

The goal of this experimental program is to create an expanded or alternative, vocationally-oriented curriculum which would assist high school drop-outs and prepare early high school students to remain in school until graduation. The hypothesis to be tested is the following:

If a selected school district, in conjunction with appropriate state agencies, provided 14 to 18-year olds with intensive occupational counseling and occupationally-based curricula, and if this occupational counseling and curricula stress long-term interests of students whose school record indicates the likelihood that they will not graduate.

State of Delaware

Youth Employment Training Demonstration Project. This program will involve community and private business support in providing occupational information, career counseling, employment and training information and job development to high school youth and high school age dropouts to aid their entrance into employment or training leading to employment.

These activities will be delivered intensively to two major groups from January through August, 1978. These groups will consist of eligible applicants from (a) the senior and junior classes, with preference to seniors, from high schools in Wilmington, who are disadvantaged and who have poorly developed post high school plans or little opportunity for employment, college or apprentice training, and (b) high school drop-outs, with preference to recent dropouts who would be graduating in June, who are from low income families and those who agree to enroll in a school program leading to a diploma or its equivalent.

The YETDP will provide regularly scheduled counseling, vocational exploration and job development using hands-on vocational stations and shop experiences. Allowances will be provided for all eligible participants involved in regularly scheduled activities described above. Rate of payment will be at minimum wage level for hours of participation only. Dropouts will receive remedial communication skill development in addition to the other services and will be assisted in enrollment procedure.

This combination of activities will constitute the emphasis of the program during the school year. In the summer, job development and placement in training will be intensified, capitalizing on the youths' increased awareness of personal capabilities, limitations, and occupational goals. Since the target group for these services will be the youth most likely to be unable to adjust successfully in the labor market environment, the impact of this program on the entire graduating class is expected to be significant. All high school seniors from Wilmington graduating in June 1968, are expected to continue their formal education, enter apprenticeship programs, enroll in vocational training or enter employment by the end of September 1978. Although this program will not directly serve all 681 seniors in Wilmington, the efforts of current staff in schools, supplemented by other agencies, is expected to address the level of need of a significant number of the seniors, many of whom will have established clear goals or will need only minimal services in the formulation of personal objectives and plans.

State of Georgia

Rural Disadvantaged Youth Program. This program will increase the employability of rural disadvantaged students by providing career guidance and vocational training services. The program will serve 150 disadvantaged rural high school youth, age 16-21, who do not have access to vocational training or work experience opportunities.

The activities and services will include:

1. summer residential vocational training;
2. work experience orientation;
3. career decision making; and
4. career guidance and counseling.

The goal of the program is the development of basic employment skills which will increase future employability.

State of Indiana

Six Steps to Success. This program will provide classroom training in secretarial skills and techniques.

It will serve disadvantaged out-of-school youth, ages 16-19, who have at least a sixth grade reading and math ability.

The main objectives of this program are:

1. To develop the desirable personal qualities and traits that are essential for success, and
2. To teach the skills and techniques required for immediate office employment.

This program will use a step-by-step progression plan (called "Six Steps to Success").

Steps 1-3 will consist of development of attitudes and learning skills necessary for work adjustment before actually becoming employed, and steps 4-6 will consist of learning and developing the skills and attitudes relevant to holding a job. Success at any step requires the skill and attitudes of the preceding steps. Skills learned and attitudes developed at each step are necessary before even a short duration of employment is possible.

A classroom setting in a business environment will be used, allowing the enrollee to observe first-hand, day-to-day operations and to discuss the practical application of techniques as taught in class. Learning, which is often hampered by negative attitudes toward school, will be enhanced and the advantages of a classroom setting can be utilized fully.

State of Massachusetts.

Reducing Sex-stereotyping in Occupational Choice. This program will try to combat sex-stereotyping in the employment and training system. While maximizing initial impact by concentrating on a limited target area, an effort will be made to have an impact on CETA programs throughout the state. Program staff who provide such services as intake, orientation, assessment and placement of CETA participants in training slots will be exposed to training to raise their consciousness about sex-stereotyping in career choices. This will be done through the use of visual presentations (slide, tape, film); one-time or monthly publications; and group awareness sessions. CETA staff will be approached on an individual basis and through group experiences.

Documentary Film on Unemployed Youths. This program proposes that a film be made by unemployed youths (recently hired Title III clients) and unemployed artists (CETA eligible Title VI film artist). This "cinema verite" documentary will be statewide, focusing on urban and rural unemployed youths in their typical surroundings, street corners, unemployment lines and offices, and in their homes. Interviews will be taped and will have a visual statement, firsthand, of the unemployment problem of youths. Unlike facts and figures that tend to get buried in reports, this will be a visual and dramatic presentation of youths' feelings and frustrations. Because the film will be made by recently unemployed youth it will provide special insight and understanding.

The film can be screened for private industry as an employment strategy, and for youth commissions and agencies addressing youth unemployment.

State of Minnesota

Solo Parents Career Program. The Solo Parents Career Program will serve twenty single parents through a six-pronged program including: child care, personal counseling, career education, an individual education program for each participant, work experience in a protective setting, and referrals to a job in the private economy where there is potential for advancement.

This program will test the hypothesis that a program providing day care for infants, individual counseling and support, education designed to support a participant's succeeding on the job and a carefully supervised work placement situation will enhance a young single parent's self-image and prepare him or her to succeed in the world of work.

The activities and services provided in this program will differ from existing employment and training approaches in several ways:

1. There will be an individual education and work readiness program developed for each participant;
2. the career education class involving twenty participants will provide an opportunity for mutual reinforcement, the attainment of social skills necessary in the world of work, and knowledge of the demands of the world of work;

3. a staff that will include a half-time school social worker and a half-time work coordinator will be able to help participants develop needed social and work skills, plus provide referral to social and health agencies where participants face personal problems that would limit their chances to succeed in the world of work;
4. the public service-type work situation developed for the participants will be designed to help participants gain the social confidence needed to succeed in the world of work, as well as the job skills necessary to obtain and hold jobs where there are opportunities for advancement; and
5. the provision of day care services will allow the participants to devote their full energies to preparing themselves to succeed in the job market.

Students will use part of their career education for single parent course time to develop a series of tip sheets that can be provided to other single parents who face similar difficulties in finding a job.

State of Missouri

The Mobile Training Unit will demonstrate the effectiveness of a detailed occupational analysis, accompanied by individually tailored training programs in securing rural employment for the economically disadvantaged.

The Mobile Training Unit will develop a self-contained mobile system that will include an evaluation center, an automotive occupations training section, an office occupations training section, and a mid-management training section. The evaluation center will provide diagnostic interviews and testing that will be used to tailor each individuals' training experiences. It will also provide exploration and career options, work sampling, and professional occupational counseling. Participants in the automotive occupations section will learn to perform an automotive tune-up with minimum supervision and be capable of performing advanced skill level operations pertaining to automotive air conditioning. The office occupations section will use individualized typing programs and/or filing programs built around the trainee's perceived needs and abilities. The mid-management training section will aid the participant in gaining the basic skills necessary for jobs in retailing establishments.

State of New Jersey

Welfare Reform Model Demonstration. In view of the upcoming legislation on welfare programs, there is a need to test an approach that will outline the major areas of emphasis in providing manpower services to youth receiving welfare and

those whose families are on AFDC. Included also are services to youth under supervision of the State Division of Youth and Family Services.

The program will combine the services of several agencies currently operating separate programs for welfare recipients. It is expected that the Work Incentive program, together with Division of Youth and Family Services, CETA Prime Sponsor(s) and the Job Service will operate a "Cooperative" employment and training program for the target youth.

The Program hopes to bring each of these agencies together to focus their services intensively on each youth participant.

Training and services will include but not be limited to the following: intake, assessment of multiple agency eligibility, counseling and testing, employability plan development, joint agency participant assessment and goal development, referral to job orientation, work experience, classroom skill training, on-the-job training, individual referral, ongoing counseling, placement and follow-up.

State of North Carolina

Wayne County Schools In-School Suspension Project. The Wayne County School system has an unusually high number of students who are suspended or expelled from the school system, or who have been adjudicated as being undisciplined, or delinquent by the juvenile court system and placed on probation or committed to a state institution. In addition to these students, there are many more who have exhibited behavior problems within the school setting that disrupt and prevent other students from learning.

The "in-school suspension" is an alternative approach to discipline for students who are behavior problems in the traditional academic environment. It is a school within a school. The "in-school suspension" is a self-contained classroom with a teacher to provide individual attention and instruction as needed by these students. Students suspended from their regular classrooms will attend the "in-school suspension" classroom for a number of days depending upon the extent and seriousness of their misbehavior.

The project teachers will instruct the suspended students on an individual basis, with the regular classroom teachers providing the classroom assignments. The suspended students would have their work up-to-date with their classmates when they return to class. The project teachers will work closely with the classroom teachers, holding conferences with these teachers before and after school. The school counselors will provide the project teachers with the circumstances relative to suspension for each student. The counselor will also work with these students in a group situation each day.

The project teachers will write a narrative report on each student for each time he or she is in attendance. The report will include the teacher's need to be knowledgeable regarding the students, and reasons for assignment to the project. These reports will be shared with the parents, principals, and school counselors.

At the completion of the suspension period the students return to their regular classroom, with all work completed and, are better prepared academically and emotionally to continue their classwork.

State of North Dakota

Model Rural Youth Employment Program. This program will involve four rural communities with similar population and characteristics in which thirty-two youth (eight per community) will be involved with adults in planning and completing projects, under supervision, that result in benefits to the communities. The model rural youth employment programs in each community will emphasize youth involvement in working with community representatives to assess community needs and formulate plans to address those needs. Each community will form a youth council, consisting of youth and community representatives, that will select and direct a project that employs the youth and results in a benefit to the community. Within the framework of this model program, North Dakota will apply 10 percent of its Youth Employment and Training program funding to allow for participation of youth who are not disadvantaged economically and test the programmatic benefit to low income youth participating in programs that include youth from a variety of economic backgrounds. Two of the communities will involve only economically disadvantaged youth (control groups). These communities will utilize funds from this grant. The other two communities will involve experimental groups with a mix of economically disadvantaged and non-disadvantaged youth and will use YETP experimental funds. Specific program ingredients include:

1. Hypothesis I. The self-concept of economically disadvantaged youth, especially their occupational orientation, will be greatly enhanced through participation in a program involving youth from a mixture of economic backgrounds.

Hypothesis II. The number of non-positive terminations of the program by economically disadvantaged youth will be smaller in a program involving youth from a mixture of economic backgrounds.

2. In two communities, youth selected to participate must meet the criteria for YETP participation. In the other two communities, youth selected must also meet the criteria for YETP participation except that half of the participants will be non-disadvantaged economically.

3. Participants will be provided work experience, under supervision, and transition services to include counseling and providing career information. The biggest difference in activity between this model program and existing employment and training programs will be the involvement of the youth in planning for their work experience.

4. This experimental program is expected to produce two beneficial results. First, the evaluation of whether or not the hypotheses are correct will have implications for policy makers in identifying the emphasis for future programs. Second, a subjective assessment of the model programs will provide valuable information to those seeking to solve rural youth employment problems.

5. Youth participants will take the Piers-Harris Children's Concept Scale before they start the program and after they finish it. Additionally, terminations will be classified as to positive or non-positive and the results compared. These activities will be analyzed to determine whether the hypotheses are correct. In addition, a subjective assessment will be made of the model programs.

State of Oklahoma

Oklahoma 4-H Project. In keeping with the 4-H's mission to help young people become self-directing, productive and contributing members of society, this program will use volunteer leadership to aid participants in a structured, supervised, and educational training experience. The youth will have a greater opportunity for employment within the private business sector.

A state 4-H career coordinator will be responsible for initiating the career program throughout Oklahoma. The Oklahoma Extension Service, which is located in all seventy-seven counties, will be the means of contacting agencies, organizations, businesses and persons to become involved in the program. The program is structured to provide the following assistance: help youths to look at themselves, learn their strengths, how to value, how to make meaningful decisions and learn goal-setting skills. Also teens will have direct experience in working with adults as they perform daily routines. This is an unpaid experience for a specified time period. Youth will continue to meet in small valuing groups while participating in the program to help participants make responsible choices relative to career and life planning.

State of Oregon

Tamarack Learning Center Project. The project will help students become more employable by raising their communication skills, math competencies and job seeking skills through the design and operation of a business.

The innovative nature of the project lies in the participant-centered teaching method coupled with a participant-operated venture into private business. Activities and services provided to the participants include an integrated learning approach. Students will learning accounting, writing, reading, personal skills as they set up and run a woodcutting business. All participants will be engaged in both the classroom and the business aspects of the project. Under CETA the specific combination of a unified work experience crew taking task oriented classes resulting in a small business operation has not been formally tested as a means of preparing youth for employment and economic self-sufficiency.

The benefits of the program include;

1. provision of the low income elderly community with inexpensive winter fuel (profit will be kept to a minimum and will be put back into the program);
 2. conservation of Deschutes National Forest by the cleanup of downed wood and snags;
 3. at least nineteen otherwise unemployable youth will have an intensive employment experience providing a service and learning how to be self-sufficient in small business management; and
 4. a handbook on the particular strategies used in this model program.
- The handbook will be produced for distribution to prime sponsors and other groups (public and private) interested in serving Oregon's unemployed youth in new, workable ways.