

REPORT OF THE JOINT SUBCOMMITTEE

STUDYING THE FEASIBILITY OF A VIRGINIA

COMPREHENSIVE YOUTH EMPLOYMENT PROGRAM

TO

THE GOVERNOR

AND

THE GENERAL ASSEMBLY OF VIRGINIA



HOUSE DOCUMENT NO. 10

COMMONWEALTH OF VIRGINIA
RICHMOND
1981

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**Report of the Joint Subcommittee
Studying the Feasibility of a Virginia
Comprehensive Youth Employment Program**

To: Honorable John N. Dalton, Governor of Virginia
and
The General Assembly of Virginia

November, 1980

INTRODUCTION

The Joint Subcommittee Studying the Feasibility of a Virginia Comprehensive Youth Employment Program was established pursuant to House Joint Resolution No. 160 of the 1980 General Assembly.

HOUSE JOINT RESOLUTION NO. 160

Offered February 4, 1980

Requesting the Senate Commerce and Labor and Education and Health Committees and the House of Delegates Labor and Commerce and Education Committees to establish a joint subcommittee to study a proposed Virginia Comprehensive Youth Employment Program.

Patrons-Washington, Lemmon, and Johnson

Referred to the Committee on Rules

WHEREAS, the unemployment figures for youths are at an all-time high and far exceed most other groups in unemployment rates; and

WHEREAS, many schools are now turning much of their resources to the vocational training area, but, to be successful, jobs for these trainees must be available; and

WHEREAS, there are some federal programs in this context, but the average cost for placement under the Comprehensive Employment Training Act (CETA) is well in excess of four thousand dollars and can range upwards of eight thousand dollars to ten thousand dollars per placement; and

WHEREAS, an estimated forty per centum of the unemployed in Virginia are under the age of twenty-four, and the hardcore unemployed are in the eighteen to twenty age bracket; and

WHEREAS, this unemployment trend is felt to be failure of transition from school to work and results in many various long-term social costs; and

WHEREAS, Delaware and other states have developed such comprehensive programs which have proved successful and cost-effective; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That a joint subcommittee be established to study a proposed Virginia Comprehensive Youth Employment Program which would focus on the public schools, the involvement of the top business, government, educational, labor, and community leadership, obtaining jobs in the private sector, the provision of certain remedial

services, and the follow-up program for such students.

The joint subcommittee shall be composed of ten members who shall be appointed in the following manner: three members of the House of Delegates Committee on Labor and Commerce, three members of the House of Delegates Committee on Education, two members of the Senate Committee on Commerce and Labor, and two members of the Senate Committee on Education and Health, all to be appointed by the Chairmen of the respective committees.

The joint subcommittee shall report its findings and recommendations, if any, to the Governor and the General Assembly after adequate study has been made.

Robert E. Washington of Norfolk, Chairman of the House Committee on Labor and Commerce, and chief patron of HJR No. 160, was elected Chairman of the subcommittee. Other members of the House of Delegates appointed to the subcommittee were Warren G. Stambaugh of Arlington; Joseph A. Johnson of Abingdon; William P. Robinson, Sr., of Norfolk; Thomas J. Michie, Jr., of Charlottesville, and; Dorothy S. McDiarmid of Vienna.

Senator Elmon T. Gray of Waverly was elected Vice-Chairman of the subcommittee. Other Senate members appointed to serve were Joseph T. Fitzpatrick of Norfolk; Virgil H. Goode, Jr., of Rocky Mount, and; Richard L. Saslaw of Annandale.

C. William Cramme', III, and Hugh P. Fisher, III, of the Division of Legislative Services served as legal and research staff for the subcommittee. Anne R. Howard of the Clerk's Office of the House of Delegates performed administrative and clerical services for the subcommittee.

WORK OF THE SUBCOMMITTEE

The subcommittee held meetings on June 12, September 25 and November 13, 1980. As the first step in its study, the study group obtained information and data revealing the scope of the present and projected youth unemployment problem in the Commonwealth. Data presented to the subcommittee by the Virginia Employment Commission (VEC) showed an alarming trend upward in Virginia's youth unemployment.

The data indicated that in 1970 the unemployment rate for youths 16-17 years old was 11.5%. For that year the figures for youths 18-19 and 20-24 years of age were 9.7% and 4.9%, respectively. The unemployment rates for those age groups have increased substantially since 1970, and the VEC has projected that in 1980 the unemployment rate for 16-17 year olds will be 16.6%. Similarly, the Commission has projected that the rates for 18-19 and 20-24 year olds will be 13.7% and 8.2%, respectively.

Furthermore, the VEC projects that the 1981 unemployment rates for those age groups will be significantly higher than the 1980 figures. For the 16-17, 18-19 and 20-24 year old age groups, the Commission's projected rates for 1981 are 19.6%, 15.2% and 9.1%, respectively.

Other data accumulated by the Employment Commission indicates that slightly over half (50.3%) of the 66,270 persons graduating from Virginia high schools in 1978 expected to attend a two or four year college after graduation. Another 9.0% expected to receive training from a business school, a trade technical school or from on-the-job training. Hence 59.3% of all persons who graduated from Virginia high schools in 1978 anticipated continuing their education in some way.

Thus, the subcommittee learned, approximately 40.7% of all 1978 high school graduates indicated that they would not continue their education. The VEC determined that of the 26,962 graduates terminating their education, 13.6% of them were lacking a marketable skill. The VEC has made the following remarks regarding those graduates who lack a marketable skill and terminate their education:

"...Most of these graduates will be unable to successfully compete in the job market. Those that do locate employment will probably be relegated to very low paying jobs. Hence, after twelve years of schooling, they become likely candidates for the welfare rolls." (From the Special Youth Report, published by the Virginia Employment Commission, September, 1979, p.12).

After considering this data and information, the subcommittee determined that if possible, a cost-effective comprehensive youth employment program for the Commonwealth should be established. Therefore, the study group focused its attention on the possible approaches to setting up such a program, and the projected cost of each approach. In particular, the subcommittee found the approaches employed by the states of Delaware and Wisconsin to be of great interest.

Delaware recently instituted a program designed to reduce the high rate of youth unemployment in that state. The program is operated by a public, non-profit corporation called Jobs for Delaware Graduates, Inc. The goals of Jobs for Delaware Graduates, Inc. (JDG) are to provide career motivation, work exploration, work options, job placement services and referral services to graduating seniors in Delaware's public high schools with general education diplomas. JDG tries to place such students in the private sector of the economy.

The JDG program utilizes the corporate organizational structure. The Board of Directors is chaired by the Governor of the state and consists of some of the state's foremost representatives of government, labor, industry, business and education.

Participation in JDG is not based on economic criteria. The program is targeted towards those high school seniors who need the most assistance in obtaining employment, regardless of their economic background. According to the President of JDG, quite often those persons most in need of employment assistance are those who receive general education diplomas. Leaders of the program contend that it is the first time that responsibility for job placement in the private sector of all public high school graduates who desire such placement has been accepted by any organization in a state. Also, leaders of the program say that it represents the first time that key representatives from government, labor, business, education and industry have joined together to accept individual and personal responsibility for insuring job placement of a state's public high school graduates.

The bulk of the funding for the JDG program is provided by the U.S. Department of Labor and private sources, such as the Ford and Rockefeller Foundations. However, the State of Delaware also is required to provide funds for the operation of the program.

Appendix I of this report consists of a more complete description of the Jobs for Delaware Graduates program.

Representatives of Jobs for Delaware Graduates, Inc. and International Manpower Development Group, Ltd., the consulting firm which designed and implemented the Delaware program, took an active interest in the subcommittee's deliberations. Both the President and Vice-President of JDG, Inc., Mr. Kenneth M. Smith and Dr. William Keene, respectively, testified before the subcommittee. Additionally, Mr. James H. Buford, Senior Vice-President of International Manpower Development Group, Ltd., attended all the subcommittee meetings and addressed the study group on two occasions.

Messrs. Smith, Keene and Buford spoke enthusiastically of the need for a Jobs for Virginia Graduates program modeled upon the Delaware program. During the subcommittee's final meeting of the year, Mr. Buford presented the study group with cost data and other information relating to a proposed pilot Jobs for Virginia Graduates program. Attached as Appendix II is a summary of the pilot Jobs for Virginia Graduates program recommended by Mr. Buford's organization.

The subcommittee also heard extensive testimony concerning the Wisconsin Job Placement Model and how a program based on that model would be established in the Commonwealth. Representatives of the Virginia Employment Commission testified that the VEC found the Wisconsin program much more suited for Virginia than the Delaware program. Mr. Robert Maddux, a VEC representative, described the Wisconsin program to the subcommittee and informed the members how such a program would operate in Virginia.

Mr. Maddux advised the study group that the goals of the Wisconsin program are to provide job preparedness training, develop positive work attitudes; and to provide goal orientation, career direction, employment placement services and follow-up services to all students who will enter the working world when they leave high school. He further advised the subcommittee that any Virginia comprehensive youth employment program should not use economic criteria as a guideline for participation.

The subcommittee learned that the main element of the Wisconsin program is the formation of job placement teams within schools. Each job placement team would consist of a job service specialist, a guidance counselor, a teacher and possibly another individual if additional skills were needed. Working together, the job placement team would perform the major service components of the program, which would be career development, employability skills development and attitude building; and providing labor market information and job placement services.

Using the Wisconsin approach, school superintendents and principals, or more likely, a consortia of schools, would sign statements of agreement with local VEC officers and regional directors. These agreements would address the previously-mentioned major service components of the program.

The subcommittee was also advised that under such an approach, the State Department of Education and the VEC would share responsibility for the success of the program. The study group also heard testimony that although participation in the program would be optional, the VEC and the Department of Education expect the Commonwealth's school districts to actively participate.

The VEC recommended that if the Wisconsin approach is adopted, a State Advisory Committee should be created to help work out program difficulties. As envisioned by the VEC, this committee would consist of members of the General Assembly, other interested elected officials, representatives of the Employment Commission and the Department of Education, and business and labor leaders. There would also be local advisory committees which would monitor the effectiveness of the program in their particular areas and help to work out program difficulties.

During the subcommittee's final meeting, Mr. Maddux presented the study group with information relating to the operation of a pilot youth employment program in the Commonwealth which would be based on the Wisconsin Job Placement Model. Appendix III of this report consists of a copy of the VEC material dealing with such a pilot program.

Also testifying during the subcommittee's final meeting was Mr. Melvin Garner of the Department of Education. Mr. Garner stated that the department enthusiastically endorses the program proposed by the VEC. He further stated that the department has had several meetings with representatives of the VEC, and he feels the department can successfully coordinate its efforts with those of the VEC.

Also presenting testimony during the subcommittee's final meeting was Mr. Dan Mathews, Chairman of the State Employers Advisory Committee, an organization which advises the VEC on various issues. Mr. Mathews advised the study group that the State Employers Advisory Committee enthusiastically endorses the program advocated by the VEC and the Department of Education. He said that employers across the Commonwealth also have reacted favorably to the proposed pilot program, and he stated that it is his belief that employers would actively participate in such a program.

Having heard this testimony, the subcommittee considered the advantages and disadvantages of both the Delaware and Wisconsin programs as they would be implemented in Virginia.

RECOMMENDATIONS

The subcommittee offers the following recommendations to the Governor and the General Assembly:

(1) A Virginia Comprehensive Youth Employment Program modeled upon the Wisconsin program should be implemented on a pilot basis. The Virginia Employment Commission and the State Department of Education should share responsibility for implementing such a program.

(2) A resolution should be adopted which expresses the sense of the General Assembly that the Virginia Employment Commission and the Department of Education establish and administer the pilot program.

(3) A resolution continuing the subcommittee's study for another year should be adopted so that the subcommittee can monitor the success of the pilot program and determine whether the program should later be expanded State-wide.

REASONS FOR RECOMMENDATIONS

The subcommittee's first recommendation is that a Virginia Comprehensive Youth Employment Program modeled upon the Wisconsin program should be implemented on a pilot basis. The subcommittee further recommends that this program be the joint responsibility of the Virginia Employment Commission and the State Department of Education.

The subcommittee thoroughly considered the advantages and disadvantages of both the Delaware and the Wisconsin programs. The study group feels that a major disadvantage of the Delaware model is that if it was implemented in the Commonwealth, it would almost totally ignore the expertise and resources presently available within the VEC and the Education Department. The point was made previously in this report that a non-profit corporation operates the Delaware program. Further, other than having representation on the board of directors of that non-profit corporation, the employment and education agencies in that state have little voice in the operation of the program.

The study group believes that it would be a mistake not to entrust the implementation of a pilot program to the VEC and the Education Department, given the expertise and resources presently within those agencies. The study group would note that if the results of a pilot program based upon the Wisconsin model are not satisfactory, then the General Assembly could, at a later date, mandate that a non-profit corporation or another body administer the program.

Moreover, the subcommittee would point out that the Wisconsin model, as it would be applied in Virginia, would be much less costly than the Delaware approach. The subcommittee was advised by a representative of the VEC that a pilot program modeled after the Wisconsin program would require no additional funds to establish and operate. The subcommittee was advised that only existing budget resources would be used by the VEC and the Education Department; because the program would require only a realignment of priorities among certain VEC job specialists and counselors in the public schools, not the creation of new positions. Further, the subcommittee learned that if the pilot program eventually was transformed into a State-wide program, the additional costs of administration and of providing services for such a program would be low.

On the other hand, a representative of International Manpower Development Group, Ltd. advised the subcommittee that a one-year pilot program in the Commonwealth modeled after the Delaware program would cost approximately \$1.4 million, with the State share of that being 20%, or almost \$300,000.

Also, the subcommittee learned that the annual cost of operating a Delaware-type program on a State-wide basis in Virginia would be between 15 and 20 million dollars. Although the Federal Department of Labor and private foundations such as the Ford and Rockefeller Foundations have indicated a willingness to provide most of the funds for such a State-wide program, the subcommittee believes it would be difficult for the Commonwealth to provide the remaining funds to operate the program.

Moreover, a representative of the VEC advised the subcommittee that in Wisconsin the average cost per placement has been between \$55 and \$60. In Delaware, on the other hand, it has been projected that the average cost per placement is between \$1500 and \$2000.

The study group believes that Virginia should implement a program which will be less expensive than the Delaware program, if such a program acts to substantially reduce youth unemployment in the Commonwealth. The program advocated by the VEC and the Department of Education offers the potential of being such a cost-effective program.

The subcommittee also would be somewhat concerned about establishing any program which is highly dependent upon funds from the Federal government and national foundations. The study group realizes that if at any point in time, the national foundations or the Department of Labor ceased funding their share of the program, then the Commonwealth would face the dilemma of either halting the program or else providing huge sums of money to continue its operation.

Still another reason for the subcommittee's recommendation that the VEC and the Department of Education should establish a program modeled upon the Wisconsin system is that most of those employers in the State who communicated with the subcommittee expressed a preference for such a program. Indeed, during the study group's last meeting, a VEC representative furnished the

subcommittee with a lengthy list of employers in the State who endorse such a program. Also, during that meeting the Chairman of the Employment Commission's State Employers Advisory Committee stated that his committee wholeheartedly endorses the program; and he further stated that he believes the local employer advisory committees are enthusiastic about a program based upon the Wisconsin model.

The subcommittee believes the apparent preference of many of the State's employers for a program based upon the Wisconsin system is significant, because the enthusiastic support of employers is essential if any new youth employment program is to be successful. Since employers will be the parties who actually hire youth, the study group feels that active participation by the employer community is essential if the program is to produce positive results.

The subcommittee's second recommendation is that a resolution should be adopted which expresses the sense of the General Assembly that the Virginia Employment Commission and the Department of Education establish and operate the pilot youth employment program.

The subcommittee would note that a change to the Code of Virginia is not necessary in order to establish a pilot youth employment program. Therefore, no House or Senate bill needs to be passed prior to the implementation of such a program. However, the subcommittee believes it is important for the General Assembly to indicate its approval for the program by passing an appropriate resolution. A draft of a suggested House Joint Resolution is attached as Appendix IV of this report.

The subcommittee's third recommendation is that a resolution continuing the study for another year should be adopted so that the subcommittee can monitor the success of the pilot program and determine whether the program should later be expanded State-wide.

Although the type of youth employment program recommended by the subcommittee has excellent potential for success, the study group believes it is logical for it to remain in existence for another year in order to determine the effectiveness of the program. The subcommittee would point out that the success of the application of the Wisconsin model in the Commonwealth will depend in large part on the effectiveness of the Virginia Employment Commission, the Department of Education and the various local school systems in administering the program. The subcommittee also realizes that the success of the program depends in large part on the degree to which employers participate in the program.

The study group would note that most of the existing youth employment programs in the State have been less than overwhelmingly successful. Whether those programs have suffered more from poor implementation and administration or from conceptual fallacies is not the issue here. The point the subcommittee wishes to make is that the Commonwealth does not need another youth employment program unless such a program significantly reduces youth unemployment in the State.

During the next year the subcommittee also would like to study the degree to which employers participate in the pilot program. Widespread employer enthusiasm for the recommended program is absolutely essential, since the emphasis in the program will be on placing youths in private sector jobs rather than public service positions.

For these reasons, the subcommittee recommends that its study be continued so that it may monitor the success of the pilot program and determine the feasibility of expanding it into a State-wide program. A draft of a suggested resolution to continue the subcommittee's study constitutes Appendix V of this report.

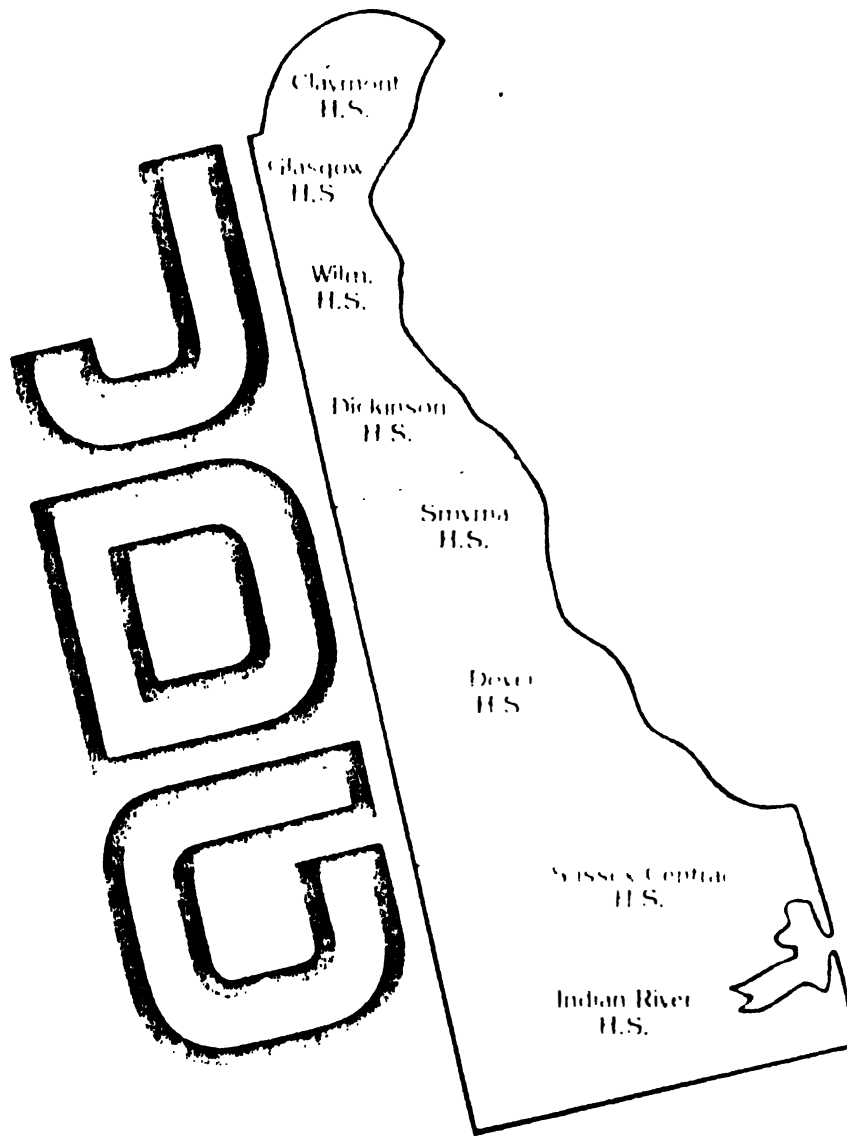
CONCLUSION

The subcommittee expresses its appreciation to all parties who participated in its study. The study group's recommendations have been offered only after carefully and thoroughly studying all of the data and information it received. The subcommittee believes that its recommendations are in the best interests of the Commonwealth, and it encourages the General Assembly to adopt those recommendations.

Respectfully submitted,

Robert E. Washington, Chairman
Elmon T. Gray, Vice-Chairman
Warren G. Stambaugh
Joseph A. Johnson
William P. Robinson, Sr.
Dorothy S. McDiarmid
Joseph T. Fitzpatrick
Virgil H. Goode, Jr.
Richard L. Saslaw

'Jobs for Delaware Graduates'



'From Classrooms to Careers'

A Special Citizens' Initiative to Reduce the Rate of Youth Unemployment in the State of Delaware.

FALL 1979



Governor Pierre S. duPont
Chairman of the Board

The Chairman's Message

Dear Delawarean:

What could be of more concern to us now than the high rate of unemployment of Delaware's youth? In an effort to meet this critical state and national problem head on, more than 400 Delawareans worked together to develop the "Job for Delaware Graduates" program. Task forces were composed of educators, business people, labor leaders, service agency personnel, state and local government officials, community leaders, students and, most important, parents of public school youngsters. The singular purpose of these citizens was to design a program that would impact positively upon the employment future of Delaware's graduating seniors.

JDG, Inc., is a public, non-profit corporation which serves the targeted population (general education students). Its goal is to provide career motivation and direction, work exploration, work options, job placement assistance, referral services and job readiness to prepare our youth to be contributing, working, productive members of Delaware's labor force and to place them in entry level positions in the private business sector.

Jobs for Delaware Graduates is prepared to work hand in hand with public schools toward developing a strong employment support network to complement the laudable efforts of Career and Guidance Counseling personnel.

The goal of JDG is to build strong economic futures for our youth and to strengthen our State's economy.

We hope we can count on you to give our youth your very best support.

Sincerely,

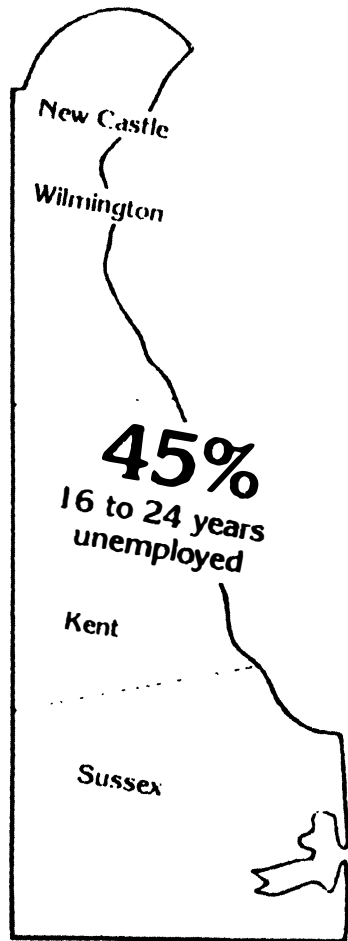
Governor Pierre S. duPont
Chairman of the Board

What Is JDG, Inc.?

The purpose of Jobs for Delaware Graduates, Incorporated, is to provide job readiness and job placement in entry level positions in the private sector to graduating seniors with general education diplomas

Youth Unemployment in Delaware

- * In May of 1979, statistics from the Department of Labor revealed that there were 275,000 individuals in the civilian labor force in Delaware. Of the 275,000, 22,000 were unemployed.
- * Youth, ages 16 to 24 years, represented 45% of this unemployment. 10,000 of the 22,000 unemployed.
- * Statistics by County are startling.



- In Kent & Sussex Counties combined there were 5,800 individuals of all ages unemployed. Youth 16 to 24 years constituted 2,600 of that total or 45%.
- In Wilmington and New Castle County combined, there were 16,300 individuals unemployed. Youth 16 to 24 years constituted 7,400 of that total or 45% (45.39%).
- Of the total number of unemployed, statewide, between the ages of 18 and 19, 45.3% are non-white males and 33.2% are non-white females.
- The 1980 graduation from high school of more than 2,000 seniors will do little to reduce this high rate of unemployment.

* D O I May 1979 Statistics

Why Is JDG, Inc. A Necessary Program?

JDG Is Necessary Because . . .

Efforts made in the past to job place Delaware youth have enjoyed limited success. JDG offers a totally comprehensive approach to employment encompassing job preparedness training; developing positive work attitudes - job placement in entry level positions in the private sector, and intensive followup (nine months) to ensure job retention

The findings of the first Statewide Man Power Information Survey, completed in 1978, revealed the need for coordination between existing educational and training systems and the available job market. The JDG Program is the result of such coordination and all factors are brought to bear on services provided to each JDG student.

The JDG Program utilizes the combined forces of education, business, industry, social services, government, and community to 'attack' the spiraling rate of youth unemployment.

The eight schools selected by JDG as pilot sites for program implementation are representative of seniors, statewide. The average percentage of seniors pursuing higher education in these schools totaled 38.5% with a high of 64% and a low of 25%.

All students do not elect higher education, nor do they pursue vocational and/or business careers. Those who do not choose advanced training are equally important to the economic future of Delaware, and they are the students who will receive goal orientation, career direction, and employment placement via the JDG Program.

What Is The JDG Approach?

The JDG approach is an employment readiness and placement service to job place 600 (or more) 1980 graduating seniors, with general education backgrounds, in entry level positions in the private sector.

JDG programs are established in eight high schools statewide: Indian River and Sussex Central High Schools, Sussex County; Dover and Lenoir High Schools, Kent County; Dickinson, Glasgow, Clarmont and Cambridge High Schools, New Castle County.

JDG Job Specialists, under the supervision of Occupational Consultants, engage in the following:

Interviews

Twenty-six hundred 1980 graduating seniors are interviewed three times to determine vocational interest; work aptitude; extracurricular interests and talents; skill levels (developed or undeveloped), and personality profiles. Such interviews are determinants of need for the JDG Program.

Testing

Vocational interest and aptitude testing are provided to the 1980 senior students (2600) for the singular purpose of determining where the student is in his/her work ready development.

Selection

Job Specialists, utilizing the tools of interviews and testing, select out those seniors most in need of JDG services, i.e. those most likely to become unemployment statistics.

Job Development

Job Specialists are assigned geographic areas, statewide, and intensive job development jobs for JDG students on a daily basis, street by street, house to house, wherever available business.

Delaware Career Association

The JDG seniors and juniors participate in a peer activity, the Delaware Career Association, designed to explore careers; familiarize students with the many existing career options; enhance positive attitudes toward the dignity of work; provide career motivational experiences which might otherwise not be experienced and provide an arena for self confidence building and recognized achievement.

Work-Readiness

Work-readiness training and consultation are intensively applied to the selected JDG student. Such efforts include motivational counseling, career exploration, experience and direction, one on one counseling sessions, peer club participation (Delaware Career Association), practical job ready training, i.e. responsibility, appearance, punctuality, respect for authority.

Tutorial Assistance

Where JDG students are determined to be in need of remedial help with instructional courses, i. e., Reading, Math, English, etc., such help is provided by qualified educational staff persons.

Job Placement and Follow-Up

Finally, upon graduation in June 1980, 600 job-ready JDG students are matched with the jobs developed by the Job Specialists. Once the students are job placed, intensive support follow-up activities are instituted for a full nine-month period.

JDG 1980 Goal

To job place 600 students, statewide, in entry-level positions where the opportunity to develop careers becomes a matter of self-determination, skill building and time.



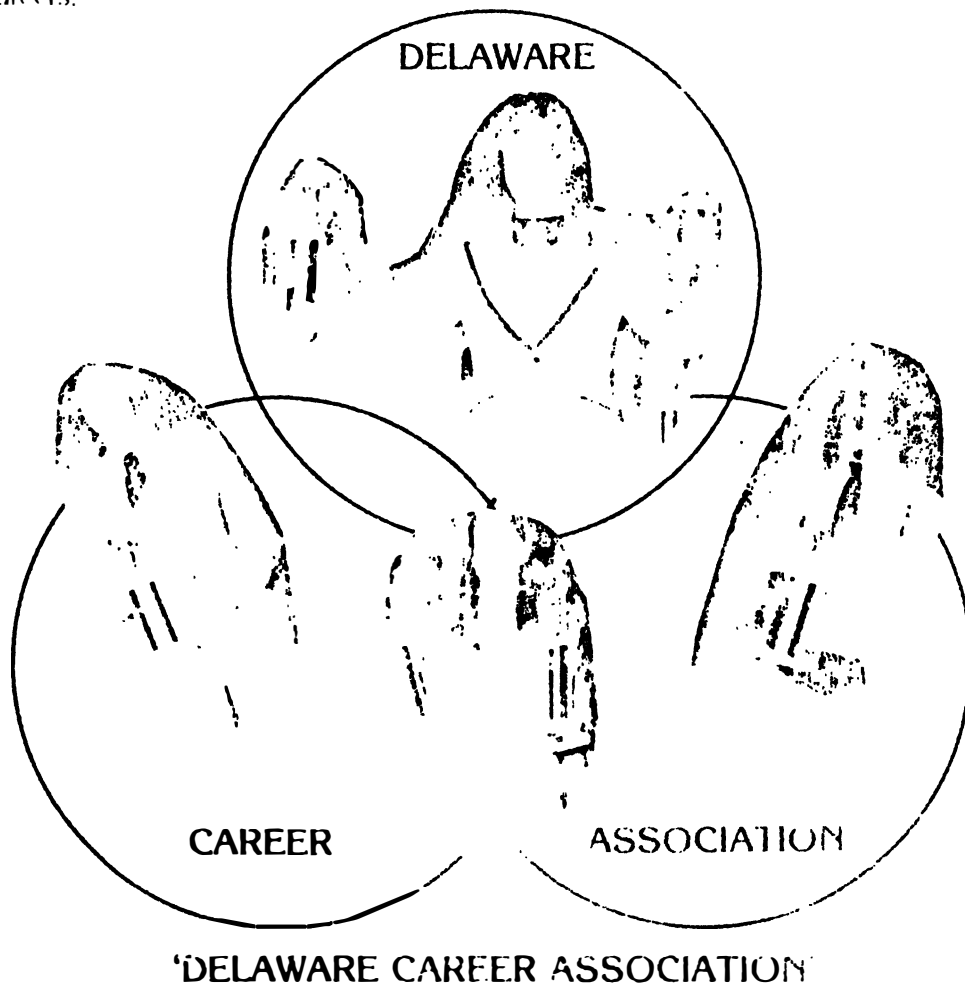
Motivation and Achievement

Vice President Mondale, in his address to the participants at the 'Workplaces and Classrooms Conference' in Baltimore, Maryland, stated that:

"The 1980's can be a decade of hope and triumph, or a decade of despair and idleness for our nation's youth. For the sake of the next generation of Americans, and for the sake of the nation, let us find work for our young people."

Motivation and achievement are the primary goals of the Delaware Association (DCA) of the Jobs for Delaware Graduates, Inc. Program.

High school juniors will participate in career activities and job training experience which will stand them in good stead for their senior year JDC job placement participation. Seniors will also participate in DCA to enhance the positive development of their 'work attitudes.' Following graduation from high school, graduates will participate in a 'DCA Professional' organization, which is affiliated with a national organization. Such affiliation will provide a solid base for graduates toward building career ladders, promotions, skill building, and other careers.



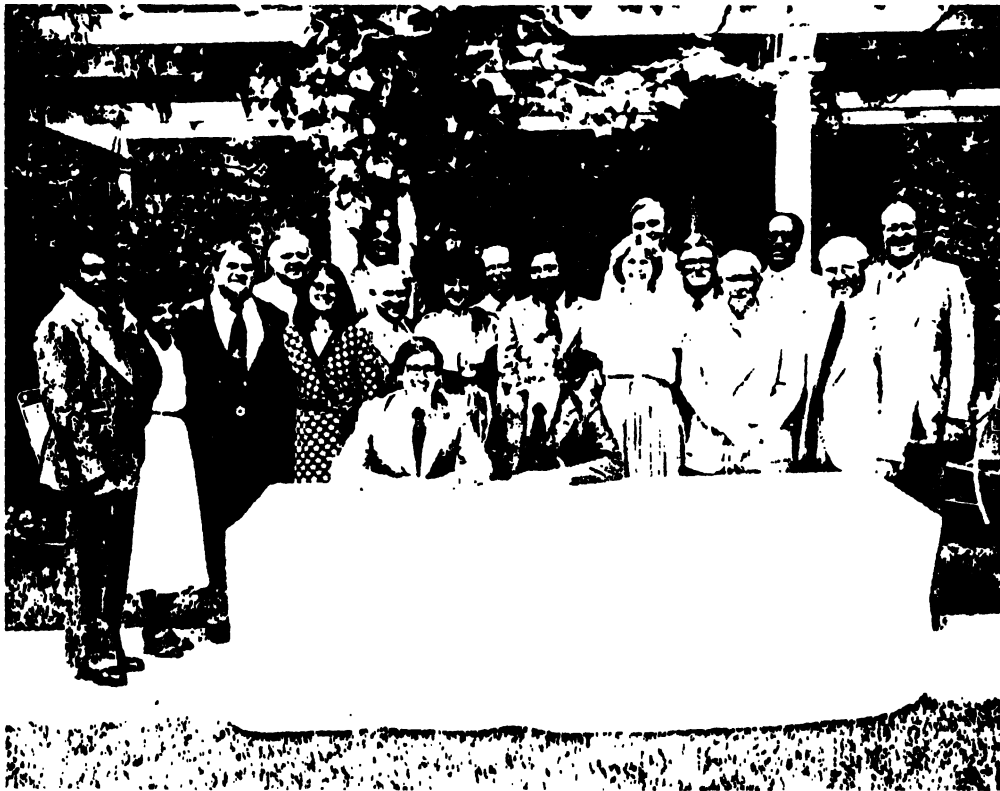
The JDG Organizational Structure

The Jobs for Delaware Graduates, Inc. Program utilizes the corporate structure as its organizational mode. The Board of Directors, with its Chairman, Honorable Pierre S. duPont, is a decision making body to which JDG, Inc. President Kenneth M. Smith is responsible.

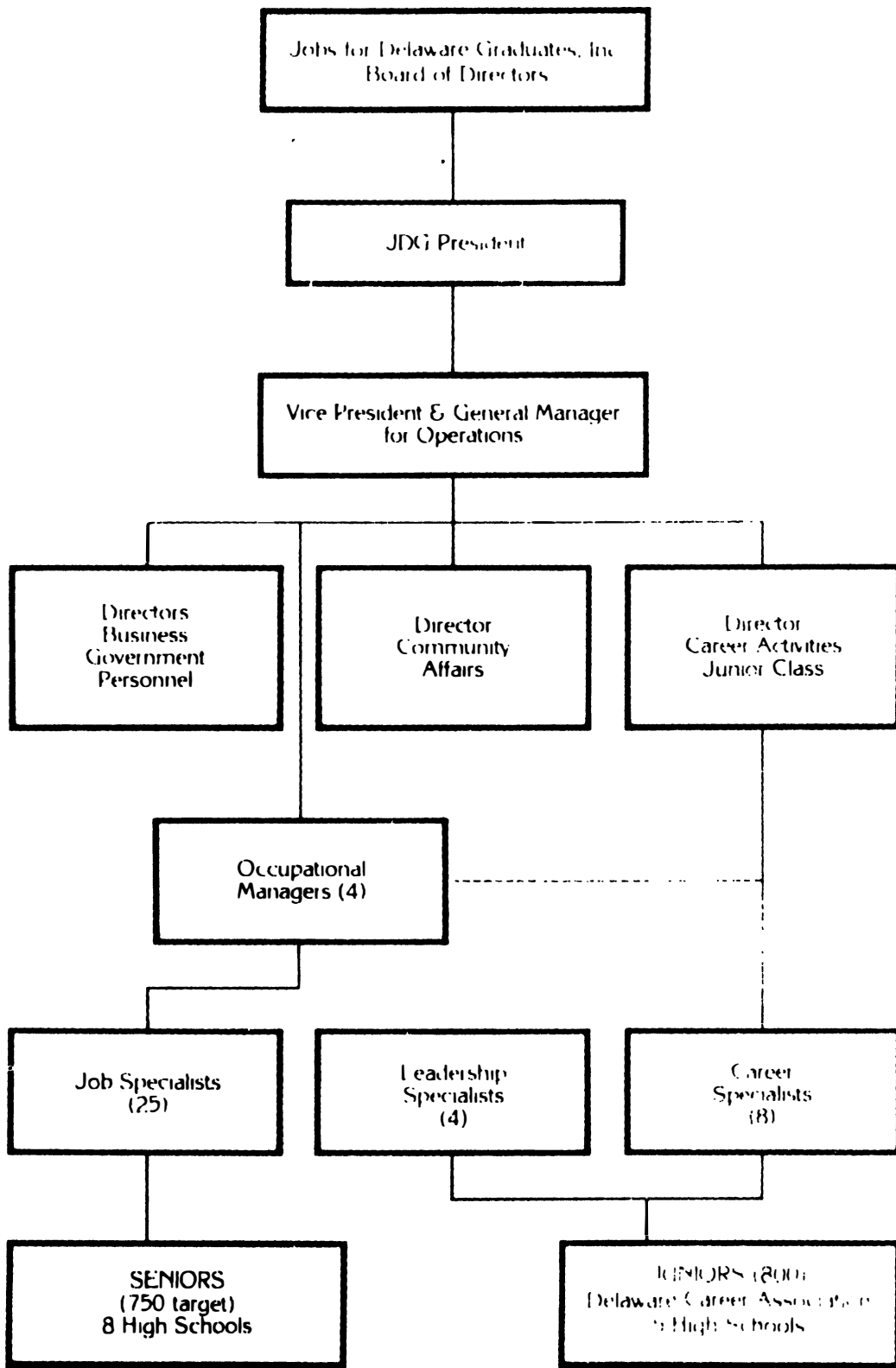
Vice-President & General Manager Ralph Barrow administers the operational functions of JDG, supervising directly the JDG Directors and Occupational Managers.

Directors are: Bruce Stokes, Career Activities and the Junior Class operation, Grover Biddle, Government, Business and Personnel Relations; and Bebe Coker, Community Affairs and Support Services

(See Chart, Page 7)



Some of the JDG Board Members at White House Ceremony



JDC, Inc.
“Jobs for Delaware Graduates”
Board of Directors

Gouverneur Pierre S. duPont
 Governor of the State of Delaware &
 Chairman of the Board of JDC, Inc.

Kenneth M. Smith
 President of JDC, Inc.

Dr. William Keene
 Deputy Superintendent,
 Department of Public Instruction,
 State of Delaware;
 Vice President of JDC, Inc.

Honorable Donald P. Whiteley
 Secretary of Labor
 Secretary of JDC, Inc.

Mr. Donald E. Colewich
 President of Farmers Bank
 State of Delaware
 Treasurer of JDC, Inc.

Mr. William Acton
 Vice President
 Phoenix Steel, Inc.

Mrs. Louis Bachman, Sr.
 Chairman Delaware Advisory Council on
 Career and Vocational Education

Mr. Robert P. Barnett
 Executive Vice President and
 Chief Operating Officer

The Honorable Edward J. Bennett
 Chairman Education Committee
 Delaware House of Representatives
 President, Bennett Security Service

Dr. Carroll W. Biggs
 Chief School Officer
 New Castle School District

Mr. Charles Cam
 Director National Alliance of Business
 Bank of Delaware Building

Mr. John A. Campanelli
 President Delaware AFL-CIO

Mr. Bernard J. Clarke
 Chairman of the Board
 Columbia Gas System, Inc.

Mr. William H. Bass
 Counselor, Coordinator
 Veterans Affairs

Mr. Lawrence Conner
 President Local 435
 United Auto Workers

Mr. William C. Copeland
 President Continental American
 Life Insurance Co.

Mr. George F. Edwards
 Former Chairman of the Board
 Wilmington Trust Co.

Honorable James H. Epling, Jr.
 Secretary of Community, Arts and
 Economic Development

Stephen E. Henninger, Esquire
 Richards Layton & Egnier

Mr. Oliver Hill
 Sussex County Council

Mr. Albert Jones
 President State Board of Education

Honorable Mary E. Kelly
 County Executive
 New Castle County

W. E. Kaufman
 President of Kaufman Industries, Inc.

Mr. Herbert E. Kowatz
 President Milford State College

Dr. John K. Kotala
 President Delaware Technical &
 Community College

Ms. Cindy Floyd
 Past President Vocational
 Industrial Clubs of America

Mr. John Martin
 Former Chairman of the Board
 Hercules, Incorporated

Dr. George B. McGinnis
 Executive Secretary Delaware Council on
 Career and Vocational Education

Honorable William F. McLaughlin
 Mayor, City of Wilmington

Mr. William Parskey
 President Kent County, Delaware

Mr. John P. P...
 President P...
 P... of America

Mr. ...
 President ...

Mr. ...
 Past President ...



The President's Message

Kenneth M. Smith
President, JDC, Inc.

To Concerned Citizens of Delaware,

The Jobs for Delaware Graduates, Inc. program is a totally comprehensive effort toward reducing youth unemployment in Delaware. Many fine programs have tried in fragmented ways to resolve this critical problem area, however, the percentages of unemployed youth continue to skyrocket, disproportionately, to the larger unemployment picture.

JDC, with the support of government, labor, industry, business, education, churches, service agencies and community, can and will do everything possible to deter future increases in youth unemployment. JDC will utilize preventive measures to employ youth before they become unemployment statistics.

Your support is **urgently** needed to ensure Delaware's economic future through youth employment.

We offer you this challenge: can you care enough to give our youth your very best support.

Thanks in advance for your help.

Sincerely,

Kenneth M. Smith
President
JDC, Inc.



"JOBS FOR DELAWARE GRADUATES"

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SUMMARY

OF

JOBS FOR DELAWARE GRADUATES

The Jobs for Delaware Graduates program, conceived by Governor Pete du Pont of Delaware and formulated by citizen's task forces numbering over 400 citizens of Delaware, is currently in operation in eight (approximately one-third) of Delaware high schools on a pilot basis.

The program calls for interviewing of each (approximately 2,600) high school senior in the schools three times prior to the end of December 1979. Through these interviews and a variety of tests and surveys, those young people who will clearly have the greatest difficulty finding employment will be offered the opportunity to participate in the intensive phase of the Jobs for Delaware Graduates program. In general, these will be young people who have no plans for college or are not involved in vocational programs leading to employment - in short, those in the "General Education" category.

Beginning January 1, 1980, those selected for the JDG program (approximately 600) will be provided remedial educational services, job preparation services, counseling, career exploration and motivational activities and, upon graduation, job placement assistance. The motivational activities, a critical element, will be provided through an entirely new student organization - the Delaware Career Association - which will provide competitive event, social activities and the development of individual self confidence. JDG students will be assisted in job placement in the private sector and followed up for nine months after graduation. A unique feature in that they will continue to participate in the Delaware Career Association which will evolve into a professional association reinforcing career development and providing educational and new job opportunities to JDG participants.

Simultaneously, in five of the schools, the Junior Classes are being provided opportunities for job and career preparation, participation in the Delaware Career Association and an overall emphasis on preparing to participate successfully in the Jobs for Delaware Graduates program in the succeeding year.

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Vice President

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Director, Delaware Advisory Council

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Chief, Delaware County, Del. House of Reps.

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MR. BRUCE CONNER

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Funding

The program is funded at a level of nearly \$2 million for the pilot phase (March 1979 - December 1980) with \$1.4 million coming from the Federal Department of Labor and the remainder coming from private sources including the Ford and Rockefeller Foundations. It is the intention of the program to expand statewide for the school year 1980 - 1981 and cover all of Delaware's high school seniors.

Several unique features of the program:

- Jobs for Delaware Graduates, will be operated by a public service non-profit corporation of the State's leaders (note the list on the front page).
- There is no economic criteria for participation in the program. It is targeted on those who need the most help in getting employment, no matter what their economic background.
- It is the first time that any agency in a state has agreed to accept responsibility to insure job placement of all public high school graduates that desire it in the private sector.
- It is the first time that the leaders of key elements of a state's economy - business, government, labor, community and education - have banded together and accepted individual and personal responsibility to insure job placement of public high school graduates.

Appendix II

JOB FOR VIRGINIA GRADUATES

A Summary

The Problem

While Virginia's youth unemployment is higher than the national average, Virginia's overall jobless rate of 4.6 per cent is significantly lower than the national average of 7.8 percent. What this tells us, is that while the Virginia job market is relatively robust compared to the nation as a whole, Virginia's youth are not penetrating Virginia's job market to the extent youths are in most states. The Commonwealth graduated sixty thousand high school students in June. One-third to one-half will go on to college. One-fourth to one-third will not go to college but will have found jobs by the time they leave school. That leaves sixteen to twenty-two thousand young Virginians who are going to have substantial problems finding jobs

The Roots of the Problem

1. The lack of sharply focused and intensive resources aimed at the roots of the youth employment problem -- there simply aren't enough resources being concentrated on those specific individuals who are demonstrably the most likely candidates (no matter what their economic background) to become a part of the youth unemployment problem following departure from high school.
2. A lack of specific attention to where the problem begins -- during the school-age years -- and how it might be solved most effectively and efficiently in the schools.
3. The lack of long term follow-up after job placement or, in fact, acceptance of responsibility by anyone that Virginia high school graduates do, in fact, find a job following graduation from high school.
4. The lack of early and fundamental involvement of the private sector (as business, labor unions and the community at large) in helping to tackle this problem. In too many cases, programs have simply gone to the private sector seeking jobs and support - without seeking their active participation, involvement or responsibility for the design, preparation, execution or follow-up of career placement training programs.
5. Perhaps most important, is the lack of a truly "comprehensive" approach towards tackling the problem at its roots over a sufficiently long period of time with adequate resources focused intensively enough to be able to reduce youth unemployment substantially.

Program Summary

The Program is modeled after the Jobs for Delaware Graduates, Inc. The following are major components of the Program:

- Identification during the senior year through intensive interviewing, counseling, testing and surveys of those young people most likely to become unemployed without help.
- Assignment of those young people identified as the target population at the ratio of 30 stages to one staff member with personal responsibility for the job preparation, placement and follow-up of those individuals assigned to his/her responsibility.
- The creation of a new motivational vocationally oriented student organization to involve these young people in competitive activities to develop employment skills, self-confidence and personal motivation.
- Intensive job identification especially focused on the small employer with 20 employees or less by door-to-door presentation and solicitation by staff members, business surveys and public information activities eventually leading to a complete canvassing of all potential job opportunities in the private sector within a certain geographic range that would be available for entry level employees.
- Establishment of a "job bank", updated weekly in all locations of the program to provide up-to-date availability to all staff members involved in the program and to the youth.
- Implementation of an intensive "employability skills" - approved and certified by businesses - training program for the target population both in-school and during out-of-school activities as part of the student organization activities that will insure the proper preparation of work for each of the individuals in the target population. Businesses to serve as the judges as to whether students have met minimum standards.
- The establishment of new, short term vocational courses through voc-tech centers, regular academic schools and other facilities to provide level skills training in basic occupations for the target population for which jobs are known to exist.
-
- Transportation assistance of various dimensions for rural and urban youth to insure the ability to obtain and maintain the job during the early stages after graduation.
- The creation of an administrative outreach, to involve in responsible ways key employers, community leaders, the leadership of the educational system, CETA, and the leadership of the government regions involved. It is vital that this authority (local and state) have the true leaders of the region serving on its Board rather than a designee to provide for top level support, coordination and cooperation that could implement this program effectively.

- The new staff would work for the authority (or other entity) and would therefore not be state employees or state related and would operate under provisions established by the authority's corporate umbrella - a private non-profit.
- Intensive follow-up on-the-job for up to nine months after graduation by the new staff.
- The establishment of a "professional association" of the target population upon graduation to provide for continued social, civic activities and activities related to their sustained professional development of the individual along with constant sources of new job information to provide for job changes and upward mobility.

The program would be implemented on a pilot basis in the State of Virginia with students selected and assigned four months after implementation of the program. The plan would provide for identifying 1000 students needing such help with job placement and follow-up to occur with a minimum of 750 students, a 75% placement rate. A budget for such a pilot effort would be approximately \$1,441,200 for the entire program.

As previously stated, this project will be a one year pilot program. If after this first year, the program proves successful, Phase Two, would find the program expanded to serve 2000 students and again, Phase Three would hopefully result in a statewide approach for Virginia seniors.

The first year project (pilot) will utilize ten (10) high schools in areas to be designated. The long range funding for "JVG" would be generated from U.S. Department of Labor, state CETA and national foundations.

Program Administration

The proposed program is to be administered by a nonprofit tax exempt corporation known as Jobs For Virginia Graduates, Inc. which would be registered in the State of Virginia. Through the Board of Directors of JVG, which would have as its members representatives from the educational, voc-tech, and CETA system; the business community; relevant governmental bodies; labor and local communities. The Board of Directors would be ultimately responsible for the success of the program.

As designed, the Board of Directors, will establish Memoranda of Agreement and other contractual relationships with local educational agencies in the regions where the program is to be implemented to provide for the involvement of the staff with local educational personnel. Special consulting, training, remedial and motivational services will be contracted for through existing LEA, CETA organizations and other entities within the region as is necessary and most efficient and effective.

The Jobs For Virginia, Inc. is designed to pull together the key elements of the Virginia communities that have an impact on or take responsibility for some portion of the preparation and placement of young people in the private sector.

In addition, the Jobs For Virginia, Inc., would contract with IMDGL International Management & Development Group, Ltd., an organization of some of the top experts in the nation in the area of vocational education, youth organizations and working with the private sector through foundations and private corporate groups to support youth programs. The Management Group assisted in the design and implementation of the Delaware project and is a sole source of technical assistance in this particular project.

JOBS FOR VIRGINIA GRADUATES

BUDGET

	<u>FY 81</u>
A. <u>Personnel</u>	
1 Executive Director at \$38,000/yr.	\$ 38,000
1 Administrative Assistant at \$14,000/yr.	14,000
1 Director, Community Relations at \$21,000/yr	21,000
1 Director, Career Activities at \$21,000/yr	21,000
1 Director, Business & Govt. Relations/Personnel at \$21,000/yr	21,000
33 Job Specialists at \$17,000/yr	561,000
2 Regional Supervisors at \$19,000/yr	38,000
2 Leadership Specialists at \$17,000/yr	34,000
2 Secretaries at \$11,000/yr	22,000
2 Clerk Typists at \$8,000/yr	16,000
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Total Personnel	\$ 786,000
B. <u>Other Direct Costs</u>	
Consultants	\$ 30,000
Staff Training	15,000
Student Training/Remedial Reading	40,000
Transportation of Students	30,000
Travel 300 miles/month X 42 staff X .185 miles	28,000
Office Space Headquarters, 2,000 sq. ft. X \$12 per sq. ft./yr	24,000
Telephone, \$1,200/month	14,400
Duplication, \$1,500/month	18,000
Outreach/Printing and PSA Spots	40,000
Supplies	10,000
Postage at \$700/month	8,400
Audio Visual Materials	10,000
Educational Materials	15,000
Youth Organizational Activities	40,000
Total Other	\$ <hr/> 322,800 <hr/>
	\$ 786,000
	\$ <hr/> 322,800 <hr/>
Total A & B	\$ 1,108,800
G & A at 30%	332,400
	<hr/>
TOTAL	\$ <hr/> 1,441,200 <hr/>

VIRGINIA YOUTH EMPLOYMENT PROGRAM



Virginia Employment Commission

Department of Education

SCHOOL
FAMILY
COMMUNITY
RESOURCE PERSONNEL
CAREER COUNSELING
TRANSITIONAL SERVICES
EMPLOYMENT SERVICES
ROLE CHANGE
JOB

VIRGINIA
- IN-SCHOOL YOUTH EMPLOYMENT
PROJECT

PROJECT PURPOSE

The In-School Youth Employment Service Project is designed to be a pilot project for a Virginia Comprehensive Youth Employment Program. The basic approach of the project is to take responsibility for young people before they become an unemployment statistic. The first purpose of the project is to assist young people in making the transition from school to the world of work. This involves preparing youth to accept the principles of the working world. The second purpose of the project is to help find and secure jobs for those young people leaving high school who do not desire to go on to college, or those who wish to work while in school.

NARRATIVE

In order to combat the high unemployment rate among America's youth, a new and more indepth approach must be taken. The basic philosophy behind this project is that in-order for young people leaving our high schools to obtain and maintain employment, they must be made ready for it while still in high school. This requires training, counseling, and support of these young people as they become ready to face a competitive world of work. ...

The project will be conducted in Virginia high schools in three different demographic regions. There will be a pilot project in a rural area of Virginia, a medium populated suburban area, and a heavily populated metropolitan area. The major emphasis will be placed on serving students within a school setting. Working within the schools are the most expedient routes for providing quality employment services to high school youths. To tackle the youth unemployment problem, the joint effort of the counselor, the teacher, the job placement specialist, and the student are a must. The best ground for obtaining this cooperation is the school itself. It is hoped that this project will prove

the value of such cooperation in the lowering of youth unemployment rates.

The project is designed to encourage Local Education Agencies (LEA's) and Local Virginia Employment Commission Offices (Job Service) to develop job placement teams consisting of school educators, school counselors, and Job Service placement specialists, along with other community and school personnel. The team becomes a nucleus for providing career counseling, employability skills development, labor market information, and job placement services for all in-school youth, recent school drop-outs, and recent high school graduates. Priority is given to disadvantaged, handicapped, potential drop-out, and work force bound graduate populations. To accomplish these goals, specific objectives for the project include:

1. Formation of interagency teams to operate job placement services in a number of Virginia secondary schools.
2. Provision of in-service training for job placement teams representing Virginia secondary schools and the Virginia Employment Commission.
3. Expansion and improvement of a system which provides career development, employability skill development, labor market information, and job placement services for all Virginia youth who are in school, have recently dropped out of school, or who have recently graduated from high schools.

PROCEDURES

The In-School Placement Project is organized around the Job Placement Team concept. Schools or consortia of schools will be encouraged to enter into non-monetary contracts with local Virginia Employment Commission offices. The contracts specify that the school(s) and the VEC office will form a team consisting at a minimum, of a local educator, a school counselor, a Job Service Specialist, and, where possible, a CETA representative. The team may be augmented, where desirable by including such persons as vocational education teachers, other school staff,

other Job Service staff, or personnel from other agencies within the area served by the team. The team further develops the non-monetary contract, or statement of agreement, by addressing each of the four service components. The components are: career development, employability skill development and attitude building, labor market information, and job placement service. Additionally, the team specifies any additional services that may be provided for special populations. The team then agrees on which team members have primary and secondary responsibility for each component, and these agreements become a part of the written contract. The agreement also addresses the concerns of other persons such as vocational education co-op teachers, CETA program operators, and operators of special programs for special populations.

Each team will be asked to form an advisory committee consisting of, at a minimum, one member each from Job Service management, school administration, business, labor, parents, students, a civic leader, and at least one member of the committee who is a member of the "placement team" acting in an ex-officio capacity. The advisory committee will consist predominately of local employers who are knowledgeable of the area's labor market condition and of their own employment needs. The committee is responsible for providing information and feedback to the team to improve services and results, providing support and communication for the team with the community, and providing support and guidance to both the school and Job Service in changing school curriculum and Job Service procedures.

Technical Background Information

As mentioned before, each project is a team or a series of teams. Typically a Job Service Specialist may be a member of more than one team.

The technical aspects of the placement activities are essentially the same as any local Job Service Office. Application blanks, identification cards, job order forms, employer contact records, etc., are from the Job Service. Information and activities are recorded in ESARS.

The Job Bank is used in much the same way as any local office for locating job openings. Additionally, the Job Bank is used as an educational or career guidance tool. Use of the Job Bank microfiche is carefully controlled by the Job Service staff person.

TARGET GROUPS

Resting on the belief that similar emphasis should be given to placing non-college bound students in jobs as is given to placing college bound students in the college of their choice, this program is designed to be of service to all students who will enter the working world upon leaving high school. In 1980, approximately 62,000 students graduated from Virginia high schools. Of this group, nearly 24,000 were going on to a four-year college or university, and will probably not be seeking immediate, permanent employment. Among the remaining 38,000 students, over 60% will continue into some type of post-secondary education. However, most of these will also need full-time or part-time jobs. The remaining 40% of this group, those students who will not further their education, must find their place in the world of work.

Many of these young people who did not have work when they left high school will have difficulty obtaining employment. The project is designed to provide for students who may be able to find some type of limited employment when they leave high school the ability find better jobs. Most important, it is set up to effectively assist those students who cannot find work in locating and obtaining employment.

BENEFITS OF PROJECT

1. Reduced Youth Employment

All young workers who account for a large and growing proportion of the unemployed can be assisted by an in-school youth employment service. In 1978, nearly 50% of all people looking for jobs were between 16 and 24 years of age. However, the problem is more acute for young black persons. While the unemployment rate for whites between 16 and 19 years of age is about 16%, for blacks of the same age it is about 38%. All of these young people will be the direct recipients of an effective employment counseling and placement program.

2. Lower Crime Rates

The connection between low income, underachievement, unemployment, delinquency and crime has been well-documented. During the period 1966-1971, 54% of all crime was committed by persons under twenty-five years of age. Juvenile delinquency and youth crime was called "the most serious aspect of the present crime problem" by the President's Crime Commission in 1967. By 1972, the problem had become even more serious. A study in Philadelphia showed that persons under twenty committed half of all serious crimes. The unemployment rate for this group was a high 36%.

3. Lower Welfare Payments and Unemployment Insurance

The drain on the economy from welfare and unemployment payments is too great. These can be reduced significantly through preventative medicine. The number of people who end up on the welfare roles can be lowered by better training and assisting young people to find and secure employment. Also, future unemployment insurance payments can be reduced through the instruction of job retention skills.

Youth served by the Virginia Youth Employment program will be able to do the following:

1. DEMONSTRATE AN UNDERSTANDING OF THEIR OCCUPATIONAL INTEREST, APTITUDES, AND SKILLS.
2. DEVELOP AN INDIVIDUALIZED JOB SEARCH PLAN.
3. WRITE APPROPRIATE RESUMES AND APPLICATION LETTERS.
4. CONDUCT EFFECTIVE CONTACTS WITH POTENTIAL EMPLOYERS CONCERNING JOB OPENINGS.
5. COMPLETE EMPLOYMENT APPLICATION FORMS COMPLETELY AND ACCURATELY.
6. PARTICIPATE EFFECTIVELY IN JOB INTERVIEWS.
7. EVALUATE JOB OPTIONS AND USE APPROPRIATE DECISION-MAKING SKILLS.
8. CONDUCT APPROPRIATE FOLLOW-UP ACTIVITIES TO JOB APPLICATIONS AND INTERVIEWS.
9. UNDERSTAND AND DEMONSTRATE APPROPRIATE WORK HABITS, ATTITUDES, AND INTERPERSONAL RELATIONSHIPS NECESSARY FOR SATISFACTORY EMPLOYMENT AND ADVANCEMENT.
10. FIND AND SECURE A JOB.

MODEL

**Job Placement Cooperative
Agreement**

Between

Virginia Employment Commission

And

School Division(s)

And

Local High School(s)

A. Title of Project

B. Job Placement Teams

The placement team at the following schools will consist of the following individuals:

<u>School(s)</u> <u>Team Member</u>	<u>Position</u>	<u>Duties</u>
	Job Service Specialist	Registration, interviewing, selection and referral, documentation of placement, classroom speaking, employer and public relations.
	Guidance Counselor	Referral to registration; instruction on Job Bank use and referral of students to Job Specialist. Referral of job order information to Job Service Specialist. Career and occupational counseling, employability skills development.
	Teacher	Referral of students to Job Specialist, employability skills development and attitude building.
	Other	Other.

C. Virginia Employment Commission Responsibility

1. Assign one professional staff member as a placement specialist to serve as a team member of the school placement office. The placement specialist will schedule his or her time at each high school in the project based on production levels that are proportionate to the placement levels of an average full-time Job Service Specialist.
2. It is agreed that the salary, mileage, and other expenses incurred regarding the job specialist will be paid by the Virginia Employment Commission.

3. Employment Service franking privilege will be provided for mailings of the Job Placement Office.

D. Role of Job Specialist

1. To act as an additional resource person, other than the school counselor, in providing information to assist students in making career choices through individual, small group, and teacher initiated contacts
2. Assist students and dropouts in locating job openings (nationwide, statewide, and local).
3. Making job development contacts with employers to create jobs for individual students.
4. Assist students in developing their job seeking skills.
5. Provide information on special training or work programs:
 - (a) Apprenticeship;
 - (b) On-the-Job Training - CETA/non-CETA;
 - (c) Classroom Training (CETA);
 - (d) Youth Work Experience-CETA.
6. Provide easy access to students and dropouts for Job Placement Services before the person graduates or leaves school.
 - a. Job development services.
 - b. Job Bank service.
 - c. Referral to federal and state civil service opportunities.
 - d. Regular placement service - full time and part time jobs.
7. Provide a means of recordkeeping to assure a recording of positive services given to clients and to provide a means of evaluating services to clients for all participating team and advisory members.
8. The Job Specialist will not serve to replace or reduce current school staff and will not assume other school duties.

E. High School Responsibility

1. Provide adequate semi-private facilities for the Job Specialist to meet with selected students, set up job bank and provide labor market information.
2. Provide telephone service, office supplies, printing and paper.
3. Provide clerical support or student help to take job orders and monitor job bank when Job Specialist is out of the office.
4. High schools will primarily identify potential non-college bound students and provide opportunities for them to become aware of the Job Service representative, also provide similar services to potential post-secondary students.

5. Organize and implement any needed meetings between specific instructional and/or administrative staff and the Job Service representative to promote total understanding of the project.
6. All local school personnel involved in the process of placing students in potential jobs are to work with the project personnel in job development and/or placements.
7. The guidance counselor shall be responsible for the articulated program of individual, small group, and classroom presentations in each school district.
8. Provide input at the regularly scheduled Project Planning Team meeting.

F. What is the relationship of "Cooperative Education" in the placement process?

Since the purpose of this joint effort is to provide greater opportunities for students, Job Service personnel and local teacher coordinators agree that:

1. Every effort will be made to keep one another informed of unfilled job vacancies.
2. The Job Specialist will share information to help place Cooperative Education students before other student candidates.
3. Any information obtained from an employer pertinent to this project will be shared by either party.
4. The Job Specialist and individual teacher-coordinator will develop a method so as to limit the number of duplicate visitations to be given employer. Referrals should be coordinated through the placement team.
5. It is the responsibility of the local planning team personnel to see these preceding guidelines are upheld.
6. The Job Specialist will help co-students obtain TJTC certificates.

As additional Cooperative Education is implemented within any of the remaining schools, these guidelines shall apply.

G. The Placement Process

A system of work registration, job order taking, selection and referral, and accountability will be installed. Basically, it will call for the Job Specialist. However, in the absence of the Job Specialist, certain activities should be carried out by school staff designated in the agreement. Essentially, these duties include taking a job order from an employer, providing for timely selection and referral of suitable registered students to that job order, and appropriate follow-up verification. Each time a student is referred to a job opening, it will be recorded on their job registration card by the counselors. The counselor will also issue an Employment Service referral card to the student that the student must give to the prospective employer when he or she goes for the interview.

All placements will be documented via the Employment Security Automatic Reporting System, provided that the following steps have been completed: (1) made prior arrangements with the employer for the referral of an individual or individuals; (2) referred an individual who had not been specifically designated by the employer; (3) verified from the employer that the individual had entered on the job; and (4) prepared a job order form prior to referral and recorded the placement on the appropriate Job Service forms.

H. Advisory Committee

The function of the Advisory Committee will be to provide suggestions and recommendations to the job placement team regarding the job placement program and its operation, for the purposes of meeting the needs of students, schools, and the community. It is suggested that at least 70 percent of the Advisory Committee consist of local employers and that this committee meet at least twice per year. As many employers as possible should be encouraged to participate. Members of the Virginia Employment Commission (VEC) Employer Advisory Committee will be encouraged to be members of this committee.

Function of a Specific Advisory Committee

1. To speak on behalf of employers and employees from specific occupational areas.
2. To serve as a communication channel between the school and community occupational groups.
3. To list the specific competencies and suggest related and technical information for the program and courses required for entry into and promotion.
4. To make suggestions which will promote and assure the highest quality program.
5. To assist with an evaluation of the program of instruction.
6. To suggest ways for improving the dissemination of program information to potential students and employers.

7. To assist in recruiting potential students, providing internships and locating appropriate jobs for qualified graduates.
 8. To keep the school or college informed on current specific needs and changes in the labor market.
 9. To provide a means for the school or college to inform the community of needed career programs.
 10. To assess program needs in terms of the needs of the community.
 11. To assist in long-term program planning.
- I. It is the policy of the School Placement Office not to discriminate on the basis of age, sex, race, creed, color, religion, national origin, or handicap in its employment practices, student admissions, or in its educational programs or practices.

YOUTH EMPLOYMENT PROGRAM

FLOW OF RESPONSIBILITY

LEVELS

STATE

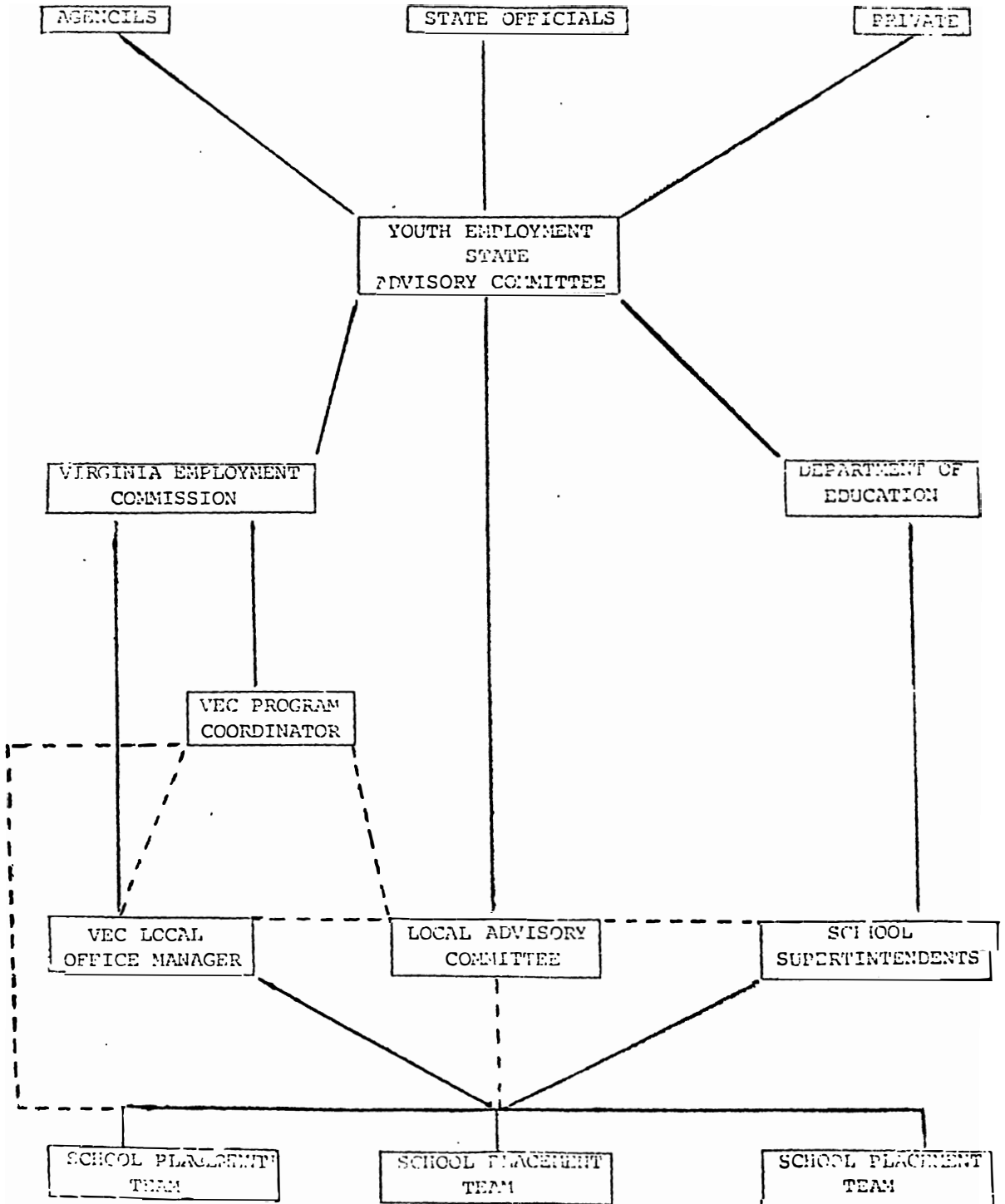
STATE

STATE

STATE &
LOCAL

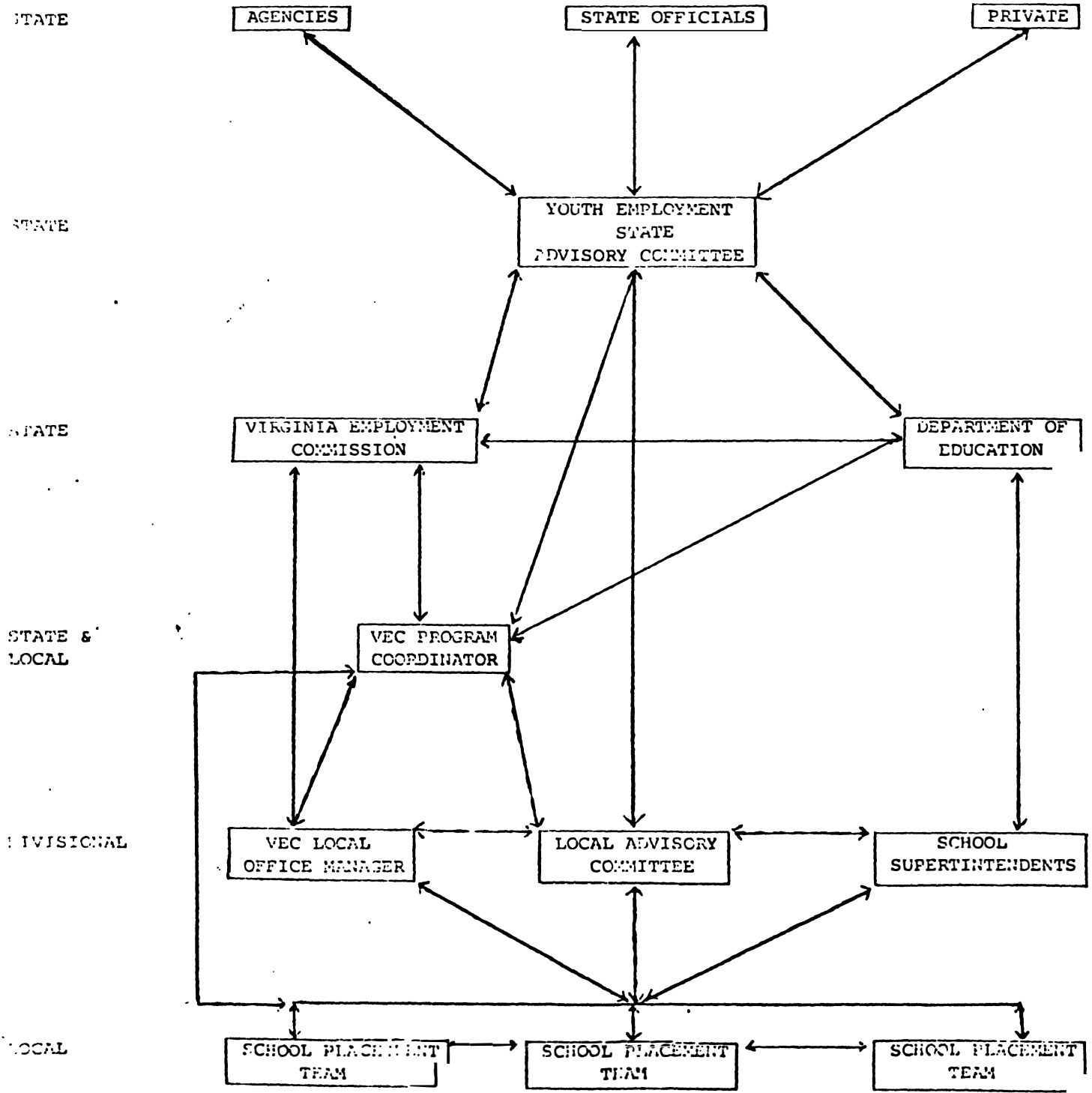
DIVISIONAL

LOCAL



YOUTH EMPLOYMENT PROGRAM

FLOW OF COORDINATION AND COOPERATION



YOUTH EMPLOYMENT PROGRAM

EMPLOYER ENDORSEMENTS

<u>Company</u>	<u>Location</u>	<u>Person</u>	<u>Title</u>
Hill Directory	Richmond	Irene Hogue	Administrative Asst.
Bassett Furniture	Burkeville	Allen Cornett	Personnel Director
University of Richmond	Richmond	Charlotte Fugett	Personnel Director
Maryview Hospital	Portsmouth	W. F. Gaston	Personnel Director
White Motor Corporation	Dublin	Samuel Levy	Personnel Director
Lester Forest Prod.	Martinsville	Thomas Harned	Vice President
Stewart Sandwiches	Norfolk	Ivan Joslin	Employer Relations Manager
Howard Shockey & Sons	Winchester	R. G. Brown	Personnel Manager
Mary Washington College	Fredericksburg	B. H. Littlefield	Personnel Director
Burlington Industry	Glasgow	Hilda Smiley	Asst. Personnel Director
Marine Hydraulics International Inc.	Chesapeake	Joyce Coyle	Vice President
Southern States Cooperative Inc.	Richmond	Marion Lugar	Human Resources Coordinator
VEPCO	South Boston	Ruth Reynolds	Personnel
Bendix Corporation	Newport News	A. D. Harding	Employer Relations Manager
Wythe County Hospital	Wytheville	Jane Eller	Personnel Manager
The Waddell Center	Galax	W. K. Helton	Executive Director
Maritime Terminals	Norfolk	Audrey Scripp	Administrative Asst.
Volvo of America	Chesapeake	Margaret Floyd	Chief, Industrial Relations
Western Electric	Arlington	B. J. Davidson	Personnel Director
Seaguard	Portsmouth	Vikki Verbyla	Administrative Asst.

<u>Company</u>	<u>Location</u>	<u>Person</u>	<u>Title</u>
VEPCO	South Hill	R. A. Ware	Personnel
Miller-Morton	Richmond	Robert Mebane	Asst. Personnel Manager
Bills Barbeque	Richmond	Dianne Glascock	Personnel
Pemco Corporation	Richlands	W. Roger Angles	Personnel Director
Town of Halifax	Halifax	Larry Foster	Town Administrator
Tidewater Electric Industry	Norfolk	J. D. Hollomon	Director
Dixie Manfg. Corp.	Norfolk	A. J. Graham	Vice President
EATON Corporation	Salem	Albert Folden	Personnel Director
Dept. of Highways	Staunton	John Ralston	Personnel Supervisor
Jefferson Mills	Pulaski	William House	Personnel Manager
STIHL	Virginia Beach	Daniel Kensil	Personnel Manager
U.S. Forest Service	Buena Vista	Jacquie Thompson	

Blanket Endorsements

CULPEPER EMPLOYER ADVISORY COMMITTEE

MEMBERS

<u>Company</u>	<u>Person</u>
Federal Reserve Bank of Richmond	Carolyn Switzer
Second National Bank	Delores Bayne
Environmental System Services	Bob Jebson
Culpeper Chamber of Commerce	Scott Yancey
Coco Cola	Billy Jenkins

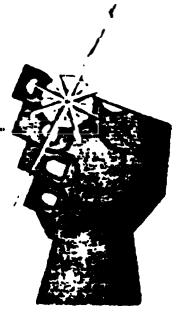
Doubleday & Co.	Craig Jackett
Jamesway Corporation	E. L. Tedeschi
Rochester Corporation	Dick Saporito
Alfred Teves	Gene Carver
Rappanhannock Electric Corp.	Don Gerhart
Culpeper Star Exponent	Gary Green
Jefferson Home Builders	James Snead
Central Fidelity Bank	Connie Southland
Culpeper Mental Health Clinic	Dr. Susan Vignola
National Bank & Trust	George Pulliam
Rigid Kollman	Brian Brown

ALEXANDRIA EMPLOYER ADVISORY COMMITTEE

MEMBERS

<u>Company</u>	<u>Person</u>
Western Electric	Betty Davidson
Coco Cola	Mr. Ulrick
Guiffre Distributors	Edd Shull
Metropolitan Mortgage Fund	Mr. Polewax
Davis Agency	Carol Daland
Analytic Services	Robin Taylor
Norlin Communications	Donald Kirk

RICHMOND PERSONNEL AND GUIDANCE ASSOCIATION



1508 Park Avenue
Richmond, VA 23220
November 7, 1980

Honorable Robert E. Washington
Chairman of Joint Subcommittee Studying
Proposed Virginia Comprehensive Youth
Employment Program - HJR 160

Dear Sir:

On behalf of the Richmond Personnel and Guidance Association, I would like to endorse the proposed Pilot Virginia Comprehensive Youth Employment Program. We would encourage careful deliberation in planning and organizing of such a program even if it meant waiting a year to insure success.

It is felt that the Delaware Plan has many strong points. Having the private sector of business involved is a most important key in the success of such an undertaking. Private business would be of great help in obtaining job commitments for these students. It is also felt that the staff involved in this program should be well trained before entering the high schools. These trained staff members would use the guidance counselors, principals, and teachers for referral purposes. It is hoped that the responsibility for the program would not be placed with the guidance counselor whose job requirements are already many and varied.

Richmond Personnel and Guidance Association appreciates your consideration of these comments and would be glad to serve on any future committees studying this proposal.

Our membership of over 125 persons is made up of college educators, guidance counselors, personnel workers from education, business and industry and related agencies. There is a wealth of knowledge that could be gained from our membership.

If Richmond Personnel and Guidance Association can be of any assistance, please feel free to call me at 737-6681.

Sincerely yours,

Susan C. Council
President, R.P.G.A.

SCC:bbs

CC: The Honorable Charles S. Robb, Lt. Governor

A Branch of
RICHMOND PERSONNEL AND GUIDANCE ASSOCIATION
and
AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION

VIRGINIA YOUTH EMPLOYMENT PROGRAM PILOT

Plan of Implementation

Step 1: Date of Completion: December 15, 1980

Department of Education and the Virginia Employment Commission (VEC) come to agreement as to the school divisions in which they hope to implement pilot projects.

Step 2: Date of Completion: January 15, 1981

Contact selected school divisions in writing, explaining the program and seeking acknowledgement of their desire to participate. Send personnel from the Virginia Employment Commission and Department of Education to participating school divisions to further explain the program.

(Continue Steps 1 and 2 until pilot areas are selected).

By: March 1, 1981

Step 3: Begin dialogue at the local level between those individuals and groups who will be instrumental in the formation of pilot projects. Begin working on creating the local statement of agreement.

Step 4: Form a committee at the State level to begin drafting a program curriculum guide and training plan for placement team members.

(This committee should consist of local school personnel involved with placement, Virginia Employment Commission local placement specialists, school counselors, Virginia Employment Commission counselors, Department of Education personnel, and others

By: March 30, 1981

Step 5: Have local participants select team members of each pilot and begin working with them on implementation of project.

Step 6: Assist local participants in selecting members of the local Advisory Committee. Begin to get them involved in the project. Have a package of material for them on suggested activities of the advisory committee.

By: April 15, 1981

Step 7: Come to consensus on the terms of the statements of agreement at the local level.

By: May 30, 1981

Step 8: Complete curriculum guide and training plan. Share information of project at teacher and other school meetings. Make those people who will be involved with the project informed of it before summer break.

By: June 30, 1981

Step 9: Conduct a seminar for all team members of pilot project to explain support materials and provide in-service training.

During: July and August 1981

Step 10: Team members work with each other to prepare for the beginning of the upcoming school year.

Step 11: Team members work to improve lines of communication and coordination with local Advisory Committee to insure a quality project with employer and community support.

Late August 1981

Step 12: Conduct public relations activities to promote community knowledge of the project. Have a public signing of the statement of agreement and make pilots official.

Starting: September 1981.

Step 13: The placement team begins working with returning school personnel on new placement endeavor.

Step 14: The placement team begins working with returning students at the beginning of the new school year.

1 0 12/1/80 HPF C 12/5/80 kse

2 HOUSE JOINT RESOLUTION NO.

3 Requesting the Virginia Employment Commission and the State
4 Department of Education to establish and administer a
5 pilot Virginia Comprehensive Youth Employment Program.

6

7 WHEREAS, an estimated 40 percent of the unemployed in
8 Virginia are under the age of 24, with the hardcore
9 unemployed in the 18 to 20 age bracket; and

10 WHEREAS, it is believed that this unemployment is a
11 failure of transition from school to work and that it
12 results in many long-term social costs; and

13 WHEREAS, there are federal programs, such as the
14 Comprehensive Employment Training Act (CETA), designed to
15 reduce youth unemployment, but the average cost for
16 placement under CETA is well in excess of \$4,000 and can
17 range upwards of \$8,000 to \$10,000 per placement; and

18 WHEREAS, the youth employment programs presently
19 operating in the Commonwealth have failed to reduce youth
20 unemployment rates in this state; and

21 WHEREAS, House Joint Resolution No. 160 of the 1980
22 General Assembly established a joint subcommittee to study
23 the feasibility of a Virginia Comprehensive Youth Employment
24 Program; and

25 WHEREAS, the Joint Subcommittee has thoroughly studied
26 this issue and has concluded that the Virginia Employment

1 Commission and the State Department of Education should
2 jointly administer a pilot Virginia Comprehensive Youth
3 Employment Program; and

4 WHEREAS, such a pilot program would require the
5 Virginia Employment Commission and the Department of
6 Education to use only existing budget resources; now,
7 therefore, be it

8 RESOLVED by the House of Delegates, the Senate
9 concurring, That the Virginia Employment Commission and the
10 State Department of Education are requested to jointly
11 establish and administer a pilot Virginia Comprehensive
12 Youth Employment Program.

13

#

1 0 12/1/80 HPF C 12/5/80 smw

2 HOUSE JOINT RESOLUTION NO.....

3 Continuing the Joint Subcommittee of the House Committees on
4 Labor and Commerce and Education and the Senate
5 Committees on Commerce and Labor and Education and
6 Health Studying the Feasibility of a Virginia
7 Comprehensive Youth Employment Program.

8

9 WHEREAS, the unemployment figures for youths are at an
10 all-time high and are threatening to become even higher; and

11 WHEREAS, an estimated 40 percent of the unemployed in
12 Virginia are under the age of 24 with the hardcore
13 unemployed in the 18 to 20 age bracket; and

14 WHEREAS, it is felt that this unemployment trend is a
15 failure of transition from school to work and that it
16 results in many long-term social costs; and

17 WHEREAS, there are federal programs, such as the
18 Comprehensive Employment Training Act (CETA), designed to
19 reduce youth unemployment, but the average cost for
20 placement under CETA is well in excess of \$4,000 and can
21 range upwards of \$8,000 to \$10,000 per placement; and

22 WHEREAS, the youth employment programs presently in
23 operation in the Commonwealth have failed to reduce youth
24 unemployment rates in this Commonwealth; and

25 WHEREAS, House Joint Resolution No. 160 of the 1980
26 General Assembly established a joint subcommittee to study
27 the feasibility of a Virginia Comprehensive Youth Employment

1 Program; and

2 WHEREAS, after diligently studying the information
3 relating to youth unemployment in the Commonwealth, the
4 Joint Subcommittee has recommended that during 1981 the
5 Virginia Employment Commission and the State Department of
6 Education implement a pilot youth employment program; and

7 WHEREAS, the Joint Subcommittee believes that the
8 public interest requires that it monitor the progress of the
9 pilot program; and

10 WHEREAS, the pilot program should not be expanded
11 statewide unless it proves to be a cost-effective method for
12 reducing youth unemployment in Virginia; now, therefore, be
13 it

14 RESOLVED by the House of Delegates, the Senate
15 concurring, That the Joint Subcommittee of the House
16 Committees on Labor and Commerce and Education and the
17 Senate Committees on Commerce and Labor and Education and
18 Health Studying the Feasibility of a Virginia Comprehensive
19 Youth Employment Program is hereby continued. The Joint
20 Subcommittee is requested to monitor the effectiveness of
21 the pilot program to be implemented by the Virginia
22 Employment Commission and the State Department of Education
23 and to offer any suggestions it deems appropriate for
24 improving that program.

25 It is requested that the present nine members continue
26 to serve on the Joint Subcommittee. In addition, the
27 chairman of the House Committee on Education is requested to
28 appoint an additional member of that Committee to serve on

1 the Joint Subcommittee. If a vacancy occurs for any reason,
2 a successor shall be appointed by the appropriate person
3 pursuant to the method of appointment specified in House
4 Joint Resolution No. 160 of the 1980 General Assembly.

5 The Joint Subcommittee is requested to complete its
6 study not later than November 15, 1981, and to introduce any
7 legislation it deems appropriate.

8 The cost of conducting this study shall not exceed
9 \$5,000.

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