



Strengthening Youth Partnerships in Florida

***Report on the Initial Statewide Meeting:
July 31 – August 1, 2003***

Prepared by:

Market Street Services
Where Tomorrow's Great Communities Begin

September 3, 2003

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Introduction

Economic prosperity in today's evolving economy requires a highly skilled and productive workforce. Across the United States, workers' skills and their readiness to work are two of the biggest challenges facing communities. A number of significant shifts in economic structure have created these challenges, including the impact of information technology on the workplace, increasing globalization, the aging of the workforce, and welfare reform. Workforce development has become the most important issue affecting quality economic development.

Clearly, today's youth are the workers of tomorrow. Ensuring that these future workers are prepared to enter the labor market upon completion of education and training is a critical task that must be every state's highest priority if economic prosperity is to be realized. Never before in American history has there been a greater divide between the earnings of those with solid educational backgrounds and those who drop out of school. In 1979, the average weekly wage for men without a high school diploma was \$555; in 1998 it was \$338, a decrease of 40%. Teaching youth about the responsibilities involved in having a job helps them make the connection between education and their future careers. Understanding this connection and the impact education can have on their lives is key to ensuring that today's youth will become quality future employees.

In recent years, states throughout the nation have begun working on collaborative approaches to addressing the issues facing youth. These states realize that there are a multitude of factors that reduce young people's chances of becoming productive, educated workers, and that solutions must be broad-based.

Nationally, Florida is a state often acknowledged to be at the forefront of workforce development initiatives, particularly in terms of integrating workforce and economic development efforts. It is therefore not surprising that state leaders set a plan of action in motion upon recognizing the importance of developing a collaborative approach to youth development.

At the initiation of the First Jobs/First Wages Council of Workforce Florida, Inc. (WFI)¹, a statewide meeting of agencies and organizations responsible for delivering youth programs was held in Destin, Florida July 31-August 1, 2003. The purpose of the meeting was clear: **“To enhance communication, coordination and planning among key organizations that play a role in developing Florida’s youth, particularly in the area of workforce skill attainment.”** At the request of WFI, *Market Street Services*² provided research and facilitation services for the two-day meeting.

The motivation behind the statewide meeting stemmed from the belief that creating a synergy between agencies and organizations that prepare youth to participate in the world of work would reap positive results for both Florida’s youth and the participating agencies and organizations. Often, collaborative initiatives such as this effort result from situations where “turf battles” and poor communication create an uncooperative climate. However, in Florida, youth development partners understand that connections between stakeholders naturally erode over time and need continual maintenance to continue to be productive. By creating opportunities for regular dialogue among partners, redundancy can be reduced and the successful delivery of youth programs can be maximized.³

During the two-day meeting, more than two-dozen representatives from state agencies, nonprofit organizations, the business community, and educational institutions shared their perspectives and concerns about youth development in Florida (see Appendix B for the full lists of meeting invitees and attendees). Meeting participants discussed a number of issues related to youth development, in response to a series of questions:

¹ Workforce Florida, Inc. (WFI) is the state’s chief workforce policy organization that promotes economic growth through workforce development. The First Jobs/First Wages Council (F/F Council) is the state level equivalent of the local Youth Councils and plays a vital role in guiding youth policy by making recommendations for services and training that will be provided in a region as required under the Workforce Investment Act.

² *Market Street Services* is an economic development consulting firm located in Atlanta, Georgia. The firm specializes in community, economic, and workforce development projects and has extensive experience in working with states, regions, and communities to foster quality economic growth. For more information, see www.marketstreetservices.com.

³ See Appendix A , “Strengthening Partnerships That Promote Youth Development Through Workforce Investment,” a white paper developed by WFI, for additional background information.

1. What is the most important thing your agency/organization is doing related to youth and the possibilities they have regarding the world of work?
2. How is youth defined?
3. What is the number one issue facing Florida's youth regarding their entry into the world of work?
4. What kind of state and federal-level policy and funding changes are affecting your programs and services?
5. What are the specific challenges facing your organization/agency?
6. Who is not here that may need to be involved at some point?
7. What are the gaps in the Florida youth development delivery system?
8. What are the overlaps in the Florida youth development delivery system?
9. What kind of funding is currently available for youth development programs and services?⁴

This document summarizes the results of the two-day meeting and includes the next steps that were identified by the youth partners to sustain the dialogue begun at the meeting without losing momentum. Feedback from meeting participants is organized into five key components:

- 1. Definition of Youth**
- 2. Overall Goal of Youth Partners**
- 3. Gaps and Overlaps in Program and Service Delivery**
- 4. Key Issues Facing Youth Partners**
- 5. Next Steps**

In addition, *Market Street* presented an overview of “Innovative Practices in Statewide Collaboration on Youth Issues” during the meeting. This research

⁴ See Appendix C for a full meeting agenda.

outlined three state-level approaches to collaborative youth development (Missouri, Iowa, and Louisiana). A copy of the handout presented during the meeting is provided in Appendix D, as well as additional information on two workforce development programs discussed during the meeting.

During the question and answer period, participants requested more information about states with legislative outcomes resulting from collaborative youth efforts. According to the Forum for Youth Investment, an organization that promotes a “big picture” approach to youth development issues, tracking legislation that results from broad-based efforts can be very difficult, precisely due to the collaborative nature of these initiatives. While some states have seen various “legislative outcomes” relating to youth issues that could be ascribed to the efforts of collaborate partnerships, these partnerships are unlikely to claim any ownership for fear of damaging important, and often tenuous, relationships.

Connecticut, Massachusetts, and Iowa provide three examples of states that have passed legislation relating to youth issues after the establishment of statewide youth collaborative efforts. While the collaborative efforts in these states may not take direct credit for legislative outcomes, it is unlikely that there is not some type of connection between the efforts and the outcomes.

As indicated by participants’ interest in the policy component of other collaborative efforts, Florida’s youth partners are very focused on developing action-oriented approaches that will produce tangible results. Holding the statewide meeting was the first step in creating a collaborative, state-level approach to youth development and workforce preparation issues.

Definition of Youth

According to the Forum for Youth Investment, one of the most critical tasks for states initiating collaborative youth efforts is to determine at the outset how narrowly or broadly the approach will be defined. Thus, one of the first questions meeting participants tackled was that of defining youth.

For many youth partners, there was a strong correlation between youth and inexperience. It was suggested that youth could be anyone not already on a career track, though participants acknowledged that the general public may not agree that people in their 20s or older are members of the youth population.

Much of the discussion surrounding this topic was based on how different funding streams define youth. Meeting participants were asked to consider the different sources of funding behind various programs and services their organizations and agencies deliver, and identify a target audience. Various funded programs targeted youth populations from ages 0-24, as seen in the chart below.

Youth as Defined by Program Funding Streams	
Program/Funding Stream	Ages served
School readiness	0 – 3
Foster care	0 – 18
Juvenile Justice system	10 – 17
Vocational Rehabilitation	14 – 21
Workforce Investment programs	14 – 24
Job Corps	16 – 24

The discussion about funding streams led the group to determine that, while youth refers to anyone ages 0-24, **resources might be maximized if the collaborative effort focused primarily on youth in a 14-24 age category.**

Overall Goal of Youth Partners

Early in the process, meeting participants recognized that in order to stay focused, the collaborative effort would need to define an over-arching goal. Other states involved in similar efforts have gone through a similar process and, in some cases, have identified both short and long-term goals or internal and external goals.

While Florida's collaborative effort is still in the initial stages, meeting participants acknowledged that ultimately, the group may be developing strategic plans with specific action items, performance measures and benchmarks. It was agreed that the goal developed by the partners would essentially drive every other component of the collaborative effort.

A major theme that arose repeatedly during the two-day meeting was the need to communicate to Florida's youth that, "education leads to prosperity." It was with this core belief in mind that the youth partners developed their goal statement, to "do everything possible to ensure every young person in Florida is ready and able to pursue a meaningful job path." This goal statement clearly emphasizes the value that youth partners place on career readiness and workforce development.

Overall Goal:

"Do everything possible to ensure every young person in Florida is ready and able to pursue a meaningful job path."

In addition, the goal statement provides the foundation for further efforts by the youth partners. The clarity of the goal is a key defense against the kind of "mission creep" that is often the downfall of broad-based collaborative efforts such as this.

Gaps and Overlaps in Youth Programs

One of the objectives of the statewide meeting was to determine if the various agencies and organizations could be doing business in a more streamlined way. As noted in the WFI white paper, “Strengthening Partnerships That Promote Youth Development Through Workforce Investment,” partners need to identify shared priorities, strategies, gaps in services, action plans as well as various funding streams. It was also recognized that, during a time of diminishing resources, Florida cannot afford to unnecessarily duplicate services. To be successful, youth partners must maximize their positive impact on youth, who will in turn build the state’s workforce and economy.

Meeting participants identified several areas that had potential gaps, including but not limited to the following:

- 1. Career counseling** – Despite the rapid changes occurring in the global economy and the continual creation of new types of jobs, there is little effort made to educate students and the parents who help them make decisions about the changing structure of the economy and how these changes will affect tomorrow’s workers. Unfortunately, like many other states, Florida has not embraced serious career counseling in its schools.

- 2. Work experience opportunities for students** – While there is widespread recognition of the benefits that internships, apprenticeships and similar programs provide for students, concerns about liability have made it very difficult for many businesses to provide these opportunities. This results in students having few chances to experience a true corporate environment prior to entering the work world.

- 3. Career exposure for teachers** – Compounding the problem created by limited student work experience opportunities is the average teacher’s lack of career exposure. Without fully understanding what range of skills is required

in today's economy, teachers are unable to adequately prepare students for their entry into the working world.

- 4. Information on existing programs** – The information sharing that occurred during just the two days that youth partners were together highlighted the need for tracking and disseminating information about existing programs and resources. Ideally, such a system would be made available online.

- 5. Funding** – During a time when the economy is down and budget crises are being experienced throughout the nation, it is not surprising that youth partners were concerned about gaps between available funding and program needs. While the group did not necessarily expect to solve funding issues, acknowledging this as a gap area reinforces the importance of decreasing duplicative services.

- 6. Aptitude testing** – One of the key concerns of the group was the lack of aptitude testing being used to assess skill levels of future workers. Youth partners felt that more widespread use of aptitude testing would help bridge this gap.

- 7. Awareness of the education/prosperity connection** – As mentioned previously, meeting participants felt strongly that Florida's youth must come to understand the connection between education/training and prosperity. Youth partners felt that this issue was closely related to the first gap identified (career counseling).

- 8. Matching education and training to existing jobs** – While Florida has made great strides in linking workforce efforts to economic development priorities, youth partners felt that more progress is still needed in this area. There is still a concern that education and training efforts are not producing workers for the jobs and skills that exist.

- 9. Awareness of the benefits of career and technical education** – Finally, the group agreed that the general population does not fully understand the

benefits and opportunities afforded to students enrolled in career and technical education programs. Youth partners felt that this particular gap was closely linked to problems associated with unrealistic expectations.

In addition to discussing potential gaps in programs and services for Florida's youth, meeting participants identified potential areas of overlap that should be addressed as part of the collaborative effort:

1. **Career counseling** – While this area was identified as a potential gap area, youth partners felt that it was important to also point out that, where career counseling is evident, there are often overlapping programs being delivered.

2. **Educating juvenile-justice youth** – This issue was raised to highlight concerns about the way education is provided to youth offenders in the juvenile justice system. Increased coordination between the juvenile justice system and school districts was noted as a potential area for improvement.

3. **Program delivery by school districts and workforce investment boards** – On a similar note, there was also concern expressed that local workforce investment boards and school systems might be overlapping in their efforts to deliver quality programs to students, particularly concerning at-risk youth.

4. **The delivery of multiple programs to “repeat” clients** – There is considerable concern over the resources that are lost when individual clients are enrolled in multiple programs. Youth partners expressed the general belief that they often share the same clients but have no way of knowing if resources and services are being delivered in the most efficient way possible.

5. **Efforts to provide work experience opportunities to Florida's youth** – Again, this concern stems from the difficulty that youth providers have when trying to coordinate available work experience programs. While it was previously acknowledged that there aren't *enough* work experience opportunities, youth partners feel that those that do exist may be overlapping and not operating as efficiently as possible.

Key Issues Facing Youth Partners

Ultimately, the youth partners gathered for the statewide meeting identified five key issues as priorities for further discussion and action:

1. The training and education systems should be **demand-driven**. Education and training providers should be preparing Florida's youth for the quality jobs that will be available to them upon entering the workforce. The systems should be responsive to the shifting nature of the economy and in sync with economic development priorities. Youth partners also acknowledged that differences in regional economies and the continual need for re-examining target business areas play an important role in achieving demand-driven training and education systems.

2. **Funding** sources for youth development and career readiness programs need to be closely examined, particularly as they concern leveraging available funding, finding new sources of funding, and adjusting to federal funding changes. Youth partners also agreed that understanding and getting involved in the state legislative budgeting process is imperative to the collaborative effort.

Meeting participants identified a preliminary list of funding sources at the state and federal level, noting that several funding streams will be decreasing in the coming year(s). Some of the funding streams discussed included: Job Corps, Temporary Assistance for Needy Families (TANF), WIA/WFI funds, and Department of Education budgets.

The funding discussion also acknowledged the importance of "incentivizing" various programs and services relating to youth and youth workforce development.

3. Group participants felt strongly that **public policies** related to youth workforce development should be clear and well-directed. Discussion about

policy issues essentially centered on the need to examine workers' compensation and insurance laws and work to align them with partners' goals so they allow for meaningful work experiences for teachers and students. It was generally felt that if workforce development and youth development are priorities for the State of Florida, then regulations, policies and funding decisions should reflect this.

4. **Cultural values** were considered to be an integral component of the collaborative effort. Youth partners felt that successful youth development and career readiness would only occur in an atmosphere where it is understood that education leads to prosperity. The difficulties associated with realigning personal and public value systems were acknowledged by participants, but did not lessen the importance of this issue.

5. Finally, youth partners agreed that additional **collaboration and networking** among youth program providers is needed in order to fully understand all available resources and avoid gaps and overlaps in system delivery. More resource sharing and increased communication are vital aspects of the collaborative effort.

Next Steps

The first meeting of statewide youth partners was well-received by all participants. It was widely agreed that there are many issues facing youth and youth partners throughout Florida. There are many issues left to discuss and many questions yet to be answered about youth development and career readiness efforts in Florida. The initial meeting of Florida's youth partners is the first step in an important process, and one that must be continued. However, after just one meeting, youth partners were able to accomplish four key objectives:

1. Reach consensus on the definition of youth;
2. Develop an overall goal for the collaborative effort;
3. Assess potential gaps and overlaps among partners; and
4. Identify five key issues facing youth partners.

To continue this important dialogue, meeting participants agreed to reconvene within 45-60 days to begin examining the priority issues in more detail. Meeting participants also felt that maintaining a regular meeting schedule over the next year would be beneficial for all partners, and expressed the commitment to sustaining the dialogue and momentum underway.

In addition, the group agreed that a half-day retreat focused on policy changes is also needed. Ideally, the retreat would occur prior to the next legislative session in January 2004. It was determined that the attendance of the following partners and leaders is critical to the success of this retreat:

1. The Governor's Office;
2. The Lt. Governor's Office;
3. State House and Senate leaders;
4. The Florida Chamber of Commerce;
5. Workforce Florida, Inc.; and
6. The Agency for Workforce Innovation.

Appendix A:
Strengthening Youth Partnerships
that Promote Youth Development
through Workforce Investment

STRENGTHENING PARTNERSHIPS THAT PROMOTE YOUTH DEVELOPMENT THROUGH WORKFORCE INVESTMENT

About Our Organization

Workforce Florida, Inc. (WFI) is the state's chief workforce policy organization that promotes economic growth through workforce development. WFI is comprised of three councils, which develop strategies to identify and provide for the needs of job seekers and employers. The 24 business-led regional Workforce Development Boards manage over 200 One-Stop Career Centers in the state and the Agency for Workforce Innovation (AWI) carries out the state's workforce policy, programs, and services. Building partnerships to increase capacity is central to the role of WFI. There is a critical task at the local level to fulfill the mandate of providing universal services through the network of One-Stop Career Centers. Providing services to youth ages 14 to 21 goes beyond the doors of One-Stop Centers through partnerships with schools, the YMCA, community youth centers, health departments, and referrals from other organizations that provide workforce development related services, such as subsidized housing. **The purpose of this document is to explore the need and means to nurture, promote, and expand these partnerships.**

First Jobs/First Wages Council of WFI

The First Jobs/First Wages Council (F/F Council) is the state level equivalent of the local Youth Councils and plays a vital role in guiding youth policy by making recommendations for services and training that will be provided in a region as required under the Workforce Investment Act.

The goal of the F/F Council is: *The successful entry of Florida's youth and adults, working for the first time, into the workforce through education and experience.*

Our primary objectives are to:

1. Increase the number of high school graduates, as well as completers.
2. Increase the number of youth who obtain a job that provides a living wage.
3. Support the efforts of business, educational communities and labor to invest services and resources to meet mutual objectives that will maximize the impact on Florida's youth.

The First Jobs/First Wages Council believes that a synergy between agencies/organizations serving youth development and needs, which prepare them to participate in the world of

work, will reap positive results for youth and the participating agencies/organizations. There is not an absence of collaboration, but rather we all work in fluid environments where connections between partners naturally erode over time. Our concern is there may be redundant programs and services, fragmented communications regarding altered programs and services due to statutory or funding changes, and, most of all, personnel changes. It is through committed people that our organizations provide the best mix of services to our youth during a time of diminishing resources.

The First Jobs/First Wages Council may need to re-evaluate and up-date its priorities and re-define its mission. It is likely that other organizations will as well if we create a shared vision that clearly articulates our goals, strategies, needed resources, existing resources, and the organization responsible for providing the resources or services.

Our Challenges

1. There has not been an organized state effort to initiate and **sustain a dialogue to promote collaboration at the state level** to share information about new organizational funding and initiatives and how these may impact or complement the initiatives of other organizations. Duplication of funding and effort can be avoided through information sharing, mutual understanding and shared visions.
2. Numerous organizations affect the lives of our youth through different systems that focus on specific issues such as pregnancy prevention, education, mentoring, employment preparation, drug and crime prevention to name a few, yet all these issues affect workforce preparation and participation. Rarely do these organizations ever connect to develop a shared plan for helping each other provide the best mix of services to youth while not duplicating the same services.
3. Effective and sustained collaboration in local communities is no easy task, but we have depended upon them to carry the weight of this burden. What value could be added if sustained collaboration began at the state level as well?
4. No single organization has the capacity or resources to meet the needs of youth. The integration of complementary services and strategies provides far more opportunities for success for the youth and the organizations.
5. The skill requirements of the labor market have increased and changed more rapidly than our secondary educational systems' ability to respond effectively.
6. Our youth face societal issues and struggles against obtaining and retaining employment without skills and education far greater than their parents. All jobs need higher skills. It is almost a certainty that youth today will not retire from their first, second, or even third job.

**Strengthening Youth Partnerships that Promote
Youth Development Through Workforce Investment**

7. During 2001-02 a total of 40,266 youth dropped out of school in Florida. (*Florida Department of Education*)
8. 85% of all jobs require a bachelor's degree or higher, an associate degree, some college, or on the job training. People who have no skills and may or may not graduate from high school have jobs that fall into the unskilled category comprising the remaining 15%. (*U.S. Census Bureau, Current Population Survey*)
9. On average, statistics show earnings will increase with additional years of education. In 1996, college graduates earned nearly 75% more than high school graduates. (*U.S. Census Bureau, Current Population Survey*)
10. First job experiences make lasting impressions as a training ground for future employment, but also provide important assistance to young people determining what they like and dislike in work environments. Early periods of non-work represent lost opportunities to acquire labor force experience. (*Gaulin; 1998*)
11. The poverty in which some youth are raised contributes to early pregnancy, crime, and broken families. "Being raised in poverty has been found to contribute to a greater likelihood of involvement of crime and violence". (*Office of Juvenile Justice and Delinquency Prevention Juvenile Justice Bulletin, April 2000:5*) Black, white or Latino young women whose families are poor and who have poor basic skills are almost six times as likely to be teen mothers. (*The Forum for Youth Investment*)
12. The 2002 estimated Florida youth population ages five to nineteen is 4,283,005. (*Florida Office of Economic and Demographic Research*)
13. The number of families living in poverty in Florida with children under 18 is 281,303 and the number of children under 18 is 607,606. (*2000 Census*)
14. The number of youth 16-20 years of age with a disability residing in Florida and not institutionalized is 145,940. (*2000 Census*)
15. Although juvenile felony arrests decreased from 1999 to 2000 there were 51,325 felony cases involving juveniles in 2000. (*Department of Juvenile Justice*)
16. The 2001 National Household Survey on Drug Abuse found that drug use has increased overall. About 10.8 percent of adolescents age 12 to 17 for example, were current drug users, up from 9.7 percent in 2000; and among young adults age 18 to 25, current drug use increased between 2000 and 2001 from 15.9 percent to 18.8 percent. (*Drug Detection Report, September 19, 2002*)
17. There are a disproportionate number of minorities in Florida's juvenile justice system. (*Department of Juvenile Justice*)
18. One of four youth in the United States suffer from low literacy skills. (*OECD 1997*)

Strengthening Youth Partnerships that Promote Youth Development Through Workforce Investment

19. Florida's high school graduation rates remain among the lowest in the nation (45th out of 50 states).
20. The Florida Chamber's "New Cornerstone" study reports the deteriorating quality of the high school degree. Florida businesses have voiced concerns about the basic skills and work readiness of high school graduates.
21. One third to one half of high school students are undereducated or mis-educated, but high tech jobs have tripled since 1950; unskilled jobs declined by a factor of three. Job growth is in high-end service jobs that require people skills, problem-solving skills, and interest in life-long learning. High school diplomas are not enough. Two years of college or the equivalent are needed. (*The Forum for Youth Investment*)
22. The safety of our students, teachers, and staff at our nation's schools continues to be an issue of paramount importance. While the most recent national indicators demonstrate that important gains have been made in recent years, crime and safety issues remain substantial problems in our nation's schools. Between 1992 and 2000, there was a 46 percent decrease in the violent crime victimization rate at school. Despite this decline, students, ages 12 through 18, were victims of about 700,000 violent crimes and 1.2 million crimes of theft at school in the year 2000. Violence, theft, bullying, drugs, and firearms continue to be problems in many schools throughout the country indicating that more remains to be done to make our schools safer. (*U.S. Department of Education and Justice. NCES 2003-009/NCJ 196753. Washington, DC: 2002*)

Our Goals

1. Building partnerships is central to the role of Workforce Florida. The foundation of the approach is due in large part to the Workforce Investment Act, the federal employment and training program overseen by Workforce Florida, and Florida's Workforce Innovation Act that marries welfare reform, workforce development, and economic development strategies to develop Florida's workforce and economic well being. It is only natural for this agency to initiate a process for linking key partners and resources in the business of youth job preparation and participation.
2. Our aim is to build and strengthen relationships, provide members the opportunity to share information about their organizations' purposes, goals, strategies, what they have learned that may help other organizations, what they can do to help other organizations, and what they need other agencies to do to help them serve youth more effectively and efficiently.

**Strengthening Youth Partnerships that Promote
Youth Development Through Workforce Investment**

3. Together we can lay the groundwork for a collaborative infrastructure for organizations involved in youth preparation and participation for work to support a system for **sustained collaboration** and planning.
4. **We need to identify shared priorities, strategies, gaps in services, action plans as well as various funding streams that will maximize the impact on youth who will in turn build our state's workforce and economy.**
5. During a time of diminishing resources we can't afford to unnecessarily duplicate services. **We must clearly define, or redefine, our roles to contribute the most to value-added services.**
6. Florida must compete for economic growth that will provide living wages for all citizens. Developing a skilled and high quality workforce has become an important strategy in economic development efforts. We share this responsibility as publicly funded organizations.
7. All appropriate organizations need to be involved in the dialogue while keeping the group at a manageable size. **The participating members must have the authority to speak for the agency.**
8. Our aim is not to interfere with existing local partnerships but to build on them. A marketing and engagement strategy must be developed to inform and effectively involve all levels of the state collaboration.
9. The **collective wisdom of the state's representatives** can yield more cogent, coherent, and consistent messages about our agendas to the public, policy makers, and funding sources, which ultimately determine the extent of society's investment in youth. (*The Forum for Youth Investment*)
10. **Time is of the essence. We need to know if your organization will commit time and personnel to address the issues raised in this paper so our first organizational meeting can be planned and held. The First Jobs/First Wages Council of Workforce Florida, Inc. will be setting its priorities for 2003-04. It is our desire to provide the most value-added services to the spectrum of workforce preparation and participation programs and services.**

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Appendix B:

Invitee and Attendee Lists

WORKFORCE FLORIDA, INC.
FIRST JOBS/FIRST WAGES COUNCIL
STATE AGENCY/ORGANIZATION MEETING
JULY 31 – AUGUST 1, 2003 ♦ DESTIN, FL
LIST OF INVITEES

John O. Agwunobi, M.D., MBA
Secretary
Department of Health
Tallahassee, FL

Jim Horne
Secretary
Department of Education
Tallahassee, FL

David Pierson
President
Pierson A/C & Electrical Contractors
Jacksonville, FL

Mr. William Bankhead, Secretary
Department of Juvenile Justice
Tallahassee, FL

Jerry Regier, Secretary
Florida Dept. of Children & Families
Tallahassee, FL

Larry Strickler, Regional Mgr.
Bell South
Orlando, FL

Susan Pareigis
AWI Director
Tallahassee, FL

Frank Ryll, Jr., President
Florida Chamber of Commerce
Tallahassee, FL

Gail Campbell
Gov.'s Drug Free Communities
Tallahassee, FL

Ruben Patrick
State Coordinator
USDOL Job Corps
Tallahassee, FL

Joe Stephens
Youth Apprenticeship Coordinator
Department of Education
Tallahassee, FL

Jill Canono
Director
Volunteer Florida
Tallahassee, FL

J. B. Clark, Legislative Director
Florida Electrical Workers Assn.
Tallahassee, FL

William Mayville, President
Temp USA
Coral Gables, FL

Ana Lopez, Vice President
Camilo Office Furniture
Miami, FL

Nancy Cordill, Bureau Chief
Division of Workforce Dev.
Tallahassee, FL

Liza McFadden
Governor's Mentoring Initiative
Tallahassee, FL

Dr. Bill Maloy, Director
UWF, Office of Community Learning
Pensacola, FL

Loretta Costin, Division Director
Vocational Rehabilitation
Tallahassee, FL

Judy Meyer
Agency for Workforce Innovation
Tallahassee, FL

Senator Stephen Wise
The Florida Senate
Jacksonville, FL

Mr. James McDonough, Director
Governor's Office of Drug Control
Tallahassee, FL

Michael Nilsson
Pasco County Health Department
Dunedin, FL

Lynda Kever, Publisher
Florida Trend
St. Petersburg, FL

Ray Gilley, Board Chair
Workforce Florida Board
Orlando, FL

Mary Laura Openshaw, Director
Just Read, Florida
Tallahassee, FL

Statewide Youth Partnership Meeting Participants:
July 31 – August 1, 2003, Destin, Florida

- David Armstrong, Department of Education/WFI Board
- Curtis Austin, Workforce Florida, Inc.
- William Bankhead, Department of Juvenile Justice/WFI Board
- Charles Chervanik, Department of Juvenile Justice
- Lonna Cichon, Department of Children and Families
- J.B. Clark, Florida Electrical Workers Association/WFI Board
- Nancy Cordill, Department of Education
- Loretta Costin, Department of Vocational Education
- Bruce Grant, Office of Drug Control
- Lynda Hartnig, Department of Education
- Cindy Keil, Department of Children and Families
- Gary Leiffers, Lobbyist/Florida Chamber
- Dehryl McCall, Agency for Workforce Innovation
- Judy Meyer, Agency for Workforce Innovation
- Mike Nilsson, Pasco County Health Department/WFI Board
- Susan Pareigis, Agency for Workforce Innovation/WFI Board
- Reuben Patrick, Agency for Workforce Innovation
- David Pierson, Pierson A/C & Electrical Contractors/WFI Board
- Susan Simpler, Agency for Workforce Innovation
- Sharon Watley, General Scientific Manufacturing/WFI Board
- Senator Stephen Wise, Florida Senate/WFI Board

Workforce Florida, Inc. Staff:

- Andra Cornelius
- Rosanne Heard
- Freida Sheffield

Market Street Services Staff:

- J. Mac Holladay
- Kathy Young

Appendix C:

Initial Meeting Agenda

WORKFORCE FLORIDA, INC.
FIRST JOBS/FIRST WAGES COUNCIL
STRENGTHENING YOUTH PARTNERSHIPS MEETING

A G E N D A

Thursday, July 31

- 10:00-10:15 a.m. **Welcome** ----- David Pierson, Chair
First Jobs/First Wages Council
- 10:15 – 11:30 **Meeting Overview**-----Mac Holladay
Market Street Services
1. Discussion of meeting purpose and goals
 2. Introduction of participants (*representatives will briefly identify the primary emphasis of respective agency/organization*)
- 11:30 – 12:30 *Lunch Break –Coast Room E*
Invocation -----David Pierson
- 12:30 – 2:30 **The State of Youth Workforce Development in Florida:**
1. Identify key national, state, and local issues
 2. Discuss specific challenges facing agencies and organizations
- 2:45 – 5:00 **What Should Be Done:**
1. Review national best practices
 2. Initial determination of priorities for State of Florida and individual agencies and organizations

~~~~~*Dinner on your own.*~~~~~

**Friday, August 1**

- 9:00 - 10:30    **Identification of Priorities:**
1. Recap of first day’s session
  2. Rank of priority actions
- 10:45 – 12:15    **Gaps and Overlaps:**
1. Identify strategies and shared priorities
  2. Identify gaps and duplications in services
- 12:15 – 12:45    *Working Lunch* – Invocation -----David Pierson
- 12:45 – 2:15    **Resources and Support:**
1. Explore resources for funding
  2. Discuss legislative and executive roles
- 2:30 – 4:00    **Building an Infrastructure for Sustained Collaboration:**
1. What is the group’s commitment level?
  2. What are the next steps?
- 4:00 p.m.    Adjourn

**Appendix D:**  
Innovative Practices in Career Education and  
Awareness

# Statewide Collaboration on Youth Issues: Innovative Practices

## Strengthening Youth Partnerships In Florida

States throughout the nation are working on collaborative approaches to solving youth-related issues. Each state's approach is different, whether in terms of focus (broad, all-encompassing youth issues vs. limited to youth council efforts), definition of youth (0-24 vs. 14-21), or stakeholders involved in effort (all government agencies vs. grassroots, nonprofit driven). Regardless, there are insights to be gained from most every statewide effort.

Much of the research on state youth policy efforts has been compiled by the Forum for Youth Investment. The Forum's 2002 publication, "State Youth Policy: Helping All Youth to Grow Up Fully Prepared and Fully Engaged," is a seminal study that draws its information directly from 17 states\* as well as from national sources such as the National Governor's Association, the (U.S.) Family and Youth Services Bureau, and the National Crime Prevention Council. Some of the Forum's findings and recommendations are provided in this overview, while additional resources relating to youth issues and approaches are listed on page four.

Finally, beyond the 17 states the Forum studied, there are other states working on developing collaborative approaches to youth issues, either essentially on their own (Missouri) or with the assistance of groups such as the School and Main Institute (Texas, Georgia, and Kansas).

Three examples of collaborative statewide youth approaches are summarized in the following pages. These states – Missouri, Louisiana, and Iowa – were chosen to illustrate the kinds of efforts various states are currently making. The examples are not meant to advocate any single approach to collaborative youth efforts, rather they are meant to inspire and inform the creative process necessary as Florida begins its own statewide youth collaboration.

### Forum for Youth Investment – Nine Critical Tasks for State Policy Makers and Advocates:

1. Vision: Framing the Issue
2. Building Cross-Cutting Coordinating Bodies
3. Providing Proof: Evidence, Data, Outcomes, and Indicators
4. Youth and Community Involvement
5. Marketing, Messages, and Communications
6. Capacity Building: Demonstration Projects and Training and Technical Assistance
7. Model Policies and Initiatives
8. Making the Case to Influential Funders to Increase Resources
9. Technology

*One of the most critical tasks for state initiating collaborative youth efforts (particularly when driven by workforce agencies) is to determine at the outset how narrowly or broadly the approach will be defined.*

\* States studied by the forum include: Arizona, California, Colorado, Connecticut, Indiana, Illinois, Iowa, Kentucky, Louisiana, Maryland, Massachusetts, Nebraska, New York, Oklahoma, Oregon, Wisconsin, and Wyoming.

## Missouri: Statewide Youth Development Network

*In 2001, Citizens for Missouri's Children (CMC), a public interest organization, began a campaign to build a statewide youth development network to "move the state of Missouri towards investing in a high quality, comprehensive system to support positive youth (ages 6-21) development."*

✓ Public policy-oriented

✓ Supported and complemented by actions of Governor

### Funding:

The efforts of CMC to build the network and accomplish its goals are currently funded solely out of the organization's budget.

### Approach:

- CMC began organizing the network by holding focus groups in several communities throughout the state and circulating a questionnaire about youth issues.
- CMC also worked with 4-H Youth Development to hold a series of "Conversations on Youth Development" in more than 50 counties throughout the state, and also at the state-level, ultimately reaching more than 1,000 participants.

### Goals:

#### *Internally*

1. Train and empower youth in advocacy efforts;
2. Promote standards for programs;
3. Provide access to research about the effectiveness of positive youth development;
4. Cultivate a strong advocacy base; and
5. Act as a unifying agent for youth-serving organizations often in competition for limited resources.

#### *Externally*

1. Promote a consistent, recognizable definition of youth development that resonates with the public;
2. Seek recognition of the need for positive youth development by policy-makers;
3. Develop a comprehensive youth policy for the state of Missouri;
4. Advocate for funding; and
5. Engage the private sector in supporting and advocating for these programs.

### Accomplishments:

- In 2002, CMC produced the "Youth Development Policy Handbook" that outlines the public investment in Missouri youth through an assessment of several state agency departmental budgets.

- The Youth Development Policy Handbook includes a supportive Foreword by Governor Bob Holden, who formed a statewide Youth Cabinet in 2002.
- As of July 2003, CMC had signed on approximately 800 youth providers, advocates, parents, and youth to the network.
- CMC's work has been profiled by The Forum for Youth Investment, and the governor's Youth Cabinet is featured on the National Governor's Association Center for Best Practices website.
- CMC's efforts have led the State Legislature to create a Joint Committee on Out-of-School Programs, which has released a report based on extensive public testimony.

### Useful Tools:

- Youth Development Policy Handbook
- One-page fact sheet with important statistics about Missouri Youth
- One-page fact sheet on "Important Youth Development Investments that Missourians Need to Know About"

### Next Steps:

- While CMC is committed to maintaining a broad focus, an immediate priority of the organization is to determine whether funding for youth development programs is matching outcomes.
- In addition, the organization is attempting to form a statewide steering committee made up of advisors who are experts in this field (primarily program providers and nonprofits) and representatives from the business sector.
- Finally, CMC hopes to build on the legislative interest by encouraging the creation of clear statewide policy goals on youth development/out-of-school programs, and ultimately, binding legislation supporting the network's efforts.

### For More Information

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# Louisiana Youth Policy Network (LA YouthNet)

Formed in 2001, the Louisiana Youth Policy Network team (LA YouthNet) is a state-level collaboration of agencies and organizations that support the positive development of youth (ages 0-24). The effort grew from Louisiana's inclusion in the National Governor's Association Youth Policy Network, established in 2000 to advance youth development plans and strategies.

✓ Coordinated by the Louisiana Workforce Commission

✓ Closely tied to state economic development efforts

## Funding:

- LA YouthNet is funded collaboratively by the Workforce Commission-Office of the Governor, Louisiana School-to-Work, and the Temporary Assistance to Needy Families (TANF) program in the Department of Social Services.
- Louisiana was also awarded a Youth Development State Collaboration Demonstration project grant from the U.S. Department of Health and Human Services, Family and Youth Services Bureau previously and is currently seeking additional funding from the Bureau.

## Approach:

- The effort is based on the belief that, "making smart investments in the well being of youth moves Louisiana toward the economic prosperity and quality of life envisioned in the state's master plan for economic development."
- A dozen state-level partners are involved in LA YouthNet.

## Goals:

### Short-term

- To work together, across agencies and funding streams, to identify future trends in youth development, education, and training;
- To create a state-level plan to address identified trends in youth development, education, and training; and
- To make policy recommendations regarding youth development to the Governor, the Children's Cabinet and the Workforce Commission.

### Long-term

- To build the infrastructure for a world-class youth development system.

## Accomplishments:

- LA YouthNet is one of just 13 recipients of a Youth Development State Collaboration project grant from the U.S. Department of Health and Human Services Family and Youth Services Bureau.
- In 2003, the Louisiana state legislature passed a bill approving statewide skills certification standards that will allow the use of "work-ready certificates" based on WorkKeys®.

## Useful Tools:

- A working document, the "Louisiana Blueprint for Investing in Youth," was developed to "provide the foundation for a statewide dialogue about youth development."
- LA YouthNet developed a website, [www.layouthnet.org](http://www.layouthnet.org), that is promoted as an "online companion for all youth resources under the sun." The website provides links to all YouthNet partners, information about the Blueprint, and resources for Louisiana youth.

## Next Steps:

- LA YouthNet has identified three key focus areas to guide additional efforts:
  1. Capacity Building;
  2. Ongoing evaluation leading to the development of indicators and performance measures; and
  3. Collaborative, partnership-based strategic action planning among partners.
- LA YouthNet is also currently forming a "youth committee" made up of workforce development professionals and business representatives to expand the team's impact.

*"LA YouthNet recognizes that no one government agency can meet the needs of its vulnerable children and youth populations."*

### For More Information

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# Iowa Collaboration for Youth Development

Formed in 1999, the Iowa Collaboration for Youth Development (ICYD) is a state-led interagency initiative designed to better align policies and programs and to encourage collaboration among multiple state and community agencies on youth-related (ages 16 - 21) issues.

✓ Open and inclusive

✓ Results-oriented

## Funding:

- Within the state, ICYD is funded through an agreement between Iowa Workforce Development and the Division of Criminal and Juvenile Justice Planning of the Iowa Department of Human Rights.
- IDYD is also supported by grants from the U.S. Department of Health and Human Services, Family and Youth Services Bureau and the National Crime Prevention Council.

## Approach:

- ICYD was initially formed as a small group of state and local agencies to plan for and monitor a federal grant project.
- The lead agency in Iowa is the Division of Criminal and Juvenile Justice Planning of the Iowa Department of Human Rights.
- Coordination of ICYD has been subcontracted to the Youth Policy Institute of Iowa, a private nonprofit organization, to gain broad-based buy-in from all partners.
- As the effort has evolved, there are now members of more than 40 state agencies, community organizations, research institutions, and statewide non-governmental organization currently involved in ICYD.
- There is a bimonthly meeting of ICYD partners, which is open to all interested parties; the meetings average about 30 participants.

## Goals:

- Better coordinate and align state policies and programs related to youth using a positive youth development framework.
- Identify and develop resources for use at the community level to promote youth development and to facilitate planning and implementation of effective youth development programs.
- Increase youth involvement in state and local level policy discussions and decision-making.

## Accomplishments:

- Since inception, ICYD has developed a mailing list of approximately 100 stakeholders throughout the state that now help develop and promote the group's initiatives.
- Iowa is one of just 13 recipients of a Youth Development State Collaboration project grant from the U.S. Department of Health and Human Services Family and Youth Services Bureau.

- Iowa is also one of 10 states participating in the Youth Policy Network, a technical assistance program of the National Governor's Association Center for Best Practices.

## Useful Tools:

- To encourage comprehensive, data-driven planning, ICYD provides a variety of tools for its collaborators and stakeholders, including:
  - Local, state, and national indicators;
  - Assessment tools; and
  - The Youth Development Results Framework, a document that identified the results or outcomes for which there was shared responsibility across ICYD partners.

## Next Steps:

- Facilitating community mobilization on youth development issues.
- Evaluating the value of and potentially becoming more proactive in developing a legislative agenda.
- Focusing more attention on after school efforts, as this area gains momentum and shows potential for becoming its own network.

### For More Information

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## Additional Resources:

Forum for Youth Investment  
[www.forumforyouthinvestment.org](http://www.forumforyouthinvestment.org)

School & Main Institute  
[www.schoolandmain.org](http://www.schoolandmain.org)

National Governor's Association  
[www.nga.org](http://www.nga.org)

Afterschool.gov  
[www.afterschool.org](http://www.afterschool.org)

Family and Youth Services Bureau  
[www.acf.dhhs.gov/programs/fysb](http://www.acf.dhhs.gov/programs/fysb)

Connect for Kids  
[www.connectforkids.org](http://www.connectforkids.org)

National Crime Prevention Council  
[www.ncpc.org](http://www.ncpc.org)

National Youth Development  
Information Center  
[www.nydic.org](http://www.nydic.org)

National Youth Employment  
Coalition  
[www.nyec.org](http://www.nyec.org)

American Youth Policy Forum  
[www.aypf.org](http://www.aypf.org)

*Mrs. Mary Program: Vermilion County, Illinois*

Creating programs that provide students with exposure to career awareness at a young age can be a valuable tool in a community's effort to grow its future workforce. While career counseling, "paths," and other curricula and programs are often widely supported by employers and workforce and economic development professionals, a lack of sufficient funding often dictates that these efforts are focuses solely on students at the middle or high school level. By beginning career awareness and related programs in elementary school, a community has incomparable opportunity to help those students begin to understand the connections between education, skills, and lifelong employment.

The community of Vermilion County, Illinois has made great strides towards achieving its workforce development goals by creating a program targeted at third and fourth-graders that encourages interest and excitement in math and science. The "Mrs. Mary" program was developed to show young students that math and science "affects everything," from daily life to jobs later in life. The program also focuses on teaching that math and science can be fun, and is "for everyone," not just certain people, as some students may believe.

The program was developed in 1999 by Vermilion County's Manufacturing Cluster, a group of local businesses organized to "stimulate community awareness of and interest in career pathway opportunities available" within the County. The first of four<sup>1</sup> clusters to develop, the Manufacturing group recognized that math and science skills were lacking in the local labor force. In partnership with the local education system, the Cluster group sought to develop a program that could help achieve a broad goal of assisting "in the immediate and ongoing change and development of curriculum to better prepare students for these career pathways."

The Mrs. Mary program initially focused on third grade – the first grade in which Illinois public school students have dedicated math and science classes. The curriculum for the program was developed in conjunction with a group of third grade teachers, and currently has a patent pending.

In the third grade program, two presentations are delivered to the students, one that focuses on electricity and another that is about simple machines. The program is delivered by a volunteer<sup>2</sup> who uses costumes and interactive experiments to engage students. For example, in the "Great Math and Science Adventure," students build machines to lift people and use a plasma ball that "dances" to music.

The Mrs. Mary program is also focused on complementing existing classroom curriculum while demonstrating scientific and mathematical principles. Program supporters hope that ultimately, the math and science skills of the local workforce will strengthen, and students will be better prepared for the many careers that require these skills. The success of the third grade program led to the addition of a fourth grade program in 2000, "May the Force Be With You," which focuses on forces of motion.

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<sup>1</sup> Other clusters include Health, Information Technology and Customer Service, and Logistics.

<sup>2</sup> Program volunteers are provided with a nominal stipend for their work.

## **Appendix D: Innovative Practices in Career Education and Awareness**

Following each presentation, students receive a newsletter that highlights a variety of simple things they can do with math and science. Websites found to be particularly helpful for young students are also provided in the newsletter for those who have computer and Internet access. During the 2001-2002 school year, the Mrs. Mary program delivered 60 presentations at 15 area schools, reaching a total of 4,209 students. The program works with both public and private schools as well as home-schooled students.

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### *Real World Connections and Pathways to Success – Columbus, Ohio*

Internships and co-ops have proven to make the transition from school to career or college an easier one. Students gain “real work world” experience and employers are able to “try out” potential employees. Two programs ensuring that all students participate in meaningful workplace internships based on their interests are already in place in Columbus, Ohio. The Real World Connections Program and Pathways to Success Initiative require every public high school student to participate in a business internship of at least 60 hours to graduate.

The Greater Columbus Chamber of Commerce developed the pilot program of Real World Connections, called Let’s Start A Career, for the Columbus Public School System in 1997. The Chamber ran the program like a business, as students had to apply for acceptance, and any applications completed incorrectly were eliminated. Students chosen to participate attended a three-week workplace skill development course at Columbus State Community College during the summer before their internship, where they learned basic skills such as keyboarding, word processing, and database management. Upon completion of this course, the students applied for a 60-hour internship that they performed during the school year.

Following the one-year pilot program, the Columbus Public School System decided to make an internship a requirement for all students to graduate and created Real World Connections and Pathways to Success. The objectives of the programs are:

- To introduce Columbus teens to careers while developing a well-rounded student and potential employee;
- To demonstrate the connection between what students learn in school and how it applies in the professional world;
- To encourage students to learn by making classroom work more relevant; and
- To create a labor pool as students involved in local internships tend to remain in Columbus because of exposure to opportunities in the area.<sup>3</sup>

In Real World Connections, freshmen take a 30-hour Career Connections class that encourages career exploration and career preparation. They participate in job shadowing and take a technology skill development course in which they learn keyboarding, word processing, database management, spreadsheet creation, Internet use and navigation, presentation software, and digital imaging. They also identify their career field of interest during the school year.

During their sophomore year, students are required to perform 30 hours of community service at a food bank, homeless shelter, or hospital, for example. In their junior and senior years, students perform 60-hour paid internships for a business in their chosen career interest field. They may complete their internship during the school years and/or during the summer. Each of the 18 high schools and four career centers (formerly called “vo-tech” schools) in the Columbus Public School System has an Internship Coordinator responsible for placing the students with businesses. Each student has a workplace mentor to act as a role model while performing the internship. At the end of the internship, employers provide evaluations of each student’s

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<sup>3</sup> From the Greater Columbus Chamber of Commerce web site.

## Appendix D: Innovative Practices in Career Education and Awareness

performance to the school district. Approximately 4,100 students held internships during the 2001-2002 school year.

Pathways to Success is a Career Academy program and is therefore more intense. Its goal is to create skilled workers for the Greater Columbus region. Any student may participate, but he or she must be able to do Algebra and read within two years of his or her grade level to participate. Prior to their freshman year, students that need extra help to meet these requirements attend a five-week Summer Bridge Program. Students stay with the same group of teachers throughout their four years in the Initiative.

During their freshman year at one of seven high schools that offers the Pathways to Success Initiative, students enter the Freshman Success Academy. In the Freshman Success Academy, students have access to career and academic counseling with teachers through the Advisor/Advisee Program. They also learn study skills and also enter a Career Connections class, where they explore different career options and learn about the Academy choices at their school. Academy choices vary from school to school, but the six core choices are

- Architecture, Construction, and Engineering (ACE);
- Business;
- Health Sciences;
- Information Technology;
- IT/Logistics; and
- Technology, Engineering, and Manufacturing (TEAM).

Students enroll in one of these year-round Career Academies at the end of their freshman year. During the summer, students attend courses related to their Career Academy choice at Columbus State Community College. Each student may have a business mentor with whom they regularly communicate during the school year through arranged activities, one-on-one meetings, telephone, and e-mail. The purpose of the mentors is to provide information and guidance regarding career choices to students who need it.

In their sophomore year, students take an Academy Foundation class that further highlights the areas of career concentration available at their school. During their junior and senior years, students take elective classes that provide additional, intensive training in their career interest. The classes focus on how students can apply the knowledge gained in class to a real-world working experience. They also must complete a 60-hour internship over the two years, for which they are paid higher wages than Real World Connections participants. The Chamber is responsible for placing the Academy students with businesses.

Career Academy students earn one year of college credit if they pass all of their Academy classes. In addition, they graduate with a College Preparatory Certificate along with their high school diploma; get a head start on employment, as many employers will hire Career Academy graduates if openings are available; receive a Certificate of Initial Mastery indicating critical thinking skills and employability; and in some cases, may achieve industry certification. Career Academy students are prepared to go directly into the workforce and are also ready for post-secondary studies.

## **Appendix D: Innovative Practices in Career Education and Awareness**

To remain in the Career Academy, students must maintain a B (3.0) average in a college preparatory curriculum. For students that have trouble maintaining their grades, the Acceleration Academy provides extra help to them during the afternoons. Also, after-school tutoring is available Monday through Thursday.

While Real World Connections is solely a school system program, Pathways to Success is a partnership among the Greater Columbus Chamber of Commerce, Columbus State Community College, the Columbus Public School System, and employers. It is a true community effort, as a 200-member committee of teachers and employers meets monthly to discuss the Academy curriculum and make changes to it and the Initiative in order to maintain its success. There are four major partners that fund the Initiative.

The Chamber markets the Pathways to Success Initiative and hosts informational workshops for employers that want to participate. In addition to internships, employers can provide job shadowing, sponsor teacher externships, make classroom presentations, be a mentor, donate resources and equipment for classroom use, or pledge to hire qualified Career Academy graduates in entry-level positions.

The Ohio State University will track Career Academy students for seven years after graduation. They will monitor such factors as starting salaries and positions of Academy graduates, how many enter the workforce upon graduation versus going on to college, and if those that leave the area for college return to seek employment. Because the first Academy class just graduated this year, the tracking effort has just begun. It has been shown that participation in Pathways to Success improves student attendance and discipline. Also, participants do not change schools as often as non-participants.

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