

# Workforce Investment Board of Merced County

## Youth Council

Merced County Office of Education, Newbold Room

632 West 13<sup>th</sup> Street, Merced, CA

Wednesday, August 11, 2004 – 4:00 p.m.

### Meeting Agenda

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1. Call to Order and Roll Call .....
2. Approve Agenda .....
3. Approve Minutes (July 14, 2004) .....
4. Public Opportunity to Speak .....
5. Announcements .....
6. Merced County Children's Action Plan ..... Nancy Goodban
7. Action Agenda .....
  - a. Locally Recognized Credential .....
  - b. Youth Council Facts/Accomplishment Paper .....
  - c. Youth Council Goal #1 .....
8. Information Agenda .....
  - a. High Concentrations of Youth Plan .....
  - b. Department of Labor New Vision for Youth Services .....
9. Chair Comments/Roundtable/Future Agenda Items .....
10. Date/Time and Location of Next Meeting – Sept 8, 2004, 4:00 p.m., MCOE .....
11. Adjourn .....

## Workforce Investment Board of Merced County

# Youth Council

Merced County Office of Education – Clark Room

632 West 13<sup>th</sup> Street, Merced, CA

Wednesday, July 14, 2004, 4:00 p.m.

## Meeting Minutes



MERCED COUNTY YOUTH COUNCIL

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**Members Present:** Bob Bittner, Stephanie Busbea, Claudia Corchado, Natalie Culver, Evelyn Eagleton, Alexander Hall, Robert Harmon, Kathy Hassett, Mary Jane Hawkes, Taide Hernandez (Vice Chair), Rebecca Lincoln, Nellie McGarry (Chair), Edgar Perez, Vann (Mike) Smith

**Members Absent:** Ana Andrade, Mary Cavazos, Ben Duran, Rennise Ferrario, Laura Gongora, Jerry Johnson, Charlie Lambert, Richard Mahacek, Kristen Miller, Jim Newberry, Mayra Ramirez, Ralph Vigil Rev. Craig E. White, Sr.

**WI Staff Present:** Maria Castro, Dave Davis, Joanne Presnell

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**1. Call to Order/Roll Call:** The Chair called the meeting to order at 4:08 p.m., and roll call was taken.

**2. Approve Agenda:** It was *M/S/C Sullivan/Bittner* to approve the agenda as written.

**3. Approve Minutes:** It was *M/S/C Eagleton/Hall* to approve the June 9, 2004 minutes.

**4. Public Opportunity to Speak:** None.

**5. Announcements:**

- a. Ms. Evelyn Eagleton provided Youth Opportunity Program handouts for review. Ms. Eagleton also made note that the youth are thriving in the program.
- b. The Boys and Girls Club Golf Tournament scheduled for July 16, 2004 at Stevinson Ranch has been cancelled. Ms. Claudia Corchado announced there will be a Comedy Show on July 18, 2004. All proceeds will go to the Boys and Girls Club. National Kids Day will be held on August 1, 2004.

**6. Workforce Investment Board Presentation - The Worknet and Economic Development System**

The Workforce Investment Board (WIB) Chair, John Headding, made a presentation about the vision of the WIB and reconnecting the Youth Council to the All Youth-One System process.

**7. Action Agenda**

**a. Exemplary Performance Award and Technical Assistance Notification:** It was *M/S/C Hassett/Hall* to concur with the development of locally recognize Workforce Professional credential and forward the completed program to the (WIB) for approval.

**b. Youth Council Goal #1:** The Chair asked Youth Council members to revisit Goal #1 at next Youth Council Meeting.

**8. Information Agenda:** The Chair asked Youth Council members if there were any questions for the Information Agenda. There were none.

- a. Younger Youth Program Quarterly Report**
- b. Out-of-School Youth (Empower) Program Report**
- c. Application to CA Workforce Investment Board – Innovative Transition Youth Grant**

**9. Chair Comments/Roundtable/Future Agenda Items:** none.

**10. Date, Time and Location of Next Youth Council Meeting:** Next meeting is August 11, 2004, 4:00 p.m. at Merced County Office of Education – Clark Room.

**11. Adjourn:** The meeting was adjourned at 5:30 p.m.

Minutes prepared by Maria Castro

**TO: Youth Council**

**DATE: 08/11/04**

**FROM: Youth Council Staff**

**For Action**

**For Information**

**For Discussion**

**SUBJECT: Locally Recognized Credential**

**PROPOSED MOTION(S): Accept a State recognized credential to be awarded to all successful EMPOWER program participants.**

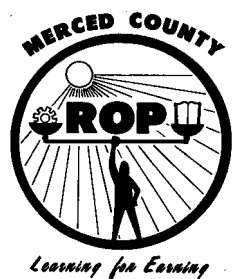
**DISCUSSION: The Department of Labor (DOL) provides for the acceptance of a nationally recognized degree or certificate or State/locally recognized credentials with respect to Workforce Investment Act performance measures. During its July 14, 2004 meeting, the Youth Council concurred with the development of a locally recognized credential and requested that MCOE bring the credential proposal to the August Youth Council meeting.**

**MCOE's credentialing program is the Working Professional. It has been approved by the State of California, and has been part of the Regional Occupational Program since September 2000. The credential requires 360 hours of instruction to provide youth the opportunity to develop, upgrade, and refine basic employability skills in readiness for employment. The curriculum reinforces basic skills in math and written/oral communications, computer competencies, human relations, interpersonal skills, employability portfolio preparation and self-evaluation. Of the 360 hours of instruction, 168 are classroom, and 192 are community classroom.**

**Successful completion of the EMPOWER program will fulfill the requirements to be awarded the Working Professional credential.**

**It is suggested that the name of the credential be changed locally to "Work Ready".**

**ATTACHMENT(S): Working Professional Credential Course Outline**



**MERCED COUNTY REGIONAL  
OCCUPATIONAL PROGRAM**

**NAME OF COURSE:  
Working Professional**

**ORIGINAL STATE APPROVAL DATE:** 9-25-00

**INSTRUCTOR:**  
Merced County Office Of Education ROP Instructors

**ADVISORY COMMITTEE REVIEW DATE:** March 2002

**2+2 ARTICULATION:**  
None

**College Course Name and Title:**

**HOURS OF INSTRUCTION:** 360 hours

**CBEDS NUMBER:** 4623

**CBEDS TITLE:** Business Technology

**STATE ID NUMBER:** 136-00

**LOCATIONS:** Los Banos, Merced,  
Delhi, Atwater,  
Gustine, Le Grand,  
Dos Palos, Hilmar &  
Livingston

**ENROLLMENT FROM OTHER  
SCHOOLS INCLUDE:** None

**PREREQUISITES:** None

**HELPFUL COURSES/BACKGROUND:** Keyboarding

**CERTIFICATE:** Yes

**COURSE DESCRIPTION:**

The **WORKING PROFESSIONAL ROP Program** is to provide adult and high school students with special needs the opportunity to develop, upgrade, and refine basic employability skills in readiness for training in a specific ROP career pathway. This course will provide a foundation to the SCANS competencies required for employment success. The curriculum will reinforce basic skills in the areas of math and written and oral communication, trade terminology, keyboarding, basic computer competencies, human relations, interpersonal skills, employability portfolio preparation and self-evaluation. Students will be enrolled based on their need for basic skills reinforcement to ensure employment success.

## **GOALS:**

1. Familiarize students with career opportunities of the 21<sup>st</sup> century.
2. Enable students to utilize appropriate trade terminology.
3. Provide students with the knowledge of job-seeking and employability skills.
4. Enable students to complete a career portfolio.
5. Strengthen a student's academic skills in math and written, listening, and oral communication.
6. Enable students to develop basic keyboarding computer application skills.
7. Familiarize students with the SCANS competencies and their relationship to employment skill areas.
8. Provide students the opportunity to explore All Aspects of an Industry for understanding of business operations.
9. Provide students with self-evaluation skills for continued improvement of employability readiness.
10. Provide students with work place experience.
11. Provide students an opportunity to acquire acceptable work place behaviors, ethics and attitudes.
12. Provide students an opportunity to strengthen interpersonal relationship skills.

## **OCCUPATIONAL INDUSTRIES/CLUSTERS COMMON TO THIS INDUSTRY:**

1. Agriculture
2. Business
3. Industrial Technology
4. Health Services
5. Human and Public Services
6. Arts and Communications

## **TEACHING METHODOLOGIES:**

1. Demonstration
2. Lecture and Discussion
3. Hands on Experience
4. Training Software and Simulations
5. Multimedia
6. Cooperative Learning Groups
7. Guest Speakers
8. Field Trips
9. Business Simulations
10. Community Classroom
11. Cooperative Work Experience

## **PROGRAM OPERATION:**

The WORKING PROFESSIONAL ROP Program is offered to adult and high school students with special needs throughout Merced County. The course is offered for a maximum of 360 hours and provides students an opportunity to learn both in the classroom and at approved training sites.

Workplace connections will be introduced through a variety of strategies such as community classroom, field trips, and guest speakers. Course instruction will emphasize cooperative work groups so students will have an understanding of the importance of teamwork in the workplace.

The core curriculum is built around course adopted standards which includes:

1. The California Department of Education *Career Preparation Standards* common to all vocational/technical courses
2. The nationally-based *SCANS Competencies*
3. The nationally-based *All Aspects of the Industry Competencies*

The above three sets of standards have been interwoven to develop the **Merced County ROP Career Preparation Standards** which include the following list of standards:

1. Basic Skills
2. Personal Qualities
3. Interpersonal Skills
4. Thinking Skills
5. Systems Analysis
6. Technology Usage
7. Information Processing
8. Resource Analysis

All students will receive instruction in job readiness, human relations, customer service and career awareness. Students will be required to complete an Employability Portfolio that includes certain component outlines in *C-TAP, The California Technical Assessment Program*.

<p>SCANS = National Career Preparation Standards</p> <p>AI = All Aspects of the Industry</p> <p>SCPC = State Career Preparation Standards</p>
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UNITS OF INSTRUCTION	ESTIMATED HOURS	FRAMEWORK/ STANDARD
<b>I. Basic Skills</b>	<b>58</b>	<b>SCANS. 1,4,5,6</b> <b>SCPS. 3,4,5,6</b> <b>AI. 3,4,8,9</b>
<ul style="list-style-type: none"> <li>A. Classroom Orientation               <ul style="list-style-type: none"> <li>1. Class Procedures</li> <li>2. Attendance Requirements</li> <li>3. Grading Procedures</li> <li>4. Paperwork and Record Keeping</li> <li>5. Program Rules</li> <li>6. Safe Working Habits/OSHA</li> <li>7. Career Exploration and Planning</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>B. Communication Skills               <ul style="list-style-type: none"> <li>1. Reading</li> <li>2. Writing</li> <li>3. Speaking</li> <li>4. Listening</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>C. Mathematics               <ul style="list-style-type: none"> <li>1. Basic Math Applications                   <ul style="list-style-type: none"> <li>a. Addition</li> <li>b. Subtraction</li> <li>c. Multiplication</li> <li>d. Division</li> </ul> </li> <li>2. Intermediate Math Application                   <ul style="list-style-type: none"> <li>a. Decimals</li> <li>b. Fractions</li> <li>c. Percentages</li> </ul> </li> <li>3. Payroll Calculations and Terminology                   <ul style="list-style-type: none"> <li>a. Regular Time</li> <li>b. Overtime</li> <li>c. Straight Commission</li> <li>d. Gross and Net Pay Earning</li> <li>e. Various Deductions</li> </ul> </li> </ul> </li> </ul>		

UNITS OF INSTRUCTION	ESTIMATED HOURS	FRAMEWORK/ STANDARD
D. Employability <ol style="list-style-type: none"> <li>1. ROP Employability Portfolio               <ol style="list-style-type: none"> <li>a. Resume</li> <li>b. Application</li> <li>c. Letter of Application</li> <li>d. Letter of Recommendation</li> <li>e. ROP Career Preparation Standards Assessment</li> <li>f. Writing Sample</li> <li>g. Work Sample</li> <li>h. Other Portfolio Items</li> <li>i. Presentation of Portfolio</li> </ol> </li> <li>2. Interviewing               <ol style="list-style-type: none"> <li>a. Proper Dress</li> <li>b. Practice Interview</li> </ol> </li> <li>3. Employer/Employee Relationships</li> </ol>	58 (continued)	SCANS. 1,4,5,6 SCPS. 3,4,5,6 AI. 3,4,8,9
<b>II. Personal Qualities</b>	10	SCANS. 3,5, SCPS. 1,2,6,7 AI. 2,4,5,6,7,9
A. Attitude B. Self-confidence C. Ethical Behavior D. Perseverance E. Adaptability F. Responsibility G. Personal Hygiene		
<b>• Interpersonal Skills</b>	10	SCANS.1,2,3,4,5,7 AI. 1,2,3,5,6,7 SCPS. 2,4,5,6
A. <b>Group Dynamics/Teamwork</b> B. Conflict Resolution C. Leadership D. Workplace Behavior <ol style="list-style-type: none"> <li>1. Gender Equity</li> <li>2. Respect for Diversity</li> </ol>		
<b>IV. Thinking Skills</b>	5	SCANS. 2,4,5,6,7 AI. 1,2,3,4,5,6,7 SCPS. 2,3,4,7
A. Problem Solving		

UNITS OF INSTRUCTION	ESTIMATED HOURS	FRAMEWORK/ STANDARD
<b>V. Systems Analysis</b>  A. Social Structures of a Business B. Organizational Structures and Business Hierarchy C. Technological Use of Equipment, Materials, Methods and Terminology	5	SCANS.1,2,6,7, AI. 1,2,4,7,8,5 SCPS. 3,4,5,6
<b>VI. Technology Usage</b>  A. Selection of Materials, Equipment and Methods B. Application and Operation of Equipment C. Maintenance of Equipment/Applying Proper Procedures D. Troubleshooting Malfunctions of Equipment	5	SCANS. 2,7,8 AI. 1,2,4,7,8 SCPS.1,5,6,7
<b>VII. Information Processing</b>  A. Acquire, Access, and Evaluate Data B. Organization and Maintenance of Relevant Records and Files C. Communication & Explanation of Relevant Data	5	SCANS. 1,2,4,6,8 AI. 1,2,3,4,5,8 SCPS. 3,4,7
<b>VIII. Resource Analysis</b> A. Identification Procedures B. Organization Structures C. Planning Techniques D. Allocation Strategies	5	SCANS. 4,6 AI. 1,2,4,5,7 SCPS. 3,4
<b>IX. Grammar, Spelling, and Vocabulary</b> A. Business Application B. Trade Terminology C. Terminology Definitions D. Terminology Spelling	10	SCANS. 1,4,5,6 SCPS. 3,4,5,6 AI. 3,4,8,9
<b>X. Employee Relations and Customer Service</b> A. Customer Service B. Exceeding Customer Expectations C. Company Policies and Procedures D. Telephone Etiquette <ol style="list-style-type: none"> <li>1. Message Taking</li> <li>2. Telephone Courtesy</li> </ol>	5	SCANS.1,2,3,4,5,7 SCPS. 1,2,4,5,7 AI. 1,2,3,4,6,7,9

UNITS OF INSTRUCTION	ESTIMATED HOURS	FRAMEWORK/ STANDARD
<b>XI. Keyboarding and Basic Computer Skills</b> A. Basic Keyboarding 1. Typewriter/Computer 2. 10-Key Calculator B. Basic Computer Skills 1. Terminology 2. Basic Applications 3. Internet	<b>50</b>	<b>SCANS. 1,2,4,6,7,8</b> <b>SCPS. 1,3,4,5,6,7</b>

**Total Classroom Hours: 168**

UNITS OF INSTRUCTION	ESTIMATED HOURS	FRAMEWORK/ STANDARD
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**COMMUNITY CLASSROOM 192**

**XII. Personal Qualities**

- A. Attitude
- B. Self-confidence
- C. Ethical Behavior
- D. Perseverance
- E. Adaptability
- F. Responsibility
- G. Personal Hygiene

**XIII. Interpersonal Skills**

- A. Group Dynamics/Teamwork
- B. Conflict Resolution
- C. Leadership
- D. Workplace Behavior
  - 1. Gender Equity
  - 2. Respect for Diversity

**XIV. Thinking Skills**

- A. Problem Solving

**UNITS OF INSTRUCTION****ESTIMATED  
HOURS****FRAMEWORK/  
STANDARD****XV. Systems Analysis**

- A. Social Structures of a Business
- B. Organizational Structures and Business Hierarchy
- C. Technological Use of Equipment,
- D. Materials, Methods and Terminology

**XVI. Technology Usage**

- A. Selection of Materials, Equipment and Methods
- B. Application and Operation of Equipment
- C. Maintenance of Equipment/Applying Proper Procedures
- D. Troubleshooting Malfunctions of Equipment

**XVII. Information Processing**

- A. Acquire, Access, and Evaluate Data
- B. Organization and Maintenance of Relevant Records and Files
- C. Communication and Explanation of Relevant Data

**XVIII. Resource Analysis**

- A. Identification Procedures
- B. Organization Structures
- C. Planning Techniques
- D. Allocation Strategies

**XIX. Grammar, Spelling and Vocabulary**

- A. Business Application
- B. Trade Terminology
- C. Terminology Definitions
- D. Terminology Spelling

**XX. Employee Relations and  
Customer Service**

- A. Customer Service
- B. Exceeding Customer Expectations
- C. Company Policies and Procedures
- D. Telephone Etiquette
  - 1. Message Taking
  - 2. Telephone Courtesy

**UNITS OF INSTRUCTION**

**ESTIMATED  
HOURS**

**FRAMEWORK/  
STANDARD**

**XXI. Skills Specific to the Job Title**

**Total Community Classroom Hours:**

**192**

<b>COMPETENCIES:</b>	<b>UNIT#</b>
<b>The student will:</b>	
1. follow outlined classroom procedures.	I.A.1
2. follow attendance requirements.	I.A.2
3. calculate and maintain grade based on classroom grading policies/procedures.	I.A.3
4. complete paperwork necessary for class enrollment and/or community placements.	I.A.4
5. demonstrate a clear understanding of all policies regarding transportation, community classroom and classroom conduct.	I.A.5-6
6. understand the importance of following safety rules and procedures on the job by identifying potential safety hazards, preventative measures, emergencies and identify the purpose of OSHA (Occupational Safety Hazards Administration).	I. A.6
7. have an understanding of the current labor laws that effect working teens.	I.A.6
8. understand Career Pathways and set career goals	I.A.7
9. demonstrate the ability to follow written instructions.	I.B.1
10. demonstrate the ability to follow basic grammar, punctuation and spelling rules.	I.B.2 IX. D
11. demonstrate effective oral communication skills through participation in role-play, oral presentations, and job interviews.	I.B. 3,4
12. demonstrate the ability to follow oral instructions.	I.B.4
13. perform basic computations and approach practical problems by selecting from a variety of mathematical solutions.	I.C.1
14. demonstrate the ability to solve problems in basic math involving addition, subtraction, multiplication, and division.	I.C. 1a-d
15. demonstrate the ability to solve problems in intermediate math involving decimals, fractions, and percentages.	I.C.2a-c
16. calculate payroll and understand the terminology including payroll deductions.	I.C.3a-e
17. understand the purpose of completing and filing a basic income tax return.	I.C.3d,e
18. complete all elements of the ROP Employability Portfolio including: Merit award packet, writing sample and work sample	I.D. 1a-i

19.	demonstrate appropriate interview grooming and dress.	I.D.2a
20.	demonstrate appropriate interviewing skills.	I.D.2b I.D.3
21.	demonstrate the ability to work as a team member, to be flexible and adaptable both on the job and in the classroom.	II.A,C,E I.D.3 III.A
22.	demonstrate a positive attitude with peers, co-workers, supervisors, and instructor.	I.D.3 II.A
23.	demonstrate self-confidence, integrity, and confidentiality both in the classroom and at the community classroom site.	II.B,C
24.	explain the importance of ethics as they relate to the workplace.	II.C
25.	take the initiative to complete assigned tasks in the classroom and at the community classroom site.	II.D,F
26.	demonstrate an ability to be able to adapt to stressful situations in the workplace.	II.E
27.	demonstrate responsible work habits including attendance and punctuality.	II.F
28.	demonstrate appropriate grooming and hygiene in the classroom and on the job.	II.G
29.	understand the importance of, and demonstrate effective conflict resolution skills.	III.A-D
30.	demonstrate effective leadership qualities by modeling honesty, integrity and responsibility.	II.C,F III.C
31.	demonstrate respect for appropriate gender related work interactions.	III.D.1,2
32.	respect diversity in the workplace.	III.D1,2
33.	demonstrate the ability to identify and solve problems and generate solutions.	III,B,C,D IV.A
34.	understand the structure of a business and how each employee fits in.	V.A,B
35.	be aware of social, organizational and technological systems and propose solutions to improve these systems as understanding of each system increases.	V.A-C
36.	know the types of technology commonly used in <u>their</u> workplace	V.C
37.	select and apply tools, equipment and procedures (including computers or other forms of technology) relevant to their occupational path.	VI. A, B

38.	demonstrate the ability to operate the equipment commonly used in their vocational course work and at their worksites.	VI. B
39.	demonstrate proper use and maintenance of equipment.	VI. C
40.	identify basic equipment malfunctions and generate possible solutions.	VI. D
41.	demonstrate ability to acquire, access and evaluate data	VII. A
42.	organize and maintain information and records.	VII. B
43.	demonstrate effective communication of relevant data to co-workers and supervisor through various communication modes.	VII.C I.B.1-4
44.	identify, organize, plan and allocate resources in regards to time, money, materials, facilities and manpower (i.e. simulated business activity, student organizations, etc.)	VIII.A-D
45.	demonstrate the ability to create effective workplace written communications with an emphasis on proper grammar, punctuation, and capitalization.	IX. A-D 1.B.2
46.	demonstrate the ability to identify and apply the workplace terminology commonly used in their vocational coursework.	IX.A-D
47.	explain and demonstrate superior customer service, by exceeding customer expectations, for both internal and external customers.	X.A,B
48.	demonstrate an understanding of and an ability to follow company policies and procedures.	X.C
49.	demonstrate the ability to converse, listen, ask questions and take telephone messages courteously and professionally.	X.D.1,2
50.	demonstrate the ability to use correct fingering, form and posture while keyboarding or typing.	XI. A.
51.	demonstrate the ability to use a 10-key calculator for business/math applications.	XI.A.2
52.	demonstrate an understanding of basic computer terminology.	XI. B.1
53.	ability to use basic computer applications appropriate to their workplace	XI. B.2
54.	demonstrate the ability to search the Internet for job related information and research purposes.	XI.B.3
55.	learn skills specific to the job title of the community classroom training site where they are placed.	XXI

**TO: Youth Council**

**DATE: 08/11/04**

**FROM: Youth Council Staff**

**For Action**

**For Information**

**For Discussion**

**SUBJECT: Youth Council Facts/Accomplishments Paper (Draft)**

**PROPOSED MOTION(S): Approve the attached Youth Council Facts/Accomplishments Paper**

**DISCUSSION: The Youth Council's Role is to Strategically link/connect all youth delivery systems in a way that promotes a countywide vision of successful youth. During the Youth Council's July 14, 2004 meeting, members requested that a Youth Council Fact/Accomplishment Paper be developed to use as introductory material to other youth groups and agencies.**

**ATTACHMENT(S): Draft Youth Council Facts/Accomplishments Paper**

## **Merced County Youth Council**

**The Workforce Investment Act of 1998, further defined by the 20 Code of Federal Regulations Part 652 and Parts 660 through 671, established Workforce Investment Areas throughout the United States. Local Workforce Investment Boards were created to focus on strategic planning, policy development and oversight of their local workforce investment systems. Youth programs are an integral part of the Act, and local Youth Councils were mandated as a subcommittee of the Workforce Investment Boards.**

**The Act dictates improved youth programs, linked closely to local labor market needs and community youth programs and services, and with strong connections between academic and occupational learning. Youth programs include activities that promote youth development and citizenship, such as leadership development through community service opportunities; adult mentoring and follow-up; and targeted opportunities for youth living in high poverty areas.**

**To deliver these services Youth Councils were created. In Merced, the first Youth Council meetings began in 1999. The makeup of the Youth Council included members of the newly formed Workforce Investment Board of Merced County; individuals from service agencies such as juvenile justice and local law enforcement agencies; individuals who represented local public housing authorities; parents of eligible youth to be served by the Act; former participants in prior workforce development programs; and individuals from organizations with experience relating to youth activities.**

**The Merced County Youth Council was charged with the following responsibilities:**

- a. Coordinate youth activities within the County.**
- b. Developing the youth portion of the strategic plan for workforce development within Merced County.**
- c. Recommending eligible youth service providers to administer services for Workforce Investment Act (WIA) eligible youth, subject to the approval of the local Board.**
- d. Conducting oversight of selected programs to serve WIA enrolled youth, subject to the approval of the local Board.**
- e. Carrying out other duties, as authorized by the Chair of the local Board, such as establishing linkages with educational agencies and other youth entities.**

**By July 1, 2000, and now funded by the US Department of Labor (DOL) with \$2,501,693, the Youth Council had begun the tasks of defining youth programs, writing a Request for Proposal defining the programs to be served, selecting the youth program providers, and then providing oversight for the programs. Merced County WIA youth programs serve youth 14-21 years of age. Since the program's**

**inception, 2,244 youth have been served with that number continuing to grow. The WIA contracts with ARBOR Inc.; Jobs for California Graduates, Merced County, Inc.; and Merced County Office of Education have brought over \$8.5 million into the Merced County economy. The programs have raised the attainment rates for high school diplomas and GED certificates for the population of Merced County's "at risk" youth. Of special significance to the 2200+ enrolled youth is the fact that over \$3.5 million has been paid directly to youth engaged in year round work experience programs.**

**The Merced County Youth Council views its role as the agency to "strategically link/connect all youth delivery systems in a way that promotes a countywide vision of successful youth". To help accomplish this, the Youth Council has embraced the State Youth Council's "All Youth – One System" concept.**

**The accomplishments of the Youth Council have been impressive. They were fiscally instrumental in the establishment of a CISCO Academy for the Dos Palos-Oro Loma Unified School District. When Los Banos needed help in establishing a CISCO/Electronics Laboratory to serve Los Banos High School and Merced College students, the Youth Council responded. Additionally, Youth Council members visited the County high schools to survey youth concerning their social, educational and economic needs. That information resulted in a Countywide Needs Assessment Survey and Gap Analysis/Asset Map being created in January 2002. The documents were presented to the County Board of Supervisors and the City Councils of Merced, Atwater, Los Banos, Dos Palos and Gustine. On a more personal note, the Youth Council produced a Youth Resource Directory, aimed at providing a ready resource for youth in immediate need of food, clothing, housing, protection, counseling, transportation, medical attention, and recreation. It was distributed to over 3,000 at-risk youth, and is now in its second printing.**

**The Council has been active concerning community awareness. They sponsored two youth to attend the League of California Cities Annual Conference, September 2002, in San Diego. They sponsored over 500 WIA enrolled youth to attend the Perry/Yokely Youth Symposium in Merced to hear Coach Herman Boone, the individual the Disney movie, Clash of the Titans, was based on. More recently, nine present and former Youth Council members were key players in the development of the Merced County Children's Action Plan.**

**This year, DOL funds of over \$2.6 million are being infused into Merced County with the Youth Council providing fiscal and program oversight. The Youth Council continues to support the personal development of the County's youth, while helping to create a system that will assure success for each individual as they mature and enter the workforce.**

**TO: Youth Council**

**DATE: 08/11/04**

**FROM: Youth Council Staff**

**For Action**

**For Information**

**For Discussion**

**SUBJECT: Youth Council Vision, Role, Mission Statement and Goals**

**PROPOSED MOTION(S): Review the Youth Council's Goals and affirm/modify or add goals as required.**

**DISCUSSION:**

**Vision**

- **Today's youth ...Tomorrow's leaders**

**Role**

- **Strategically link/connect all youth delivery systems in a way that promotes a countywide vision of successful youth.**

**Mission Statement**

- **Fund programs and foster collaboration to instill in our youth the knowledge, skills, and attitudes to succeed in their education and career.**

**Goals**

- **Lead the effort to connect all youth strategies within the community**
- **Advocate and communicate the use of youth development**
- **Develop and implement an outreach program for youth to increase their knowledge of programs available to youth**
- **Oversee and foster all WIA youth programs to assure goals, objectives and timelines are being met.**

**WIB Goal**

- **Influence the K-12 education system to design and implement strategies that provide students knowledge of employee skills and attitudes and develop metrics to assure success.**

**ATTACHMENT(S): Functions**

## **Functions of the Youth Council**

**On May 14, 2003, the Youth Council formally dissolved its subcommittees. The following “functions” were previously performed by the individual subcommittees. These functions are now the responsibility of the entire Youth Council.**

- 1. Develop and deliver the marketing message of the Youth Council.**
- 2. Create linkages with youth programs, business, education and local communities to foster awareness of the Youth Council and its goals.**
- 3. Promote the development of youth leadership within the community and the Youth Council.**
- 4. Promote awareness in all youth programs of the value of a youth development approach in the education and upbringing of youth.**
- 5. Identify youth programs within the County to promote and support.**
- 6. Provide oversight to all Workforce Investment Act functions that the Youth Council is responsible for. This includes Requests for Proposals; creating the mechanisms, policies and procedures to keep service providers accountable; developing competitive grant funding; investigating how money is spent in relationship to results produced.**
- 7. Oversee all operational issues as the Council embraces “All Youth One System”.**
- 8. Review customer satisfaction input and use it for continuous improvement of youth programs and services.**
- 9. Research and evaluate the best practices and current indicators for success.**

**TO: Youth Council**

**DATE: 08/11/04**

**FROM: Youth Council Staff**

**For Action**

**For Information**

**For Discussion**

**SUBJECT: High Concentrations of Youth Plan**

**PROPOSED MOTION(S): Information Only**

**DISCUSSION: Merced County is one of ten California Local Workforce Investment Areas to qualify for \$70,000 in WIA funding based on having a high concentration of eligible youth.**

**Selected areas must submit both a plan and budget as soon as possible, but no later than the close of business, September 1, 2004. The plan must reflect:**

- **A projected increase in the number of WIA eligible youth to be served;**
- **Services to be provided as described in the WIA, section 129(c)(2);**
- **Connections and collaboration with local community resources and programs;**
- **Program related outcomes and timelines;**
- **Description as to how WIA funds are to be leveraged with other funding sources.**

**On August 3, 2004, the following individuals/agencies met to begin the planning process: (1) Nellie McGarry/Youth Council, (2) Jill Macha/Valley Community School, (3) Judy LaSalle/Juvenile Justice System, (4) Holly Newlon/MCOE, and (5) Dave Davis/Dept of WI.**

**A plan is being formulated to serve a minimum of 20 or a maximum of 30 out-of-school WIA eligible Juvenile Justice youth. It will be presented to an Emergency Session of the Workforce Investment Board (WIB) Executive Committee for approval and then to the California State WIB for award.**

**ATTACHMENT(S): High Concentrations of Youth Letter**

Dave J.

RECEIVED  
JUL 27 2004  
DEPARTMENT OF WORKFORCE INVESTMENT



# California Workforce Investment Board

P.O. Box 826880, MIC 45, Sacramento, CA 94280-0001



Lawrence Gotlieb  
Chair

Arnold Schwarzenegger  
Governor

Christine Essel  
Vice Chair

Paul Gussman  
Acting Executive Director

July 27, 2004

Ms. Andrea Baker, Director  
Merced County Workforce Investment Board  
1880 West Wardrobe Avenue  
Merced, CA 95340-6407

Dear Ms. Baker:

This correspondence notifies you that Merced County is one of ten California Local Workforce Investment Areas to qualify for \$70,000 in WIA funding based on having a high concentration of eligible youth. The attached Directive from the Employment Development Department explains this in more detail.

Selected areas must submit both a plan and budget as soon as possible, but no later than the close of business, September 1, 2004. Please mail your plan to Margaret Mack at the following address: 777 12<sup>th</sup> Street, Suite 200 Sacramento, CA 95814. Remember, we cannot release these funds until your plan is approved.

The plan must reflect:

- A projected increase in the number of WIA eligible youth to be served;
- Services to be provided as described in the WIA, section 129 (c) (2);
- Connections and collaboration with local community resources and programs;
- Program outcomes and related timelines;
- Description as to how WIA funds are to be leveraged with other funding sources.

Plans must be no longer than 10 pages and should be typed in Arial size 12 Font. Please send two copies.

We thank you in advance for your efforts in helping our youth. For additional information, please contact Margaret Mack at (916) 324- 3258 or mmack@cwib.ca.gov.

Sincerely,

PAUL GUSSMAN, Acting Executive Director  
California Workforce Investment Board

# DIRECTIVE

## WORKFORCE INVESTMENT ACT

Number: WIAD04-1

Date: July 21, 2004  
69/45:114:va:8455

TO: WORKFORCE DEVELOPMENT COMMUNITY

SUBJECT: HIGH CONCENTRATION OF ELIGIBLE YOUTH

### EXECUTIVE SUMMARY:

#### Purpose:

This directive addresses the State's responsibility under the Workforce Investment Act (WIA) for providing additional assistance to Local Workforce Investment Areas (LWIA) identified as having a high concentration of eligible youth. This directive applies to LWIAs that were assessed as having high concentrations of eligible youth during Program Year (PY) 2003-04, and will be reissued annually.

#### Scope:

This directive addresses the criteria for selection of LWIAs eligible to receive additional assistance and procedures for award application.

#### Effective Date:

This directive is effective upon release.

### REFERENCES:

- WIA Sections 101(13), (25) and 129(b)(2)(C)
- Title 20, Code of Federal Regulations (CFR) Part 664, Section 664.200

### STATE-IMPOSED REQUIREMENTS:

This directive contains only State-imposed requirements.

### FILING INSTRUCTIONS:

This directive supersedes WIA Directive WIAD02-16, dated June 20, 2003, and finalizes WIA Draft Directive WIADD-72, issued for comment on June 29, 2004. Retain this directive until further notice.

### BACKGROUND:

Title I-B of WIA requires that funds be used to provide effective and comprehensive activities to eligible youth seeking assistance in achieving academic and employment success. Recognizing the necessity for serving areas with the greatest need, WIA requires the State to provide additional assistance to areas with a high concentration of eligible youth.

## **POLICY AND PROCEDURES:**

For the purposes of this directive, "high concentration of eligible youth" is defined as the number of WIA eligible youth compared to the youth population, ages 14-21, in a LWIA. These calculations are based upon 2000 United States census data. The State has calculated this percentage statewide for each LWIA to determine additional assistance awards.

Selected LWIAs will receive an augmentation to their PY 2003-04 WIA subgrant under grant code 648. **The funds must be used for direct services to participants.** The period of use for these funds is July 1, 2004, through June 30, 2005. However, prior to the release of funds, each LWIA must meet the additional requirements stated below.

The LWIAs must have:

- Met the 30 percent out-of-school youth requirement [WIA Section 129(c)(4)] for PY 2001-02.
- Obligated at least 80 percent of PY 2001-02, youth formula funds by June 30, 2002, and at least 80 percent of PY 2002-03, youth formula funds by June 30, 2003.
- Expended all youth formula funds for PY 2001-02 within the life of the funds.

After assessing the concentrations of eligible youth by LWIA and applying the criteria above, the California Workforce Investment Board (CWIB) will notify 10 LWIAs to be awarded the additional assistance. The LWIA must submit a plan and budget to the CWIB by **September 1, 2004.** Funds will not be released to the LWIA until after the plan and budget have been approved by the CWIB. **The plan and budget must reflect a projected increase in the number of WIA eligible youth to be served and the services to be provided as described in WIA Section 129(c)(2).** The plan and budget also must show a connection and collaboration with resources and programs in the local community. **The plan must state projected program outcomes, timelines for meeting those outcomes, and describe how funds can be leveraged with other funding sources.**

### **ACTION:**

Bring this directive to the attention of appropriate staff.

### **INQUIRIES:**

If you have any questions, please contact your Regional Advisor at (916) 653-6347.

/S/ BOB HERMSMEIER  
Chief  
Workforce Investment Division

**TO: Youth Council**

**DATE: 08/11/04**

**FROM: Youth Council Staff**

**For Action**

**For Information**

**For Discussion**

**SUBJECT: US Dept of Labor Employment and Training Administration's (ETA's)  
New Strategic Vision for the Delivery of Youth Services Under the  
Workforce Investment Act**

**PROPOSED MOTION(S): Information Only**

**DISCUSSION: With reauthorization of the Workforce Investment Act lagging, the Employment and Training Administration of the US Department of Labor has issued guidance for PY 2004 WIA youth programs. The emphasis of the new vision is on out-of-school youth.**

**The Administration's vision recognizes that out-of-school youth (and those most at risk of dropping out) are a vital segment of the new workforce that will fill job vacancies in the knowledge economy. WIA-funded youth programs must provide these youth with quality secondary and postsecondary educations, and prepare them for entry into positions in high-growth industries as well as other employment opportunities.**

**To achieve this vision, ETA will adopt a new strategic approach across four major areas:**

- Focus in alternative education**
- Meeting demands of business, especially in high-growth industries and occupations**
- Focus on the neediest youth**
- Focus on improved performance**

**ATTACHMENT(S): Training Employment and Guidance Notice 3-04**

<b>EMPLOYMENT AND TRAINING ADMINISTRATION          ADVISORY SYSTEM          U.S. DEPARTMENT OF LABOR          Washington, D.C. 20210</b>	<b>CLASSIFICATION</b> WIA/Youth
	<b>CORRESPONDENCE SYMBOL</b> OWI
	<b>DATE</b> July 16, 2004

**TRAINING EMPLOYMENT AND GUIDANCE NOTICE NO. 3-04**

**TO:** ALL STATE WORKFORCE AGENCIES  
 ALL STATE WORKFORCE LIAISONS

**FROM:** EMILY STOVER DeROCCO  
 Assistant Secretary 

**SUBJECT:** The Employment and Training Administration's (ETA's) New Strategic Vision for the Delivery of Youth Services Under the Workforce Investment Act (WIA)

1. **Purpose.** To inform states and local areas of ETA's new strategic vision to serve out-of-school and at-risk youth under the Workforce Investment Act (WIA).
2. **References.**
  - Title I of the Workforce Investment Act of 1998 (Pub. Law 105-220, 29 USC 2801 et seq.), available at <http://www.doleta.gov/usworkforce/>
  - Final WIA Regulations, 20 CFR parts 652, 660-671 (published at 65 Fed. Reg. 49294, August 11, 2000), available at <http://www.doleta.gov/usworkforce/>
  - Training and Employment Guidance Letter No.20-03, March 25, 2004, FY 2004 Rescissions for WIA Adults and Dislocated Workers; Workforce Investment Act (WIA) Allotments for Program Year (PY) 2004; Additional Funding from Dislocated Workers National Reserve for Adults and Dislocated Worker Activities for Eligible States; Wagner-Peyser Act Final Allotments for PY 2004; and Work Opportunity and Welfare-to-Work (W-t-W) Tax Credit Allotments for FY 2004, available at <http://wdr.doleta.gov/directives>
3. **Background.** The realities of today's global economy make it imperative that publicly-funded workforce systems for youth be demand-driven, and the programs and services made available through those systems be aimed at preparing our country's most at-risk and neediest youth for real job opportunities. Despite the billions of Federal, state, local and private dollars spent on needy youth and their families, many out-of-school youth are currently being left behind in our economy because of a lack of program focus and emphasis on outcomes. Well-designed workforce investment programs offer youth who have become disconnected from mainstream institutions and systems another opportunity to successfully transition to adult roles and responsibilities.

RESCISSIONS	<b>EXPIRATION DATE</b> Continuing
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The Administration is committed to trying bold, innovative and flexible initiatives to prepare the most at-risk and neediest youth for jobs in our changing economy. The White House Task Force Report on Disadvantaged Youth, released in December 2003, articulated a set of broad goals for disadvantaged youth in the country, including that they “grow up ready for work, college and military service.” The report also recommended that youth programs focus on serving the neediest youth, with priority given to out-of-school youth, high school dropouts, runaway and homeless youth, youth in foster care, court involved youth, children of incarcerated parents and migrant youth.

ETA has set an overarching priority for the entire workforce investment system: meet the demands of business by providing adults and youth with the necessary educational, occupational, and other skills training and services needed for high demand occupations in the 21<sup>st</sup> century. In that regard, ETA has developed a new strategic vision to serve out-of-school and at-risk youth through the workforce investment system. This vision represents new strategies for the investment of WIA resources. The vision’s focus on connecting youth with high quality education and employment services can be achieved under current law and reflects the principles articulated by the Administration for the reauthorization of WIA.

***VISION: Out-of-school youth (and those most at risk of dropping out) are an important part of the new workforce “supply pipeline” needed by businesses to fill job vacancies in the knowledge economy. WIA-funded youth programs will provide leadership by serving as a catalyst to connect these youth with quality secondary and postsecondary educational opportunities and high-growth and other employment opportunities.***

ETA’s new vision for serving youth will present challenges for how state and local WIA programs interact and link with state and local education and economic development systems. To achieve this vision, ETA will adopt a new strategic approach across four major areas:

- Focus on Alternative Education
- Meeting the Demands of Business, Especially in High-Growth Industries and Occupations
- Focus on the Neediest Youth
- Focus on Improved Performance

This TEGP is meant to provide information to state and local WIA systems on ETA’s new strategic vision for serving youth, the proposed focus areas, and the goals and critical strategies that Federal, state and local youth workforce programs should be implementing for Program Year (PY) 2004.

During PY 2004, ETA will be issuing specific program guidance to states and local areas on implementing components of the new strategic youth vision.

4. **Critical Strategies**. The new vision for serving youth and the following proposed critical strategies will require ETA and state and local workforce investment system leaders to serve as catalysts for bringing together employment, education and economic development. If the vision is realized, state and local workforce investment systems serving youth will be

positioned as strategic partners in the development and deployment of the emerging labor force.

- a. **Focus on Alternative Education.** The No Child Left Behind (NCLB) act holds schools, school districts, and states accountable for student outcomes and requires that students meet standards in core subject areas. The implementation of NCLB has important implications for “second chance” alternative education programs since the public workforce investment system often contracts with these programs to provide educational services to economically disadvantaged high school dropouts and out-of-school youth with basic skills deficiencies, some of whom may have diagnosed or undiagnosed learning disabilities.

***Goal: ETA is committed to providing leadership to ensure that youth served in alternative education programs will receive a high quality education that adheres to the state standards developed in response to the NCLB act.***

In collaboration with the Department of Education, ETA will issue guidance to the workforce investment system on the following:

- A process for the workforce investment system to ensure that any particular alternative education institution receiving WIA youth funds is able to make progress towards the standards for success.
- A model of what constitutes “alternative education programs” that characterizes the various forms/components of these programs required to meet the varied needs of out-of-school youth.
- A description of how alternative education institutions can serve as an integral part of state and local educational systems’ success in meeting the goals of the NCLB act.
- Information to help understand how average daily attendance funding applies to the students in alternative education institutions.
- Information to help workforce investment areas understand state NCLB implementation systems and their impact on alternative schools.
- Proven literacy/numeracy strategies targeted to the at-risk adolescent population.

State and local workforce systems are encouraged to partner with public school systems implementing state NCLB requirements around mutually beneficial issues, such as:

- Assisting school districts in meeting their adequate yearly progress (AYP) measures by providing high quality, diploma granting alternative learning environments for youth at-risk of dropping out of school. In this model, average daily attendance funds will follow youth to the alternative program while the youth will remain in the sending school district’s count.
- Providing supplemental educational services for Title I schools that do not meet their AYP measures through after-school and Saturday programs.
- Working with alternative schools to establish high quality programs that meet state standards. This may include collaboration between state and local public education

systems and workforce investment systems to improve teacher quality, develop flexible funding mechanisms and promote collaborative services.

Local level workforce investment areas are also encouraged to increase their knowledge of alternative education opportunities. This can be done by engaging in a “mapping” of alternative education offerings in the community to be used by both the education and workforce systems to help students make smart choices.

Lastly, WIA youth programs, working through the One-Stop Career Center system, should ensure that alternative education institutions have and use information on local workforce training programs and local labor markets, including national electronic tools such as “Career Voyages” ([www.CareerVoyages.gov](http://www.CareerVoyages.gov)), public and proprietary career information, and state workforce information. Local areas should ensure that alternative education students are exposed to job opportunities in growing occupations, including requirements for further education and training and possible career pathways.

**b. Focus on Business Demands, Especially in High-Growth Industries and Occupations.**

*Goal: The investment of WIA youth resources will be demand-driven, assuring that youth obtain the skills needed by businesses so they can succeed in the 21<sup>st</sup> century economy.*

Accomplishing this goal will entail three priorities:

- ETA will provide guidance to the WIA youth system on how to incorporate successful models of employer-driven youth development programs such as SKILLS USA, Jobs for America’s Graduates (JAG) and Automotive Youth Educational Systems (AYES) that combine skills training with instruction in employability skills, including professional development, community service and leadership.
- ETA will promote strategic partnerships within the workforce system to ensure that resources are invested effectively to help youth gain the skills necessary for jobs and career pathways in high-growth and high-demand industries. WIA funds should be invested based on the skills needs of employers and strategies developed to address those needs. Building connections between the workforce system and community colleges helps ensure the creation of industry-focused pathways or career ladder programs that are market responsive. Model programs will be developed that demonstrate partnerships between local businesses, local workforce and educational organizations, and community colleges that allow for the rapid development of training curriculum to meet changing workforce demands. Specifically, partnerships developed can identify high-growth high-demand industries and target the appropriate resources for training programs that provide workers, particularly out-of-school youth, the skills required to receive an industry certificate and/or a postsecondary credential.
- State and local professionals in WIA youth-funded programs must be versed on what the high-growth industries/occupations are in their respective areas, what the career pathways are for these jobs, and what options are potentially available for at-risk youth to access

these jobs. The following Web sites are ETA sources of workforce information:

- ✓ America's CareerOneStop Portal  
<http://careeronestop.org>
- ✓ CareerOneStop Portal Links
  - America's Career Information Network: [www.acinet.org](http://www.acinet.org)
  - America's Job Bank: [www.ajb.org](http://www.ajb.org)
  - America's Service Locator: [www.servicelocator.org](http://www.servicelocator.org)
  - O\*NET OnLine: <http://online.onetcenter.org>
  - Workforce Tools of the Trade: [www.workforcetools.org](http://www.workforcetools.org)
  - Career Voyages: [www.CareerVoyages.gov](http://www.CareerVoyages.gov)

In addition, staff should be knowledgeable about youth assessment, development of individual service strategies, integration of needed services, provision of follow-up services, and explicit documentation of services and outcomes. WIA youth professionals should ensure that training funds will be prioritized for eligible youth pursuing high-growth opportunities and that training investments meet industry-specific requirements leading to an industry-recognized credential, when appropriate.

- c. **Focus on Neediest Youth.** The White House Task Force Report on Disadvantaged Youth notes that the Federal government is spending billions of dollars to address the problems of youth. According to the report, youth training funds appear to be focused on ineffective and duplicative practices, and public money needs to be targeted to where it is most needed. The Task Force identified youth in foster care (particularly those aging out of foster care), youth in the juvenile justice system, children of incarcerated parents, and migrant youth as those most in need of services.

ETA is making investments in a number of new initiatives to focus on and develop new strategies for serving these identified populations.

***Goal: ETA will prioritize investments that serve youth in foster care, those aging out of foster care, youth offenders, children of incarcerated parents and migrant youth.***

- Funds will be used to develop model programs for youth aging out of foster care. Model programs will take a comprehensive approach to serving this population, including basic skills remediation, help staying in school or returning to school, employment, internships, help with attaining a high school diploma or GED, post-secondary vocational training, apprenticeships, and enrollment in community colleges and four-year colleges.
- ETA will continue to make funds available to help returning youth offenders reintegrate into and become productive members of their communities by providing education, job training, and supportive services such as mentoring and life skills training after their release from correctional institutions. In addition to helping youth attain employment or an education credential, this effort seeks to ensure that returning youth offenders remain crime-free. This initiative will build on strategies that have been the focus of previous pilot and demonstration projects. They include: (1) the expansion of partnerships

between state and local workforce investment systems and the criminal justice system; (2) the use of faith-based and community-based organizations to train and mentor former prisoners; and (3) the use of intermediary organizations in connecting employers with offenders particularly in high growth industries.

- ETA, in partnership with the Departments of Education and Agriculture, will develop a model program to provide workforce training, placement services and basic education services for high school completion to out-of-school migrant and seasonal farm worker youth ages 16 to 21. Mentoring is expected to be a significant component of this effort to assist migrant students with navigating education and job training systems and to provide the encouragement, tutoring and assistance these students need to achieve their goals.
- d. **Focus on Improved Performance.** In order to ensure the success of an increasingly at-risk youth population in the knowledge economy, the workforce investment system must be committed to utilizing the strategies that lead to higher levels of performance and outcomes. ETA will provide the leadership necessary to make this happen.

***Goal: Key initiatives will be implemented to assure that funding for youth programs is performance-based and that systems and programs are focused on outcomes.***

All youth professionals will be expected to be knowledgeable about their local economy (e.g., current status, future projections, high-growth industries, career paths) and One-Stop Career Center professionals will be expected to make the connection to specialized youth programs for those drop-outs who are using core services and are in need of more intensive assistance.

- ETA will support Regional Forums designed to provide the workforce investment system with an overview of the new policy guidance related to services for youth. The Regional Forums will examine changes in legislation, policy guidance, and operational processes that will form a new strategic response to serving youth through the workforce investment system. The forums will target system leaders from the states and local areas and will work to align state and local practices with Federal policy.
- ETA will lead the way in establishing better “real-time” data and management systems by incorporating investments made in management information systems into the formula program.
- Following the recommendations of the White House Task Force for Disadvantaged Youth, ETA will work with other Federal agencies to improve the Federal role in helping to understand what works. This entails creating a more consistent set of guidelines for assessing the quality of program evaluations. Protocols will be consistent across agencies and will emphasize random assignment evaluations. A cross-agency research agenda will be created based on large, randomized field trials to test different interventions for serving disadvantaged youth.
- ETA will implement a new core set of common performance measures for youth programs that apply across One-Stop system programs. The implementation of common performance measures across Federal job training and employment programs will

enhance the ability to assess the effectiveness of the workforce investment system.

The new set of common measures for youth programs will include: placement in employment or education; attainment of a degree or certificate; literacy and numeracy gains; and an efficiency measure. The introduction of these new measures for the workforce investment system places a new emphasis on literacy and numeracy gains for youth. It is important that service strategies for youth participants be directly linked to one or more performance outcomes within these common measures. Also, it is important to note that the certificate measure is a demand-driven measure in which certificates are awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers.

Attainment of literacy and numeracy gains is viewed as most appropriate for youth with basic skill deficiencies as determined by a basic skills assessment. The increased focus on literacy and numeracy gains for youth provides an impetus to ensuring that state and local WIA programs incorporate high quality adolescent literacy programs.

5. **Action Required**. States should share the information in this TEGl with the local areas.
6. **Inquiries**. Questions should be directed to the appropriate regional office.