

# PARTICIPANT PACKET

## *Employment and Training For Court-Involved Youth*



### **A Live National Satellite Broadcast**

*Produced by the*  
**Office of Juvenile Justice and Delinquency Prevention**  
**U.S. Department of Justice**  
*And the*  
**U.S. Department of Labor**  
**Employment and Training Administration**  
*And the*  
**Juvenile Justice Telecommunications Assistance Project**  
**Eastern Kentucky University—Training Resource Center**

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# AGENDA

## **Employment and Training for Court-Involved Youth**

**February 1, 2001**

\*All times listed are EST and approximate

- 1:00-1:30 PM Pre-conference Site Activities; Test Slate
- 1:30-1:35 PM Overview Videotape
- 1:35-1:38 PM Welcome/Introductions/Overview
- 1:38-1:45 PM Panel Discussion-The National Perspective
- 1:45-1:55 PM Video-*Center for Alternative Sentencing and Employment Services (CASES)*
- 1:55-2:18 PM Panel Discussion-Participant Call-in
- 2:18-2:28 PM Video-*Avon Park Youth Academy*
- 2:28-2:50 PM Panel Discussion/Participant Call-in
- 2:50-3:00 PM Video-*Fresh Start Maritime Program*
- 3:00-3:20 PM Panel Discussion/Participant Call-in
- 3:20-3:30 PM Closing Comments
- 3:30 PM OJJDP Coming Events/Sign Off

## **Broadcast Overview**

### **Employment and Training for Court-Involved Youth**

#### **Statement of the Problem**

Court-involved youth are youth who come in contact with the juvenile justice system for committing a status offense or delinquent act. More than 2.8 million arrests of persons under the age of 18 were made in 1997, representing about 9.3 percent of the U.S. population between the ages of 10 and 17. African American youth constitute a relatively high proportion of court-involved youth, compared with their proportion of the total youth population.

Some of the characteristics typically associated with court-involved youth include the following:

- Lack of a stable family environment and support system
- Poor school performance
- Poverty
- Poor communication skills
- Persistent alcohol and drug use
- Mental health issues
- Absence of positive role models
- Delayed developmental issues

Often disenfranchised by the education system and under the jurisdiction of the juvenile justice system, these youth find it difficult to learn marketable skills and compete for jobs. Yet research demonstrates that employability is critical to the success of high-risk youth. The link between crime and lack of economic opportunity requires the country's concerted attention through collaboration among employers, the juvenile justice system, and the workforce development system. A major hindrance to this collaboration is the fact that each of these groups has a unique form of governance, mission and vocabulary that is not clearly understood by persons outside each respective field.

#### **Formation of Task Force**

In recognition of the need to develop effective strategies to address the problem, the U.S. Department of Labor, Employment and Training Administration (ETA), and the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP), funded the Home Builders Institute of the National Association of Home Builders to convene a Task Force on Employment and Training for Court-Involved Youth. The Task Force consisted of researchers, program experts, market analysts, and individuals representing businesses, corporations, foundations and Federal, State, and local agencies.

Recognizing that the operational processes and purposes of the juvenile justice and workforce development systems are significantly different, the Task Force analyzed the vocabulary, governance structure, and programmatic nuances of each system. The findings of the Task Force are summarized in a recently released OJJDP Report, *Employment and Training for Court-Involved Youth*. The report, designed for policymakers and practitioners from each of these fields, provides an overview of the juvenile justice system, the workforce development system, connections to the labor market, and other major systems that must work together to provide services to court-involved youth. It also offers examples of effective practices, promising

programs, and system collaboration to help policymakers and service providers prepare court-involved youth for the job market.

### **Promising Programs**

A key challenge for both policymakers and service providers is developing programs that prepare court-involved youth for jobs while also meeting developmental needs of youth, labor market requirements of employers, and safety and security needs of communities. According to the Task Force's report, programs that successfully link court-involved youth to the labor market share the following elements:

- Age-appropriate and comprehensive youth development
- Involvement of an adult advocate and the family
- Work-based learning and academic development
- Close attention to career development and job placement
- Long-term follow-up

Programs that service court-involved youth can be divided into three categories: early intervention, residential, and aftercare.

### **Early Intervention Programs**

Early intervention programs are typically designed as prevention programs--either to divert youth from entering the juvenile justice system or to prevent youth from continuing their involvement with the system. The most effective early intervention programs use a variety of approaches, including mentoring, after school support, employment and training, school-to-work, and college access services. Intermediaries, such as community-based organizations, nonprofits, and job brokers, can provide consistent contacts for court-involved youth who are in the juvenile justice system or returning to the community after confinement. Similarly, a comprehensive, front-end assessment of a youth's needs when he or she enters the juvenile justice system can both facilitate referral to appropriate services and initiate tracking of the youth's progress.

### **Residential Programs**

Approximately thirty percent of adjudicated delinquents are committed to residential facilities due to the severity of their needs or their threat to public safety. To provide quality job training and employment services, residential facilities must address the behavioral, educational, and social profiles of confined youth; the geographic isolation of many residential facilities; public safety concerns; and the belief by employment and training agencies and employers that confined youth will not meet performance standards. Effective residential employment and training programs include those that operate onsite businesses and employ youth at competitive wages, engage youth in community service and restitution projects, prepare youth for employment using an entrepreneurship or a service learning model, or training youth for specific jobs using industry-approved curricula. These programs enable youth to develop practical skills they can use in the workforce after their release from residential facilities.

### **Aftercare Programs**

Following their release from residential facilities, youth often remain the responsibility of the State juvenile justice or corrections agency and continue to require support services. Aftercare can provide critical services and support a youth's reintegration into the community. Aftercare programs that emphasize employment and training tend to be the most effective when youth are in the community, are of legal working age, and have benefited from earlier services (i.e.,

counseling, basic skills, and interpersonal skills development). The most effective aftercare programs typically involve formal partnerships between the juvenile justice system and other institutions or organizations. Some programs create and tailor slots for court-involved youth in a job training program or impart academic skills and knowledge through practical applications and “real work” projects. These programs create support networks that help youth develop appropriate attitudes and behaviors for participation in the community and the workforce.

### **Systems Collaboration**

The Task Force identified six primary systems that affect court-involved youth: juvenile justice, workforce development, education, social services, community-based organizations, and the labor market. Effective job preparation requires the engagement of each of these systems.

There are some promising models of systems collaboration that effectively counter the seemingly vast number of obstacles and barriers that contribute to limited involvement of court-involved youth in labor market activities. During today’s videoconference, you will learn about three such promising programs.

### **Workforce Investment Act**

The Workforce Investment Act, enacted in 1998, is an excellent example of a federal program that requires collaboration and systems-level cooperation among diverse, federally funded workforce development initiatives. Under the Act, formula funds are distributed to each state as well as local areas for separate adult and youth job training programs. The youth formula funds can be used for a variety of activities to serve both in school and out-of-school youth ages 14 to 21.

The Act establishes State Workforce Investment Boards, which establish local workforce investment areas, a key component of which are youth councils. These youth councils are established as a subgroup of the local boards to guide the development and operation of programs for youth. Members include local board members with expertise on youth issues and representatives from youth service agencies, public housing authorities, Job Corp, and parents. Duties of youth council include development of the youth portion of the local plan, recommending youth providers and grant awards, and conducting oversight of the local workforce board.

Local areas must develop a service strategy for each participant based on an individual assessment of basic skills, occupational skills, prior work experience, aptitudes, support service needs, and developmental needs. The local area must have an array of services available for youth, including tutoring and dropout prevention, alternative schools, summer jobs, work experience, occupational skills training, leadership development, support services, adult mentors, follow-up services for at least 12 months, and counseling that includes drug and alcohol abuse counseling and referral. These services can be provided by a variety of agencies, including the public school system, community colleges, community-based organizations, and trade schools.

### **Home Builders Institute**

An initiative of the Home Builders Institute, the education and training arm of the National Association of Home Builders (NAHB), is another example of systems collaboration. The Institute operates the Community Restitution and Apprenticeship Focused Training project or Project CRAFT, that is designed to train and place high risk youth and juvenile offenders in employment in the home building industry. Students receive pre-apprenticeship certificate

training, an industry-validated curriculum, which includes 840 hours of hands-on training and classroom instruction in the use of tools, safety, work habits, and trades-related mathematics. After graduating from the program, participants are placed in industry-related jobs and receive long-term follow-up services. The program works in partnership with private juvenile and corrections facilities, juvenile judges, juvenile justice system personnel, education agencies, community-based organizations and other human service agencies. It currently operates in five states.

### **Promising and Effective Practices Network (PEPNet)**

PEPNet was developed by the National Youth Employment Coalition (NYEC), a network of over 100 youth employment/development organizations dedicated to promoting policies and programs which help youth succeed in becoming lifelong learners, productive workers, and self-sufficient citizens. This was developed in 1995, in response to a misconception that "nothing works" in preparing in and out of school youth for jobs, careers, and self-sufficiency

PEPNet is a

- nationwide network of youth employment/development initiatives that are (1) recognized by PEPNet for high standards of effectiveness; (2) committed to continuous improvement; and (3) dedicated to sharing information about effective practice.
- a set of criteria of effective practice, developed by a working group of professionals from throughout the youth employment/development field.
- an information source on effective practice for practitioners, policy makers, educators, employers and the general public.

PEPNet's framework for selecting promising and effective practices fall into five broad categories: purpose and activities; organization and management; youth development; workforce development; and evidence of success. To date, PEPNet has recognized 58 exemplary initiatives in the U.S. and Canada. These programs receive the prestigious PEPNet Award and their practices are a key part of the information that PEPNet disseminates.

For information about NYEC and PEPNET visit <http://www.nyec.org>.

### **Steps for the Future**

Enhancing collaboration, improving communications, and increasing the various systems' knowledge of each other are among the challenges that will continue to confront policymakers, program personnel, and court-involved youth. The next step is for youth-serving systems to work together and complement one another so an integrated and effective service delivery system, appropriate for all parts of the juvenile justice continuum, can be implemented.

**CAREER EXPLORATION PROJECT (CExP)  
OF THE  
CENTER FOR ALTERNATIVE SENTENCING AND EMPLOYMENT SERVICES  
(CASES)  
OVERVIEW**

The mission of the Center for Alternative Sentencing and Employment Services (CASES) is to help young offenders gain the skills and self-confidence they need to exit the justice system as responsible, productive members of their communities.

The Career Exploration Project (CExP) is a specialized initiative within CASES Court Employment Project (CEP). Through CEP, judges sentence teen felony offenders to six months of intensive supervision that combines education, vocational and job training and support services. CEP participants may apply to CExP by writing a personal essay and participating in an interview process. In order to be accepted a youth must be enrolled in an educational program, attend school regularly, and demonstrate motivation, an interest in learning, and readiness for intensive training and work experience.

Participants are first-time felony offenders, ages 15 to 19, who reside in low-income neighborhoods in New York City. A typical participant lives in a low-income household headed by a single mother or grandparent who often receives support from public assistance or disability benefits. Sixty percent of participants are African-American and thirty-eight percent are Latino; approximately ten percent are females. Most of the youth have little or no work experience.

CExP begins with a one-month pre-internship course to help participants develop skills and good habits for the workplace. Topics include employability skills (interviewing, resume writing, job search), “soft” skills (communications, conflict resolution, team building, problem solving), and other developmental work. Participants who maintain a ninety percent attendance rate, positive attitude and a high level of effort are sent to interviews and then selected for a 10-week, part-time internships at small businesses or non-profit organizations where they can earn a weekly stipend.

CExP staff carefully selects work sites based on the quality of supervision and work experience they can provide to youth, as well as the youth’s career interests. Staff maintains regular contact with supervisors through site visits and telephone calls. During their internships, participants meet every Friday for two hours to discuss their experiences and concerns, hear guest speakers, and develop their goals. Near the end of the internships, participants begin meeting with CASES Employment Unit staff who advise and assist them with their transition. After graduation from CExP, participants become “alumni”, are invited back for regularly scheduled events, and can continue to take advantage of all CASES services.

Staff understands that an important element of program effectiveness is the continuity they provide to participants and employers. A hallmark of the program is the development of strong relationships between adult staff and participants, and post-program surveys of participants indicate that knowing that staff was available to help them after graduation was key to the success of the program. The program assistant position was established for a CExP graduate, demonstrating that participants can reach the goals they set. His presence is important since



participants rely on him for the kind of mentoring and support that only someone who has shared similar experiences can provide.

CExP staff promote cultural awareness at two key levels: 1) helping young people learn how to work with individuals from diverse backgrounds, and 2) helping participants learn to appreciate their own cultural backgrounds as part of their personal development. On the first level, the pre-internship training course includes discussions of stereotypes and participants are encouraged to address these issues through discussion, role-playing, and developing communications skills. On the second level, seeing people of color in positions of leadership and success has a particularly positive impact on participants. Staff develops internship sites in accordance with participants' interests and cultural backgrounds to afford them positive role models with similar cultural orientations. Staff also develops culturally targeted events such as tours of businesses owned or staffed primarily by people of color and tours of historically black colleges.

Participants develop bonds with one another during the pre-internship course and CExP reinforces these positive group dynamics in weekly sessions. Staff sustains a positive peer influence through alumni activities that draw youth back to an environment in which they can receive support from staff and peers for their efforts.

CExP employers are very involved with the students during their internship, providing an important adult relationship. Staff seeks out employers who want to interact with and support young people as well as employers who understand the goals of the program and are willing to extend themselves to the interns. The employers provide regular and consistent supervision of participants, monitor their performance and behavior, become resources around issues of work and life, and provide a variety of tasks so participants can acquire skills and learn about that field of work.

All students have service plans that address their educational needs. One staff member helps participants navigate the public school system and facilitates their return to school. Another staff person assists participants interested in attending classes outside the public school systems, such as community-based GED programs. CExP integrates academic skills throughout program activities, including writing, reading, public speaking, and math. The program also provides information about college including the application process and financial aid.

Research is conducted in-house by a research associate who is assisted by two CexP graduates. A comprehensive Management Information System enables staff to maintain data on participants and track their progress throughout the program. Through the end of 1999, seventy-seven percent of those accepted into the program completed the training phase and fifty-three percent completed both the training and internship phases. Results from the first two years of operation indicate that all CExP graduates pursued educational goals by enrolling or remaining in a GED program, high school, or college or passing a GED exam. Nearly two-thirds have gone on to other jobs or internships, and almost half were working six months after program completion. Additionally, employers have expressed satisfaction with the performance of the interns.

**For more information contact: Center for Alternative Sentencing and Employment Services, 346 Broadway, 6<sup>th</sup> Floor, New York, NY 10013. Phone 212-559-6650, Fax 212-571-2973**  
[www.cases.org](http://www.cases.org)

## **FRESH START PROGRAM OVERVIEW**

In 1989, the Living Classrooms Foundation entered into a partnership with the Maryland State Department of Juvenile Justice to create a program that enables young people in trouble to get their lives back on track. The program, called Fresh Start, focuses on career development, cooperative learning, community service, and increased self-esteem for at-risk youth. The 40-week program provides youth with training in the areas of vocational, academic, and social skills development.

Fresh Start serves 16 to 19 year olds from economically disadvantaged neighborhoods who have not completed high school. Most have been victims of sexual, physical and /or emotional abuse and nearly all have been arrested more than once. Prior to acceptance, a youth must participate in a two-part interview process. The first interview is designed to acquaint the youth with the program, discuss its benefits, and answer any questions the youth may have. The second interview emphasizes punctuality and gives the youth an opportunity to talk about what he wants to achieve in the program.

The program emphasizes the development of meaningful work and life skills through an integrated curriculum that includes personal development, team building, problem solving, and critical thinking skills. During the course of the program, students participate in job-search seminars and conduct videotaped “mock” interviews and construct a resume. In addition, youth learn computer skills including word processing and Internet use as well as receive remedial education so they can obtain a GED. Part of their hands-on training includes building a personal toolbox and earning hand tools as they master their use. They also build a line of outdoor furniture that they can sell to the public to earn money. A 1:5 staff to student ratio allows for intense support and intervention. Staffing also includes a GED teacher and a social worker.

The vocational program includes building and repairing boats and engines, developing carpentry and wood-working skills, and working in a real marina and crewing aboard Living Classrooms Foundation vessels in Baltimore’s Inner Harbor. The initiative is divided into five modules, each focusing on different work projects and new skills. The last two months of the program are designed to help students’ transition into internships and jobs while maintaining the support of the program.

Cultural exploration components expose youth, who are predominantly African-American, to Baltimore’s African-American maritime heritage. The Living Classrooms Maritime Institute, located on the Baltimore waterfront, is close to a former workspace of Frederick Douglass, and to the shipyard owned and operated by Isaac Myers, the first African American to own a shipyard in the U.S. The program uses Black Maritime History as a springboard to help youth identify ways to relate to the maritime field as well as gain a sense of pride in their heritage.

Staff use daily activity self-evaluations completed by the students to track their progress in meeting program goals. Management also uses pre and post-level scores and quarterly technical skills tests to track the effectiveness of the initiative in terms of student outcomes.

Living Classrooms has a full time counselor who tracks each Fresh Start graduate for three years with assistance from the Department of Juvenile Justice. Project staff also continue to provide support and graduates have been hired to bridge the gap between Fresh Start graduation and entry-level jobs.

Data on program participants for the past three years demonstrate that Fresh Start achieved the following goals: 1) students increased their GED scores by 26 points, with increases in reading, writing and math

scores, 2) sixty-five percent of graduates found employment at average hourly wages of \$6.93, and 3) thirty-two percent continued their education after graduation. Only fifteen percent of the graduates were re-arrested and only three percent were incarcerated.

**For more information, contact: Maritime Institute, Fresh Start-Living Classrooms, 802 S. Caroline St., Baltimore, MD 21231, Phone 410-685-0295, Fax 410-752-8433, [www.livingclassrooms.org](http://www.livingclassrooms.org)**

# **AVON PARK YOUTH ACADEMY**

## **OVERVIEW**

Avon Park Youth Academy, a 212 bed private residential facility in Florida, is operated by Securicor and serves 16 to 18 year old male offenders committed to the Florida Department of Juvenile Justice. The nine-month program is designed to simulate a real work experience as much as possible in order to prepare youth for transition to the community and employment opportunities at a living wage.

The goal of the Academy is to provide education and job training, as well as life and community living skills in order to facilitate self-sufficiency and permanency planning. In order to achieve this goal, the program uses a holistic approach that combines career training, support services such as social skills training and case management, and community service activities. The program attempts to balance security concerns against the need to provide a real world experience and a sense of normalcy by housing the youth in a non-institutionalized setting. Housing units are designed to hold eight to ten youth in order to facilitate a small intimate community. In an attempt to empower the youth and encourage personal responsibility, a student-run town council with elected officials governs the Academy.

The youth are responsible for their cooking, cleaning, laundry, and grounds maintenance at the Academy. By demonstrating good behavior, they have the opportunity to schedule activities within their housing unit such as trips to the movies and picnics. Avon Park operates on a token economy system in which youth earn credits that can be used to purchase activities and items in the campus store or on off campus outings. Students are responsible for budgeting the credits, enabling them to learn an important life skill, managing resources. The goal of the daily routines and token system is to foster personal responsibility and teach social and other skills needed to live and succeed on their own.

Project CRAFT (Community Restitution and Apprenticeship Focused Training) is an integral component of Avon Park Youth Academy operations. CRAFT, sponsored by the Home Builders Institute, the education and training arm of the National Association of Home Builders, in partnership with Securicor-New Century, is an industry supported and nationally recognized vocational training and job placement model for juvenile offenders. APYA/CRAFT students, under the tutelage of HBI's journey level trade instructors receive 840 hours of hands-on and classroom instruction in the use of tools, safety, positive work habits, and trade related mathematics. HBI training focuses on skills achievement. Students must master Several trade-specific skills related to the residential construction industry before they are eligible for industry validated certification, graduation and job placement services. Each student's performance is evaluated weekly by Project CRAFT staff, including instructors, employment specialists, and administrators to determine job readiness. Successful trainees enter the workforce in the home building industry.

The certified courses at Avon Park include plumbing, electricity, carpentry, building maintenance, masonry, flooring, business, auto machinery, horticulture and culinary arts. Each youth has an employment counselor and case manager who helps them explore careers, identify their strengths and weaknesses, and develop a career path. Each youth also develops a career portfolio, which includes completion of a resume, a job search, and interview and practice of job readiness skills. In the last third of their stay, participants earn wages in a real work experience either on or off site, depending on their behavioral performance. In order to begin their work experience, the youth must apply for the desired job, be interviewed and accepted. During their time at work, students are required to comply with normal workplace standards in terms of their behavior, punctuality, and job performance.

The vocational training program is supplemented with academic work accomplished by using an innovative computer software program that tailors a curriculum to each student's educational needs.

The program recognized the need to provide support to the youth after graduation from the program and has established a 9 to 12 months aftercare program. In the last two months of the program, youth work with a variety of staff members to develop a transitional plan, secure employment, obtain a driver's license, and make suitable living arrangements. Each youth receives up to a \$500 stipend upon release to enable them to begin the independent living phase. Transition specialists and community staff provide support to the youth and facilitate referrals to community resources that will increase each person's standard of living.

Outcome data of the Academy indicate that seventy-eight percent of the youth successfully complete the program. Forty percent receive GEDs or high school diplomas and seventy-eight percent receive vocational certification. Following release, eighty-one percent remain employed after 6 months.

**For more information, contact: Avon Park Youth Academy, 242 South Blvd., Avon Park, FL 33825, Phone 863-452-3815, Fax 863-452-4302**



## **Home Builders Institute**

The Education and Training Arm of the  
National Association of Home Builders

### **Overview**

The Home Builders Institute (HBI), the education and training arm of the 200,000-member National Association of Home Builders (NAHB) was incorporated in 1983. Since its inception, HBI has helped more than 250,000 people enter careers in the home building industry. Its programs help young men and women seeking skills in the building trades and foster the industry as a career choice. In addition, HBI offers advanced education to builders and contractors through home builders associations (HBAs) nationwide and through its partnership with Professional Builder magazine.

### **Programs**

#### **Academic Services**

The NAHB Student Chapters program helps enrich the educational experience of students enrolled in construction-related fields at more than 200 high schools, technical schools, colleges and universities. The program allows students to enjoy the many benefits of membership in NAHB through participation in competitions, professional networks, conferences and industry exhibits.

#### **Continuing Education**

For people already in the industry, HBI has the advanced Certified Graduate Builder (CGB), Certified Graduate Associate (CGA) and Graduate Master Builder (GMB) programs, which offer courses on the industry's newest business management techniques, marketing approaches and financial strategies. These offerings have recently become available in Professional Builder magazine, with each segment running over six issues.

#### **Craft Skills**

Other HBI training programs include "Craft Skills" which help thousands of young men and women, older workers, welfare recipients, as well as juvenile and adult offenders, start new careers in the building industry every year. The 25/75 split between class time and hands-on application in community projects is part of the Craft Skills' curriculum, and has earned its youth offender program, Project CRAFT (Community, Restitution, Apprenticeship-Focused Training), kudos from the U.S. Department of Justice and the vocational education community.

## **Job Corps**

HBI trains and places 4,000 youths enrolled in the Department of Labor's Job Corps program, annually. Through real-life, hands-on training, young people acquire the three pieces of the employment puzzle; trade training, basic academic training and employability skills. Upon graduation, their hard work and perseverance pays off with a career in the building industry, where a shortage of labor makes their skills highly desirable. HBI has programs in eight trades — carpentry, facilities maintenance, electrical wiring, painting, plumbing, brick masonry, landscaping and solar installation — on 67 Job Corps campuses across the country.

HBI and Job Corps work closely with industry, and in many cases, employers are participating in the formation of curriculum or providing training opportunities for students. Through initiatives such as internships, employers and students share a mentoring experience and an employment tryout period. Students fine-tune their skills while employers provide the final training that makes a student a “perfect fit” at that company.

## **School-to-Work**

Under "Building a House to Build Careers," local home builder associations and schools are partnering to design curricula focused on all the elements of home construction. The program introduces students to the many career options in the building industry, while at the same time enhances their overall school performance. The three pilot sites are in Tallahassee, Indianapolis and Kansas City.

## **Workforce Development**

The NAHB Task Force on Labor Shortages, established by the NAHB Board of Directors in January 1999, is another HBI program designed to address the labor needs of the industry. The Task Force focuses on four key areas: education and training, industry image, wages and benefits and legislative and regulatory relief, as those of paramount importance to solving the industry's dearth of qualified labor.

For information on the Home Builders Institute and its programs, call 800-795-7955.  
Or visit [www.hbi.org](http://www.hbi.org).



## Workforce Investment Act of 1998

Signed into law on August 7, 1998

Replaces the Job Training Partnership Act

- Title I of the Act authorizes the new Workforce Investment System. Goal is to increase the employment, retention and earnings of participants, and increase occupational skill attainment by participants, and, as a result improve the quality of the workforce, reduce welfare dependency and enhance the productivity and competitiveness of the Nation.
- Major component is the creation of a “one-stop” delivery system with career centers in neighborhoods where people can access core employment services and be referred directly to job training, education and other services.
- Several new features are included in the law to ensure the full involvement of business, labor and community organizations in designing the new workforce investment system.
- Establishes State Workforce Investment Boards comprised of the Governor, two members of each chamber of the state legislature and others as selected by Governor; Board assists the Governor in developing a five year strategic plan.
- Governor to designate local workforce investment areas (must approve requests from local governments in excess of 500,000 people) and oversee local workforce investment boards. Composition of board appointed by Chief Local Elected Officials and include members of businesses, community based organizations, one stop partners, etc.
- The act specifies three funding streams to states and local areas: adults, dislocated workers and **youth**.

### YOUTH

- Youth councils established as a subgroup of the local boards to guide the development and operation of programs for youth. Members include local board members with expertise on youth issues and representatives from youth service agencies, public housing authorities, Job Corp, and parents; duties of youth council include development of youth portion of local plan, recommend youth providers and grant awards, and conducts oversight of local workforce board.
- Eligible youth are low income - ages 14 through 21 - although up to 5% who are not low-income may receive services if they face certain barriers to school completion or employment.
- Other eligibility requirements include youth who face one or more of the following challenges to successful workforce entry: 1) school dropout; 2) basic literacy skills deficiency; 3) homeless, runaway, or foster child; 4) pregnant or a parent; 5) an offender; or 6) need help completing an educational program or securing and holding a job.



- Youth will be prepared for post-secondary educational opportunities or employment. Programs will link academic and occupational learning. Service providers to have strong ties to employers.
- Programs to also include tutoring, study skills training and instruction leading to completion of secondary school; alternative school services; adult mentoring; paid and unpaid work experience (includes internships and job shadowing); occupational skills training; leadership development; and appropriate supportive services to include follow-up services for not less than 12 months.
- Programs must provide summer employment opportunities linked to academic and occupational learning. (In contrast to previous legislation, no separate appropriation is set aside for summer employment programming. Mix of year-round and summer activities is left to local discretion
- 85% of youth funding stream is allocated to local areas; 15% allocated to statewide activities as designated by the state board; Funds of over \$250 million to be used for Youth Opportunity grants - helps youth in high poverty areas within Empowerment Zones/Enterprise Communities or on Indian reservations.
- **At least 30% of local youth funds must help those who are not in school.**

## ***RESOURCES***

### **Publications**

***Employment and Training for Court-Involved Youth: An Overview*** (Fact Sheet). April 1999. 2 pp. FS 99102. FREE.

Provides an overview of the forthcoming OJJDP Report, Employment and Training for Court-Involved Youth. This Fact Sheet introduces the Task Force on Employment and Training for Court-Involved Youth, jointly funded by the U.S. Departments of Justice and Labor and convened by the Home Builders Institute, and lists the Task Force's goals. *Available from the Juvenile Justice Clearinghouse* 1-800-638-8736 or [www.ojjdp.ncjrs.org](http://www.ojjdp.ncjrs.org)

***Employment and Training for Court-Involved Youth*** (Report) November, 2000 112 pp. NCJ 182787 Free

Presents the findings of the Task Force on Employment and Training for Court-Involved Youth that was convened by the Home Builders Institute and funded by the U.S. Department of Labor, Employment and Training Administration, and the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP).

*Available from the Juvenile Justice Clearinghouse* 1-800-638-8736 or [www.ojjdp.ncjrs.org](http://www.ojjdp.ncjrs.org)

***Youth Opportunity Grant (YOG) Operations Handbook*** Free

A “how to” guide to assist YOG sites on all phases of program implementation.

*Available for download from the Dept. of Labor Employment and Training Administration website:* [www.doleta.gov/youth\\_services](http://www.doleta.gov/youth_services).

***Youth Can Work! Chartering Youth Councils Under the Workforce Investment Act***, 1999, 32 pp., John J. Heldrich Center for Workforce Development

Offers an initial framework for setting up a Youth Council under the Workforce Investment Act

*Available for free download at* <http://wdrich.rutgers.edu/publications/ACF615E.pdf>

### **Resources on the Internet**

Department of Labor, Employment and Training Administration [www.doleta.org](http://www.doleta.org)

Office of Juvenile Justice and Delinquency Prevention [www.ojjdp.ncjrs.org](http://www.ojjdp.ncjrs.org)

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

Home Builders Institute [www.hbi.org](http://www.hbi.org)

Center for Alternative Sentencing and Employment Services [www.cases.org](http://www.cases.org)

Fresh Start Program [www.livingclassrooms.org](http://www.livingclassrooms.org)

## **Program Panelists**

### **David Brown, Executive Director**

**National Youth Employment Coalition, 1836 Jefferson Place NW, Washington, DC 20036, Phone 202-659-1064, Fax 202-659-0399, [db@nyec.org](mailto:db@nyec.org)**

David E. Brown became the executive director of the National Youth Employment Coalition on July 1, 2000. Prior to being appointed executive director, Brown served as the Deputy Director of NYEC. Prior to joining NYEC he was a senior policy analyst with the National Governors' Association Center for Best Practices. During his six-year tenure at NGA he focused on youth-related state policy issues, including youth development, school-to-work, employment and training, national and community service and juvenile justice. Over the past twenty years, Brown has benefited from a range of youth policy and program experiences within both public and nonprofit youth-serving organizations at the national, state and local levels. In the early 1980's, Brown administered federally-funded youth employment programs in Peekskill, New York and later launched and coordinated two education/work experience projects that served disadvantaged out-of school youth in New York City. Later he worked with both the State of Maryland and District of Columbia juvenile justice systems. He received his B.S. in Political Science and Urban Affairs from the American University and his Masters in Public Administration from Baruch College, which he attended as a National Urban Fellow.

### **John Dillow, Executive Director**

**Maritime Institute, Fresh Start-Living Classrooms, 802 S. Caroline St., Baltimore, MD 21231, Phone 410-685-0295, Fax 410-752-8433, [John@livingclassrooms.org](mailto:John@livingclassrooms.org)**

John enters his eighth year with LCF as the Director of the Maritime Institute. The Maritime Institute is home to many programs, such as, Fresh Start and other intervention, prevention and job readiness programs. John has also been an instructor and Director of Shipboard Education for LCF. John's undergraduate degree came from University of Maryland College Park. His degree took him to New England to work at a research center for whales, but returned home to Baltimore to work with students in need of assistance.

### **Lorenzo Harrison, Administrator**

**Office of Youth Services, Employment and Training Administration, US Dept. of Labor, 200 Constitution Ave. NW, Washington, DC 20210, Phone 202-693-3528, [lharrison@doleta.gov](mailto:lharrison@doleta.gov)**

Lorenzo D. Harrison is the Administrator of the Office of Youth Services at the U.S. Department of Labor, Employment and Training Administration. Harrison has worked over the past sixteen years in the employment and training system. Originally from New York, Harrison joined the Dept. of Labor after serving as Executive Vice President and Chief Operating Officer of STRIVE, a privately funded, nationally acclaimed non-profit employment, training and placement organization. He was a Sloan Fellow at New York University's Robert F. Wagner School of Public Service, was honored by the United Way of New York City for his work helping underserved New York residents secure jobs, and was awarded a fellowship to the prestigious Kellogg National Leadership Program. This, after earning a Bachelor's degree in sociology from the College of New Rochelle's school of New Resources and a Master's degree in Public Administration/Non-profit Management from New York University's Robert F. Wagner School of Public Service.

### **Mark Hite, Academy Administrator**

**Avon Park Youth Academy, 242 South Blvd., Avon Park, FL 33825, Phone 863-452-3815, Fax 863-452-4302**

Mark Hite attended Norfolk State University. He was able to capitalize on his academic experience by working in various professional capacities. In 1988, he joined the Virginia Department of Corrections,

Juvenile Division. In 1993 he joined Friends for Families, Inc, an agency serving youth and families that were separated due to institutional placements, as Executive Director. In 1996 Mark joined the Virginia Department of Juvenile Justice and assisted in the development of the Leader Program. This program was established to address appropriate discipline strategies along with structuring residential programs designed for juveniles who were classified as serious habitual offenders. During this same period, he was also involved in developing the statewide protocols for interviewing and hiring entry level juvenile correction employees. Mark currently serves as the Academy Administrator at Avon Park Youth Academy in Avon Park, Florida.

### **Joe McLaughlin, Deputy Director**

**Center for Alternative Sentencing and Employment Services, 346 Broadway, 6<sup>th</sup> Floor, New York, NY 10013. Phone 212-559-6650, Fax 212-571-2973, [jgm57@hotmail.com](mailto:jgm57@hotmail.com)**

Joe McLaughlin is a native of Boston, Massachusetts. Prior to attending college, he worked as a union organizer for a Service Employee International Union local in Boston. Joe is a 1988 graduate of Boston College with a degree in economics. Upon graduating he was accepted as a New York City Urban Fellow where he worked as a Special Assistant to the Executive Director of the New York City Board of Correction. In 1989 Joe began working for the Vera Institute of Justice as a Planner in their Community Service Sentencing Project. This project was later spun off from Vera and merged with the Court Employment Project to form the Center for Alternative Sentencing and Employment Services (CASES). Shortly thereafter, Joe designed and implemented a drug relapse prevention program, which he managed for the next two years before accepting a position as Executive Assistant to the Director of the Court Employment Project. In 1995 Joe left CASES and moved to Pennsylvania to work for VisionQuest where he managed the Chester County HomeQuest Program. In 1996 he returned to CASES in his current position as Deputy Director of Specialized Services, overseeing all program services for 650 felony offenders each year

### **John Wilson, Acting Administrator**

**Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, 810 7<sup>th</sup> Street NW, Washington, DC 20531; Phone 202-307-5911; Fax 202-514-6382**

John J. Wilson is the Acting Administrator for the Office of Juvenile Justice and Delinquency Prevention (OJJDP) within the U. S. Department of Justice, Office for Justice Programs. Mr. Wilson joined the Department in 1974 as an attorney advisor in the office of the General Counsel for the Law Enforcement Assistance Administration. He served as Senior Counsel to OJJDP from the program's inception in 1974 until 1992, when he joined the Office as its full-time Legal Counsel. He is now in his second stint as Acting Administrator for the Office. He also serves as a member of the U.S. Advisory Board on Child Abuse and Neglect.

### **Alexa Gromko, Moderator**

Ms. Gromko serves as anchor of WTVQ-TV's evening newscast. WTVQ is an ABC affiliate located in Lexington, Kentucky. Prior to joining WTVQ in 1996 she was an anchor/reporter at KOIN-TV in Portland, Oregon and at KRDO-TV in her hometown of Colorado Springs, Colorado. She has won several awards during her career including an Emmy for her series "When Women Kill". Ms Gromko is a graduate of Mount Holyoke College with a BA in International Relations and Russian.

**Previous Satellite Videoconferences  
Produced by the  
Office of Juvenile Justice and Delinquency Prevention**

<i>Conditions of Confinement in Juvenile Corrections and Detention Facilities</i>	March 1998
September 1993	<i>Youth Courts: A National Movement</i>
<i>Community Collaboration</i>	May 1998
June 1995	<i>Risk Factors and Successful Interventions for Serious and Violent Juvenile Offenders</i>
<i>Effective Programs for Serious, Violent, and Chronic Juvenile Offenders</i>	September 1998
October 1995	<i>White House Conference on School Safety: Causes and Prevention of Youth Violence</i>
<i>Youth-Oriented Community Policing</i>	October 1998
December 1995	<i>Juveniles and the Criminal Justice System</i>
<i>Juvenile Boot Camps</i>	December 1998
February 1996	<i>Females and the Juvenile Justice System</i>
<i>Conflict Resolution for Youth</i>	May 1999
May 1996	<i>Promising Practices for Safe and Effective Schools</i>
<i>Reducing Youth Gun Violence</i>	September 1999
August 1996	<i>Online Safety for Children: A Primer for Parents and Teachers</i>
<i>Youth Out of the Education Mainstream</i>	November 1999
October 1996	<i>Model Court Practices in Abuse and Neglect Cases</i>
<i>Has the Juvenile Court Outlived Its Usefulness?</i>	February 2000
December 1996	<i>Crowding in Juvenile Detention: A Problem Solving Approach</i>
<i>Youth Gangs in America</i>	April 2000
March 1997	<i>“How Shall We Respond to the Dreams of Youth?” A National Juvenile Justice Summit</i>
<i>Preventing Drug Abuse Among Youth</i>	June 2000
June 1997	<i>“Combating Underage Drinking”</i>
<i>Mentoring for Youth in Schools and Communities</i>	September 2000
September 1997	<i>Child Delinquency: Early Intervention and Prevention</i>
<i>Juvenile Offenders and Drug Treatment: Promising Approaches</i>	November, 2000
December 1997	
<i>Comprehensive Juvenile Justice in State Legislatures</i>	
February 1998	
<i>Protecting Children Online</i>	

**For Further Information**

For videos of previous OJJDP videoconference, please contact the Juvenile Justice Clearinghouse, P.O. Box 6000, Rockville, MD 20849-6000; call 800-638-8736; fax 301-251-5212; or email askncjrs@ncjrs.org.

For information on future OJJDP videoconferences, contact Jenny McWilliams, Juvenile Justice Telecommunications Assistance Project, Eastern Kentucky University, 301 Perkins Bldg., 521 Lancaster Ave., Richmond, KY 40475-3102; call 859-622-6671; Fax 859-622-4397; or email ekujtjap@aol.com.

## EMPLOYMENT & TRAINING FOR COURT-INVOLVED YOUTH

### Participant Videoconference Data and Evaluation Form

**Directions:** This survey is being conducted by the Center for Criminal Justice Education & Research in the Department of Correctional & Juvenile Justice Studies at Eastern Kentucky University. Please answer the following questions as honestly and as accurately as possible. Your responses are essential in planning and implementing future videoconferences, and any information you provide here will be held in the strictest confidence by Eastern Kentucky University. If you have any questions about the evaluation, please contact Dr. James B. Wells at (859) 622-1158. Thank you for your assistance.

#### Part I: Participant Information

1. Gender     MALE     FEMALE
2. Age \_\_\_\_\_ (years)
3. Ethnicity     WHITE     AFRICAN AMERICAN     HISPANIC     OTHER (Please specify)
4. Highest Level of Education Completed
 

<input type="checkbox"/> HIGH SCHOOL GRADUATE/GED	<input type="checkbox"/> ASSOCIATE DEGREE	<input type="checkbox"/> BACHELOR'S DEGREE
<input type="checkbox"/> MASTER'S DEGREE	<input type="checkbox"/> DOCTORATE DEGREE (Ph.D.)	<input type="checkbox"/> OTHER (Please Specify)
- 5a. Current Occupation (e.g., law enforcement, education, etc.) \_\_\_\_\_  
\_\_\_\_\_
- 5b. Years in Current Occupation \_\_\_\_\_(years)
- 6a. Current Job Title (be specific) \_\_\_\_\_
- 6b. Years in Current Job \_\_\_\_\_ (years)
7. Years Experience in Youth-Related Programs \_\_\_\_\_ (years)
8. Number of OJJDP videoconferences in which you have previously participated \_\_\_\_\_

**Part II: Videoconference Evaluation**  **Technical Aspects** (Using the appropriate scale, circle the number that best reflects your view.)

	Very Unsatisfactory	Unsatisfactory	Neutral	Satisfactory	Very Satisfactory
9. VIEWING SITE (comfort, etc.)	1	2	3	4	5
10. AUDIO PORTION OF CONFERENCE	1	2	3	4	5
11. VIDEO PORTION OF CONFERENCE	1	2	3	4	5
12. READABILITY/CLARITY OF VISUAL AIDS USED (charts, graphics, etc.)	1	2	3	4	5
13. USE OF PHONE FOR CALL-IN	1	2	3	4	5

#### Part III: Videoconference Evaluation-Nontechnical Aspects

14. LOCAL SITE FACILITATOR'S ASSISTANCE	1	2	3	4	5
15. KNOWLEDGE OF PANELISTS ABOUT TOPIC	1	2	3	4	5
16. CLARITY OF PANELISTS IN CONVEYING POINT	1	2	3	4	5
17. QUANTITY OF PARTICIPANT-PANELIST INTERACTIONS	1	2	3	4	5
18. QUALITY OF PARTICIPANT-PANELIST INTERACTIONS	1	2	3	4	5
19. PACKET OF MATERIALS PROVIDED FOR PARTICIPANTS	1	2	3	4	5

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
20. I ACQUIRED NEW KNOWLEDGE AND IDEAS FROM THIS VIDEOCONFERENCE.	1	2	3	4	5
21. I FOUND THIS VIDEOCONFERENCE INTERESTING.	1	2	3	4	5
22. THERE WAS ENOUGH TIME TO ADEQUATLEY COVER THE TOPIC.	1	2	3	4	5
23. I ANTICIPATE APPLYING WHAT I HAVE LEARNED FROM THIS CONFERENCE TO MY WORK/HOME	1	2	3	4	5
24. I FOUND THIS VIDEOCONFERENCE TO BE AS EFFECTIVE FOR DISSEMINATING INFORMATION AS TRADITIONAL CONFERENCING.	1	2	3	4	5
25. THE INFORMATION PROVIDED BY THIS VIDEOCONFERENCE WAS TOO GENERAL/BROAD.	1	2	3	4	5
26. THE INFORMATION PROVIDED BY THIS VIDEOCONFERENCE WAS TOO NARROW/SPECIFIC.	1	2	3	4	5
27. THE INFORMATION PROVIDED BY THIS VIDEOCONFERENCE WAS USEFUL.	1	2	3	4	5
28. THE INFORMATION PROVIDED BY THIS VIDEOCONFERENCE WAS RELEVANT TO MY FIELD/HOME LIFE.	1	2	3	4	5
29. THE INFORMATION PROVIDED BY THIS VIDEOCONFERENCE WAS TIMELY.	1	2	3	4	5
30. I WOULD LIKE TO PARTICIPATE IN FUTURE OJJDP VIDEOCONFERENCES.	1	2	3	4	5

**Part IV: Additional Comments**

31. The most beneficial aspect(s) of this videoconference was/were (Circle all that apply):

- |   |   |
|---|---|
| (1) GAINING NEW KNOWLEDGE               | (5) SHARING INFORMATION AND IDEAS BETWEEN SITES |
| (2) NETWORKING WITH OTHER PROFESSIONALS | (6) PROVIDING CONCRETE EXAMPLES                 |
| (3) FORMAT AND APPROACH                 | (7) EXPERTISE OF PANELISTS                      |
| (4) VARIETY OF PROGRAMS DESCRIBED       | (8) OTHER (Please specify) _____                |

32. How could the videoconference have been more productive and worthwhile? (Circle all that apply.)

- (1) PROVIDE MORE SPECIFIC [HANDS-ON] INFORMATION
- (2) IMPROVEMENTS OR ADDITIONS TO PRINT MATERIALS DISTRIBUTED
- (3) MORE ON-SITE PARTICIPATION
- (4) TECHNICAL IMPROVEMENTS (e.g., video, audio)
- (5) OTHER (Please specify) \_\_\_\_\_

33. Please describe any barriers or impediments that you see to applying on the job or at home what you learned from this videoconference (e.g., resources, staff, etc.). \_\_\_\_\_

34. Upon what circumstances would application of what you learned from this videoconference mostly depend? \_\_\_\_\_

35. What topics would you like to see covered in future OJJDP videoconferences? \_\_\_\_\_

36. Additional Comments? \_\_\_\_\_

(continued on next page)

37. On a scale of 1 to 5, with 1 representing very unfamiliar and 5 very familiar, how would you rate your familiarity with issues and initiatives surrounding the employment and training of court-involved youth in your jurisdiction? (Check a number.)

1  2  3  4  5

38. Are you aware of any efforts being made in your jurisdiction to employ and/or train court-involved youth?

No  Yes (Specify) \_\_\_\_\_

39a. Do you currently work in an agency or organization that offers employment and/or training services for court-involved youth?

No  Yes (Nature of Services) \_\_\_\_\_

39b. Have you worked in such an agency or organization previously?  No  Yes

40. Based on what familiarity you have, how would you rate the overall employment and training services for court-involved youth in your jurisdiction at the present time? (Circle a number.)

1 2 3 4 5  
Major Improvements Needed No Improvements Needed

41. Based on what you have learned through the broadcast (and other sources), what would you identify as the single most important improvement that should be made with respect to employment and training for court-involved youth in your jurisdiction?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

42. How well would you say the broadcast did at meeting the following objectives. (Circle one number per objectives a-d.)

	Poor	Fair	Well
a. Discussed policy implications and recommendations for collaboration between the juvenile justice system and the workforce and labor market	1	2	3
b. Explored the Workforce Investment Act of 1998	1	2	3
c. Explored the effect of the Workforce Investment Act of 1998 on the ability of juvenile justice practitioners and others to access workforce dollars and resources	1	2	3
d. Profiled promising programs for effective employment development for court-involved youth	1	2	3

43. To your knowledge, are any of the program or practices that were mentioned in the broadcast being implemented in your jurisdiction?

No  Yes [Which one(s)] \_\_\_\_\_

44. How would you rate your level of understanding and knowledge about employment and training for court-involved youth prior to this broadcast, with 1 representing the least amount of knowledge and 5 representing the most. (Circle a number.)

1 2 3 4 5  
Least Most

45. On a scale of 1 to 5, how would you rate your level of understanding and knowledge about employment and training for court-involved youth after this broadcast, with 1 representing the least amount of knowledge and 5 representing the most. (Check a number.)  1  2  3  4  5



46. Did you learn anything from this broadcast that you found surprising or different from what you expected?

No       Yes (Specify) \_\_\_\_\_

47. In your view, will implementation of the programs and practices presented in this broadcast lead to improvements for court-involved youth?

Definitely       Probably       Probably Not       Definitely Not

Your Rationale \_\_\_\_\_

—

48. Would you say you learned enough about employment and training for court-involved youth from this broadcast to make more informed decisions about programming and policy?

Yes       No (Please specify what the broadcast could have done to better prepare you.) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

For information on future OJJDP videoconferences, contact Jenny McWilliams, Juvenile Justice Telecommunications Assistance Project, Eastern Kentucky University, 301 Perkins Building, 521 Lancaster Ave., Richmond, KY 40475-3102; call 859-622-6671; fax 859-622-4397; or email [ekujitap@aol.com](mailto:ekujitap@aol.com)