Youth Connections West

From our snow-capped mountains to our sandy deserts..

Networking Youth Today

Office of Youth Services

Vol 1 Issue 2 Department of Labor Pacific Western Region April 2001

Columbia Gorge WorkSource Expands Services

Columbia Gorge's Youth Training Program has been expanded under Workforce Investment Act to include all ten program elements. Current participants are offered opportunities that exceed what we were able to offer under the Job Training Partnership Act Program.

Mentoring has added adult support and guidance that many of our youth have not received at home, while enabling our case managers to focus on Employment and Training issues. At our WorkSource Goldendale Affiliate Site, participants may be co-enrolled with a local mentoring program funded by 4-H. One particular participant who is in need of speech therapy has been paired with a retired speech therapist mentor who sought a volunteer outlet. In rural areas such as Goldendale, the connection to mentors allows us to fill a gap that exists due to limited counseling service providers. While it does not take the place of counseling, mentoring is a positive way to identify potential issues and address them before they get out of hand.

Mentors are an important resource for case managers to tap as participants develop their occupational and academic skills through Work Experience and academic offerings. Although activities are selected based on individual need, most of our participants will participate in supplemental academic activities such as tutoring or alternative school alongside the mentoring activity. The mentoring experience teaches youth to interact effectively with adults, and directly affects ability to communicate and problem-solve. These are the same skills that the business community tells us are lacking in today's workforce. As youth move into Work Experience opportunities, we expect to see improvements in each of these areas.

Overall estimated cost per is $4,000 per participant.

WorkSource Columbia Gorge

"Bridges to Apprenticeships: A Guide for Connecting Young People to Apprenticeship Programs"

by Denise Fogleman, Office of Youth Services, Region 6 (Seattle Hub)

Apprenticeship programs offer excellent training and advancement opportunities to individuals who demonstrate a superior aptitude and commitment to a craft. However, opportunities to enter apprenticeship programs have been and continue to be extremely limited for youth, particularly young women and youth of color. To address color. To address this, a guidebook is being created that will assist youth service-providers (i.e. One-Stops, schools, community GED programs) and youth in connecting with (primarily trades-based) apprenticeship and apprenticeship preparation programs.

The book will include a list of definitions, requirements, FAQ's, benefits/drawbacks, challenges- and strategies for meeting those challenges, as well as a list of apprenticeship and apprenticeship preparation programs in region 6 with corresponding eligibility requirements and contact information. 1000 copies of the guidebook, "Bridges to Apprenticeships: A Guide for Connecting Young People to Apprenticeship Programs" will be produced and distributed through the Office of Youth Services, ATELS, and the participating States' Departments of Labor (AK, AZ, CA, HI, ID, NV, OR, WA). Eventually, we hope to make the guide available by down-loading it directly from the web.

Youth who are interested in exploring the trades as a career path will benefit the most from this guidebook. Industries that rely on a well-trained labor force skilled in the trades will also benefit.

We have established an ambitious timeline to take advantage of some upcoming events. In mid-April, complete drafts will be distributed for feedback to ATELS (Apprenticeship and Training Employer and Labor Services) State Directors and States' Department of Labor throughout region 6. In addition, participants at Washington State's Apprenticeship Coordinators Quarterly meeting in Moses Lake, WA will each receive a draft. Comments will be due by April 30 so suggestions for changes can be incorporated before the final guide is printed and distributed. Please let me know if you are interested in making comments on the draft and/or if you would like to receive a copy of the final edition when it is available. I can be reached at and at (206) 553-7938 X: 8157.

George Robertson: Let's Honor His Memory

by Eric Steiner, Office of Youth Services, Region 6 (Seattle Hub)

At George Robertson's memorial service, I learned a lot about the impact that one volunteer can have on a Workforce Investment Act Youth Council. I knew George from a couple of youth council meetings and a Youth Council training last summer. He embraced the challenge of change and the uncertainty of the emerging role of the youth council in a predominately rural community. I didn't know the last time I saw George that it would be the last time.

Over 200 people honored George's memory in the library of Lake Stevens High School in Snohomish County, one hour North of Seattle, where he was celebrating his first year as a certified teacher. His road to the classroom, though, was rockier than most. He had designs on the swim team in high school, but was not swim club mat erial. Several friends laughed through tears recalling an incident that involved a car, a lawn, alcohol, and George. They also remarked at how he managed to manage three restaurants in Everett Mall at the same time, and how he enjoyed helping youth make the transition from school to work. He was an accomplished chef and a "gadgethead" par excellence.

He began his educational career as a volunteer in the alternative high school in the Lake Stevens School District. He fixed computers, helped students find work, and provided support for some of the schools' more troubled youth. He had a habit of bringing in donut holes to the staff lounge, but noticed that someone kept stealing them. George rigged a sensor to the box of goodies, hoping to catch his errant colleague. When the alarm blared, he caught the culprit, a student who had been living on his own for several months. George helped him by helping him access food at school and in the community. Many made jokes about how he tooled around the school in a green motorized scooter or how he joked about fixing the oxygen tank perched on his shoulder. One very satisfied customer at Boeing talked about the survey she received from George the night before he died. He wanted to find out how his school could help employers and youth through the local School Work Initiative.

This note does not capture the warmth and celebration of his memorial service. George Robertson passed away January 27th. He had Cystic Fibrosis, but never let that condition get in the way of his work, whether that work was in his restaurants, on the Youth Council, or in the classroom. As I said to him last time, Thanks, George.

Street Tech Site Visit

by Ron Cubit , Workforce Development Specialist, US DOL Region 6 (San Francisco Hub)

On February 6, 2001, I had the opportunity to visit Street Tech a San Pablo program that offers computer skills to low income and disadvantaged individuals. Street Tech is a nonprofit organization that offers free computer training, certification, and job placement for selected 18-40 year old students from disadvantaged communities in the San Francisco Bay Area. To enter the program, students are tested and selected based on their aptitude. Street Tech students participate in an intensive 6-month A+ certification and life skills training program, for 16 hours per week, after which they are transitioned into entry-level computer jobs. Over 100 students apply for the program and 35 are accepted. From the 35, 32 will make the final cut. From last year's class, 13 out of 32 students completed the program.

There is a dress code and students must wear casual business attire. Students who are late to class must donate five-dollars, which is channeled back into the program for training supplies. Those that do not adhere to school rules and or participate in team assignments are sent home for the day. Students are required to work in teams and are graded as such. Team members are selected based on learning style and their strengths and weaknesses. Each team is required to present a synopsis of previous assignments and are graded based on their presentation skills.

Students complete the following curriculum:

- ✓ Three months of basic computer literacy training in PC hardware, Microsoft Office, basic Internet use, and website design
- ✓ Three months of certification training in A+ and Microsoft core courses
- ✓ Three months of on-the-job training through internships at participating companies
- ✓ 6 months of life & professional skills training (4 hours/ week)
- ✓ Earn Your Own PC" reward program
- ✓ Field trips to technology companies and guest lectures by technology professionals and industry leaders
- ✓ Individualized counseling for program participants
- ✓ Six month job retention services for program participants and employers after job placement
- ✓ Contractual agreement with Street Tech graduates to donate time to the program as mentors and trainers

To promote technology access and job opportunities for underserved Bay Area communities, Street Tech has spearheaded the formation of the East Bay Neighborhood Links (EBNL) collaborative. The EBNL is a group of local non-profit and business organizations working to fund the development of a coordinated technology access network. The group recently received a three-year $898,000 grant from the U.S. Department of Education to establish

Alameda and Contra Costa Counties, California. EBNL members include:YMCA of the East Bay
Street Tech
Urban Voice
The Ecumenical Association for Housing (EAH)
University of California Links
CompuTrain

The following corporate supporters are also working with Street Tech:

Ascend Communications (now LucentTechnologies)
AT&T Cable Services
ESG Consulting
KT Solutions
NETg
Nextera Interactive
PLM International
Proxicom
· Providian Financial
· TechSkills.com
· U.S. Dept of Ed Comm Tech Center Program

Street Tech is a job-training program in its infancy. In my opinion, in time and with consistent/adequate funding, Street Tech will evolve into a viable job-training, or better yet, career-training entity. You can visit their website http://www.streettech.org

Ron Cubit can be reached at (415) 975-4611.

***FYI*— The Search Institute** has a new study out called *"Grading Grown Ups"* which shows the huge gap between what adults feel young people need and adults' overall engagement in helping to fulfill those needs. Here are a few quotes and the website address:

http://www.search-institute.org/norms

"...just one in 20 adults is actively engaged in promoting young people's healthy development."

"Though 75 percent of adults say that it is most important to have meaningful conversations with children and youth, just 34 percent of adults actually have such conversations."

"Though 77 percent of adults reported that it was most important to teach respect for cultural differences, just 36 percent do so."

LA S A RT E S

from the Youth Opportunity Technical Assistance Update, Vol. 15, US DOL Washington, DC

Las Artes is a Pima County, Arizona program which combines art, academics, job skills and leadership development in a single, community-oriented training for out-of-school youth. The program seeks to build youth development and intervention into the community revitalization process, through the creation of public art.

Las Artes serves out-of-school youth ages 16 to 21, who are adjudicated or highly at risk, with helping out of-school youth to:

✓✏✱✤✯✠✱✤ to enter the workforce by developing

✓ Access a safe and supportive environment in which to work, learn and contribute positively to their community;

✓Earn a GED through meaningful applied learning experiences with an opportunity to earn money through a training incentive system; and

✓Increase community pride and youth self-esteem through the creation of public art.

For more information about Las Artes, contact Arnold Palacios, (520) 884-4265 or e-mail:apalacios@csd.copima.az.us

YOUTH VOICE: *Cascades Job Corps Center Student Interviews*

Trisha Anderson-Brown, Residential Advisor at Cascades Job Corps Center asked some of the students *"What would you change if you were Center Director? What advice would you offer new students coming in? How has Job Corps helped you? The following students share their thoughts..."*

Name: Nichole Woods
Trade: Business Clerical and Advanced Career Training Program

What would you change if you were Center Director?
Nichole: Higher wages for students and staff.
What motivated you to come to Job Corps?
Nichole: To learn a trade, get my GED, High School Diploma, Drivers License, and go to College.
What expectations did you have about Job Corps?
Nichole: My Mom's nephew went to Job Corps and told me about it, and my admissions counselor told me so I was prepared. But I thought I'd get bigger paychecks.
What advice would you give to new students coming into Job Corps?
Nichole: Give it a chance, don't leave the first week. Get everything you can out of Job Corps.
What would you recommend students get involved with when they come in?
Nichole: Go on Rec Trips, get involved in activities, don't get bored, make friends. Play in tournaments like the pool tournaments. Keep busy so you don't get homesick.
What are your hopes for after Job Corps?
Nichole: Get a good paying job, live well, good transportation, a nice house - a home.

Name: Jermaine Nikkila
Trade: Medical Office Technician and Advanced Career Training Program

What would you change if you were Center Director?
Jermaine: Well, the dorms have different ages, and I'd have an honor dorm for more responsible students or older students- more like a college dorm where each dorm is a different level. Also, every summer we'd have an "All Family Day" where students and staff bring their families here for a barbeque and we could all meet each other. I'd also have a student/staff swap day where we switch positions to see what it's like to be a staff or student.
What motivated you to come to Job Corps?
Jermaine: Career Training.
What expectations did you have about Job Corps?
Jermaine: It would be tough, challenging-adjusting to rules, being up at 6:00 a.m., living with a lot of people.

What advice would you give to new students coming into Job Corps?
Jermaine: Mind your own. Stay away from drama, keep your mind focused, keep your goal in sight, don't set goals you can't reach.
What would you recommend students get involved with when they come in?
Activities, Rec Trips to keep you busy, SGA (Student Government Association), clubs.
What are your hopes for after Job Corps?
Jermaine: To continue college, become a school teacher, and have MOT (Medical Office Technician) as a back-up.

Name: Rick Taylor
Trade: Culinary Arts and Advanced Career Training Program
What would you change if you were Center Director?
Rick: I'd get students to be more involved in community service, leadership, and clubs. This would benefit them by teaching students the true meaning of teamwork, by working together. Later, in a real job, they would be able to grasp teamwork and problem solving. We would also have a student/staff swap where staff stay in the dorms and do the students jobs, and students would try the staff's jobs for a day.
What motivated you to come to Job Corps?
Rick: Learn trade skills and further my education, taking Culinary Arts, doing the college program and becoming a police officer.
What expectations did you have about Job Corps?
Rick: None. Once I got settled down, I'd figure it out.
What advice would you give to new students coming into Job Corps?
Rick: Remember what you came here for. Don't let other people steer you in the wrong direction. If something goes wrong, remember why you're here.
What would you recommend students get involved with when they come in?
Rick: Get involved with clubs, dorm leadership, work in a job on center, or sports.
What are your hopes for after Job Corps?
Rick: Work in the Law Enforcement Field.

Name: Oksana Dubyaga
Trade: Business Clerical, Nursing, and Advanced Career Training Program
What would you change if you were Center Director?
Oksana: Have two instructors instead of one in trades, so if someone is sick, you have a back-up. There are too many students for just one instructor.
What motivated you to come to Job Corps?
Oksana: I came for a High School Diploma, to learn to speak English, the college program, and to be something.
What expectations did you have about Job Corps?
Oksana: I was scared, who would be there to help me? I was confused. I thought it would be like a military. I didn't speak English.
What advice would you give to new students coming into Job Corps?
Oksana: Try Job Corps. They help you, it changes your attitude. They help you when you have problems.
What would you recommend students get involved with when they come in?
Oksana: Recreational Trips, watch movies, don't be lazy, and make friends.
What are your hopes for after Job Corps?
Oksana: Finding a good job, being a good role-model. Have a house, and nice boyfriend.

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Oksana: Finding a good job, being a good role-model. Have a house, and nice boyfriend.

Name: Justin "Bizkit" Jury
Trade: Facilities Maintenance

What would you change if you were Center Director?
Justin: My girlfriend and I have a baby. My daughter is allowed on center because she is immediate family. My girlfriend and I aren't married so she can't come on center because she's not immediate family. I would change that.
What motivated you to come to Job Corps?
Justin: To better myself, I was at a dead-end. Since I've been here, I've gotten my driver's license, my GED, my forklift license, and I almost have my High School Diploma.
What expectations did you have about Job Corps?
Justin: I thought it would be a dorm-like setting, which it is. But I didn't think it would have as many people.

What advice would you give to new students coming into Job Corps?
Justin: Be positive and come to Job Corps! It's a place to turn your life around.
What would you recommend students get involved with when they come in?
Justin: Definitely Rec activities, dorm leadership - definitely!
What are your hopes for after Job Corps?
Justin: Get a good paying job and keep it. Job Corps has provided me with enough knowledge to keep the job and be successful.

Name: Michael Daag
Trade: Business Clerical and Advanced Career Training Program

What would you change if you were Center Director?
Michael: I'd allow Platinum Phase students to have the right to walk on and off center. Having Platinum Phase means your held to higher standards. There's less than 20 Platinum Phase students on center. You don't have to be back until 6am anyway, so you should be responsible enough to walk back on center, on time.
What motivated you to come to Job Corps?
Michael: The Business Clerical trade and the college program.
What expectations did you have about Job Corps?

Michael: I thought it would be like a "Catholic School", but in reality it's a relaxed, college-like setting.
What advice would you give to new students coming into Job Corps?
Michael: Be yourself!
What would you recommend students get involved with when they come in?
Michael: SGA, learn to play pool better!
What are your hopes for after Job Corps?
Michael: Hope to get a good job.

Thanks for sharing your thoughts and ideas. Good luck to all of you! - Editors

Q & A: Skill Attainment

(Each issue of this newsletter will include timely questions and answers on the Workforce Investment Act rules and regulations. If you have questions or a situation that needs clarification and you would like to pass it on to others, please send it to us.
The following question was sent by the DOL/ETA Office of Youth Services in San Francisco to Laura Heald and Evan Rosenberg in the DOL/ETA Office of Youth Services in Washington, DC)

Q: In calculating the skill attainment rate, how do we consider the skill attainment goals of those youth who exit the program during the first year, prior to attaining their set skill attainment goals and prior to the one year anniversary date of when the goals were set? Would the goals set for these youth be counted in the denominator in the quarter of exit or are they not included in the denominator of the skill attainment rate until the quarter of the one year anniversary date?

A: If a younger youth exits WIA without attaining a skill attainment goal that was set, such goals that have not been attained at the time of exit are included in the denominator of the skill attainment rate in the exit quarter. Therefore, goals that are not attained prior to exit are counted as failed goal attainments in the exit quarter. This is the only instance when a younger youth would be counted in the denominator as not attaining a skill goal before the anniversary date of the goal was reached.

Performance TEGL's Coming Soon!

Brad Sickles, Performance Accountability Task Force U.S. Department of Labor, ETA Office of Workforce Security

A handful of guidance letters will be issued in the coming weeks that will clarify existing performance accountability policies.
They include:
1. Q&A on WIA reporting and performance accountability;
2. change to TEGL No. 7-99 dealing with core measures and customer satisfaction; and
3. change to TEGL No. 6-00 dealing with parameters for measuring and reporting customer satisfaction results.

For the most part, the changes to the TEGLs revise existing policies to conform with those issued in the WIA performance reporting package approved by OMB last month.
Brad Sickles can be reached at bsickles@doleta.gov
Ph. (202) 693-3198, Fx. (202) 693-3229

Calendar of Events

April 19-20
Youth Change
"Breakthrough Strategies to Teach and Counsel Troubled Youth", Portland, OR (800) 545-5736
www.youthchg.com

April 20-21
National Youth Service Day
Across the country; for events in your community,

April 26
Non-Traditional Training and Employment Conference
Moses Lake, WA
contact: Bev Casey (509) 547-0511 X: 2325
bcasey@cbc2.org

April 27- 28
Women in the Trades Fair
Seattle Center; Seattle, WA
www.wawomenintrades.com

May 2, 2001
Non-Traditional Training and Employment Conference
Yakima, WA
contact: Dorothy Bristow
(509) 547-4993
dbristow@yvcc.cc.wa.us

May 17-18, 2001
West Coast Youth Council Training Conference
"Building a System for Youth: Bringing Youth Councils Together
Treasure Island, San Francisco, CA
http://www.doleta.gov/regions/reg06/

May 21, 2001
Non-Traditional Training and Employment Conference
Spokane, WA
contact: Shanna Southern Peterson
(509)533-3779

May 30-31, 2001
Two-Day Interactive Youth Council Training with
Marion Pines and Jim Callahan; Tigard, OR
contact: Candace Norwood (503)378-8648 (ext. 467)
or candace.norwood@state.or.us

April 29- May 1
CCYFC/WSYSN
"Take Charge: Build Strong Communities Now!"
Sacramento, CA (916) 340-0505
askus@cdyfc.org

June 7-19,2001National Youth Professionals' Institute
"Front Line Strategies in Youth Development"
New Orleans, LA (800)274-2005
www.waveinc.com

Co-enrollment and Linkage Program
Sacramento Job Corps Center

The following is an account of co-enrollment and linkage programs within the Sacramento Job Corps Center:

Certified Nurses Assistant Program: This class is offered currently through the Regional Occupations Program. This is a 12-week program which is lockstep. The first 12-week block is being used as a testing ground to see if the program will be beneficial to both and to iron out any wrinkles. So far the program has completed 8, soon to be 18, trainees who will be testing to become certified through the Dept. of Health Services, State of California.

The average beginning wage is $12.00 per hour plus benefits. They will be offering the class again in the fall with 30 trainees hopefully enrolling. ROP is also looking to join SJCC in opening a "feeder" class for their Health Occupations Program which will, hopefully, be in Medical Billing. This will not be a lockstep class and will help to solidify their relationship with ROP.

Charles A. Jones, Skills and Business Center: The partnership with CAJ began by utilizing their Medical Assisting program as advanced learning for the center's CNA completers. It has now grown into the area of Business Technology where they are sending the centers A and B completers from Office Careers to advanced skills training and job readiness courses. The Center has also moved their GED testing to CAJ where trainees can sign up for one or two tests rather than having to take all 5 tests at one time as was the case before. They have also utilized CAJ for Auto Body and Auto Mechanics along with a new cartooning class as advanced training for their students.

One-Stop Shops: The center utilitzes many of these locations in Sacramento which offer employment services such as: Internet access; job placement; referral services; job search workshops; posted job leasds and resume software. Trainees are shuttled to various one-stop-shops when they have completed thier trade and academics and are in the "exit phase" of the program. The one-stops have proven to be very helpful in the process of transferring the trainees into the world of work.

Up and Coming: In the near future SJCC is looking to partner with the California Conservation Corps. Their focus is on programs which save energy and resources. They are looking into how both organizations can work together.

Youth Development Practitioner Grant

***FYI:* The announcement for Youth Development Practitioner Apprenticeship Implementation Grants was published in the April 4 FEDERAL REGISTER.**
The closing date is May 11, 2001. Links are available at www.usworkforce.org and www.doleta.gov

The FEDERAL REGISTER link is available at and selection of "Employment and Training Administration." This site provides both PDF and text versions of the SGA. This initiative targets incumbent and prospective professional youth workers working directly with young people. The funding available for these grants is $1.45 million and includes three distinct categories for application and award.
The three categories are:
1) Funds for Local Intermediaries to Support Local Youth Program Service Operators in the Implementation of Apprenticeship Programs,
2) Grants to National Organizations, and
3) Provider of Technical Assistance on Practice and Curriculum Materials.

WEB SITES

YOUTH

www.ExecutiveBoardof Youth.com EBY has three main focus points, they are Leadership, Advocacy and Service. The driving purpose behind the organization of EBY, is to assist with and inspire youth to be active in their local communities. EBY encourages advocacy and youth participation in creating public policy.

www.NN4youth.org/ For 25 years, the National Network for Youth has been dedicated to ensuring that young people can be safe and lead healthy and productive lives. With more than 700 direct members and 1,500 constituents involved in its regional and state networks, the National Network informs public policy, educates the public and strengthens the field of youth work. In doing so, young people are championed, especially those who because of life circumstances, disadvantage, past abuse or community prejudice have less opportunity to become contributing members of their communities.

www.stand.org/ Stand For Children is America's only nationwide grassroots voice for children. They are a nonpartisan membership organization committed to building a voice strong enough to give all children an opportunity to grow up healthy, educated and safe.

www.DoSomething.org/ Do something to help change the world. Boards, contests, polls, poetry, art, programs, all for youth.

www.PeaceJam.org PeaceJam is an international education program built around leading Nobel Peace Laureates who work personally with youth to pass on the spirit, skills, and wisdom they embody. The goal of *PeaceJam* is to inspire a new generation of peacemakers who will transform their local communities, themselves and the world.

www.yozone.org Portland, OR Youth Opportunity Grantee website.

www.info4partents.com The Children's Rights Council provides resources, information and referrals to help people improve their parenting.

www.afterschool.gov AfterSchool is a valuable information bank for any person or organization seeking government funds for after-school programs.

CURRICULUM

www.elcosh.org A comprehensive safety information for the construction trades

www.nevada.edu/ Nevada's School-to-Careers web site

www.learningconnections.org The Center for Learning Connections is a self-supporting office located at Highline Community College in Des Moines, Washington. Our office designs and co-ordinates a variety of projects which: help organizations respond to change, provide information and training, and help individuals and organizations develop new linkages.

www.workplays.net With this web site you can determine, for example, if getting a one dollar an hour raise is worth if after transportation, taxes, benefits, etc. are calculated in. (And a great place to build relevant math curriculum!)

Watts Youth Get Involved: Youth Opportunity Site News

by Los Angeles Youth Opportunity Grant, Watts

"Watts Youth Get Involved" 15th District Candidates Forum....YO! Watts worked in coordination with Los Angeles Youth At Work YO! Corps to develop the "Watts Youth Get Involved" 15th council District Candidates Forum. The forum took place on March 3, 2001 at the Watts Senior Citizen Center. Four candidates: Hector Cepeda, Janice Hahn, Ken Hillman and Robert W. Nzich came and greeted a total of 85 attendees at the event. Sixty-three of the attendees were youth.

TheYO! Corps, a leadership group consisting of 12 youth, participated in the planning and development of the event. The YO! Corps also generated the questions that the candidates were asked to respond to. Catherine Carter, Ruben Toscana, Matthew Calderon and Ezra Brenes; members of YO! Corps presented the following four questions to the candidates:

1. How will you impact Black & Latino collaboration in Watts?
2. How do you plan to improve the education in Watts so that we are competitive and more of us go to four year colleges?
3. How will you improve employment opportunities in Watts, specifically for youth?
4. How would you develop youth centers, recreational programs and opportunities to meet the need of all the youth?

Each of the candidates had four minutes to respond to each of the questions. Some of the responses from the candidates were:

★ Improving public safety and cleaning up the streets would help bring businesses in the community and make jobs more available for youth.

★ Before we develop youth centers and recreational programs we should first have dialogue with youth to find out what kinds of programs are needed.

★ To improve education in Watts we can implement program (GAP) and give incentives for teachers who are accredited to teach in our schools.
This activity was a community service project for the YO! Corps.

Pinon Feed and Tack Store

The Pinon Feed and Tack Store at Pinon High is a school-based enterprise and is operated completely by vocational education students. It purchases and sells feed for horses and other livestock. The program is self-supporting. Whatever profit is derived that goes back into the store for more supplies. School-To-Work students are hired and paid through a School-to-Work grant. There is a total of 4 paid students working at the store.

It also seeks accessory supplies for horsemanship, such as grooming supplies, blankets, and basic veterinarian supplies. The store is an all-year business with business hours 3:30 to 5:30 p.m., Monday - Thursday. Ms. Barbara Yazzie, a vocational business teacher, is the facilitator who works directly with the students. She has been instrumental in supporting and coordinating the students with the store and have it be supported with classroom instruction. If you would like more information regarding this project, you can contact Ms. Barbara Yazzie at Pinon High School, PO Box 839, Pinon, Arizona 86510 (520) 725-3484.

Youth Connections West

Published by the US Department of Labor Employment and Training Administration's Office of Youth Services in Region 6

The goal of the US Department of Labor's Office of Youth Services is to work to strengthen the local, state, and national youth development system. The purpose of this newsletter is to provide a forum for DOL-funded youth service providers and other partners to share resources and strategies that will increase the effectiveness of individual programs and to expand the opportunities for collaborations that benefit the youth whom we collectively serve.

We welcome your articles, questions and suggestions. Please provide input no later than July 10th to : Sandra Waterhouse: swaterhouse@doleta.gov or to Denise Fogleman: dfogleman@doleta.gov

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