
WORKFORCE DEVELOPMENT SKILLS

OVERVIEW

DEFINITION

Workforce development skills prepare adolescents for successful entrance into the workforce and help them develop work maturity to ensure job retention and advancement.

RELEVANCE

Youth who have been successfully employed and have developed good relationships with employers and co-workers are at a lower risk for reoffending.

GOAL

Economic self-sufficiency.

WORKFORCE DEVELOPMENT SKILL SET:

- ✓ Job Seeking Skills
- ✓ Job Holding Skills
- ✓ Job Advancement Skills

WORK PERMITS:

Pennsylvania Child Labor Law requires that minors obtain work permits prior to beginning work. See Appendix D for information about the Child Labor Law, work permits, and sample application forms.

WORKFORCE DEVELOPMENT AND THE U.S. DEPARTMENT OF LABOR (DOL)

The five workforce development community resources included in this Guide teach workforce development skills plus offer additional skill-building, including academic opportunities, career planning, and vocational training. These resources have locations throughout Pennsylvania and work with youth involved in the juvenile justice system. They also have either direct or indirect connections to the U.S. Department of Labor (DOL), which

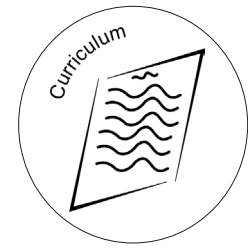
provides program funding targeting youth with a focus on both education and workforce skills.

This is good news for those working with juvenile offenders, as some DOL funding streams are specifically earmarked for eligible teenagers and young adults. Pennsylvania residents have access to education and workforce development opportunities through the following programs:

- ✓ **Goodwill Industries International, Inc.** Member Goodwill centers receive various federal, state, and local workforce program funding. For example, in Pennsylvania, member Goodwills may have direct connections to local CareerLink centers.
- ✓ **Job Corps.** The Workforce Investment Act of 1998, which is administered by the DOL, authorizes funding of Job Corps centers.
- ✓ **Pennsylvania CareerLink.** The Workforce Investment Act of 1998 authorizes funding of CareerLink centers, which provide core services to all youth and Title I Youth Services to low-income youth with barriers to employment, one of which is being a juvenile offender.
- ✓ **Pennsylvania Conservation Corps.** The Pennsylvania Department of Labor and Industry (with funding from the DOL) funds the Pennsylvania Conservation Corps as a community service/education/workforce development program for older youth.
- ✓ **YouthBuild.** YouthBuild is funded directly by the DOL with grants authorized by the YouthBuild Transfer Act of 2006, which transferred funding oversight from the U.S. Department of Housing and Urban Development (HUD) to DOL to streamline services and provide improved services for youth.

CROSSROADS JOBTEC

Skill-training curriculum for youth ages 14-21 to learn pre-employment and work maturity skills.



WORKFORCE DEVELOPMENT SKILL SET

INTERESTING FACTS

The National Curriculum & Training Institute (NCTI) Real Colors® Personality Instrument is designed to teach participants to identify their own temperament or “color” and that of others. It provides users with a tool for understanding human behavior, uncovering motivators specific to each temperament, and improving communication skills.

ABSTRACT:

The *Crossroads JOBTEC*¹ curriculum includes a highly structured process of skill development that encourages participants to learn pre-employment and work maturity competency skills through practice and application. *JOBTEC* is designed to assist each participant’s transition into the workforce and teach skills for long-term employment maintenance.

The *Crossroads JOBTEC* curriculum is based on research that shows the need for skill-based training in “applied skills” for the workplace, including professionalism/work ethic, teamwork/collaboration, communication, ethics/social responsibility, leadership, and other topic areas.² *JOBTEC* contains 55 hours of classroom material designed to be taught in 2-hour sessions for a total of 28 sessions conducted twice per week for 14 weeks or once per week for 28 weeks.

Crossroads JOBTEC may be taught in probation departments, community-based programs, and residential facilities. The curriculum is designed to be presented using an interactive group process that addresses different learning styles. The learning process includes pairing and small group discussions, role-playing, brainstorming, simulation, reflection and situation-based application of skills designed to foster the discovery and practice of new skills, and provide support and feedback from peers and facilitator. The lessons are dynamic in nature, and the facilitator can change activities to fit the specific needs of each group.

Training, which is accredited by the American Probation and Parole Association (APPA), is required to facilitate *Crossroads JOBTEC* groups and purchase materials. In addition to training, the National Curriculum & Training Institute (NCTI) provides facilitators with access to online support resources, teaching aids, technical assistance, and implementation consultation. Curriculum materials include a facilitator guide, student workbook, and pre- and post-tests to assess participant learning.

The *Crossroads JOBTEC* curriculum has not been evaluated or listed in a registry, but meets NCJJ’s criteria for inclusion.

OBJECTIVES:

Participants will:

- ✓ Begin to make career choices by using current labor market information,
- ✓ Learn how to search for jobs that match their capabilities/interests,
- ✓ Learn how to prepare resumes and job applications,
- ✓ Focus on the personal appearance and personal responsibility aspects required of maintaining a job,
- ✓ Practice interviewing and receive feedback,
- ✓ Set and attain worthwhile goals,
- ✓ Identify ways to positively increase self-image,
- ✓ Understand that being responsible will lead to being a professional and having long term employment,
- ✓ Discover how good listening skills will help communication and build friendships and teamwork, and
- ✓ Build skills for problem solving, critical thinking, and positive choices.

COMPONENTS:

Crossroads JOBTEC includes:

- ✓ Introduction, Agreements and Objectives; Personal Strengths and Talents
- ✓ Values in the Workplace, What is Important, Wants versus Needs
- ✓ Real Colors®
- ✓ Make a Plan, Things to Consider, Goal Setting
- ✓ Find a Job, Beginning Your Search, Select a Job, Job Considerations
- ✓ The Right Resume for You, Writing My Resume, Cover Letter
- ✓ Job Applications, Forms, Job Application Information Quiz
- ✓ Interviewing, How to Prepare, Do's and Don'ts, Potential Questions
- ✓ Being Professional, Work Ethic, Attendance, Drugs and Alcohol
- ✓ Positive Attitude/Behavior, Expressing Emotions, Conflict, Attitude
- ✓ Responsibility, Accepting Your Mistakes
- ✓ Teamwork/Communication, Listening, Problem Solving
- ✓ Skill Building, Critical Thinking, Choices, Leadership

TRAINING AND MATERIALS:

Training is required to facilitate *Crossroads JOBTEC* groups and purchase materials. See Appendix B for more information about training, a list of materials, and associated costs.

CONTACT INFORMATION:

Jeff Koenig
National Curriculum & Training Institute, Inc.
319 East McDowell Road, Suite 200
Phoenix, AZ 85004
Phone: (800) 622-1644, Ext. 5236
Email: jkoenig@ncti.org or info@ncti.org
Website: www.ncti.org

GOODWILL INDUSTRIES INTERNATIONAL, INC.

Skill building and job training community resource for youth ages 16 and older in need of workforce development services.



- ✓ WORKFORCE DEVELOPMENT SKILL SET
- ✓ ACADEMIC SKILL SET

INTERESTING FACTS

Goodwill was founded in 1902 by a Boston minister who believed that work should be within the reach of anyone who wanted to hold a job. Thus Goodwill's philosophy of "A hand up, not a hand out" was born. The Pennsylvania Association of Goodwills has ten regional offices with between 2 - 22 local locations each.

ABSTRACT:

Goodwill Industries International, Inc.³ is a network of independent, community-based member organizations that provides job training and employment services, job placement opportunities, and post-employment support to individuals who need assistance in preparing for work in the community. The ultimate benefit to participants is to secure and maintain employment.

Programs for youth include life skills, academics, career assessment and planning, job readiness, career development, and job coaching. If the local Goodwill center does not provide needed services for youth, often they can connect the youth with other community organizations that do.

Goodwill centers offer supportive learning environments for individuals with different needs by providing one-on-one attention, hands-on training, and on-the-job experiential situations. Youth workforce development services are available at local Goodwill centers or through Goodwill community partners such as CareerLink centers, schools, employers, and agencies.

Many Goodwill staff members are licensed and credentialed in their areas of expertise, and receive support, training, and opportunities to learn new skills. Member Goodwills meet international standards of quality and are accredited by the Commission on Accreditation of Rehabilitation Facilities (CARF).

Goodwill Industries International, Inc. has not been evaluated or listed on a registry, but provides services for eligible youth.

OBJECTIVES:

- ✓ To assist disadvantaged individuals and those with physical, mental, and emotional disabilities with the necessary training and support for gainful employment,
- ✓ To help employers by providing trained workers, and
- ✓ To establish in-house and for-contract businesses that provide employment opportunities for Goodwill workforce development trainees and graduates and others in need of viable employment.

COMPONENTS:

Goodwill locations that offer vocational training will include some, but not necessarily all, the following:

Vocational Evaluation and Planning:

- ✓ Help participants identify realistic vocational goals and design vocational plans.
- ✓ Assist participants in assessing their strengths, skills, abilities, and vocational interests through tests, interest inventories, and job shadowing.

Work Adjustment Training:

- ✓ Assist participants in developing skills, attitudes, personal characteristics, interpersonal skills, work behaviors, and stamina to achieve positive employment outcomes.
- ✓ Offer classes in using computers, job seeking skills, and independent living skills.
- ✓ Oversee work adjustment activities, monitor performance, and provide feedback and vocational counseling.

Job Skills and On-the-Job Training:

- ✓ Teach participants skills needed to obtain competitive employment in their areas of training.
- ✓ Teach skills training programs, including, but not limited to, food services, retail sales, computer skills, data entry, hospitality, rehabilitation aide, and banking.
- ✓ Offer on-the-job training and practice; assist graduates to find jobs in their areas of training.

Job Placement and Job Coaching:

- ✓ Teach classes in job seeking skills; assist participants to obtain and retain employment in the community.
- ✓ Provide job coaching services to assist participants with learning job tasks and appropriate work behaviors.
- ✓ Provide follow-up services to promote adequate job adjustment and retention.

COST FOR SERVICES:

Services may be either free of charge or require a fee, and may be contingent upon eligibility and suitability requirements. Contact your regional Goodwill office to inquire about youth services offered, eligibility requirements, and fee structure.

CONTACT INFORMATION:

National:

Goodwill Industries International, Inc.
 10810 Indianola Drive
 Rockville, MD 20855
 Phone: (800) 741-0186
 Email: contactus@goodwill.org
 Website: www.goodwill.org

Pennsylvania:

Pennsylvania Association of Goodwills
 Phone: (717) 243-1738
 Email: www.goodwillpa.org/index-5.php
 Website: www.goodwillpa.org

See Appendix C for a list of the regional Goodwill offices in Pennsylvania.

JOB CORPS

Job training and skill-building community resource for youth ages 16-24 in need of vocational training and academic support.



- ✓ WORKFORCE DEVELOPMENT SKILL SET
- ✓ ACADEMIC SKILL SET
- ✓ INDEPENDENT LIVING SKILL SET

INTERESTING FACTS

Job Corps began in 1964 under the Economic Opportunity Act as a program of the War on Poverty. Job Corps is authorized by the Workforce Investment Act of 1998 and is administered by the U.S. Department of Labor (DOL). Job Corps centers are operated by private companies through competitive contracting processes and by federal agencies through interagency agreements with the DOL. There are four Job Corps centers in Pennsylvania.

ABSTRACT:

Job Corps⁴ is a no-cost, primarily residential education and vocational training program designed to help disadvantaged young people get jobs and take control of their lives. At Job Corps, students enroll to learn a marketable trade, earn a high school diploma or GED, and get help finding a job. While enrolled in the program, students receive housing, meals, basic medical care, and a biweekly living allowance that increases with length of stay in the program.

Job Corps is a self-paced program; lengths of stay vary and students may remain enrolled for up to two years and receive career counseling and transition support services for up to 12 months after they graduate from the program. Students live in dormitories on the Jobs Corps campus or participate as non-residential students. Childcare programs may be available for students who are single parents.

Job Corps employs a holistic, individualized career development training approach that is designed to seamlessly integrate the teaching of academic education, vocational training in more than 100 occupational areas, employability skills, social competencies, and independent living skills through a combination of classroom and practical learning experiences. Training approaches and methods of implementation vary to allow tailoring of service components and delivery methods, effective use of resources, and to meet individual student and employer needs.

All Job Corps educators, administrators, and staff possess the necessary credentials and certifications.

Job Corps is listed in one registry, as specified in Appendix A, and endorsed by *NIJ: What Works*.⁵ Evaluation shows that Job Corps participants have significantly reduced arrest and conviction rates, reduced reliance on public assistance, higher paying jobs, higher levels of employment, and increased levels of education and vocational training/certification. The Job Corps program has been found to have a "striking" positive impact for 16- and 17-year-old youths.⁶

OBJECTIVES:

Participants go through four phases that include specific learning objectives:

- 1) Outreach and Admission
- 2) Career Preparation
- 3) Career Development
- 4) Career Transition

COMPONENTS:

Job Corps defines a set of core competencies needed to secure and maintain employment:

- ✓ Academic education,
- ✓ Vocational training,
- ✓ Information technology,
- ✓ Employability skills, and
- ✓ Independent living skills.

COST FOR SERVICES:

No cost for eligible students (see sidebar).

CONTACT INFORMATION:

National:

U.S. Department of Labor
Frances Perkins Building
200 Constitution Avenue, NW,
Suite N4463
Washington, DC 20210
Phone: (202) 693-3000
Fax: (202) 693-2767
E-mail: national_office@jobcorps.gov
Website: www.jobcorps.gov

Regional:

US Department of Labor
Office of Job Corps
The Curtis Center, Suite 815 East
170 South Independence Mall West
Philadelphia, PA 19106
Phone: (215) 861-5501
Fax: (215) 861-5520
E-mail: phi_region@jobcorps.gov
Website: [www.jobcorps.gov/
centerlocations.aspx?statename=pa](http://www.jobcorps.gov/centerlocations.aspx?statename=pa)

Pennsylvania:

See Appendix C for a list of Job Corps centers located in Pennsylvania.

ELIGIBILITY:

To enroll in Job Corps, students must meet the following requirements:

- ✓ Be 16 through 24;
- ✓ Be a U.S. citizen or legal resident;
- ✓ Meet income requirements; and,
- ✓ Be ready, willing, and able to participate fully in an educational environment.

Note: Refer to *Job Corps Admissions: Evaluating Applicant Behavior and Court History* (sidebar), which is used to assess and verify applicant eligibility and lists additional factors for student selection and enrollment. All applicants will be evaluated on an individual basis, and on their current ability to participate successfully.

JOB CORPS ADMISSIONS: EVALUATING APPLICANT BEHAVIOR AND COURT HISTORY

Job Corps Admissions Counselors (ACs) are required to make recommendations for enrollment based on a number of factors used to assess an applicant's ability to participate successfully in the program, including Behavior History Criterion that require applicants be free of behavioral problems so serious that the applicant:

- ✓ Could not adjust to Job Corps standards of conduct,
- ✓ Would prevent others from benefiting from the program,
- ✓ Requires face-to-face supervision from the court system, or
- ✓ Has significant court-imposed financial obligations.

ACs evaluate the applicant's behavior and court history in five areas. Applicants are evaluated on an individual basis, and on their current ability to participate, and recommendations for denial are not based solely on past behaviors or offenses. These guidelines provide only a basis for evaluation; there is not, for example, a list of offenses for which an applicant would automatically be disqualified.

1. **Behavior Observations by ACs.** ACs may immediately suspend the application process for applicants who display inappropriate behaviors, such as:
 - ✓ Displaying aggression or using threats,
 - ✓ Showing anger regarding application procedures,
 - ✓ Acting disrespectfully toward other applicants or the AC,
 - ✓ Depending on others to complete required application activities (except where an applicant has a disability that makes such assistance appropriate),
 - ✓ Refusing to comply with orientation or interview expectations, such as refusing to remove gang-related apparel, and/or
 - ✓ Attending appointments while under the influence of illegal drugs or alcohol.
2. **History of Criminal Behavior.** Applicants cannot be denied enrollment in Job Corps based on involvement in the juvenile/criminal justice system. Job Corps does not list criminal offenses that automatically determine an applicant unsuitable for enrollment, nor is there a specific criminal offense or number of convictions that automatically disqualifies an applicant. However, ACs keep in mind the need for applicants to be successful in the Job Corps residential living environment and within a system of structured training and discipline. Applicant criminal history review includes the following:
 - ✓ The relevance of each conviction or behavior to the requirements of Job Corps,
 - ✓ The nature of the crime(s) committed (see Serious Behaviors or Crimes, below),
 - ✓ The number of convictions,
 - ✓ The facts surrounding each offense,
 - ✓ The length of time between the conviction(s) and/or the completion of court-imposed sanctions, and the time of the Job Corps application,
 - ✓ The applicant's school and employment history before and after the conviction, and
 - ✓ The applicant's efforts at rehabilitation.
3. **Court Fines.** Applicants who have court fines may be considered for enrollment if the court suspends the obligation during Job Corps enrollment. The AC will also consider the level of restitution required, the applicant's restitution efforts thus far, and the applicant's commitment to fulfill court-imposed obligations once separated from Job Corps.

4. **Parole, Probation, and Incarceration.** Applicants who are on parole or probation are considered for enrollment only if:

- ✓ The court of record will waive the requirement for face-to-face supervision during Job Corps enrollment, and
- ✓ The probation officer indicates the applicant has made a good faith effort to meet court-imposed sanctions and responded positively to court supervision.

Applicants should have displayed successful ability to meet court-mandated appointments and requirements for a reasonable time period prior to enrollment in Job Corps, and should be involved in positive activities since being sentenced, such as school or employment. Applicants who apply to Job Corps in order to avoid their court-mandated supervision will not be considered for enrollment in Job Corps.

5. **Serious Behaviors or Crimes.** The following are considered serious behavior or crimes:

- ✓ First- or second-degree assault
- ✓ Gang-related assault or assault committed by multiple attackers
- ✓ Use of a weapon in a crime
- ✓ Poisoning or attempted poisoning
- ✓ Kidnapping, robbery, or extortion behaviors
- ✓ History of stalking, or any other behaviors that involve threats or harm to weaker individuals
- ✓ Arson-related property crimes
- ✓ Serious felony convictions
- ✓ Sexual offenses
- ✓ Significant court-imposed fines (\$500 or more)

For detailed Jobs Corps admissions information, see Policy & Requirements Handbook at <http://jobcorps.dol.gov>.

PENNSYLVANIA CAREERLINK

Skill-building and job training community resource for eligible youth ages 14 and older in need of workforce development services.



- ✓ **WORKFORCE DEVELOPMENT SKILL SET**
- ✓ **ACADEMIC SKILL SET**
— through CareerLink partner organizations/agencies

INTERESTING FACTS

The Pennsylvania CareerLink network is funded under the Workforce Investment Act of 1998 (WIA) and provides services for three populations: adults, dislocated workers, and youth. Youth services are delivered with strong connections between education and workforce development.

Workforce Investment Boards (WIBs), which include business, education, labor and government leaders, provide administrative oversight of the WIA at the state and local levels. In addition, Pennsylvania WIBs have youth councils that help develop local and statewide strategies for youth.

ABSTRACT:

Pennsylvania CareerLink⁷ is a network of certified Workforce Investment Act of 1998 (WIA) one-stop centers and local affiliates that provides a full range of services for job seekers, including employment, education, and training services. The CareerLink network also coordinates youth workforce development activities funded under WIA Title I Youth, which provides employment and training services to economically disadvantaged youth possessing specific barriers to employment (see sidebar), with other youth-directed state and local agencies.

Services are provided in CareerLink centers and local CareerLink-affiliated public and private organizations, agencies, and educational institutions. Anyone who is eligible to work in the United States is eligible for CareerLink core employment-related services, regardless of income. CareerLink Core Services can be accessed either at CareerLink centers or through the CareerLink website. In addition, youth who fall under WIA Title I Youth guidelines are eligible for specialized services through CareerLink.

Pennsylvania CareerLink has not been evaluated/listed in a registry, but provides services free of charge to eligible youth.

OBJECTIVES:

CareerLink centers provide comprehensive services that link job seekers and employers.

In addition, the Workforce Investment Act (WIA) has identified core performance standards for youth ages 14-18 served under Title I Youth funding:

- ✓ Attainment of basic skills and, as appropriate, work readiness or occupational skills;
- ✓ Attainment of secondary school diploma or recognized equivalent; and
- ✓ Placement and retention in post-secondary education or advanced training, or placement and retention in military service, employment, or qualified apprenticeships.

COMPONENTS:

Youth services at CareerLink include:

Core Services

Staff-Assisted Core Services available at CareerLink centers include:

- ✓ Orientation to the CareerLink service delivery system.
- ✓ Initial assessment of skills, aptitudes, abilities, and service needs.
- ✓ Resume preparation and interviewing skills assistance.
- ✓ Job search and placement assistance.
- ✓ Occupational information and career counseling, as appropriate.
- ✓ Information and connections with training programs, GED, literacy, and basic adult education.
- ✓ Free workshops, including career exploration, resume writing, and basic computer skills, to name a few.
- ✓ Job Fairs for employer- or industry-specific recruitment.
- ✓ Personal computers with Internet access, fax machines, copiers, and a variety of employment-related materials are available.

Self-Service Core Services available on the CareerLink website from any Internet-connected computer include:

- ✓ Online registration and personal folder in which job seekers can build and store resumes, job preferences, and a job development activity log.
- ✓ Direct access to job listings throughout Pennsylvania.
- ✓ Online resume forwarding to CareerLinked employers.
- ✓ Links to online newspapers and other Internet-based job search sites.

WIA Title I Youth Services

CareerLink ensures the availability of the following WIA-required services to eligible youth either through their centers or local affiliates:

- ✓ Tutoring, study skills training, and instruction, leading to completion of secondary school, including dropout prevention strategies.
- ✓ Alternative secondary school services, as appropriate.
- ✓ Summer employment opportunities that are directly linked to academic and occupational learning.
- ✓ Paid and unpaid work experiences, as appropriate, including internships and job shadowing.
- ✓ Occupational skills training, as appropriate.
- ✓ Leadership development opportunities, as appropriate.

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- ✓ Supportive services (e.g., transportation and child care for eligible youths who are parents).
 - ✓ Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months, including mentors for guidance and support in learning basic work skills.
 - ✓ Follow-up services for not less than 12 months after the completion of participation, as appropriate.
 - ✓ Comprehensive guidance and counseling, as appropriate.

COST FOR SERVICES:

All Core Services provided at CareerLink centers and online are available at no cost to anyone who is eligible to work in the United States. WIA Title I Youth specialized services are provided free of charge to eligible youth (see sidebar).

CONTACT INFORMATION:

CareerLink Centers:

See Appendix C for a list of CareerLink centers in Pennsylvania.

Online CareerLink Services:

Access through the Commonwealth Workforce Development System (CWDS) website www.cwds.state.pa.us.

ELIGIBILITY:

Anyone ages 14 and up who is eligible to work in the United States is eligible for CareerLink core employment-related services, regardless of income.

Eligibility requirements for WIA Title I Youth specialized services follow:

Youth are ages 14-21; and, are low-income; and, have one of the following barriers to employment:

- ✓ School dropout
- ✓ Homeless, runaway, or foster child
- ✓ Pregnant or a parent
- ✓ Offender
- ✓ Low literacy skills
- ✓ Unemployed and unable to secure and hold a job without additional services or training.

Note: Five percent of youth may be non-low income, but must face one or more of the barriers to employment. Also, youth ages 18-21 years may be considered adults and may be concurrently enrolled in WIA adult and dislocated worker programs.

PENNSYLVANIA CONSERVATION CORPS (PCC)

Skill-building and job training community resource for eligible youth ages 16-25.



- ✓ WORKFORCE DEVELOPMENT SKILL SET
- ✓ ACADEMIC SKILL SET

INTERESTING FACTS

Pennsylvania Conservation Corps (PCC) was launched in 1984 and is administered by the Pennsylvania Department of Labor and Industry. More than 14,000 young Pennsylvanians have served as corpsmembers, gaining work experience while completing more than 1,200 projects and responding to a number of declared natural disasters.

ABSTRACT:

The Pennsylvania Conservation Corps (PCC)⁸ provides unemployed youth with job training and educational opportunities while completing conservation, recreation, and historical preservation projects in historical sites; state and local parks and on other public lands; and in local communities. PCC corpsmembers live at home and travel to their projects each day. In many cases, transportation is available to and from the work site, which may be in urban, suburban, or rural areas.

PCC corpsmembers are enrolled for a one-year term of service. Those who might benefit from additional experience or training may be extended for an additional six to twelve months. PCC corpsmembers are paid minimum wage with a 10 percent increase after six months. Members who serve for a full year earn a \$1,000 cash bonus, and may qualify for an education award of up to \$4,725 that may be used for future schooling or to pay off existing student loans.

PCC corpsmembers work in crews under the guidance of crewleaders who have experience in the building trades and are skilled in motivating and training young people. Work opportunities include constructing pole buildings and shelters, trail development, improving fish and wildlife habitat, restoring historical structures, planting trees and shrubs, installing playground equipment, and other kinds of needed work.

Pennsylvania Conservation Corps (PCC) has not been evaluated or listed in a registry, but provides services free of charge to eligible youth.

OBJECTIVES:

Corpsmembers will:

- ✓ Develop workplace skills, life skills, and self-confidence,
- ✓ Develop an ethic of citizenship,
- ✓ Accomplish significant conservation and historical work, and
- ✓ Carry out other projects of public benefit.

COMPONENTS:

The PCC includes:

1) **On-the-Job-Training**

- ✓ Corpsmembers receive training and experience in carpentry, masonry, landscaping, and other trades depending on the work they are doing,
- ✓ May participate in emergency projects, including flood and tornado cleanup, search and rescue, fire suppression, and repair of damaged structures, and
- ✓ Develop resumes and earn positive work recommendations.

2) **Educational Opportunities**

- ✓ Corpsmembers are offered a variety of paid educational opportunities, including GED preparation, tutoring, life skills instruction, vocational-technical education, college courses, job search training, and field trips.

3) **Mentoring**

- ✓ Corpsmembers become eligible after eight months of service to participate in a mentoring component that includes job shadowing and working in their communities.

COST FOR SERVICES:

No cost for eligible youth (see sidebar).

CONTACT INFORMATION:

Contact the local Pennsylvania CareerLink center (see Appendix C) for information about PCC projects, or contact:

Pennsylvania Conservation Corps

1304 Labor and Industry Building

Harrisburg, PA 17121

Phone: (717) 783-6385

Phone: (888) 577-4722 (PA only)

Fax: (717) 787-9458

Email: pcc@state.pa.us

Website: www.dli.state.pa.us/landi/CWP/view.asp?A=145&QUESTION_ID=56094

ELIGIBILITY:

To join the PCC, youth must:

- ✓ be a Pennsylvania resident between the ages of 18 and 25 (16- and 17-year-olds may participate in special circumstances—see below);
- ✓ not be enrolled in school full time; and
- ✓ be physically and mentally capable of performing labor-intensive work.

Youth may not quit school to participate. Preference in enrollment is given to the economically disadvantaged. No experience is needed as youth will be fully trained to do all work.

Note: 16- and 17-year-olds may participate with the following exceptions: Sixteen-year-olds may join if they are enrolled in an approved school-to-work transition program. Seventeen-year-olds may participate if they 1) have graduated from high school, 2) are enrolled in an approved school-to-work transition program, or 3) are out of school and have reached their academic potential as defined by the school's chief administrator.

YOUTHBUILD

Skill-building job training and academic community resource for eligible youth ages 16 and above.



- ✓ WORKFORCE DEVELOPMENT SKILL SET
- ✓ ACADEMIC SKILL SET

INTERESTING FACTS

The YouthBuild concept began in New York City in 1978 with a group of teenagers who renovated a Harlem tenement. The nonprofit YouthBuild U.S.A. was founded in 1990 to coordinate the expanding network of YouthBuild sites. Today there are 275 YouthBuild programs throughout the country, 15 of which are in Pennsylvania. All are funded by the US. Department of Labor.

ABSTRACT:

YouthBuild⁹ programs operate as charter schools, alternative schools, or GED programs within community-based, independent organizations. The programs provide job training and educational activities to eligible youth who, as part of their training, help construct or rehabilitate housing for low-income or homeless individuals and families in their respective communities.

The core of the YouthBuild program consists of 50% classroom education and 50% construction site work. Students are provided with services and support designed to develop knowledge, skills, and positive attitudes for postsecondary success. Lengths of stay range from six months to two years. Many YouthBuild students earn Ameri-Corps education awards to help pay for college expenses.

YouthBuild programs are kept small to create supportive mini-communities. Classroom education and construction site work are enhanced with an individualized mix of learning processes, including: integrated core academic curricula, vocational training, and life skills training; on-the-job training experience and opportunities to practice interactive and personal skills; and leadership development integrated with real-life opportunities.

YouthBuild educators and construction site staff (often union journeymen) possess the necessary credentials as required by the school district in which the program operates.

YouthBuild has been evaluated but not listed in a registry. In-depth interviews with YouthBuild graduates showed that 80% exhibited none of three negative behaviors (sold marijuana or hard drugs, were convicted of a felony, or spent time in prison), 85% were involved in at least one community-oriented activity, 75% were working at an average wage of \$10.00 per hour, going to school or training for jobs, and 91% gave positive evaluations of the overall YouthBuild experience.¹⁰

OBJECTIVES:

Participants will:

- ✓ Obtain the education and employment skills necessary to achieve economic self-sufficiency in occupations in demand, and post-secondary education and training opportunities,
- ✓ Be provided with opportunities for meaningful work and service to communities,
- ✓ Develop employment and leadership skills and a commitment to low-income community development, and
- ✓ Utilize their energies and talents to expand the supply of affordable housing for homeless individuals and low-income families.

COMPONENTS:

The YouthBuild program includes:

- 1) **Mental Toughness Training**
 - ✓ Introduction to the YouthBuild program.
- 2) **Academic Program**
 - ✓ Small classes with one-on-one individualized attention.
 - ✓ Core academic skills integrated with vocational training, job seeking and job holding skills, leadership opportunities, and life skills training.
 - ✓ High school diploma or GED and preparation for postsecondary technical training or college.
- 3) **Job Training**
 - ✓ Construction site work to construct/rehabilitate affordable homes for homeless and low-income people.
 - ✓ A few programs offer technology or healthcare industry training.
- 4) **Leadership Development**
 - ✓ YouthBuild program all-student policy committee.
 - ✓ Community service and participation in community affairs.
 - ✓ Participation in national YouthBuild Young Leaders Council.
- 5) **Counseling and Youth Development**
 - ✓ Individualized mentoring and nurturing from staff.
 - ✓ Individual counseling and peer support groups.
- 6) **Graduate Services**
 - ✓ Ongoing support and follow-up after graduation.

COST FOR SERVICES:

No cost for eligible youth (see sidebar).

CONTACT INFORMATION:

National:

YouthBuild USA

58 Day Street

Somerville, MA 02144

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Website: www.youthbuild.org

Pennsylvania:

See Appendix C for a list of YouthBuild sites in Pennsylvania.

ELIGIBILITY:

To be eligible to participate in a YouthBuild program, youth must be:

1. Not less than age 16 and not more than age 24, on the date of enrollment and
2. Be one or more of the following:
 - ✓ A member of a low-income family or
 - ✓ A youth in foster care (including youth aging out of foster care) or
 - ✓ A youthful offender or
 - ✓ A youth with a disability or
 - ✓ The child of an incarcerated parent or
 - ✓ A migrant youth.
3. And a school dropout.

Exception:

Up to 25% of participants may be youth who do not meet parts two and three of the above requirements provided that they are:

- ✓ Basic skill deficient, even if they have their high school diploma or GED; or
- ✓ Have been referred by a local secondary school to a YouthBuild program that leads to the attainment of a secondary school diploma.

ENDNOTES:

- ¹ Material in the *Crossroads JOBTEC* profile was derived from two sources:
NCTI Crossroads Youth Programs Catalog. (2006). Phoenix AZ: National Curriculum and Training Institute, Inc.
National Curriculum and Training Institute, Inc. (NCTI) website www.ncti.org. (Information acquired August 13, 2007.)
- ² Casner-Lotto, J. and Barrington, L. (2006). *Are They Really Ready for Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce*. The Conference Board, Inc., the Partnership for 21st Century Skills, Corporate Voices for Working Families, and the Society for Human Resource Management.
Jones, L.K. (1996). *Job Skills for the 21st Century: A Guide for Students*. Oryx Press. See www.careerkey.org.
- ³ Material in the Goodwill Industries International, Inc. profile was derived from two sources:
Goodwill Industries International website www.goodwill.org. (Information acquired August 24, 2007.)
Pennsylvania Association of Goodwills regional members' websites accessed through www.goodwillpa.org. (Information acquired August 24, 2007.)
- ⁴ Material in the Job Corps profile was derived from the Job Corps website <http://jobcorps.gov>. (Information acquired August 13, 2007.)
- ⁵ Sherman, L.W., Gottfredson, D.C., MacKenzie, D.L., Eck, J., Reuter, P., and Busway, S. (1998). *Preventing Crime: What Works, What Doesn't, What's Promising*. Retrieved January 3, 2008 from <http://www.ojp.usdoj.gov/nij>.
- ⁶ Burghardt, J., Schochet, P.Z., McConnell, S., Johnson, T., Gritz, R.M., Glazerman, S., Homrighausen, J., and Jackson, R. (2001). *Summary of the National Job Corps Study*. Princeton, NJ: Mathematica Policy Research, Inc.
Schochet, P.Z., Burghardt, J., and Glazerman, S. (2000). *Job Corps Study: The Short-Term Impacts of Job Corps Participation on Employment and Related Outcomes*. Princeton, NJ: Mathematica Policy Research, Inc.
- ⁷ Material in the Pennsylvania CareerLink profile was derived from five sources:
The Commonwealth Workforce Development System (CWDS) website www.cwds.state.pa.us. (Information acquired December 14, 2007.)
Guide to Services, PA CareerLink Carbon County, available online at www.carboncareerlink.org. (Information acquired December 14, 2007.)
PA CareerLink of Lehigh Valley website <http://www.careerlinklehighvalley.org>. (Information acquired December 14, 2007.)
PA CareerLink Pittsburgh/Allegheny County website www.careerlinkpittsburgh.com. (Information acquired December 14, 2007.)
Pennsylvania's Youth Policy Statement for Title I of the Workforce Investment Act of 1998. See www.paworkforce.state.pa.us/about/lib/about/documents/youth_policy.pdf.
- ⁸ Material in the Pennsylvania Conservation Corps (PCC) profile was derived from the Pennsylvania Department of Labor and Industry website www.dli.state.pa.us/landi/CWP/view.asp?A=145&QUESTION_ID=56094. (Information acquired December 14, 2007.)
- ⁹ Material in the YouthBuild profile was derived from two sources: YouthBuild Transfer Act. (January 3, 2006). Available online at www.doleta.gov/reports/pdf/youthbuild_transfer_act.pdf.
YouthBuild USA website www.youthbuild.org. (Information acquired August 20, 2007.)
- ¹⁰ Hahn, A., Leavitt, T.D., Horvat, E.M., and Davis, J.E. (2004). *Life after YouthBuild: 900 YouthBuild Graduates Reflect on Their Lives, Dreams, and Experiences*. Brandeis University, Heller School for Social Policy and Management, Center for Youth and Communities and Temple University, College of Education.