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ABSTRACT

Workforce Challenge 2000 was developed by diverse sectors of Vermilion County, Illinois, to plan and implement a program to prepare and maintain a qualified, adaptable workforce for the county and the area served by Danville Area Community College. The program seeks to address the need to replace a large number of retiring workers in the next decade; to prepare workers and future workers for higher-tech, more complex jobs; to improve the education provided to local children; to provide unemployed adults with the skills necessary for work; and to help young people and their parents, teachers, and counselors to know that the Danville area will have jobs for them. To address these workforce development concerns, Workforce Challenge participants have established five goals: (1) conduct a community awareness program for the Workforce Challenge initiative; (2) assist educators to better prepare students to meet the workforce needs of the community; (3) increase the collaboration and investment between education and business and industry; (4) increase the involvement of parents in preparing their children for education and employment; and (5) increase the involvement of human service agencies in preparing their clients for education and employment. In 1992, the program was awarded Phillip Morris Corporation and Higher Education Cooperative Act grants. The early Workforce Challenge successes have been promising and include a number of activities designed to reshape the workforce in the Danville area. One successful component of the Workforce Challenge is a Tech Prep Youth Apprenticeship program, which includes a 2-year guided high school curriculum, 2 years at Danville Area Community College earning an associate of applied science degree, three summers (10 weeks) paid work experience while studying, and 2 years full-time employment at TEEPAC, Inc. A 1993 annual report, promotional materials and newsletters, and the text of a video presentation are included. (KP)

Workforce Challenge: A Community Partnership [and] Annual Report, May 1993

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Harry Braun

Materials presented at "Workforce 2000" the Annual Conference of Workforce Training of the League for Innovation in the Community College (3rd, San Diego, CA, February 8-11, 1995).



A Community Partnership

Business
Industry
Labor
Retail
Small Business
Agriculture
Professionals
Government
Retirees
Human Services
Administrators
Board Members
Teachers
Parents
Students

WorkForce Challenge

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Danville Area Community College



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WorkForce Challenge: A Rural Community Model

The following information was presented in video form at the League for Innovation in the Community College's Annual WORKFORCE 2000 Conference entitled "The Workforce Landscape: Change and Challenge" held in San Diego, California during February, 1995.

NOVEMBER 1989

TEEPAK, Inc. and General Motors Central Foundry approached Dr. Harry Braun, President, Danville Area Community College, with concerns regarding the skilled workforce of this area. Nearly 40% of this workforce reach retirement age in this decade.

- Would workers be available to replace retirees?
- Would these workers have the skills they need
for the technological work place of 1990's?
- Was this area developing the kind of workforce
that could attract and sustain economic growth?
- Was that exposure changing as new technologies emerged?

WORKFORCE CHALLENGE

From those early discussions with Dr. Braun, by early spring 1990, WorkForce Challenge was formed. A 25-person steering committee developed plans. Led by joint chairs Braun, Illinois Power regional manager, Jesse Price, and Central Foundry plant manager, Al Scargall, the committee determined WorkForce Challenge mission: to plan and implement a program to prepare and maintain a qualified, adaptable work force for Vermilion County and the area served by Danville Area Community College.

In January 1991, the effort expanded, with more than 200 people from different sectors of the community exploring ways to achieve that mission. In committees and subcommittees, participants brainstormed, studied, surveyed, and consulted with employers, labor representatives, parents, teachers, students, counselors, administrators, and others. From that process, participants reached a consensus on how to address a number of inter-related local work force concerns.

To address those work force development concerns, WorkForce Challenge participants established five goals:

1. Conduct a community awareness program for the WorkForce Challenge initiative.
2. Assist education to better prepare students to meet the work force needs of our community.
3. Increase the collaboration and investment between education and business/industry.
4. Increase the involvement of parents in preparing their

children for education and employment.

5. Increase the involvement of human service agencies in preparing their clients for education and employment.

In 1992, the WorkForce Challenge initiative was awarded Philip Morris Companies, Inc. and Illinois Higher Education Cooperative Act grants. The grant funding provided for the hiring of a full time director, Mary Lou Meader. WorkForce Challenge was also recognized as one of the top work force development initiatives by the Illinois Community College Board in 1992. The early WorkForce Challenge successes have been promising and include a number of activities designed to re-shape the work force throughout the area served by Danville Area Community College.

During May 12 and 13, 1993, Industry Week magazine sponsored a Youth Apprenticeship conference in Chicago, Illinois. The WorkForce Challenge Steering Committee sent seven representatives from the DACC area to the conference. Larry Smith, Technical Training Manager of TEEPAK, Inc., was among those representatives. Governor John McKernan provided a keynote address that caught the attention of the WorkForce Challenge representatives. Larry Smith returned from the conference convinced that the youth apprenticeship would address the aging workforce concerns at TEEPAK, as well as, complement the on-going quality movement at the plant. Roger DeMoor, TEEPAK Plant Manager, was familiar with the concept, having worked with the European apprenticeship program, and encouraged Larry Smith in his efforts.

Smith began in the plant with production managers identifying the specific skills and training new employees would possess. This team listed specific "hands-on" skills needed at the worksite as well as soft skills such as problem solving and communication. This process produced two pages of skills, courses, training and qualities desirable in new hires.

The next step was to gather educators, counselors, Tech Prep officials, voc-ed directors and college representatives. Smith presented the TEEPAK list to this audience requesting that they consider how and where it fit in curricula of area high schools, the vocation center, and Danville Area Community College. The Tech Prep Youth Apprenticeship that emerged from this community partnership includes:

- *a two-year guided high school curriculum
includes Ford Academy of Manufacturing Science curriculum
- *two years at DACC earning Associate of Applied Science degree
- *three summers (10 wks) paid work experience while studying
- *two years full-time employment at TEEPAK, Inc.

After completing this design phase, Larry Smith presented the Tech Prep Youth Apprenticeship program to senior plant management at TEEPAK. Roger DeMoor, plant manager, described two reasons for proceeding with the youth apprenticeship: One being the aging

workforce at Teepak, and the other being TEEPAK's responsibility to contribute to the workforce development of the area being a key citizen. Ken Orze, operations manager, described a shift in the skill set that requires more communication with education describing the skills companies need in new hires, and also the value added to TEEPAK's ability to compete in a world market with this youth apprenticeship program.

During the spring of 1994, Larry Smith visited nineteen sophomore high school classes, both in Illinois and Indiana, outlining the TEEPAK Youth Apprenticeship and how they could apply. More than 250 students applied; guidance counselors screened these applications and sent to TEEPAK those who:

- *had good attendance records
- *had sophomore level reading and math scores
- *no discipline problems in or out of school recorded.

All applicants and their families were then invited to TEEPAK to learn the details of the program and to tour the plant. An interview schedule was developed that involved both oral and written questions. The student was asked to submit two written interview questions ahead of time and asked to write two more at the time of the interview. Teams of two supervisors from the plant conducted the interviews. When the field of candidates was narrowed to twenty, these students and their parents were interviewed a second time. After a period of 15 months, a class of ten youth apprentices for TEEPAK was introduced by Senator Paul Simon during a press conference at Danville Area Community College.

This is truly a community partnership. This Tech Prep Youth Apprenticeship is truly a WIN/WIN situation for everyone:

- *students win
 - a good education
 - set of skills
 - paid work experience
 - bright future

- *parents win
 - future mapped out
 - college education

- *education wins
 - major role in development of program
 - meet needs of 70% of students not going for four-year degree right after high school

- *TEEPAK wins
 - workforce that meets future challenges
 - investment in community

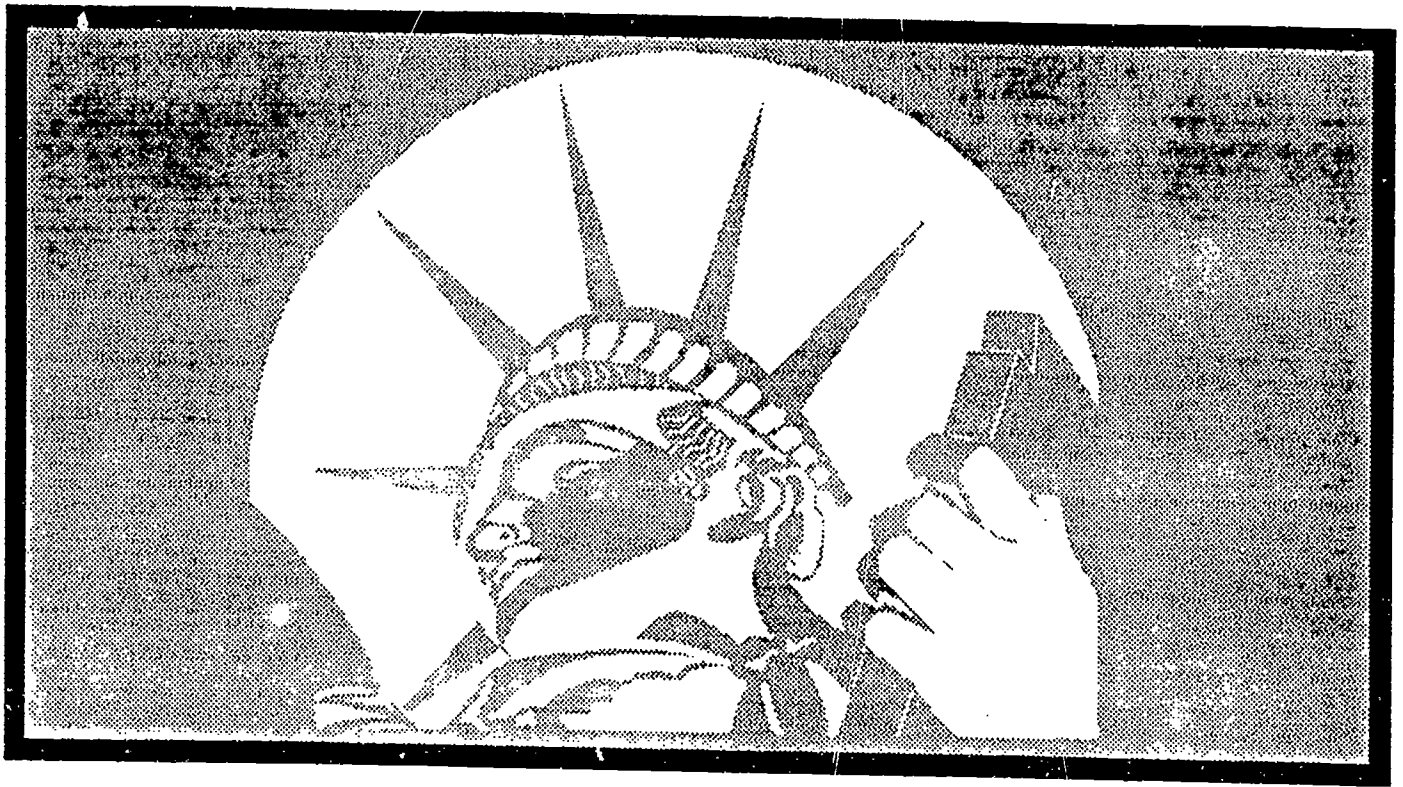
- *community wins
 - keep our talented youth
 - sustain economic growth.

Students currently involved remark that this opportunity provides them with new friends, learning new things, a good college education, and being able to work and go to school at the same time.

Parents appreciate the post secondary educational opportunities, the skills the students wouldn't traditionally receive during high school, and the bright, secure future for their children. TEEPAK, Inc. is considered a leader and a pioneer throughout the area served by Danville Area Community College. This model may be used and customized by others. The quality of our workforce contributes to the economic development of this area, and TEEPAK is praised by those involved in attracting new businesses and retaining the business already thriving here.

Dr. Braun, President, Danville Area Community College, regards this program as, "...the value-added aspect of education. It lends reliability to what we're teaching in the classroom. The Youth Apprenticeship validates Career and Technical education." If we want a vibrant economy and a workforce that adds value and achieves top wages, then business must team with education and create the partnerships that bridge the education to economy span.

The pages attached are copies of overhead transparencies used by Larry Smith, Technical Training Manager, TEEPAK, Inc. during this presentation.



Some of the most forward thinking, comes from looking back.

“Wake Up, America”

By [faded text]

[faded text]

Why Should Employers Go To All This Trouble?

Teepak YOUTH APPRENTICESHIP PROGRAM

TEEPAK FACTS

This Tee Pak plant specializes in the manufacturing of salami, bologna casing and conversion of flexible films primarily for the processing and packaging of meat products.

Originated in Chicago in 1933 ★

Manufacturing Plant relocated to Danville, Illinois in 1957 ★

▪ **850 employees**

▪ **Operate 24 hours a day 365 days a year**

▪ **Union Plant - Local 686 United Food & Commercial Workers**

▪ **Aging workforce**

▪ **Increased technology**

▪ **Facing increased competition from foreign producers November 1994** ▲

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WHAT IS YOUTH APPRENTICESHIP?

- Learning program for young people
- Structured on-the-job learning integrated with school-based instruction
- Bridges high school and postsecondary learning
- Results in academic credentials
- Results in certified mastery of occupational skills

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THE REASONS

- 1. Saves on training and retraining costs**
- 2. Reduces the incidence and severity of on-the-job accidents among new hires**
- 3. Youth Apprenticeship graduates begin with a higher level of communication skills**
- 4. A vehicle is provided for direct curriculum development so that students graduating from Youth Apprenticeships are immediately employable and productive**
- 5. Can bring on board people, who work together well in groups**
- 6. Able to hire people with critical thinking skills and the ability to transfer learned knowledge from one area to another and apply it**
- 7. Have a happier and more motivated workforce since the youth apprentice will have spent time in simulated and real worksites, and will know what is expected of them.**
- 8. Keep educational systems up to date on new and emerging technologies.**
- 9. Can reap the rewards of good public relations and publicity.**
- 10. It is cost effective.**

Traditional Hiring Methods

- Local Job Service acts as Application Center
- Teepak REQUESTS "X" number of applications
- Screen Applications
- Interview Candidates
- Hires
- Training Program
 - New employees = high accident rates
 - Some turnover
 - Training costs = overtime costs
 - New employee will not have all skills/knowledge desired

**THE
OLD
METHODS**

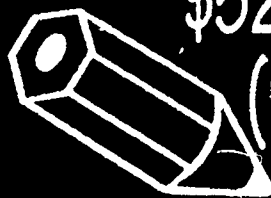
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Teepak Traditional Training Program Costs

$\$13.03$ starting hourly rate x 40 hours = $\$521.20$

$\$521.20$ /week x 30 weeks = $\$15,636$
(wages earned during training)



Teepak Youth Apprenticeship Program Training Costs

A. \$5.00 students hourly gross earning rate
 + \$3.00 college set aside
 \$8.00

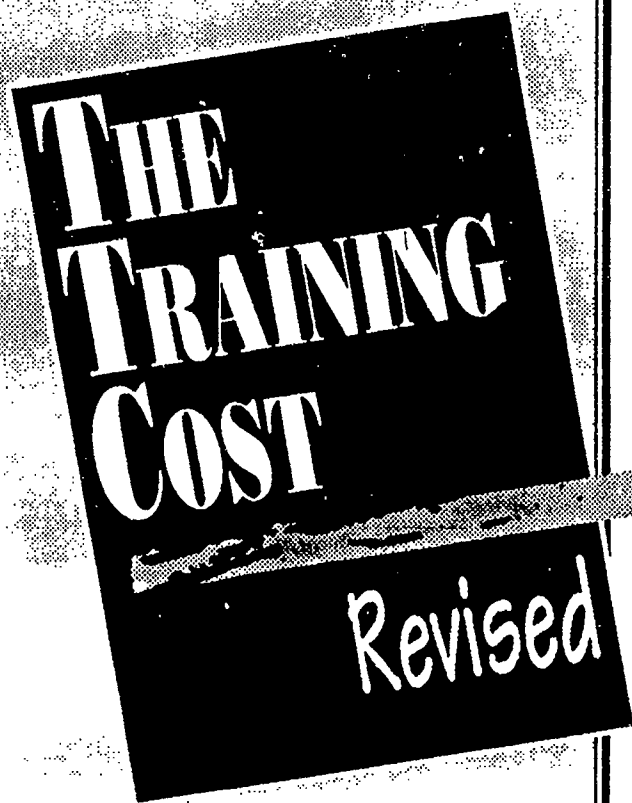
B. \$8.00 starting hourly rate
 x 40 hours
 \$320.00/week

C. \$320.00/week
 x 10 week summer session
 \$3200.00

D. \$3200.00
 x 3 summer sessions
 \$9,600.00 wages earned
 during training

E. \$15,636.00 Traditional program
 - \$9,600.00 Y.A. Training
 \$6,036.00 Training savings per apprentice

F. \$6,036.00 savings
 x 10 students
 \$60,360.00 total savings



Illinois Youth Apprenticeship

\$96,000 (Wages/ 10 apprentices)

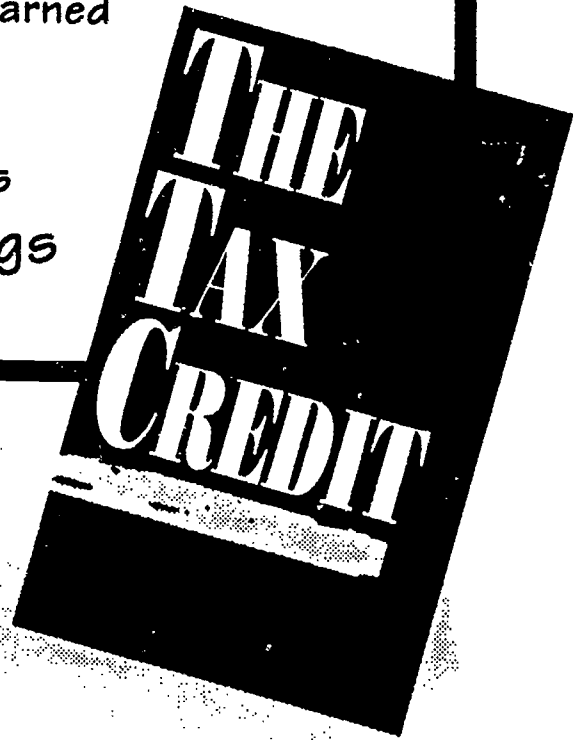
x.20

\$19,200 Total tax credit earned

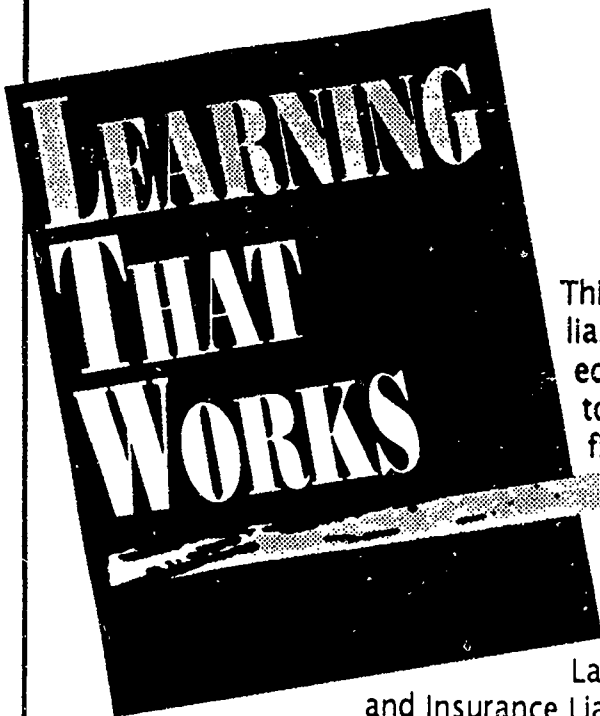
\$19,200 Tax credit

+ \$60,360 Training savings

\$79,560 Total savings



- ✓ Injury savings (WC)
- ✓ High level communications skills
- ✓ Team players
- ✓ Higher degree company loyalty
- ✓ Critical thinking skills
- ✓ Happier & more motivated employees
- ✓ Public relations



Youth Apprenticeship and Insurance Liability

A Fact Sheet Prepared by Jobs for the Future
National Youth Apprenticeship Initiative

This fact sheet presents general guidelines for understanding liability issues surrounding youth apprenticeship. Also included are innovations at the state and local level that have tried to lessen the costs and responsibility of employers. The final section points out ways in which practitioners feel their programs could benefit from changes in state or federal laws and policies.

Readers of this fact sheet should also see the JFF Fact Sheet entitled "Youth Apprenticeship and Child Labor Laws" and the matrix "10 Site Practices on Employment, Pay and Insurance Liability for Youth Apprentices."

Liability issues can be broken down into three general categories—a student's transportation to and from the job site; the time spent on the job; and post-employment. While many initial questions have been raised about the added expense or complication of having students on the job site, youth apprenticeship program designers have found most of the legal issues straightforward and costs minimal (with the exception of transportation). In fact, a brief inquiry conducted by the youth apprenticeship program in Pennsylvania found that the addition of 16-year-olds to a workforce would *not* increase insurance premiums.

Liability is largely dependent on who is the actual employer of the youth apprentice. Aside from the company itself, a school or a third-party might also act as the employer. In Maine, technical schools will act as the agent for the student apprentice. The schools will bill the employers for hours worked by the student. In the Tulsa Craftsmanship 2000 program, a 501(c)(3) acts as the employer and is thus responsible for all liabilities.

Transportation

In general, the party responsible for transportation is also liable in the case of an accident. If the school is transporting the student, then normal school bus coverage applies. The same is true if the employer covers transportation.

Some programs have students sign an agreement at the beginning, stating that they are responsible for their own transportation. Teachers and administrators cite precedent for this in cooperative education programs. In the case of a student driving him/herself to the workplace during the school day, there should be no difference from liability issues for students getting to school or an extra-curricular activity.

★ Under an up-front agreement, some programs state that if a student chooses to transport her/himself, then the school is not liable and the student's own insurance should apply.

★ The Careers and Occupational Awareness-Check into Health (COACH) program in Michigan has a letter from the school system's insurer stating that it would cover students participating in the program **except** when they are actually on the job and being paid by the employer. In the absence of a student's own insurance, the school would, in that case, be the liable party.

★ In Philadelphia, the school has had to provide urban students with costly transportation to workplaces in outlying areas, because local auto insurance rates are prohibitively high for youth.

★ Project ProTech students in Boston rely on public transportation to their jobs in city hospitals. The school system provides students with a transit pass.

★ Oakland, CA, Health and Bioscience Academy students are provided with a transit pass for the first month of their paid internship, either by the school system or the employer.

★ Cambridge-Lesley Careers in Education students either walk or ride the elementary school bus to the schools where they work as teacher's aids. As unpaid volunteers, they remain under school liability policies.

★ When mentors of Oakland, CA, Health and Bioscience Academy transport students, they are required to notify the school district of their plans ahead of time, in writing. Provided they do this, the school district provided insurance coverage, similar to a school field trip.

Workers' Compensation

A student in an observer or volunteer role in the workplace is, in effect still in an extension of the school. ***Once the student becomes actively involved in the work, and/ or begins to operate equipment, or is paid by the employer, then s/he becomes an employee of the firm. The student then comes under the employer's workers' compensation coverage.***

★ Oregon legislation on youth apprenticeships specifically states that the training agent-the employer-shall provide workers' compensation coverage for youth apprentices.

★ As the employer, Maine technical schools are legally responsible for workers' compensation coverage. This is structured into the program so as to avoid the disincentive of workers' compensation costs to the employer. Health insurance may eventually be done in a similar manner.

★ In Pickens County, SC, students working for very small employers unable to provide workers' compensation will be covered under the State School Board Association's policy. The state board is self-insured, and cooperative students have been added to the policy in the past for no extra charge.

★ Some Oakland, CA, Health and Bioscience Academy students are paid by the school district with federal grant money. These students are covered by the school district.

Unemployment Insurance

Unemployment insurance is generally not provided to youth apprentices, either by specific state legal exemption or by the fact that they are part-time employees.

★ In Pennsylvania, the work of a student learner under 22 who is enrolled at a non-profit or public education institution that grants credit for academic/work experience activities is not considered when determining the eligibility of an individual for unemployment compensation benefits.

★ Michigan law states that student learners are not eligible for unemployment insurance.

★ Project ProTech employers in Boston have agreed to make youth apprenticeship student immune to any company lay-offs.

Liability for student actions on the job

An employer is liable for the finished product or service produced in her/his establishment.

Policy Changes recommended for youth apprenticeship

★ State coverage of transportation reimbursement for schools.

★ State insurance coverage for employers and/or students who wish to provide their own transportation.

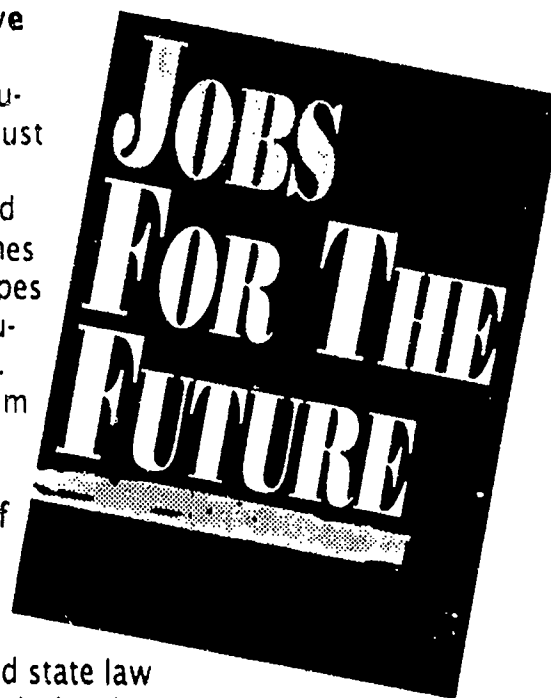
★ State provision of workers' compensation in situations in which employers are unable to provide coverage because of their size.

Child Labor Laws and Youth Apprenticeship

A Fact Sheet Prepared by Jobs for the Future National Youth Apprenticeship Initiative

Since youth apprenticeship is designed to give students paid work experience, program planners must be well-versed in existing federal and state laws regarding the employment of minors. Statutes and administrative regulations establish legal guidelines on the number of hours minors may work, the types of jobs they can perform, necessary safety precautions, and the amount and form of compensation. The guidelines can affect both program and system design.

This fact sheet summarizes some basic aspects of federal law and presents the experience and innovations of ten different sites in developing youth apprenticeship within the guidelines of this law. The final section lays out how federal and state law regarding child labor and work-based learning might be changed to help sup-



port youth apprenticeship while maintaining the protections for minors that are the goal of child labor laws.

Readers of this fact sheet should also refer to the JFF Fact Sheet entitled "Youth Apprenticeship and Insurance Liability" and matrix "10 Site Practices on Employment, Pay and Insurance Liability for Youth Apprentices."

Federal and State Laws

Laws regarding the employment of minors exist both at the federal and the state levels. The federal and state government share jurisdiction in this area. **Federal law on the employment of minors in nonagricultural work is summarized in "Child Labor Bulletin No. 101: Child Labor Requirements in Nonagricultural Occupations," based on the Fair Labor Standards Act (FLSA) (See Appendix 1).** Readers interested in agricultural employment of minors should see "Child Labor Bulletin No. 102." References to the employment of minors hereafter will be to nonagricultural employment.

All states also have child labor laws. Individual state laws on youth employment are issued by the state department of labor and can be easily obtained. State child labor laws and/or other federal laws, such as those relating to occupational health and safety, etc., may have higher standards. In general, **the more stringent standard must be observed.** This is also true for state vs. federal minimum wage laws-the higher minimum applies.

Federal law establishes standards for two distinct groups of youth-14- and 15-year-olds and 16- and 17-year-olds. The law treats persons who are at least eighteen years of age as adult workers.

In general, minimum age standards are as follows:

★ **Ages 14 and 15** A minor must be at least 14 years of age to be employed in specified occupations, outside school hours, for limited periods of time each day and each week. The FLSA limits 14 and 15 year-olds to specific occupations when employed in retail, food service or gas establishments. The law forbids employment in most other industries, including manufacturing, processing, transportation and communication, unless the youth is involved in a Work Experience and Career Exploration Program (see below). In addition, 14- and 15-year-olds are prohibited from working in any of the occupations deemed by the U.S. Secretary of Labor as hazardous, with no exceptions.

★ **Age 16** Sixteen years is the basic minimum age for employment in the United States. AT 16 years of age, youths may be employed in any occupation other than one declared hazardous by the Secretary of Labor. (The sections below list Hazardous Occupations and Exemptions).

★ **Age 18** Minimum age for employment in nonagricultural occupations declared hazardous by the Secretary of Labor.

Time and Hour Restrictions

Federal law restricts the number of allowable work hours for 14- and 15-year-old. Fourteen- and 15-year-olds are **not** permitted to work:

- ★ during school hours;
- ★ before 7 a.m. or after 7 p.m. (except 9 p.m. from June 1 through Labor Day);
- ★ more than three hours per day on school days; or
- ★ more than 18 hours per week during school weeks.

Students enrolled in Work Experience and Career Exploration Programs (see definition below) may be employed during the school day and up to 23 hours in a school week. (Appendix 2 lists federal and individual state hour restrictions).

Federal law does not restrict the time or duration of employment for 16- and 17-year-olds. Some states have set limits for this group. Wisconsin, for example, limits 16- and 17-year-olds to 4 hours of employment on school days.

Hazardous Occupations

The Secretary of Labor has declared 17 occupations to be particularly hazardous or detrimental to the health and well-being of 16- and 17-year-olds. These include, for example, manufacturing and storing explosives; motor-vehicle driving and outside helper; exposure to radioactive substances; power-driven hoisting apparatus; mining (other than coal mining); power-driven bakery machines; manufacturing brick, tile and kindred products; and wrecking, demolition and shipbreaking operations.

In some cases, careful structuring of the workplace component can ensure that students do not operate certain machinery, thus satisfying U.S. Department of Labor concerns. States may have additions to this list. Exemptions exist for apprentices and student learners in **some** of these occupations (see "Exemptions" below).

Youth Apprenticeship Programs geared toward manufacturing, metalworking and health care bear the greatest concern for specifics of this section of the law, since occupations that involve power-driven metal forming, punching and shearing machines and those involving exposure to radioactive substances and to ionizing radiations are considered hazardous. Exemptions exist in the former category, but not the latter.

★ Legislation establishing youth apprenticeship in the State of Oregon states that "in licensed trades and in hazardous occupations, on-the-job training for students 16 years of age may be simulated cooperatively at industry training centers." Discretion as to where this training will take place - on the job site or in the training center - lies with the apprenticeship committee employing the youth.



WorkForce Challenge

**Annual Report
May 1993**

Vision Statement

The Danville area work force will satisfy the needs and expectations of employers and prospective employers for the twenty-first century.

Mission Statement

Plan and implement a program to prepare and maintain a qualified, adaptable work force for Vermilion County, Illinois, which will be served by Danville Area Community College.

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 - F. Description of Workforce Challenge Committees

EXECUTIVE SUMMARY

In November 1989, representatives of Teepak and Central Foundry approached Danville Area Community College President Harry Braun with serious concerns about their work forces. About 40 percent of the manufacturing work force in Vermilion County will be eligible for retirement within the next ten years. The plant managers wanted to know: Would workers be available to replace the retiree? Would those replacement workers have the skills they need for the technological workplace of the 1990s and beyond?

During meetings the following spring between College officials and business, industry, service, and other community leaders, more concerns about the work force became apparent. The success of business and industry—and ultimately, an entire area—depends on the availability and quality of the work force. Was the Danville area developing the kind of work force that could attract and sustain economic growth? Were students being exposed to the skills they would need in their jobs on into the twenty-first century? Was that exposure changing as new technologies emerged?

Too often, the answer to those questions was “no.” It was clear to all involved that the Danville area needed to make some changes to prepare for the future. It was also clear that the changes were more than DACC or any other single entity could accomplish alone.

So out of those early discussions, diverse sectors of the community joined to form Workforce Challenge 2000.

From Spring 1990 through the end of that year, a 25-person steering committee developed plans. Led by joint chairs Braun, Illinois Power regional manager Jesse Price and Central Foundry plant manager Al Scargall, the committee determined Workforce Challenge mission: to plan and implement a program to prepare and maintain a qualified, adaptable work force for Vermilion County and the area served by Danville Area Community College.

In January 1991, the effort expanded, with more than 200 people from different sectors of the community exploring ways to achieve that mission. In committees and subcommittees, participants brainstormed, studied, took surveys, and consulted with employers, labor representatives, parents, teachers, students, counselors, administrators and others. In June, chairs of each committee and subcommittee presented their ideas and the ideas they had gathered from the community. Other participants made suggestions, asked questions, and developed recommendations. From that process, participants reached a consensus on how to address a number of inter-related local work force concerns.

Those concerns are:

1. The need to replace a vast number of retiring workers in the next decade.

Several local plants reduced their work forces during the 1980s by laying off or not hiring younger employees. Now, however, many of the older workers who stayed are nearing retirement. When the Job Training Partnership surveyed 31 local manufacturing and service businesses, the businesses said they expected about 1,750 of their employees to retire within the next ten years. For those businesses to stay viable, they will need to find qualified workers to replace the retirees.

2. The need to prepare workers and future workers for higher-tech, more complex jobs.

Many of the jobs that once could be filled easily by people without high school diplomas now require computer knowledge and other advanced skills. Also, job areas that will be growing in the next decade tend to be the ones that require more knowledge and specialized skills. According to the Illinois Department of Employment Security, all but two of the top ten occupations expected to have the most job openings by the year 2000 will require at least a high school diploma. Those two occupations are janitors and waiters/waitresses. They are also among the lowest-paying of the top ten jobs. The highest-paying--general managers and top executives--require a bachelor's degree.

3. The need to improve the education provided to local children.

As job requirements change, the preparation for those jobs also must change. Educators and representatives from business and industry agree that schools have not kept up with changing work force needs.

4. The need to provide unemployed adults with the skills necessary for work.

Because the Danville area has experienced high school drop-out rates in the neighborhood of 25 percent, the community now faces the challenge of helping many residents who lack marketable job skills. In addition to helping those adults, local agencies need to retrain workers whose job skills have become obsolete.

5. The need to help young people—and their parents, teachers, and counselors--understand that the Danville area will have jobs for them.

Because the Danville area has suffered through harsh economic times, many high school and college graduates believe they must leave their hometowns to get good jobs. However, in the Job Training Partnership survey, those 31 businesses alone anticipated needing about 5,250 new employees by the year 2000.

To address those work force development concerns, Workforce Challenge participants have established five goals. Those five goals are:

- 1. Conduct a community awareness program for the Workforce Challenge initiative.**
- 2. Assist education to better prepare students to meet the workforce needs of our community.**
- 3. Increase the collaboration and investment between education and business/industry.**
- 4. Increase the involvement of parents in preparing their children for education and employment.**
- 5. Increase the involvement of human service agencies in preparing their clients for education and employment.**

In 1992 the program was awarded Phillip Morris Corporation and Higher Education Cooperative Act grants. Among other things, the grant funding provided for the program's first full-time director, Ms. Mary Lou Meader. Workforce Challenge was also recognized as one of the top work force development initiatives by the Illinois Community College Board in 1992. During her short tenure, Ms. Meader has quickly shifted the program into an implementational mode. The early Workforce Challenge successes have been promising and include a number of activities designed to re-shape the work force in the Danville area.

Workforce Challenge

Annual Report

May 1993

GOAL 1

Conduct a community awareness program for the Workforce Challenge initiative.

OBJECTIVE A:

Develop an awareness campaign targeting the local community concerning the future work force needs of the area.

Tasks

Conduct a continuous evaluation of local employment opportunities, with better communication between government agencies, business/industry and education.

Develop an information file on the local work force which can be used for speeches, pamphlets, fliers, videos, etc.

Develop a speakers bureau.

OBJECTIVE B:

Inform the community about the impact a global economy is having and will have on current and future work force needs.

Tasks

Utilize local business and industry to sponsor programs that describe the world economy and the way it could affect the area.

Target counselors, teachers, students, and parents as to changing opportunities in the local and global work force.

OBJECTIVE C:

Update and publish periodically a list of requirements for all jobs to inform students and others about what skills will be needed.

ACCOMPLISHMENTS:

- New logo
- Introductory video
- Six-month marketing plan
- Job survey mailed to approximately 100 area businesses.

Workforce Challenge

Annual Report

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GOAL 2

Assist education to better prepare students to meet the work force needs of our community.

OBJECTIVE A:

Develop and implement curricula to make sure kindergarten through post-secondary students learn the foundations and competencies needed in the work force.

Tasks:

Incorporate the teaching of foundations and competencies in an integrated manner throughout the entire curriculum at all levels of education. Foundations and competencies that will be taught include:

Foundations

Basic skills—reading, writing, arithmetic and mathematics, speaking, listening

Thinking skills—creativity, decision-making, problem-solving

Personal qualities—responsibility, self-esteem, integrity

Competencies

Resources

Interpersonal skills

Information utilization

Systems—social, organizational, technological

Technology

Encourage all levels of education personnel to incorporate "customer satisfaction" and "continuous improvement" in teaching strategies.

Encourage each school system to include representatives from business, industry, and labor in its curriculum review processes.

Incorporate actual job tasks into classroom projects and assignments.

Assist each school system to develop job shadowing, plant tours, and internship programs to help teachers understand what skills their students will need in the workforce.

Develop an "exit course" for all high school seniors that teaches and tests for basic competencies, as well as important social and interpersonal skills.

Implement across all occupational, career, and technical curricula a process in which students demonstrate acceptable levels of performance in specific areas of content and application of technologies which are verifiable by certification.

Encourage each school system to develop a follow-up system for graduates.

OBJECTIVE B:

Improve coordination and communication between Danville Area Community College and area schools.

Tasks

Survey schools systems to determine what facilities, equipment or other resources would be available for use by area schools.

Establish at Danville Area Community College a regional training center for curriculum development and in-service training for Workforce Challenge.

Encourage educational entities and businesses to share equipment and facilities with one another.

OBJECTIVE C:

Assist students in discovering their career interests and determining what preparation they need to pursue those interests.

Tasks

Incorporate career development activities into every level of the education system on an on-going basis.

Develop student internship, partnership, and mentorship programs with local business and industry.

Encourage school systems to conduct area-wide job fairs and career days.

OBJECTIVE D:

Provide more effective in-service training and resources for teachers, counselors, and administrators.

Tasks

Encourage and provide resources for teachers to seek more continuing education and professional development activities.

Provide more time for in-service for teachers.

Emphasize the concept of continuous improvement in the performance appraisals of educational personnel.

OBJECTIVE E:

Improve students' self-esteem, helping them realize they are capable of succeeding in school and, later, work.

Tasks

Emphasize to teachers their importance as positive role models for students.

Incorporate into the curriculum the importance of attitude, self-esteem, and behavioral skills, as well as the importance of education.

Provide early counseling intervention in all schools to improve the likelihood of school success.

Increase the number of minority faculty and staff in those educational institutions which have minority populations.

Encourage teachers to promote teamwork, communication, and cooperation among students.

OBJECTIVE F:

Develop and implement innovative and non-traditional ideas for improving education.

Tasks

Identify and change current restrictions (state education parameters, labor contracts, and other hindrances) that prevent innovation.

OBJECTIVE G:

Seek additional state and federal funding for education.

Tasks

Work with other constituencies in developing an equitable statewide system for funding education.

Increase monetary support from the private sector.

Involve business and industry as advocates for increased funding for education.

Seek grant support from the U. S. Department of Labor and other potential funding sources for Workforce Challenge.

ACCOMPLISHMENTS:

- Elementary Education Task Force established
- WorkForce Challenge represented on area school districts planning and improvement teams
- WorkForce Challenge presentations at high school in-services and institutes
- Directory of Services - 105 area businesses to share with education.

Workforce Challenge

Annual Report

May 1993

GOAL 3

Increase the collaboration and investment between education and business/industry.

OBJECTIVE A:

Expand business and industry participation in "Adopt a School" programs (also called school/business partnerships).

Tasks

Create a committee of business and educational personnel to provide program coordination.

Develop a plan to inform business and industry of how to participate.

Prepare promotional materials.

Hold kick-off meetings to reintroduce the concept to businesses, principals, and superintendents in the area.

OBJECTIVE B:

Encourage business and industry leaders to run for election to local school boards.

Tasks

Establish a committee of three to seven people consisting of present school board members, PTO members, and Partners in Education sponsors.

Publicize the importance of school board membership.

Provide candidates with information about running.

OBJECTIVE C:

Encourage employers to enable parents to participate in school activities.

Tasks

Develop "parent visitation" time similar to personal leave days for pre-arranged school functions.

OBJECTIVE D:

Develop reciprocal in-house training for educators and business/industry employees.

Tasks

Open business/industrial in-house training to educators as well.

Present joint business/education seminars on current workplace trends and educational innovations.

OBJECTIVE E:

Bring more business and industry personnel into the classroom as guests and speakers.

Tasks

Provide opportunities for both labor and management representatives to speak to students at school programs.

Have the speakers stress hiring needs, required skills and the relationship between schoolwork and jobs.

Stress the negative effect such behaviors as drug use might have on employment.

Consider "reverse shadowing" allowing workers to follow students in school and explain how various classes might relate to the work they do.

OBJECTIVE F:

Provide schools with information about speakers, tours, and other business/industry resources that are available by providing a resource guide.

Tasks

Collect the information from business and industry.

Compile and publish the information.

Distribute the guide, "Community Resource Guide to Education" to all teachers in the DACC district.

Periodically update the guide.

OBJECTIVE G:

Encourage employers to limit the number of hours students work, to ensure more time for schoolwork.

Tasks

Establish a committee of business and education representatives to develop reasonable limits for working students.

Let employers know those generally accepted limits.

Recognize employers who follow those limits.

OBJECTIVE H:

Encourage graduates to remain or return to the community to work for local businesses and industries.

Tasks

Recognize employers who hire through the "Cooperative Education" system.

Develop job-recruiting programs in business and industry similar to military recruiting.

Provide incentives such as aggressive job placement, training scholarships, and upward job mobility.

OBJECTIVE I:

Coordinate and provide up-to-date training to keep workers current with changing work force needs.

Tasks

Encourage local industries and businesses to share corporate in-house training programs and resources through the development of an industry resource catalog by the Business and Economic Institute at DACC.

Develop a worker development program that would assure a certain level of skills.

Develop a comprehensive training plan for future labor leaders.

ACCOMPLISHMENTS:

- Manufacturers/Service Alliance committee formed
- Apprenticeship program established between Armstrong High School and Walter Danville Corporation
- Internships established for teachers and students for summer 1993
- Funding non-targeted high schools for Tech Prep activities.

Workforce Challenge

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May 1993

GOAL 4

Increase the involvement of parents in preparing their children for education and employment.

OBJECTIVE A:

Increase parent participation in the education process.

Tasks

Encourage schools to develop a school/family council that will represent the demographics of the community served by the school. The council should include teachers, parents, single parents, and other interest groups.

Develop programs that will bring parents to the schools and educate them about their role in the education process.

Hold a Swap Day at high schools and middle schools and a Parents Day (or Grandparents Day or Adopt-a-Grandparent Day) at elementary schools.

Develop a Homework Hotline or Activity Hotline at each school--a tape-recorded message parents can call to keep up-to-date on what is happening at their children's schools.

OBJECTIVE B:

Improve communication between schools and parents through newsletters and other personalized methods.

OBJECTIVE C:

Increase and improve schools' efforts to meet with parents.

ACCOMPLISHMENTS:

- "Parents" workshop planned for Fall 1993
- Bibliography of assistance for parents being organized
- Manufacturers/Service Alliance committee identifying methods list for businesses demonstrating high values placed on education
- WorkForce Challenge video presentations at PTO organization meetings.

Workforce Challenge

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GOAL 5

Increase the involvement of human service agencies in preparing their clients for education and employment.

OBJECTIVE A:

Bring both functionally unemployed and newly displaced workers back into the work force as productive employees.

Tasks

Identify adults with long histories of unemployment and poor work histories and provide opportunities for them to learn the skills they need to secure employment.

Improve communication to business and industry about current outplacement services for newly unemployed workers.

Coordinate the referral to and information about services available for recently displaced workers.

OBJECTIVE B:

Provide improved human services to workers, helping them solve or reduce personal problems that affect their job performance.

Tasks

Provide more training for supervisors to help them assess employees' problems, intervene in crises and refer employees to Employee Assistance Programs and other appropriate services.

OBJECTIVE C:

Encourage the development of quality child care and elder care services in the community.

OBJECTIVE D:

Reach a larger number of troubled youth and very troubled youth with improved human services programs—enabling more to overcome personal barriers to developing good job skills.

Tasks

Develop Student Assistance Programs at all schools, with human service professionals available to assess student needs, intervene in crises, and refer children and/or families to needed services.

Seek funding and provide alternative education and training opportunities to troubled youth in non-traditional settings.

OBJECTIVE E:

Encourage people with personal problems to voluntarily seek help from human service agencies.

Tasks

Develop a promotional campaign to make people aware of the help that is available and how human services tie in with work force development.

ACCOMPLISHMENTS:

- Private Industry Council for the Job Training Partnership has committees working on each Goal 5 objective
- Subcommittee studying the development of a consortium of small businesses forming an employee assistance program
- Eldercare and child care facilities being studied
- A community assistance referral network established through the United Way office.

CONCLUSION

The need to develop and maintain a capable work force is the single most critical issue facing the Danville area. The quality of the work force directly affects the area's ability to retain its current businesses and industries and attract new ones. But it also affects the quality of life available in the area, the standard of living of area residents and the resources available for continuing improvements in the community.

The Danville area is not alone in facing grave challenges for its future. Across the nation, community leaders are concerned about factories closing down, workers who are not prepared for high-tech jobs, and schools that don't seem competitive with foreign education systems. The communities that succeed in adapting to the changing world will thrive. The ones that don't will gradually disappear. And the dilemma has implications for the entire country: experts agree that the United States as a whole must choose between developing a highly skilled work force or resigning itself to lower or below average wages.

Through Workforce Challenge, the Danville area has recognized its work force problems and taken the first steps toward resolving them. By joining forces on Workforce Challenge, various sectors of the community have met the goal of increasing cooperation. Publicity about Workforce Challenge has increased the community's awareness of the work force needs of the future. An education summit held in February 1991 brought together 1,000 junior high and high school teachers and administrators to talk about how education must change to meet the needs of a changing world. A second education summit for all area educators occurred in October, 1991. Committees were formed and priorities were established following the compilation of both education summits.

Much of the work connected to WorkForce Challenge is yet to be done. Developing ideas for change was the easy part; making the changes and answering new challenges as they arise will be more difficult. From the two education summits and the two years of community planning committees detailed reports - a compilation of nearly 200 pages - this annual report was developed. Many who worked on the early stages of WorkForce Challenge 2000 have volunteered to see their plans through the next stages, and new volunteers are gathered as each objective is implemented. The committees are growing and subdividing as tasks are assigned.

WorkForce Challenge has a new logo and a modified name, signifying that the two year study and planning stage is complete. WorkForce Challenge has evolved from the conceptual stage into an active force in the community. The final logo graphic portrays a strong, bold, forward looking commitment from Danville Area Community College to master the changing conditions which are so vital to the economic health of this area, the region, and the nation.

There is no conclusion for the WorkForce Challenge project. The initiative will continue growing and expanding as we adapt to changing work place needs. Programs such as the youth apprenticeships will be models for many other programs that will follow. "As we plant seeds, they will reproduce many times over," says Director Mary Lou Meader. "The need is now."

For the project to be successful, the community must find the necessary resources, implement the plans, evaluate the results, and adjust strategies as a more challenging work force environment evolves. As a county-wide effort, WorkForce Challenge cannot succeed without the community partnership.

APPENDIX A

Summary of Need For Workforce Challenge

LOCAL CONCERNS

- Forty percent of Vermilion County's manufacturing work force will be eligible for retirement by the year 2000.
- Thirty-one of the county's largest employers have identified a need for 2,027 technicians, craftsmen, operators, or laborers by the year 2000.
- These same employers have identified a need for 1,362 office and clerical specialists by the year 2000.
- These same employers have identified a need for 1,204 officials, managers, or professionals by the year 2000.
- There will be a need, in these 31 businesses, for 688 sales or service workers by the year 2000.
- Local health care providers cannot find enough trained nurses, radiological technicians, and emergency room personnel to meet current labor market needs.

NATIONAL CONCERNS

- Incomes of our top 30% earners are increasing while those of the other 70% spiral downward.
- The primary concern of more than 80% of employers is finding workers with good work ethics and appropriate social behavior.
- No nation has produced a highly-qualified, technical work force without first providing its workers with a strong general education.
- We have no national system capable of setting high academic standards for the non-college bound student.
- Public educational programs are under-funded, serve only a small number of people, lack cohesion, and are not tied to local labor market policies.
- More than 70% of U. S. jobs require some form of skills training but will not require a four-year college degree by the year 2000.
- Other nations insist that virtually all of their students reach a higher educational standard than we do.
- Other nations operate comprehensive systems, combining training, labor market information, job search, and income maintenance for the unemployed we do not.
- Other nations support education and company-based training through general revenue or payroll tax financing schemes we do not.
- Five or six industrialized nations provide better schooling and job training for non-college bound students than we do.
- If we hope to remain a competitive and productive economy, we cannot afford to continue to allow 25% of our future workers to drop out of school.
- The choice that America faces is a choice between high skills and low wages. Gradually, silently, we are choosing low wages as a community, is this what we want?

Sources: JTP Human Resources Survey; Focus Group Meetings with Area Employers; and the National Center on Education and the Economy, "Americas Choice: high skills or low wages!" June 1990.

APPENDIX B



EMPLOYMENT SURVEY

PROJECTED HIRES

EDUCATION REQUIREMENTS

JOB TITLE	CURRENT # OF EMPLOYEES	1993	1997	HIGH SCHOOL	VOCA-TIONAL	GED	TECHNICAL TRAINING	ASSOCIATE DEGREE	B.S. DEGREE	B.S. *	MINIMUM SKILLS REQUIRED
A. PROFESSIONAL											
CHIEF ADMINISTRATION	74	2	4	4		2	1	2	16	6	4
HUMAN RESOURCE SPECIALIST	25	1	2	5		1	1	4	10		2
MANAGER / MIDDLE	263	11	17	3		1	5	5	14		3
SYSTEMS ANALYST	19	2	5	2		1	1	4	5	1	2
PURCHASING AGENTS / BUYERS	38	1	4	7	1	1	3	4	4		4
ENGINEER (all)	110	9	34	2		1	1	1	5	2	2
FIRST LINE SUPERVISOR	248	7	16	14	2	2	11	5	5		7
SALES REP	72	14	34	4		1	2	3	5	1	3
B. OFFICE CLERICAL											
ADMINISTRATIVE ASSISTANT	56	2	16	9	3	2	2	6	2		3
BOOKKEEPER	22	1	3	9			1	3	1		1
CLERK, ACCOUNTING / FILE	150	7	13	16	1	6	2	3	2		3
CUSTOMER SERVICE REP	94	11	15	10	1	5	2	2			2
COMPUTER OPERATOR	26	4	4	7	3	3	4	4			3
DATA ENTRY OPERATOR	324	2	7	9	1	3	3	3			5
RECEPTIONIST	34	3	3	10	1	5	1	1	1		1
WORD PROCESSOR	12	1	4	2	1	1	1	5			1
SHIPPING RECEIVING CLERK	53	11	16	10	3	4		1	1		4
BANK TELLER	63	20	49	4		2	1	1			
C. MANUFACTURING											
ASSEMBLR - ELECTRICIAN	18	5	16	2	2		2				2
ASSEMBLER - PRODUCTION	243	59	82	4	3	2	1				2
DRILL OR PUNCH PRESS OPERATOR	129	3	31	4	3	2	2				2
ELECTRICIAN	58	5	5	5	2	3	3				
FORK LIFT OPERATOR	86	2	6	5	4	1	2				1
MAINTENANCE MECHANIC	227	14	23	12	4	3	10				6
MATERIAL HANDLER	97	5	15	3	1	3					2
QUALITY CONTROL INSPECTOR	53	2	7	6	1	3	4	2			2
TECHNICIAN - LAB	45	1	6	3	1	1	1	2	1		2
TECHNICIAN - OTHER	58	3	3	1	2	1	1	1	1		1
TOOL & DIE MAKER	52	11	14	3	3	2	4	1			4
WAREHOUSE WORKER	153	6	17	11	2	7					3
DRAFTER	10	1	7	1	1	1	3	2			2
WELDER	80.5	2	9	7	7	3	4	1			4
UNSKILLED LABOR	368	30	79	10	4	7					4



EMPLOYMENT SURVEY

PROJECTED HIRES

EDUCATION REQUIREMENTS

JOB TITLE	CURRENT # OF EMPLOYEES	1993	1997	HIGH SCHOOL	VOCATIONAL	GED	TECHNICAL TRAINING	ASSOCIATE DEGREE	B.S. DEGREE	B.S. +	MINIMUM SKILLS REQUIRED
D. HEALTH											
THERAPIST (Speech, Occupations, Physical)	9	3	4							1	
LICENCED PRACTICAL NURSE	107				1					1	
REGISTERED NURSE	277	12	5			1		1	2		1
MEDICAL / CLINICAL LAB TECHNICIAN	12	2	3			1		1	1		1
RADIOLOGIC TECHNOLOGIST & TECHNICIAN	16	5	6					1			
E. OTHER											
TRUCK DRIVERS	30		2	4							3
JANITORS / CUSTODIANS	118	5	5	11	1	6					5
PRECISION PRINTING OCCUPATIONS	3						1				
FOOD PREP WORKERS	54	6	6	1							1
CONSTRUCTION WORKERS	2										1
GENERAL LABOR	55	8	5	1							2

APPENDIX C

CHARACTERISTICS OF TODAY'S AND TOMORROW'S WORKPLACE

TRADITIONAL MODEL	HIGH PERFORMANCE MODEL
STRATEGY	
<ul style="list-style-type: none"> • Mass production • Long production runs • Centralized control 	<ul style="list-style-type: none"> • Flexible production • Customized production • Decentralized control
PRODUCTION	
<ul style="list-style-type: none"> • Fixed automation • End-of-line quality control • Fragmentation of tasks • Authority vested in supervisor 	<ul style="list-style-type: none"> • Flexible automation • On-line quality control • Work teams, multi-skilled workers • Authority delegated to worker
HIRING AND HUMAN RESOURCES	
<ul style="list-style-type: none"> • Labor-management confrontation • Minimal qualifications accepted • Workers as a cost 	<ul style="list-style-type: none"> • Labor-management cooperation • Screening for basic skills abilities • Workforce as an investment
JOB LADDERS	
<ul style="list-style-type: none"> • Internal labor market • Advancement by seniority 	<ul style="list-style-type: none"> • Limited internal labor market • Advancement by certified skills
TRAINING	
<ul style="list-style-type: none"> • Minimal for production workers • Specialized for craft workers 	<ul style="list-style-type: none"> • Training sessions for everyone • Broader skills sought

CHARACTERISTICS OF TODAY'S AND TOMORROW'S SCHOOLS

SCHOOLS OF TODAY	SCHOOLS OF TOMORROW
STRATEGY	
<ul style="list-style-type: none"> • Focus on development of basic skills • Testing separate from teaching 	<ul style="list-style-type: none"> • Focus on development of thinking skills • Assessment integral to teaching
LEARNING ENVIRONMENT	
<ul style="list-style-type: none"> • Recitation and recall from short-term memory • Students work as individuals • Hierarchically sequenced - basics before higher order 	<ul style="list-style-type: none"> • Students actively construct knowledge for themselves • Cooperative problem solving • Skills learned in context of real problems
MANAGEMENT	
<ul style="list-style-type: none"> • Supervision by administration 	<ul style="list-style-type: none"> • Learner-centered, teacher directed
OUTCOME	
<ul style="list-style-type: none"> • Only some students learn to think 	<ul style="list-style-type: none"> • All students learn to think

Source: U.S. Dept. of Labor, "What Work Requires of Schools," June 1991.

APPENDIX D

Workforce Challenge Volunteers

Joint Chairs

Harry Braun
Jesse Price
Al Scargall

Steering Committee

Ann Abel
Vicki Bernthal
Bill Bounds
Jane Brown
Thomas Byrket
Dennis Doran
Linda Federman
Ronald Geguzys
Thomas Ginder
Dave Kietzmann
Lou Mervis
Chuck Morris
Timothy Musgrave
Marc Parise
Donald Patterson
Don Pennington
Ellen Russell*
Joseph Stutsman
Sharon Walker
Robert Weist
Richard Weller
Terri White
Candy Underhill*

Stakeholders

Mary Chambers
Tom Conron
Neil Ehrlich
Carol Green
Tom Jenkins
Dianne Kurth
Carol Lewis
Earl Lindsey
Mary Lou Meader
Cassandra Reed
Albert Royce
Ronald Serfoss
Richard Trower
Gordon Varner

Goal Committees

Sharon Ady
Karen Ahrens
Alayne Anderson
Gordon Anderson
Terry Anderson
Teresa Arnold
Susan Baldwin
Jody Biscoe
Brock Blinn*
Chuck Brooks
Betty Bryant
Bill Bucher
Don Burke*
Chuck Carpenter
Molly Culbert
Martha Curry
Kim Daulton
Jenny Dawson
Art DePugh
John Douglas
Steve Downing
Viv Dudley
Dorothy Sturm Duensing
Pat Ehrnwald
David Fields
Judy Finkle
Mike Finkle
Dennis Forest
Debbie Frerichs
Kerry Frerichs
John Ganyard
Herb Glenn
John Grygiel
Darlene Halloran
Pat Hartshorn
Marilyn Hecker
Linda Heeren
Tom Hermann
Rachel Heron
Russ Hiatt
Debbie Hicks
John Hirt
Esther Hooper
Karen Huchel

Curt Huffman
Patty Ann Hughes
Ellen Hurley
Bob Jones
Pat Keller
Dave Kienest
Pat Kuchefski
Edward Layden
Edina LeCleir
Susan Legg
Joe Linares
Sara Longfellow
Brenda Ludwig
Bill Matthews
Clyde Mayer
Larry McConkey
Alice McGowan
Earl McGowan
Mary McKeown
Bill McMahan
Jan Miller
Dan Milligan
Jessica Mills
Susan Mills
Denia Milne
Brian Mitchell
John Mockaitis
Jim Monfredini
Michael Mooney
Jeanne Mulvaney
Judith Myers
Barb Nelson
Keith Nelson
Rita Nordheden
Jan O'Rourke
Margie Parise
Alice Payne
Terry Payne
Judd Peck
Phyllis Perry
Creighton Petkovich
Sandy Powell
Warren Pratt
Verna Quick
Bruce Rape

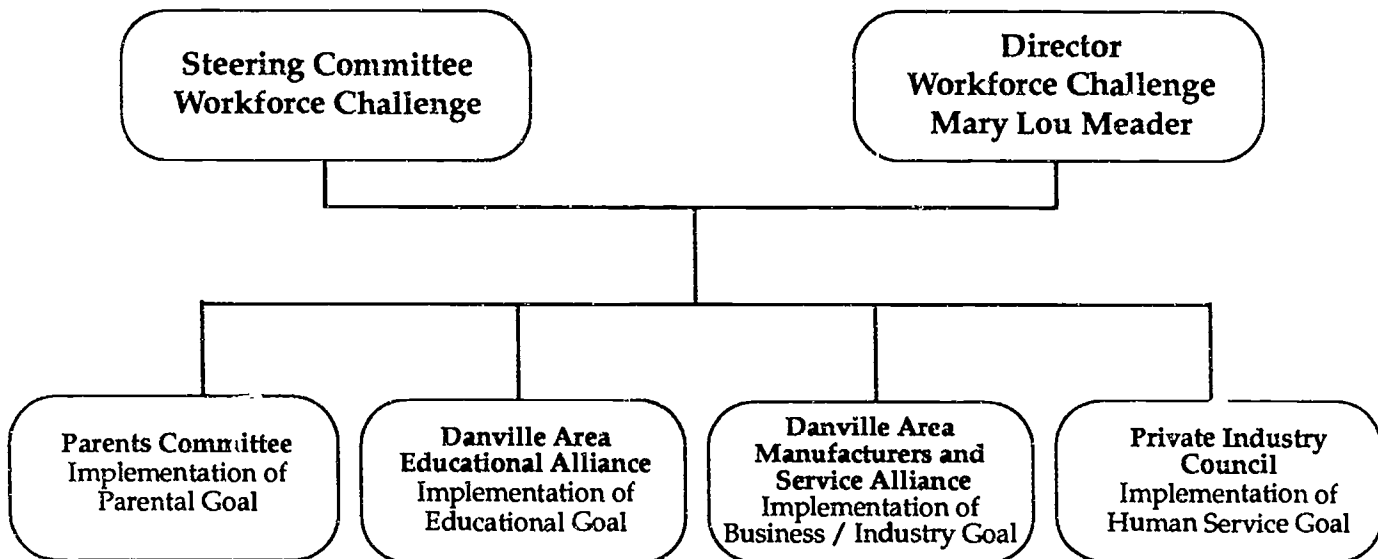
Janet Redenbaugh
Brad Reeley
Jan Reynolds
John Reynolds
Jennie Rich
George Richards
Mark Roberts
Annie Robertson
Joe Rottman
Judy Rudnicke
Suzie Schatz
Augustus Scott
Betty Seidel*
Lisa Smith
Phil Smith
Carol Smock*
Dave Stimac
Audrey Syrcle
Sally Techtow
Dave Thomas
Minnie Walker
Dave Walter
Denise Webster
Jack Webster
Gail West
Tracy West
John White
Karen Wolfe
Tom Wonderlin
Jay Woodard

Jamaica, Oakwood,
Georgetown, Catlin,
Hoopeston, Westville
& Danville High
School Teaching
Staffs

*Goal Committee
Chairs

APPENDIX E

Implementation Organization For Workforce Challenge



Steering Committee

Jim Anderson
 Vicki Bernthal
 Harry Braun
 Bill Bounds
 R. Thomas Byrket
 Cynthia Cronkhite Davis
 Don Dean
 Roger DeMoor
 Dennis Doran
 John Douglas
 Linda Federman
 David Fields
 Dianna Kirk
 Sara Longfellow
 Lou Mervis
 Debbie Mills
 Dennis Mizell
 Chuck Morris
 Timothy Musgrave
 Donald Patterson
 Ellen Russell
 Al Scargall
 Betty Seidel
 Larry Settle
 Paul Shannon
 Randy Smith
 Joe Stutsman
 Candy Underhill
 Sharon Walker
 Robert Weist
 Richard Weller
 Terri White / Lisa Smith

Manufacturers/Service Alliance Committee

John Ganyard	Mike Kidwell
Steve Brunner	Brock Blinn
Bill Small	Rocky Hill
Earle McGowan	Romeo Zamberletti
John Ahrendt	David Kietzmann
Dan Clapp / Lynn Lawton	Terri White / Lisa Smith
Christopher Dunn	Betty Seidel
Craig Speckman	Sara Longfellow

Elementary Educators

Connie Alexander	Dave Carrell
Ralph Baumann	Doug Taylor
Eva Cornwell	Rita McCannon
Donald Cunningham	Melinda Tucker
James De Young	Harry Braun
Deb Gdala	Jim Owens
Anna Beth Gilmour	Debbie Unewitz
Nancy Gray	Sue Dole
Carl Hall	Wayne Scarlett
Fran Lemke	Jean Brown
Kathy McCoy	Gail Biggerstaff
Rhonda Miller	David Kietzmann
Robert Shafer	Sharilyn Norman
Mike Metzen	Kevin Tate
Tim Musgrave	Angie Walsh

APPENDIX F

Description of Workforce Challenge Committees

STEERING COMMITTEE

The Steering Committee is a task force of 25 community leaders representing a broad spectrum of community interests. Individuals from business, industry, labor, education, professions, health care, media and human service agencies make up this committee that oversees the development and implementation of Workforce Challenge .

WORKFORCE CHALLENGE DIRECTOR

The director of the project runs the day to day operation and coordination of the implementation of the Workforce Challenge plan. This individual will report to the Workforce Challenge steering committee.

PRIVATE INDUSTRY COUNCIL

The Private Industry Council is a 30 person committee that serves as the Board of Control for the Vermilion County Job Training Partnership program. The PIC will have the primary responsibility for increasing the involvement of human service agencies in preparing their clients for education and employment.

DANVILLE AREA MANUFACTURERS AND SERVICE ALLIANCES

The Danville Area Manufacturers Alliance is a task force made up of Chief Executive Officers from the areas largest manufacturers. The Danville Area Service Alliance represents the Presidents or CEOs of other major area employers including health care providers, service industries, smaller businesses, and professionals. The primary responsibility of these Alliances is to increase the collaboration and investment between education and business/industry.

DANVILLE AREA EDUCATIONAL ALLIANCE

The Danville Area Educational Alliance consists of representatives from local educational institutions including Danville Area Community College, the Regional Superintendent, Superintendents of area public and private school systems, the Vocational Occupational and Technical Education Center, and the Vermilion Vocational Education Delivery System. The primary responsibility of the DAEA will be to assist education to better prepare students to meet the work force needs of the community.

PARENTS COMMITTEE

The parents committee consists of concerned parents from all school districts throughout the area. This committee will assist the Danville Area Educational Alliance in helping to improve education. The primary responsibility of this committee is to increase the involvement of parents in preparing their children for education and employment.

WINDS OF CHANGE



Volume IV A Joint Publication of WorkForce Challenge & Danville Area Community College Spring 1994

Teamwork + Action = Results

Teamwork.

It's one of the main skills needed in the workforce of the future. Area leaders striving to prepare the workforce for the future are already demonstrating teamwork in their efforts.

"The scope of this project is too large for any one person to be representative," said Mary Lou Meader, WorkForce Challenge director.

From developing youth apprenticeships to creating new school advisory councils to helping educators and students, WorkForce Challenge has become a partner on several teams, often in concert with the Tech Prep program.

"The most significant events with WorkForce Challenge in the past six months have been in collaboration with Tech Prep," Meader said.

WorkForce Challenge is a local effort to update current workers' skills and ensure that current students are prepared for the jobs they'll eventually take. Tech Prep is a national and state effort to prepare students for the highly technical workplaces they'll enter.

Because of the similar goals, "we try to collaborate as much as possible. It's a waste of energy and resources if we don't," said Debra Mills, Tech Prep director for the Danville Area Community College district.

Recently, Meader and Mills have joined forces on several projects:

- They've formed what Meader calls a "school-to-work team on youth apprenticeships" with VOTEC Principal, Kay Smoot and Danville High School Tech Prep Coordinator, Dianna Kirk. The teamwork has already

paid off in a program at Teepak and a grant to increase apprenticeships throughout the county. (See related story on following page.)

- They've created two new business advisory councils, to help schools throughout Vermilion County.

- They've introduced the community to the ideas of an internationally known human resources authority and futurist, Leo C. Coleman Jr. Coleman's December visit to Danville was sponsored by WorkForce Challenge, but the groups he spoke to included Tech Prep teachers.

- They've helped teach area counselors about the changing workforce. With the Career Development

Training Institute, the Illinois Occupational Information Coordinating Committee, WorkForce Challenge and Tech Prep made DACC one of just 14 sites in the state to receive a national teleconference for a day-long counselors' workshop on March 10th.

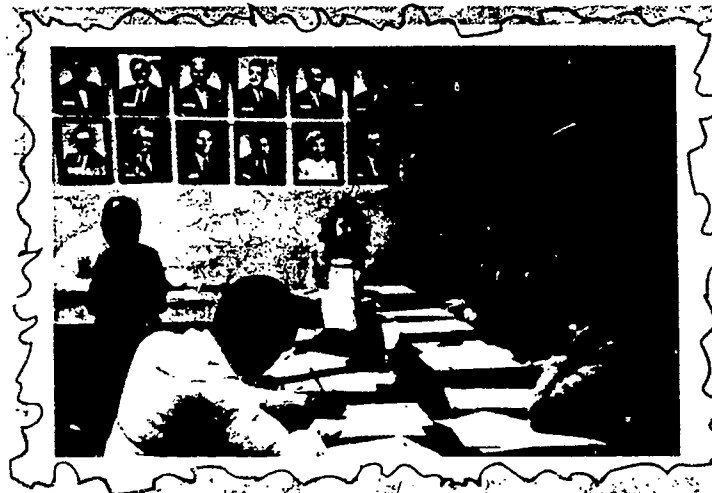
- They've presented their ideas to the Danville Area Economic Development Corporation board. When Meader and Mills, along with Smoot and Kirk, spoke to the board retreat on March 18th, it showed "the dynamic presentation we

can make as a team," Meader said.

- They've planned a conference on May 24th to interest up to 300 eighth grade girls in careers requiring math and science knowledge. The conference, called Futures Unlimited, is co-sponsored by the local chapter of the American Association of University Women and several entities connected to DACC.

- They've worked together on setting up or funding team building workshops and business tours for

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Unified Effort For Summer Youth Employment



Danville Area Community College

Our Youth at Work

Ten area high school juniors will break new ground when they start in a youth apprenticeship program at Teepak next fall. They stand to gain much more than they're risking in the innovative venture.

The deal for the students: they'll go through manufacturing technology courses at VOTEC and Danville Area Community College. During each summer vacation, they'll work at Teepak, and Teepak will pay for their associate's degree. At the end, they're all but assured of a Teepak job.

The deal for Teepak: if all goes as expected, in four years they'll have ten well-trained employees ready to join their workforce, bringing the exact skills that Teepak needs.

Larry Smith, Technical Training Manager at Teepak, said his company saw a need for the youth apprenticeship program when officials realized about 40 percent of their approximately 800 workers will be eligible to retire within the next six years.

Replacing all that lost knowledge and experience will be difficult because the technological knowledge and other skills required for workers increase each year.

"Someone just coming out of high school with no special training will not meet our needs," Smith said.

Teepak officials initially went to Danville High School seeking help with an apprenticeship program. Principal Ellen Russell directed them to VOTEC because it draws students from all of Vermillion County.

With Mary Lou Meader, WorkForce Challenge director, acting as an intermediary, planners soon included officials from Teepak, VOTEC, DACC, and the Danville High School and DACC Tech Prep programs. Through that coordinated effort, in February VOTEC received a \$24,000 Tech

Prep grant to nurture and develop youth apprenticeships in Vermillion County.

Smith and Smoot went to the 15 Vermillion County high schools and six in western Indiana to explain the program. By April, Teepak had 400 applications from sophomores interested in starting the program next year.

"There is a large, large demand for programs like this for students who do not want to go on to a four-year degree," Smith said.

With the help of the schools, Teepak is narrowing down the field of applicants based on attendance, discipline and the students' reading and math skills. Students

"...kids go through school saying, 'Why do I have to learn this? When will I ever use it?' That won't happen here. They'll know."

recommended by their schools will be invited to tour Teepak with their parents.

"We'll let them see the jobs that would ultimately be theirs," Smith said.

Recognizing that most high school sophomores are not experienced job seekers, Teepak will give the students a list of interview questions to prepare for. Besides having a face-to-face interview, they'll have to make some responses in writing. The students' parents will also be interviewed.

"If the parents are not supportive, the students are not likely to complete the program," Smith said.

Students will be chosen by mid-

June, with four coming from western Indiana, two from Danville High School and two each from northern and southern Vermillion County schools.

Much of the students' in-school curriculum will be relatively generic, but the summer work will be very specific to Teepak's needs.

"Each summer, the projects they work on will be tied into what they've learned in school," Smith said. "A lot of kids go through school saying, 'Why do I have to learn this? When will I ever use it?' That won't happen here. They'll know".

Though the students will probably spend about 75 percent of their first summer in a classroom, by their third summer they'll spend the bulk of their time working, either in the production area or quality control labs.

Teepak officials hope students will develop a preference by that last summer for where in the plant they want to work.

"It's more cost effective if they're slotted into (the jobs they'll ultimately hold) during the summer so they're trained as much as possible," Smith said.

Teepak officials hesitate to guarantee students a job at the end because they can't predict economic factors four years ahead. However, "we'll have about \$9000 invested in each individual... It's our loss if we invest \$9000 in students and then can't utilize them." Smith said.

Students are expected to work full-time at Teepak for at least two years. If they don't, they or their parents must reimburse the \$3,100 for the associate's degree.

Though parts of the apprenticeship program may be modified as Teepak and educators discover what works and what doesn't, Teepak intends to bring in a new group of juniors every year.

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Reality Check

Most eighth graders don't know much about the choices and responsibilities awaiting them in the world of work.

They probably also don't know much about small business. And it's very unlikely that they have a mentor in the business world.

The WorkForce Challenge Small Business Council wants to remedy all those situations.

Beginning in the fall, the council will sponsor monthly half-day career awareness sessions for about 26 eighth graders from throughout the Danville Area Community College district.

Topics of the sessions will include work ethics, communication, reading and math, personnel, marketing/customer service, production/quality control, bookkeeping/inventory control and team building/problem solving.

Each session will begin at DACC with a panel of business people discussing the day's topic. Then the eighth graders will split up and spend about two hours visiting local businesses, either alone or in pairs. At the end, the students will return to DACC to share their experiences with one another. The students will also be expected to report back to their classmates at their home schools about what they've learned.

The career awareness program will continue for the entire school year.

Small Business Council members, who ran a small-scale "pilot" project of a career awareness day in April, see numerous benefits for eighth graders.

Earle McGowan, council spokesperson, hopes the program can counter the belief of most students--and many adults--that if you can't get a job with a big

employer like Teepak or Quaker, "then there's nothing for them in Danville."

McGowan, president of Blax Printing, cites statistics that seven of ten people work for employers who have 100 or fewer workers; six of ten are at workplaces with 25 or fewer employees.

Seeing the range of small businesses in Danville should help students understand more of their options when it comes time to job



photo courtesy of the Commercial-News

Earle McGowan, Blax Printing, with students

hunt, he said. Besides printers and bankers, the Small Business Council includes realtors, retailers, accountants, construction company owners, small manufacturers and other business representatives.

Based on her own experience, Kim Webster, Assistant Vice President of lending at First National Bank of Danville, sees great value in the mentorship relationships that might develop between eighth graders and small-business people.

"I had a wonderful mentor through Junior Achievement. He taught me the in's and out's of

banking and provided me with the inner strength to develop into what I wanted to be," she said. "I probably wouldn't be in this field without that person's push."

Noting that most successful people can tell similar stories of supportive mentors, she sees this program as an opportunity for her to turn around and play the same role for someone else.

She also thinks of the future: "I don't have any children yet, but I sure hope there's a program like this around when I do."

Additionally, she's excited about having the chance to expose students to different businesses and the demands of employers.

"I feel strongly about getting people into the workplace," she said. "If you've never experienced something, you don't know if that's what you want to do."

The Small Business Council chose to target eighth graders so the students can adjust their high school schedules if they find they're interested in a particular career. And, if they do develop a mentor relationship, that can benefit them throughout high school.

The 26 students--two each from all the middle schools in the district--will be chosen based on recommendations from their schools. The program is designed for students who are not necessarily straight A students or even aiming for a four-year college degree, but are willing to work hard for their grades.

Small Business Council members plan a long life for the career awareness project.

"We want it to be ongoing," McGowan said. "We want a new crop of eighth graders the next year and the next year and the next year."

YOUNG VOICES

Shifting Gears

For Matthew Graham, the transition from high school to a good job was as smooth as a ride in a well-maintained Cadillac.

Graham, a farm boy who decided he didn't want to stay on the farm, enjoyed working in the automotive program at Hoopeston High School. So after graduating in 1989, he sought a two-year degree in Automotive Technology at the Automotive Service Education Program in Carbondale.

But that program isn't a traditional school: he had to be sponsored by an employer--in his case, Win C. Smith Oldsmobile Cadillac-GMC Inc. Alternating with every semester he spent taking classes in Carbondale, he spent a semester at Smith's, working with and learning from experienced technicians.

"Then I was back here (at Smith's) working on my own when I graduated," said Graham. "I was basically guaranteed a job."

When he started working at Smith's before his first semester in Carbondale, his work description included "washing cars and cleaning toilets," he said. With the degree, he's a full-fledged technician.

Seeing friends struggle to find jobs after finishing school--even some with four-year degrees--Graham knows how lucky he was to go through ASEP. He also sees how such a program helps employers.

"Basically, the company can train

their employees as they want," he said, noting that Win C. Smith currently has two other trainees working there through the ASEP program.

Graham, 22, has now worked full-time at Smith's for three years. He specializes in electrical systems, anti-lock brakes and computer-controlled suspension. Because of the complexity of modern cars, "it's virtually impossible now to know

Graham said he would advise current high school students who are interested in cars to consider being technicians: "It's a decent living, better than most. There are many jobs out there that you have to go to school more but they pay less."

But regardless of a student's interest, "when you look for a summer job or a weekend job, find something connected to what you want to do (after graduating) if at all possible. It gets it under your belt."

For example, when he was in high school, some of his friends figured it didn't matter if they flipped burgers or bagged groceries, as long as they made some money at it. Graham went after a job at a gas station. Even though he did nothing much more complicated than changing oil, the experience looked good when he applied to ASEP.

Graham also strongly advises getting training after

high school. He credits his parents with insisting he go on to school

Actually, he was offered a job in Hoopeston just on the basis of his high school automotive training. But he knew it was a dead end.

"You can't just jump out of high school and get into this unless you want to wash cars all your life," he said.



Matthew Graham, Master Technician

every part of a car," he said.

The complexity and the constant changes in cars also mean that Graham and other technicians like him have to keep getting training even after they've finished a degree. Graham figures he goes to training seminars at least twice a year.

He enjoys the chance to learn more--and he's proven that he does learn. Last year he was the only Oldsmobile technician at Smith's to pass a test ranking him as a "master technician."

YOUNG VOICES

Back . . . In Business

Shannon Bireline found a different Danville when she moved back to her hometown in November after nearly ten years away.

"I see a synergy with WorkForce Challenge, the Business and Economic Institute and the Economic Development Corporation," said Bireline, a 1984 Danville High School graduate. "There's a cooperation there fostering growth . . . Things are already set up to work."

Bireline, 28, left Danville to attend the University of Illinois, where she got her bachelor's degree in communications with a concentration in advertising. Then she went to Drake University law school, graduating with honors in 1991.

She worked for the district attorney's office in Milwaukee but became disillusioned because of the many people she saw caught in and victimized by the system. Then she moved to Chicago to work for Lifespring, an adult education company intended to empower people to become more effective in their personal and professional lives. Though she still admires the Lifespring program, she decided to go out on her own after a year.

She now runs Alete Leadership Consulting, which provides customized training for businesses, educators and other groups on topics such as personal effectiveness, interpersonal skills and team building. She has clients in such places as Kansas City, Chicago, Hobart, Indiana, though she'd like to be able to narrow her

focus to just Danville.

Bireline admits that it was the economic realities of starting her own business, not any deep longing for Danville, that made her return home. In fact, when she came back last year, she harbored negative views of the community: "I didn't



Shannon Bireline, Consultant

want to come back here. I saw Danville as racist, backward . . . fundamentally stuck."

She was also facing a difficult point in her life: she had just had a broken engagement, and her father died on Thanksgiving Day.

But what Bireline has seen since returning has restored her faith in Danville. It's also led her to contribute her services to help

improve the community.

In January, she started a year-long program known as Project Danville. She runs a free seminar on some principle of leadership every Tuesday night at 7:30 p.m. at the Bremer Conference Center. More than 30 people have been trained altogether; attendance on any given Tuesday ranges from four to 20.

Once a month, Bireline also has a longer seminar on topics people request. And she's willing to conduct an intensive, 90-day workshop that involves several week-end trainings and could lead participants to undertake dramatic change in their lives.

"It's just living out the notion of being a leader in your life for 90 days," Bireline said. "I've run programs similar to this before-- it's amazing what people do."

Just through the weekly seminars, Bireline sees people make changes such as joining a church and mending fences with family members.

"People can come to one session and be empowered," she said. "As more people get involved, it will have a greater impact."

Project Danville is designed for the vast group of people who lie in between the visible leaders already doing more than their share, and the chronic complainers who only want to make everyone miserable. Bireline's trying to reach those who care about the community, see the need for changes but feel they can't make a difference.

"They go home and sit in front of
(continued on page 6)

Matching Outfits

Danville area youth looking for summer jobs--and the businesses who might want to hire them--will have an easier time getting together this year than ever before.

For the first time, local summer job training programs are coordinating their efforts. And two new programs, including one sponsored in part by WorkForce Challenge, will provide more opportunities.

Through the coordinated effort, "we can offer a menu to employers," said Renee Beasley, director of the Job Training Partnership at DACC. "And now, if (youths) aren't eligible for one program, they can qualify for another. We're all focused, now, let's get the youth employed."

The coordinated effort came about partly in response to U.S. Department of Labor requests and partly because of linkages formed through WorkForce Challenge, Beasley said.

"It takes a bit more talking but we found out we can work well together," she said.

JTP and the Illinois Department of Employment Security have had some coordination before, but this is the first year others have been involved. Beasley hopes next year even private organizations, such as churches, can join in as well.

The coordinated programs include:

- JTP Summer Youth Job Training Program, which will work with about 300 youth ages 14-21 who meet certain income requirements.

- The IDES's new "Hire the Future" program for youth between the ages of 16 and 21 who have at least a C average and meet attendance requirements.

- The Youth Development Initiative, which is run jointly with WorkForce Challenge, the Danville Housing Authority and Leadership Danville. It's for about 25 high school graduates up to age 21,

executive director of Leadership Danville.

Mulvaney, who's based at the Danville Area Chamber of Commerce, said her group's involvement in the coordinated jobs program should provide "a linkage between employers and youth."

Pat Keller, IDES manager, said employers should appreciate the coordination because they'll be visited by only one representative of summer jobs programs, instead of one from each agency.

"Employers are very busy people. They don't want all of us knocking on their door."

And when youth register with a particular jobs program, representatives from the other programs will be there in case the youth fits in one of the others instead.

John S. Herring Sr., assistant coordinator of special populations at DACC, said the new Youth Development Initiative program and the coordination between agencies is wonderful.

He runs a potential scholarship program for about 90 high school students, who likely will feed into the jobs offered by the various agencies.

Though the YDI program only applies to the seniors in his program, "it will be a carrot to dangle in front of the students we're following now," he said.

And with all the agencies' programs coordinated, "it's like one-stop shopping," he said. "You're not running all over Danville looking for the right program."

"... with all the agencies' programs coordinated, it's like one-stop shopping ... you're not running all over Danville looking for the right program."

and is particularly aimed at minorities, though other youth may also participate. The students must have at least a 2.5 grade point average and a good attendance record.

Besides working, the Youth Development Initiative students will be required to do three hours a week of community service.

The program is partly geared to getting college students home for the summer, in hopes that they'll see opportunities in the Danville area and return to work full-time after school.

"I feel that in training (youth) properly and employing them, we're preparing the community's workforce," said Jeanne Mulvaney,

BACK . . . IN BUSINESS
(continued from page 5)

the TV and wish," Bireline said. "But I'm encouraged by these people. If everybody did what they could, this place would be cleaned up so fast."

Project Danville is currently run

with the help of community sponsors. When it ends in January 1995, "what then, depends on the needs of the community," Bireline said.

She's willing to help a lot more.

"I'm grateful for the way I was brought up here," she said. "This is my chance to give back."

Opening Eyes

Workforce training begins long before high school.

That's why elementary school educators are as concerned about WorkForce Challenge as those at the high school and community college level. The WorkForce Challenge Elementary Educators Task Force was formed so that local elementary school teachers and administrators, like their secondary and post-secondary counterparts, can ensure that their students are ready for the workplace of the future.

To work toward that goal, the task force has been forging ties with area business and industry. In

some of the skills that are needed in the workplace," said Owens, Catlin Grade School principal. "Teachers commented that they didn't realize the highly technical nature of some of the local industries."

Kathy McCoy, another task force member, said, "I think it's been an eye-opener for all of us to work with business.

Businesses see the same problems as us. And they say they're willing to help--that's great."

Besides working with businesses, the task force is looking at ways to increase parents' involvement in schools.

OUR YOUTH AT WORK (continued from page 2)

Smith said Teepak hopes other companies will follow them into apprenticeship programs. Through WorkForce Challenge, he has met with officials of other companies to talk about apprenticeships. He notes the process will be easier for others because Teepak has already laid the groundwork.

"We're like the Lone Ranger on this," Smith said. "If it works we'll be the hero."

Kay Smoot, VOTEC principal, said the Tech Prep grant will help with other companies. Though it's only a one-year grant, it can be renewed.

Currently, Krupp-Gerlach have two youth apprentices, and "other companies are interested," Smoot said.

She calls youth apprenticeships a "win-win situation" because all sides benefit.

For the businesses, "they get to train their workers and can preview the kids before they're offered a full-time job," she said. For the students, "the apprenticeships are paid and it gives them a wonderful experience base. If nothing else, it's a good reference, but it could lead to a full-time job."

Meader, the WorkForce Challenge director, said the Teepak youth apprenticeship program is a wonderful example of the innovative training needed for the future.

"That's what we should be shooting for," she said.



Northern District Advisory Council in conference

January, about 25 task force members toured local businesses such as Central Foundry, Teepak, Danville Metal Stamping and Creative Products of Rossville Inc. The morning tours were followed by an afternoon panel discussion between educators and local employers.

Jim Owens, task force chair, said the tours and discussion increased understanding on both sides.

While business officials learned about some of the mandates schools deal with, "we got to see

"If we don't get them involved, our efforts won't do any good," said McCoy, a third grade teacher at Honeywell Grade School in Hoopeston.

For example, it's hard for schools to deal with students whose parents have not taught them basic skills like responsibility.

The task force is discussing a program called Parents 2000, geared to helping parents learn about good career fields, colleges and other opportunities such as apprenticeships.

TECH  PREP

Mission Accomplished

The WorkForce Challenge group working on business and industry goals has done what it set out to do. But members are still ready to do more.

"We've fulfilled our initial purpose," said John Ganyard, chair of the Manufacturers Service Alliance Committee. "We've gone through the WorkForce Challenge plan and implemented the objectives that we could."

He now sees much of the drive for related WorkForce Challenge projects transferred to the new business advisory councils, because so many local employers are involved in them.

Still, "I see our group pulled in

when special help is needed," said Ganyard, shirring department manager at Teepak.

Committee members are working on promoting school-business partnerships, distributing new brochures and meeting with educators and employers.

Additionally, the MSA Committee met with the WorkForce Challenge Elementary Educators Task Force in January.

"That opened the dialogue," Ganyard said. "The meeting ended with us in the position that if they have issues they need help with, they need to let us know."

His committee members showed a "strong willingness" to help, he

said.

One of the MSA Committee's other projects is to develop a speakers bureau of technicians for educators to call upon to expose students to technical careers.

"In most speakers' bureaus, it's all white collar," said Dave Kietzmann, a committee member and Dean of Career and Technical Education at DACC. "This one will have machinists, people in building trades and representatives of other technical fields."

A brochure listing 50 to 75 available speakers should be ready by August or September. Copies will probably be sent to all the schools in the district.

TEAMWORK . . .

(continued from page 1)

educators this summer.

Meador, Mills and others point with particular pride to the advisory councils throughout Vermilion County as examples of what teamwork can accomplish. The councils began meeting in January, with educators and business and industry representatives working together to develop a wide range of plans and projects.

For example, a subcommittee of the north district council is becoming a clearinghouse for school-business partnerships.

In the northern part of Vermilion County, "most schools do not (have partners) or if they do, they are not very active," said Tim Musgrave Bismarck-Henning school superintendent. He expects that to change.

Musgrave is co-chair of the north council with Dan Clapp, president of Creative Products Inc. of Rossville. Clapp has already given educators tours of his business, and is glad schools are interested in having him and other business people come and speak to students.

"The information we're getting, as an industry, changes so rapidly that if we don't have open lines of communication with schools, we're going to miss the boat," he said.

In the south district, the co-chairs are Bob Delmotte, Georgetown-Ridge Farm school Superintendent, and Jeff Kurtz, vice president of First National Bank of Catlin. Both are pushing for more job shadowing and mentors for students.

Delmotte noted that when he left school, if graduates took a job they didn't like, they could just quit and get another job the next day. Such transitions are much harder now, so students need a chance to discover, "Oh, this isn't what I want to do" before they commit to a particular field.

Kurtz said the councils' collaboration between school and business is just common sense.

"It's the way it should always have been. Businesses are the ultimate users of what schools produce. And businesses sometimes have resources schools can't come up with."

Other projects the councils are working on include a career awareness video and a booklet showing real-life problems faced by local businesses. Teachers can use the booklet to teach students problem-solving skills.

All the projects developed by one council are being shared with the other.

Dianna Kirk, the Danville High School Tech Prep coordinator, said WorkForce Challenge has nurtured a lot of that kind of sharing, particularly thanks to Meador.

"Mary Lou is a liaison for the whole DACC district," Kirk said. "She gets to other people that could help, and she's in a position to help avoid duplication of efforts."

Kay Smoot, principal at VOTEC, said teamwork isn't always easy: "It makes all of our jobs harder. It's easier to stay within our four walls."

But the extra effort is worthwhile, she said: "The benefits are so much greater when we all work together...I think the partnership has been very positive."

WINDS OF CHANGE

Volume III

A Joint Publication of WorkForce Challenge & Danville Area Community College

Fall 1993

WORKFORCE CHALLENGE: LEADING THE WAY FOR ON-THE-JOB TRAINING

Last spring, three Armstrong High School students spent their afternoons, not at school, but at Walter Danville, a small local machine shop.

During the summer, two of those students worked full-time at Walter Danville. Both are now freshmen at Danville Area Community College, but continue to work and learn on the job. Because of the Walter Danville experience, when they finish college they'll have an advantage over other graduates: they'll be certified by the U.S. Department of Labor as machinist apprentices. And with that certification comes the opportunity for good jobs in the future.

It's a small start with a small high school and a small business. But Mary Lou Meader, Director of WorkForce Challenge, which funded the Armstrong-Walter Danville pilot project, sees such training partnerships as the wave of the future.

"That kind of experience on a much larger scale is going on around the country," she said. "We're finding there's much value in the hands-on discovery learning method."

The pilot project meets needs on both sides of the workforce: companies like Walter Danville desperately need skilled workers, and students entering the job market desperately need the abilities that make them attractive to prospective employers.

This fall, WorkForce Challenge is expanding its training project to help at least 15 students. Meader has also been working to launch a multi-year youth apprentice training program with a large local employer by September 1994.

Meader is quick to credit some local employers and schools with running successful joint training programs before WorkForce Challenge. But if WorkForce Challenge is to achieve its purpose, Meader knows

many more students, schools and businesses must be involved—in youth apprenticeship programs and many other projects.

WorkForce Challenge is a community wide effort to update current workers' skills and make sure students are prepared for the workforce of the future. Through planning sessions involving more than 200 area residents in 1991, the project set goals for community awareness, education, businesses-education links, parental involvement in schools, and human services. Meader adds, in Vermilion County, our ace in the hole is VOTEC and their expertise maintained over the years. VOTEC is a full partner in each of our school-to-work transitional programs.

WorkForce Challenge has won two grants to carry out its mission: a three-year, \$45,000-a-year grant from Phillip Morris Corp., and a three-year, \$60,000 Higher Education Cooperative Act grant.

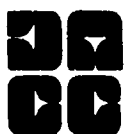
Besides the grant awards, WorkForce Challenge has attracted attention in other ways, from as far away as the Yukon Territory of Canada. Meader recently got a call from a representative of Yukon Community College seeking information about the Danville program.

Though honored by the outside interest, Meader and other WorkForce Challenge participants are mainly concerned about getting their message to the Danville area. WorkForce Challenge will hold an intensive public relations campaign in the next two years.

Danville Area Community College President Harry Braun—who was one of three original chairs of WorkForce Challenge—said area residents must realize how quickly the world is changing.

"Facts learned today are outdated within two and a half years," he said. To stay competitive, the workforce must keep up with that explosion of knowledge.

(continued on page 4)



Danville Area Community College

Let's Keep Them Here

When Michael Kidwell graduated from the University of Illinois in 1986, he knew he wanted to return to his hometown. But he wasn't sure how to find a job in Danville.

That's why Kidwell, now Customer Service Manager for Inter-State Water Co., wants to help other young Danville natives. With Job Training Partnership Director Betty Seidel, he is co-chair of a WorkForce Challenge-related subcommittee planning an information bank for students to register and find out about openings for both summer and full-time jobs.

"This is the type of program I would have liked to have seen when I was looking for a job," Kidwell said.



Michael Kidwell

The subcommittee will work with high school guidance counselors to tell students about the jobs bank. Subcommittee members also plan to send a newsletter at least once a year to students away at college, to let them know about economic development and opportunities in Danville.

Subcommittee member Renee Beasley said college students who want to return to Danville may be scared off by high unemployment rates.

"We need to give our students the hope that Danville will survive, but we need their help to make sure it does," said Beasley, JTP Job Placement Manager.

John Ganyard, chair of the Manufacturers/Service Alliance Committee which oversees the sub-committee, said local employers benefit greatly from students returning to the area.



Renee Beasley

"One of the difficulties in this area has been recruiting outsiders to it. We know these students already have a link and would want to come here," said Ganyard, Shiring Department Manager at Teepak.

"...local employers benefit greatly from students returning to the area"

The Manufacturers/Service Alliance Committee also is working on several other projects to meet business and industry-related goals of WorkForce Challenge:

- To encourage more school-business partnerships, WorkForce Challenge participants want to develop a clearinghouse of information about the program, and a brochure listing success stories.
- To help teachers understand what students will need to know in the workplace, WorkForce Challenge and the Tech Prep program sponsored tours for 47 teachers at

26 different businesses and industries this summer.

- To bring employers and educators together, WorkForce Challenge organizers intend to start two new business advisory councils, one for northern and one for southern Vermilion County schools. The councils would be similar to one already at work at Danville High School.

- To promote Occupational Education, WorkForce Challenge participants are considering several community awareness projects, such as posters in schools and businesses, a video, a speakers bureau of technicians, and a newspaper series.

Except for the teacher tours, all the plans still must be approved by another group, the Manufacturers' Service Alliance. Ganyard said participants may begin carrying out their ideas by November or December.



John Ganyard

"Control your destiny, or someone else will."

-Jack Welch,
President & CEO,
General Electric

Parents Invited

Often parents see only obstacles to getting involved in their children's education. They don't know how to start, they feel uncomfortable, or they think they're too busy.

But parental involvement is crucial to education. So WorkForce Challenge participants are trying to draw more parents in.

One of their efforts is a conference for parents of school-age children, K-6, planned for 7 p.m., October 7 at the Bremer Conference Center.

The program will last about an hour, said Eva Cornwell, chair of WFC Elementary Educators Task Force subcommittee that is coordinating the conference. The main speaker will be Mary Bigler, an education professor from Michigan, on the topic, "Reading Is a Family Affair."

"She's good... I heard her speak at the Illinois Reading Conference in Springfield last March. I was inspired by her," said Cornwell, who teaches

second, third and fourth grade Chapter I reading at Judith Giacoma School in Westville.

After Bigler's presentation, conference participants will discuss ways to increase parental involvement in the schools.

"This isn't going to be the end," Cornwell said. "It's just sort of a springboard to get them involved."

Besides encouraging parental involvement, Elementary Educators Task Force members are also trying to keep teachers informed about WorkForce Challenge. To meet that goal, they began "Links," a newsletter that will be sent to area teachers three times a year. The first issue was in May.

Jim Owens, chair of the Elementary Educators Task Force, said his group wants to counter the belief of many elementary school teachers that WorkForce Challenge affects only high school and beyond.



Jim Owens

"A lot of teachers didn't know what they could do," said Owens, Catlin Grade School principal. "But many of them are already doing some good things, and when they get together, they begin sharing ideas."

The task force has also brought local employers and elementary school teachers together to discuss common concerns, Owens said.

Another Piece of the Pie

WorkForce Challenge and the Tech Prep program are natural partners.

Tech Prep is funded by the state to prepare students for the highly technical workplaces of the present



Debra Mills

similar goals often brings officials from both programs together.

"WorkForce Challenge is the big view," said Debra Mills, Tech Prep coordinator for the Danville area. "We're one piece of their pie."

Mills considers WorkForce Challenge a great advantage in her job. Tech Prep programs in other parts of the state have to "knock on doors cold" when seeking help from business and industry for internships or other initiatives, she said. But in the Danville area, Mills can work through partnerships already established by WorkForce Challenge.

WorkForce Challenge also provided funding during the last fiscal year to bring Tech Prep activities--such as staff development and teacher tours of local employers--to the seven local schools not targeted by Tech Prep.

And Mills and others involved in Tech Prep praise WorkForce Challenge and its director, Mary Lou Meader, for promoting Tech Prep.

Dianna Kirk, Tech Prep coordinator for Danville High School, said the studies and surveys done by WorkForce Challenge help back up her explanations to the public about the need for more technical education.

The WorkForce Challenge data "adds credibility to us. It brings what all these national and state reports are telling us to a local flavor," she said.

"If you say, 'This is how it is ...,' they don't listen, but if you say, 'WFC says, based on 200 volunteers...,' people tend to listen."

and future. Though independent of WorkForce Challenge, Tech Prep's

(continued from page 1)

Braun and Meader also point to the impact of worldwide political and economic changes. They quote U.S. Secretary of Labor Robert Reich's book, *The Work of Nations*: because of the global transformation, "there will be no national products or technologies, no national corporations, no national industries... All that will remain rooted within national borders are the people who comprise a nation. Each nation's primary assets will be its citizens' skills and insights."

And, Meader and Braun say, that's also true for individual regions.

*"When you're through
changing,
you're through."
-Will Rogers*

"Businesses", Braun said, "will choose their workforce from those places that understand the dynamics of the global economy. If they can't find them here, they will go elsewhere."

But that doesn't mean that every Danville resident will need a college degree to help the area compete in the global economy. Meader explains: "Only 20 percent of the jobs of the future will require a college degree, but 100% of the jobs of the future will require more than a high school diploma."

That's why WorkForce Challenge officials are working so hard to increase training.

Meader stresses that the calls for change don't mean that workers or educators have done a poor job before. She quotes Will Rogers to make her point: "When you're through changing," the humorist observed, "you're through."



Nice Guys Finish First

Companies that provide Employee Assistance Programs to help their workers with personal problems aren't just being nice guys: EAPs also lead to less turnover and fewer work accidents.

Generally, though, smaller businesses can't afford to start such programs.

That's why WorkForce Challenge participants want to create a consortium of small businesses to provide a single Employee Assistance Program for all their employees.

Tom Dequimpaul, Re-employment Counselor at Job Training Partnership, has come up with a survey to see if area small businesses are interested. The survey will be sent to local businesses with 25 to 100 employees.

"The more businesses involved, the cheaper it is for everyone," Dequimpaul said.

Though EAPs eventually save money, it can be three to five years before the businesses see a payoff in increased productivity. Still,



Tom Dequimpaul

Dequimpaul believes in the value of EAPs even without the financial benefits: "We're talking human lives here."

Small Business Impact

Small businesses need high-quality employees just as much as big businesses do.

That's why a group of about 10 small business owners recently formed a small business council to work toward WorkForce Challenge goals. In August, the council decided to start a career awareness project involving two eighth graders from each school district in Vermilion county.

*"...a lot of small businesses
laying off 10 to 15
people...may not hit the
newspaper but it affects
the community."*

Currently working out details, members hope to develop panel discussions, long-term mentoring relationships, business visits to schools and student visits to businesses.

Linda Federman, owner of Woodbury's Office Products, said the council members want to make sure their project has specific goals and measurable results.

"Small business people as a group do not tend to be theory-oriented. They're more project-oriented," she said.

Most Danville area businesses are small, employing 100 people or fewer. Though they may not be as visible as Central Foundry, Teepak or other large employers, these small businesses have a great impact on the local economy.

"If you have a lot of small businesses laying off 10 to 15 people, it may not hit the newspaper, but it affects the community," Federman said.

Small business owners interested in more information about this group may contact Mary Lou Meader, WorkForce Challenge, 443-8586.

WFC - Career Awareness Project

Two eighth grade students from each junior high in Vermilion County have participated in the WorkForce Challenge Career Awareness Project. Students meet and discuss topics relevant to today's business community. The students go out to the businesses and see it in action. Here are a few reports from students who have attended.

BRIAN YAKEY - ROSSVILLE-ALVIN

Hello! My name is Brian Yakey. This week our topics were Personnel, Communication, and Work Ethics. These are very important issues in jobs.

Myself and another student from Catlin went to The First Midwest Bank. Our contact person was Jeffrey Burgoyne. We decided to make resumes.

I learned how to make up a resume for when the time comes. Surprisingly, I filled one whole sheet (just front) with my short life of thirteen years. I think we should have talked more about the business.

ANDY GERNAND - POTOMAC

This month (January) at WorkForce Challenge I went to Greenwood Plastics. I found out that this whole company came from a man and a dream. This company was started in the late 60's - early 70's. While I was taking a tour of the factory I noticed that they make their own plastics and also that they make their own mold for plastic parts.

This month I was impressed that Jim went out of the way to make sure that we were safe. It was neat to see how the plastic was made by heating it up and make it look like a balloon.

STACEY LEVERICH - POTOMAC

For WFC in January, I got the pleasure of visiting Heartland Insurance. One of the part owners is John Alexander. They are a great business for customer service and marketing, which was the focus for this month.

It is located in Danville, IL. It's exact location is in the old Sears building. The first thing you see when you walk in is the receptionist desk. Then you go into several smaller offices.

Heartland is divided into three sections: commercial, personal lines, and life/health. Then in personal lines, it's divided by the alphabet. They also have a claims representative. She gets to hear all the sad stories. What a job. Heartland is a very neat place to visit. You don't even need a college degree.

BROCK McARDLE - WESTVILLE

I went to DACC on January 5, 1995 for the fourth time. The topic for that day was Marketing, Custom Service, Communication, and Work Ethics. I was chosen to go to Heartland Insurance.

Heartland Insurance is located at the old Sears building, PO Box 88, Danville, IL 61834. They deal with life insurance, car and boat insurance, claims, and many other types of insurance. They don't require a college education. But additional courses such as a computer course is helpful. You need to speak proper grammar and always be nice to the customers because they are always right.

I learned that good work ethics are very important and computer skills are also very important because more and more things in life have to do with computers. What surprised me most was that most jobs at Heartland Insurance didn't require a college education. I hope that WorkForce Challenge will be continued for years to come and that other kids will get a chance to benefit from this program.

MARY OWENS - ST. PAUL'S

I am involved in a program called Work Force Challenge at DACC. It is a program for eighth graders to improve the skills we learn at school and to acquire new skills to prepare us for a job when we are through with school.

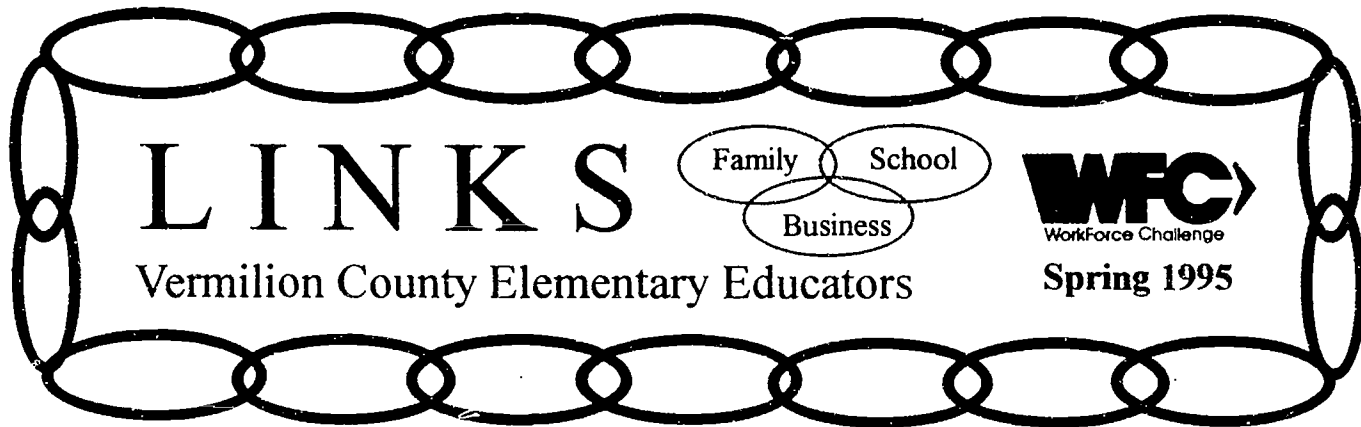
This time I went to Classic Homes. I had a lot of fun. Classic Homes is at 27 East Liberty Lane. Their phone number is 443-3211. This week we learned about Marketing/Customer Service and Communication/Work Ethics.

At Classic Homes I learned a lot. I learned that they work under pressure, they have deadlines to meet, they are always doing something new, they work with people, they solve people's problems, they do not take any risks, and they work with computers.

The person that took me to tour Classic Homes was Mary McKeown. There was a lot of people there to make sure I understood what their business did.

HUGO SANCHEZ - NORTHRIDGE MIDDLE SCHOOL

My visit to Terra was kind of exciting and kind of not exciting, but I had a great time. I had an experience with different Chemicals that were used for farming. The place was located at State Line, IN. The ride was weird because it started to rain on one side and it didn't on the other side so we went through the middle and one side of the truck was wet and one was dry. What we talked about was how they used Math in their job and they had to figure out the amount in which the farmer needs and how much chemical to mix in with other chemicals to make the right chemical for the farmers or clients. The not so exciting part was we didn't get to do anything but look and ask questions, which I did. That was my experience.



You Are Invited...

An evening with Dr. Mary Bigler

Thursday, March 16, 1995

Language Arts Alive! - 4:30 - 6:00 p.m.

Presentation specially designed for Kindergarten through fifth grade teachers. **Space is limited to the first 40 teachers to register.** You can register by calling Bonnie at 443-8596. Join us for this interesting and informative evening to be held in the DACC Bremer Conference Center.

Reading Is A Family Affair - 7:00 - 8:00

Parents - You do not want to miss this presentation on reading and the family. Dr. Bigler's presentation will take place in the DACC Conference Center Theatre. Child care is available. Encourage your parents to attend this special workshop. Books and materials will be available for purchase.

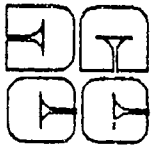
Parents 2000

Parents and teachers will soon be meeting for the Spring session of Parents 2000. The biannual meetings are a proactive partnership between parents and an extraordinary investment in our student's future. Their purpose is to prepare children who will graduate in the years 2000 and beyond for the realities of life in the next century. Hot topics include:

- Financial Aid
- Tech Prep
- Work-Based Learning
- Questions and Answers

For More information: Contact 443-8596.
Facilitator training will be held March 8, 1995.

<u>Dates and Locations</u>	<u>6:30 p.m.</u>
Honeywell Elem./Hoopston	April 4
Rossville Grade School	April 4
Potomac Grade School	April 4
Bismarck Elementary	April 27
North Ridge/Danville	April 27
Cannon Elem./Danville	April 4
Oakwood Elementary	April 27
Judith Giacoma/Westville	April 27
Jamaica-Catlin / Jamaica	April 27
Pinecrest Elem./Georgetown	April 27
Chrisman Elementary	April 4



Career Awareness Project

WorkForce Challenge's Small Business Council is offering a career awareness project for 8th grade students in the Danville Area Community College District.

Purpose:

This program is designed to provide interaction and communication skills, experiences of applying school work to real work, and awareness of and adaptability to a changing global economy.

Daily Outline:

1st hour at DACC with panel of business people to discuss focus of the day's program;
2nd & 3rd hour with business people in small businesses;
4th hour back at DACC for discussion, follow-up, and reporting guidance.

Activities:

- *business visits to schools
- *students time in businesses
- *large group activities (at DACC) with panel discussions
- *students reporting experiences
- *mentoring/long-term contacts

Student Criteria:

- *Average B/C student that is unsure of future plans
- *Character and good attitude
- *Team player
- *Good communication skills
- *Good attendance record
- *No discipline problems

Focus:

October 6, 1994	Communication and Work Ethics
November 3, 1994	Reading & Math Communication Work Ethics
December 1, 1994	Personnel Communication Work Ethics
January 5, 1995	Marketing/Customer Service Communication Work Ethics
February 2, 1995	Production/Quality Control Communication Work Ethics
March 2, 1995	Bookkeeping/ Inventory Control Communication Work Ethics
April 6, 1995	Teambuilding/ Problem Solving Communication Work Ethics

Student Selection Team:

- *Teachers
- *Principal
- *Guidance Counselor
- *P.E. Instructor
- *Coach
- *Parental Consent



Parents 2000

*Danville Area Community College
2000 East Main Street, Danville, IL 61832*

Spring 1995 meeting dates and sites:

April 4, 6:30pm - 8:30pm

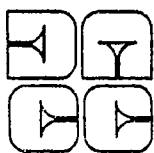
- *Honeywell Elementary, Hoopston*
- *Rossville-Alvin Elementary*
- *Potomac Grade School*
- *Cannon Elementary, Danville*
- *Chrisman Elementary*

April 27, 6:30pm - 8:30pm

- *Bismarck Grade School*
- *North Ridge, Danville*
- *Oakwood Elementary*
- *Judith Giacoma, Westville*
- *Jamaica Grade School*
- *Pinecrest Elementary, Georgetown*

Meeting Agenda:

- ◆ Tech Prep
- ◆ Financial Aid
- ◆ Work-based Learning - Teepak
Youth Apprenticeship Video
- ◆ General Discussion



Danville Area Community College
2000 East Main Street, Danville, IL 61832



Parents 2000

The Parents 2000 biannual meetings are a proactive partnership between parents and educators and an extraordinary investment in our students' future. These meetings are an information exchange between educators and parents. Their purpose is to prepare children who will graduate in the years 2000 and beyond for the realities of life in the next century.

These meetings will be an informative exchange. Some of the information provided will be: the nature of the job market in the year 2000, the type of education that will be necessary to find meaningful, well paying employment in the year 2000, financial aid and curriculum choices students should be considering now if he or she intends to attend college in the year 2000, and much more.

The first meeting was held on Saturday, October 15, 1994, 9:00am to 11:00am at the following sites throughout the Community College district in Vermillion County, Illinois:

Potomac Grade School

Facilitators: Connie Alexander, Angie Walsh, and Rita McCannon

Bismarck Elementary

Facilitators: Anna Beth Gilmour and Linda Heppner

Catlin Grade School

Facilitators: Debbie Unewitz, Gail Biggerstaff, and Jean Brown

North Ridge Middle School

Facilitators: Lois Gholson and Shannon Bireline

East Park Elementary

Facilitators: Dave Carrell and Kelli Simpkins

Pinecrest Elementary (Georgetown)

Facilitators: Maryann Moore and Janice VanDuyen

Honeywell Elementary (Hoopeston)

Facilitators: Kathy McCoy, Chris Newman and Cheryl Price

Oakwood Elementary

Facilitators: Rhonda Miller and Donna Diver

Rossville Grade School

Facilitators: Doug Taylor and Greg Lane

Judith Giacoma (Westville)

Facilitators: Mindy Tucker and Eva Cornwell

WORK BASED

OPTIONS

BEST COPY AVAILABLE

WORK BASED OPTIONS

JOB SHADOWING: This one-time activity gives students the opportunity to see first-hand the skills and abilities needed in a typical work day for various occupations. Students are matched with businesses based on the student's career interests and goals.

MENTORING: Over a predetermined time span, usually a semester or a year, each mentor encourages a student to reach their maximum potential. Activities are selected according to the needs of the student, but include such things as discussing career awareness, attending social and business functions along with job shadowing. Ideally, a mentoring relationship will continue long term.

INTERNSHIP: A variety of on-the-job training programs are available for students to put to use the skills they have learned. The experience may last for one week or one semester. The student is not paid but high school credit is earned for the experience. Current opportunities are available in office systems, agriculture, power technology and accounting.

YOUTH APPRENTICESHIP: This is the most structured and formal work-site based learning avenue in which students receive both credit and wages. It begins in the junior year with a structured course sequence of both academic and vocational classes taught at the work-site and school. Apprenticeships conclude with an Associate of Applied Science degree and usually end in full time employment.



DANVILLE AREA COMMUNITY COLLEGE
offers these work based learning options
under the auspices of WorkForce Challenge,
an initiative to prepare and maintain a qualified,
adaptable workforce for our district.

Tech Prep

A Different Approach

Tech Prep, a federal initiative, is a different approach to education designed to prepare a highly qualified technical workforce. The major purpose of Tech Prep is to raise competencies in math, science and communications - skills needed in problem solving and critical thinking. Tech Prep prepares students for post-secondary schooling and the world of technical careers.

Tech Prep requires partnerships of technical and academic educators, educators and business representatives, along with secondary and post-secondary educators. Together, these partnerships help meet the challenge of preparing students for the future. A sequence of academic and technical courses results in a minimum of two years of community college leading to an Associate of Applied Science degree or an apprenticeship of at least two years following high school.



The change agent

THIS APPROACH INCLUDES:

- Integration of technical and academic curriculum
- Applied academics: applying the subject matter to the real world of work
- Cooperative learning: learning in teams
- Hands-on learning: learning by doing
- Integration of career development throughout
- Articulation: earning college credit for skills learned in high school
- Work-site learning: mentoring, job shadowing, student internships, youth apprenticeships

Mentoring

Share your Wisdom

This can be a long-term relationship between a student and adult that ideally benefits both parties. Initially, mentoring focuses on career awareness, but also assists the student throughout the entire educational process. This relationship can help a student develop strong interpersonal skills that benefit all aspects of his/her life. The mentor encourages the student and is available to answer and discuss problems that may arise. Often, the mentor/student relationship continues over a lifetime.

An ongoing process
of nurturing and encouragement

VALUABLE MENTORING CAN INCLUDE:

- Regular meetings with the student
- Real world guidance for educational choices
- Acquiring the ability to not only listen, but to hear
- Caring, consistent and concrete support and guidance to the student
- Developing additional activities to help the student achieve goals and set high expectations
- Techniques for effective communication and interaction
- Informing the student about the workplace norms and customs, social aspects and expectations of the workplace
- Having regular contact with the program liaison to discuss student's progress



Youth Apprenticeship

Win/Win Situation for Everyone

The Vermilion County Tech Prep Youth Apprenticeship program, administered by the Vermilion Occupational Technical Education Center (VOTEC), provides youth apprenticeship opportunities for students in Vermilion County. Students attend VOTEC to receive skills training in Manufacturing Technology, participate in paid summer internships at local businesses and continue post-secondary education at Danville Area Community College. The program includes a carefully designed sequence of courses, requires parent/guardian involvement and student commitment. The Youth Apprenticeship initiative is an important element of educational reform that requires business and education to collaborate for a practical reason: to provide a well trained workforce.



Tech Prep Youth Apprenticeship is a "win-win situation" for everyone: schools, businesses, students, parents and the community.

A meaningful experience

GOALS OF THE PROGRAM INCLUDE:

- Development of a local steering committee of business leaders
- Integration of academic with vocational learning and school with workplace learning
- Career development activities
- Articulation with the local community college and four year universities
- Identify credentials and standards necessary for the profession
- Development of structured worksite learning and paid work experiences

Internship

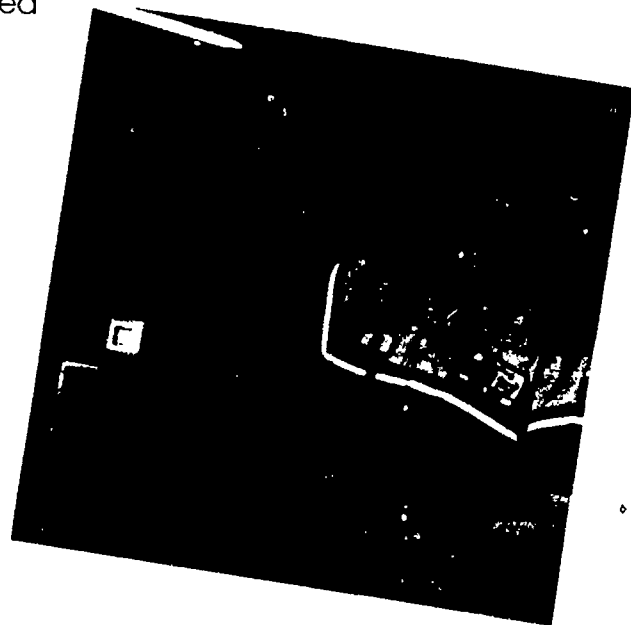
Give it a Try

Internships are opportunities for students to "try out" classroom skills in real world settings. Work-site based learning experience at local business and industry is organized and supervised by an instructor as a part of the student's total education program. For example, at VOTEC, the experience may last from one to 18 weeks (one semester). Students may attend the business during their regularly scheduled VOTEC class time. The student continues to earn high school credit but is not paid for the work experience.

The Internship
allows application of learned skills

THE GUIDELINES INCLUDE:

- An extended campus agreement form must be signed and kept on file in the student's program area
- A time frame is developed for objectives, activities and skills to be learned
- Attendance procedures are established with each work-site
- An evaluation form is developed and completed for each participating student



Job Shadowing

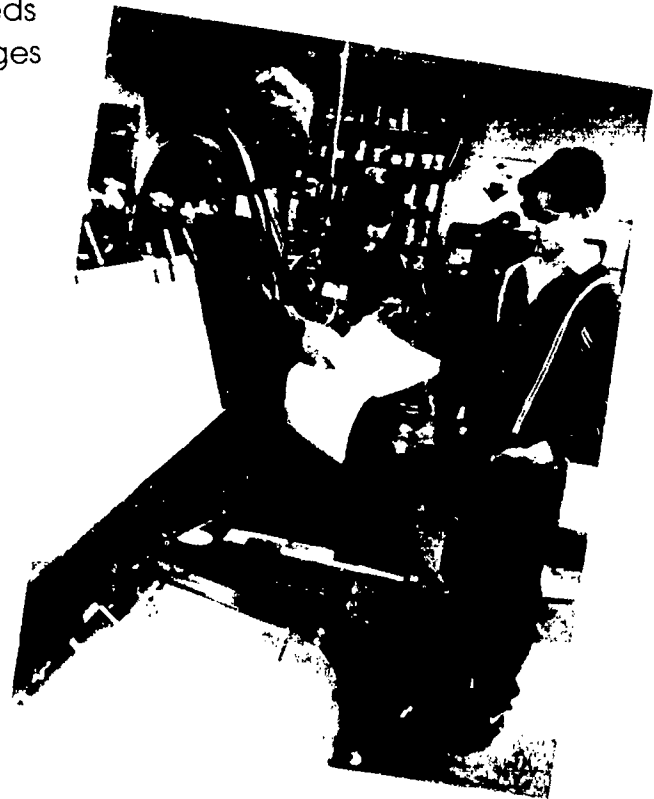
Learning Through Observation

Job shadowing is particularly valuable for students as a preliminary job survey. This activity expands their knowledge about what types of jobs and careers are available. It also gives students an idea of the skills needed both in particular fields as well as those necessary for any job. Good work ethics are one example of what the students will find important in all positions.

Watching and learning
a place to begin!

STUDENT QUESTIONS MAY CONCERN:

- The work week - hours, days, shifts
- Duties and responsibilities of the job
- Salary or hourly wage
- Job outlook in the field
- Training and/or degree(s) needs
- Advantages and disadvantages of the position



VVEDS

Vermilion Vocational Education Delivery System

Preparing for Employment

The function of the Vermilion Vocational Education Delivery System is to coordinate vocational education programs for students enrolled in secondary schools in Vermilion County, Illinois. The system exists to provide high quality vocational education programs which are efficiently operated and accessible to all students.

The goal of VVEDS
is to prepare students
for entry into employment
or for further education.



THE ADVANTAGES:

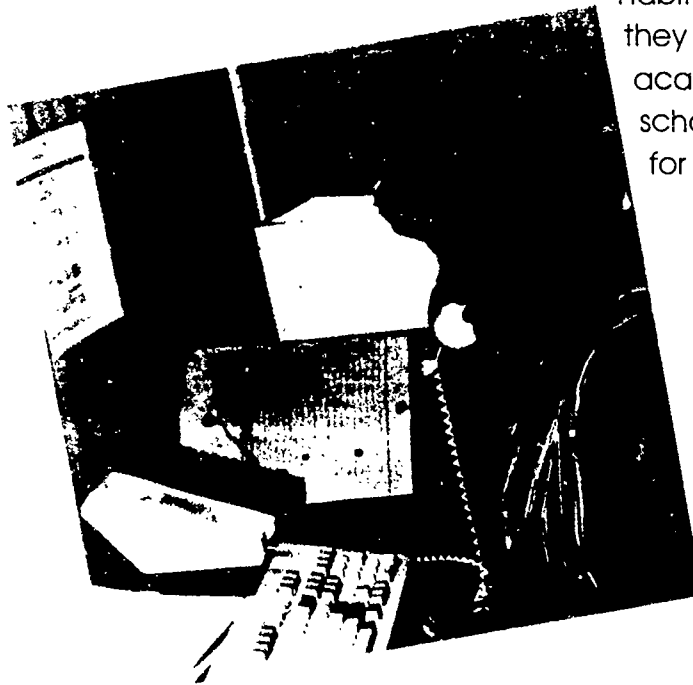
- Provide students the opportunity to attain appropriate levels of achievement in areas fundamental to their continuing career development
- Provide students the opportunity to prepare for successful transition to work, further education or later employment
- Provide students the opportunity to have equal opportunities by providing access to programs and services in a nondiscriminatory and equitable manner
- Articulate vocational programs and services with Danville Area Community College programs and services
- Develop and maintain programs that are responsive to the ever changing nature of the labor market, to technological advances, to the changing nature of the workforce and to the changing developmental needs of the students
- Develop and maintain a viable program of curriculum development, staff development and equipment modernization.
- Develop and maintain a full-range of career-related services for all students including those with special needs
- Continually assess and adjust programs and services

VOTEC

VERMILION OCCUPATIONAL TECHNICAL EDUCATION CENTER

Developing Positive Job Skills

VOTEC is a vocational training center for high school students 16 or older, who are enrolled in a VOTEC-participating school. Training skills that may lead to direct job placement or higher-level training at the post-secondary level are offered. Students learn job-specific skills as well as positive work habits. While attending VOTEC, they also continue basic academic courses at their high school which can prepare them for college entry.



VOTEC encourages
career development at all levels.

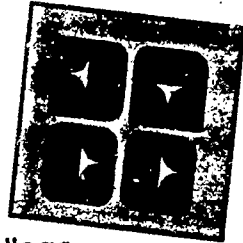
In most cases, after attending VOTEC, students will be qualified to get a job. However, for some jobs, post-secondary training is very beneficial. That is why many VOTEC graduates elect to attend a community college, a four-year college, a technical training school or choose to enter the military. Whatever their choice, the skills they learn at VOTEC allow them to advance in their career field at a faster pace.

Participating High Schools, Programs & Businesses



Armstrong/Potomac
 Bismarck/Henning
 Catlin
 Danville
 Georgetown/Ridge Farm
 Hoopston
 Jamaica
 Oakwood
 Rossville/Alvin
 Westville
 WorkForce Challenge
 Tech Prep
 Job Training Partnership
 VOTEC
 Verm. Vocat. Educ. Delivery Sys.
 Verm. Assoc. for Special Educ.

BUSINESS/INDUSTRY TOURS										
Staff	X	X	X	X	X	X	X	X	X	X
Students			X	X			X			X
JOB SHADOWING										
			X	X			X			X
MENTORING										
								X	X	
INTERNSHIPS										
Extended Campus									X	X
SOE					X				X	X
VIP										X
WECEP				X						
Office Occupations				X						X
Interrelated Co-op		X		X	X				X	X
STEP			X	X	X					X
YOUTH APPRENTICESHIP										
Teepak								X	X	
Interfirm								X	X	
Krupp-Gerlach								X	X	
JOB TRAINING PARTNERSHIP										
In-school youth				X	X				X	X
Out-of-school youth									X	X
Summer youth			X	X	X				X	X



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Danville High School Tech Prep

Dianna Kirk, Coordinator
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Fax: 217 • 431 • 5487



DACC Job Training Partnership

Renee Beasley, Director
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**Vermilion Vocational Education Delivery System and
Vermilion Occupational Technical Education Center**

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