and community supports that include a wide range of publications and practical asset-building tools, opportunities to network through on-line bulletin boards and connection to state asset-building initiatives, a skilled staff of trainers who bring the concepts and processes of asset-building to life, and an annual conference at which thousands of asset builders gather to compare notes, share insights, and celebrate successes.

TO: Youth Council

DATE: 2/14/07

FROM: Executive Committee

For Action

For Information

For Discussion

SUBJECT: High Concentration of Youth Grant

PROPOSED MOTION(S): For information only.

DISCUSSION: On October 16, 2006, the Merced County Local Workforce Investment Area submitted an application to the California Workforce Investment Board for High Concentration of Eligible Youth funding. The application was for \$18,500 in additional WIA funding, and was to be matched by \$6,200 in non-WIA funds from Merced County Office of Education/Regional Occupational Program (MCOE/ROP).

In January 2007, the Employment Development Department contacted the Department of Workforce Investment (WI) to inquire about the feasibility of a larger non-WIA match. In late January 2007, WI was informed that \$55,000 was now available for the Merced County LWIA. MCOE/ROP will provide \$18,333 in matching funds.

The program will serve both in-school and out-of-school youth. Ten disabled younger youth and 20 out-of-school youth will be enrolled. The contract will run from December 1, 2006 through December 31, 2007.

ATTACHMENT(S):

Application

TO: Youth Council

DATE: 2/14/07

FROM: Youth Council Staff

For Action

For Information

For Discussion

SUBJECT: At-risk Youth Solicitation for Proposals

PROPOSED MOTION(S): For information only.

DISCUSSION: The Employment Development Department in coordination with the California Workforce Investment Board (CALWIB) announced the availability of \$700,000 of WIA Governor's Discretionary 15% funds for the purpose of increasing the number of at-risk youth receiving WIA services and to strengthen community partnerships providing services to youth, in or out of school, 14-21 years of age. In order to be considered for funding, the local area must have a high concentration of WIA eligible youth (Merced is ranked 5th overall).

The maximum total award per grantee is \$350,000 which must be met with 30% in-kind or cash match. The proposal is due to the State by 3:00 p.m. on March 9, 2007.

Solicitation for Proposals will be available at the meeting.

ATTACHMENT(S): N/A