Silicon Valley Workforce Investment Network Youth Services Project

Final Report

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Executive Summary

The Silicon Valley Workforce Investment Network (SVWIN) is one of two Workforce Investment Boards in Santa Clara County, functioning as the local administrative arm of the Workforce Investment Act of 1998 (WIA) for the central and southern parts of the County. Its mission is to assist both businesses and individuals, from youth to adults, in meeting the workforce demands of the local area. SVWIN operates three One-Stop Career Centers in San Jose, Campbell, and Gilroy, and provides workforce development services for the cities of Los Gatos, Morgan Hill, Los Altos Hills, Saratoga, Monte Sereno, and the unincorporated areas of Santa Clara County. SVWIN's Workforce Investment Board (WIB) guides and oversees a range of services for youth with input from its subcommittee, the Youth Council.

Significant changes in the economy and in youth policy have occurred, including a decrease in federal funding for WIA youth services, an increase in the number of young people who need workforce investment services, and an increase in the complexity and skills demanded of entry-level jobs. As a result, the need for information about the service needs of low-income youth, as well as about employment opportunities available to this group, has become even greater than before. National policy researchers and regional policymakers, including SVWIN, have expressed concern that large numbers of young people do not have the skills to become economically self-sufficient and successfully transition into adulthood.

To be prepared to address these changes, SVWIN contracted with Berkeley Policy Associates (BPA) to conduct a comprehensive analysis of the trends in employment opportunities and service needs of low-income youth who live in the workforce board's service area. BPA partnered with the Center for Employment Training (CET) in conducting this study. The goal of the project was to support SVWIN's strategic planning and resource allocation processes by identifying employment, training, academic, and related supportive service constraints and opportunities for low income youth ages 16-24 in the Silicon Valley area.

Study Methods

The study approach included the following three components:

- A literature review of relevant research on employment and education outcomes for low-income and disadvantaged youth, including analyzing published statistics for the SVWIN service area, as well as national research on employment trends and service needs for these youth;
- Qualitative data collection involving members of the WIB and Youth Council, key service providers including the WIA youth service contractors, representatives of local government agencies, business people, the youth themselves, and other stakeholders; and
- Identification of key issues facing SVWIN in its service provision to Silicon Valley youth, and then conducting a targeted search of published literature and technical assistance documents, and interviewing program staff both locally and nationally to identify best practices with which the SVWIN might address these issues.

Key Findings and Recommendations

BPA's scope of work did not include an evaluation of SVWIN's youth services or participant outcomes, but focused on collecting information the workforce investment board (WIB) needs to improve youth services in Santa Clara County. In fact, a great number of stakeholders currently are working toward increasing the success of disadvantaged youth locally, however, all study respondents noted that some service areas need improvement. The following is a summary of the key findings presented throughout this report, along with recommendations.

Services for Youth

A range of services for youth are provided in the greater San Jose area and in the South County area, including those in education, training, job readiness, job search skills, job search, job support/retention, and social/supportive services. Nonetheless, service providers and youth agreed that knowledge of services for youth was limited, and a number of factors related to a lack of funding reduce the availability of various services:

- Most service providers are operating at their maximum capacity and cannot enroll more participants until someone exits the program; waiting lists can be long;
- Many services are available in one area of the County, but not others;
- Funding requirements limit some services to particular populations of youth;

- Other services are time-limited because of resource considerations, reducing their effectiveness; and
- Several service agencies are short-staffed, and thus can serve fewer youth than their stated capacity. Alternatively, these programs might continue to serve their maximum capacity of participants, but not provide some types of services such as follow-up.

In order to enhance programs, the Board and Youth Council can decide to implement some of the following promising and effective practices used by successful youth-serving programs: **strengthening the support systems of youth; implementing strategies to connect with youth; and providing ongoing case management, goal-setting, and aftercare services.** In particular, the following recommendations are presented to augment and/or enhance the delivery of services:

- Involve the business community in youth success by holding more one-on-one meetings or small industry meetings with business representatives, using SVWIN business services staff to promote youth to businesses, involving employers in training and workshops for youth, and developing industry specific curricula with input from business representatives.
- Make the One-Stop Career Centers more youth-friendly by stationing more youth services staff in the Centers, and have staff go out into the youth community, including connecting to independent living programs and intervention programs.
- Develop and offer a "first impressions" type of workshop for all WIA youth to reinforce the concept that attire and demeanor matters to an employer, whether youth are picking up an application, submitting a résumé, attending a job interview, or working the first day on the job.
- Continue monitoring the implementation of these recommendations, increase collaboration, and advocate for improved policies on a yearly basis.

Factors Influencing Youth Transition to Employment and Adulthood

A range of variables may influence the success of youth transitioning to employment, such as the economic climate of the local area, educational attainment, socioeconomic circumstances, mastery of the English language, emotional maturity, and vocational skills (to name only a few).

Employment and Education Factors Impacting Youth:

- Younger workers as a group usually experience a higher unemployment rate than the rest of the working age population during an economic downturn.
- Industries employing youth in SVWIN's service area have been retail, administrative and professional, eating and drinking establishments, and health care.
- The wide range of wages across industries indicates the divergence of job opportunities for Silicon Valley youth.
- Data shows growth in lower-paying jobs in retail and other service industries.
- Expanding job markets in Silicon Valley include biotechnology, real estate, banking and finance, insurance, and medical devices, with additional growth in nanotechnology, information technology, construction, brokerage, and hospitality. Positions in these industries, however, require a certain level of education and technical skills. Food service, retail, and cashiers (ranked by EDD as the fourth to sixth greatest growth occupations in California) are positions for which younger workers with little or no experience can get their foot in the door, begin building their employability skills, and develop the skills needed on the job.
- Dropout rates among students in the ninth through twelfth grade have been on the rise in Santa Clara County, particularly among minority youth.
- Youth from some minority backgrounds are less likely to complete college preparatory classes than are white students.
- A larger proportion of youth in Santa Clara County enroll in college or graduate school than in either California or the U.S. Given the variation in dropout rates across school districts and the variation in college preparedness among different ethnic groups, however, college enrollment is likely to vary by community and geographic area within the county.

Barriers to Success Faced by Youth:

- The top four common barriers to successful transition to employment for participants in SVWIN's youth programs were deficiencies in basic skills, poor work histories, pregnancy or parenting, and having a single parent.
- Foster youth may not be getting the additional academic supports and services needed to succeed in school, partly due to resistance to self-identification or the school's unawareness of this group. Upon emancipation, supports and services available to this group are further limited.
- For youth offenders, race, class, unemployment, and disengagement from education remain substantive barriers.

- Service providers have difficulty in identifying, assessing needs, and assisting homeless youth since they are constantly moving, "couch surfing," or trying to remain inconspicuous.
- Teen parents and children born to teenagers are often at greater risk of experiencing short- and long-term health, economic, social, and academic challenges than parents who delay childbirth.
- Lack of English skills has consistently been listed as one of the top barriers to education, employment training, services, benefits, and employment.
- Study respondents identifying a range of other barriers facing youth, including lack of vocational skills, job readiness skills, computer skills, self-esteem, language skills, transportation, appropriate clothing, motivation, and emotional support systems. Youth may also have problems with substance abuse, lack of emotional maturity, life skills, housing, documentation, and the limited availability of appropriate jobs for youth. Lastly, service providers suggested that a lack of interagency coordination among providers of youth services creates another barrier to the successful transition of youth to adulthood.

The complex needs of youth that participate in SVWIN services require a multi-agency collaborative approach to ensure that their support needs are met. The Board and Youth Council may choose to implement some of the following promising and effective practices used by successful youth-serving programs: **using incentives to ensure participation of out-of-school youth; developing multi-agency partnerships; and increasing awareness of high-growth industries among youth.** In addition, the following recommendations are presented to increasing the success of youth to transition into adulthood and economic self-sufficiency:

- Increase dissemination of information on youth services through in-person interactions with youth, and forge a relationship with the Community Technology Alliance to maintain an on-line inventory of resources for youth focusing on employment, education, and support services.
- Create partnerships with school districts to provide workshops on not only resume-writing and job search skills, but also career exploration in local industries.
- Be proactive in creating internship and other work experience opportunities for youth, and engage in the process the WIB, SVWIN Business Services staff, business representatives of the Council, and the larger community.

Youth Council

The purpose of the Youth Council is to provide the local board with expertise in youth policy and to assist in: developing and recommending local youth employment and training policy and practice; broadening the youth employment and training focus in the community to incorporate a youth development perspective; establishing linkages with other organizations serving youth in the local area; and considering issues that may impact on the labor market success of Silicon Valley youth.[1] SVWIN's Youth Council believes its primary role is to focus on ensuring that contractors are effectively serving WIA eligible youth and meeting performance goals. Members appear to have a mixed view of strategically engaging their entire communities in the process of developing a comprehensive local system of youth services.

In order to enhance youth services programs, SVWIN Board and Youth Council can choose to implement some of the following promising and effective practices used by successful youth-serving programs: **involving youth in planning services; creating a proactive Youth Council; and building partnerships with the business community.** In addition, the following recommendations are presented to strengthen the role of the Youth Council, and thereby augment and/or enhance the partnerships in the delivery of youth services:

- Develop a strategic plan to redefine the mission and functions of the Council itself.
- Further diversify the Council membership by increasing representation from both local school districts and businesses.
- Place a high priority on establishing stronger relationships with youth service providers throughout SVWIN's service area; the Council should designate a person to manage collaboration among SVWIN stakeholders, including grant-writing efforts.

[1] Department of Labor, Employment and Training Administration, *Workforce Investment Act: Final Rule*. September 11, 2000. http://www.doleta.gov/disability/htmldocs/final_regs.cfm

Chapter I
Introduction

Federal funding for Workforce Investment Act (WIA) youth services has decreased significantly and is unlikely to increase substantially in the near future. Simultaneously, the number of young people who need workforce investment services has increased, in part due to the increasing complexity and skill demands of entry-level jobs. Furthermore, both national policy researchers and regional policymakers have expressed concern that large numbers of young people do not have the skills to support a family in today's labor market. At the same time, Silicon Valley employers continue to have difficulty filling job openings that require technical skills, especially in the face of greater federal restrictions on immigration and the provision of H-1B visas.

To be prepared to address these changes, the Silicon Valley Workforce Investment Network (SVWIN) contracted with Berkeley Policy Associates (BPA) to conduct a comprehensive analysis of trends in employment opportunities and service needs of low-income youth who live in the workforce board's service area. BPA partnered with the Center for Employment Training (CET) in conducting this study. These research results will enable SVWIN to engage in a well-informed strategic planning process that will guide future resource allocation and policymaking efforts.

This chapter first outlines the study team's methods for collecting relevant information for this report. Next, we briefly describe the characteristics of the SVWIN service area, then conclude with an overview of the rest of the report.

Study Methods

BPA's scope of work did not include an evaluation of SVWIN's youth services or participant outcomes, but focused on collecting information that the workforce investment board (WIB) needs to improve youth services in Santa Clara County. In fact, a great number of stakeholders currently are working toward increasing the success of disadvantaged youth locally, however, all study respondents noted that some service areas need improvement. To this end, BPA's study approach included the following three components.

First, the study team completed a literature review of relevant research on employment and education outcomes for low-income and disadvantaged youth. This research analyzed

published statistics for the SVWIN service area, as well as national research on employment trends and service needs for youth.

The second research component collected qualitative data from members of the WIB and Youth Council, key service providers including the WIA youth service contractors, representatives of local government agencies, business people, the youth themselves, and other stakeholders. The study team conducted a total of five focus groups with youth, three held in San Jose and two in Gilroy. The team convened roundtables with service providers in San Jose and Gilroy, and conducted a roundtable with employers in San Jose. In addition, the team conducted individual interviews with employers and other key informants.

The third study component was a targeted search of published literature and technical assistance documents to identify best practices with which SVWIN might address key issues in its service provision to Silicon Valley youth. The study team supplemented this research with targeted interviews of staff implementing promising practices in youth programs.

The Silicon Valley Workforce Investment Network and Its Service Area

SVWIN is one of two workforce investment boards in Santa Clara County, functioning as the local administrative arm of the Workforce Investment Act of 1998 (WIA) for the central and southern parts of the County. Under the umbrella of the City of San Jose's Economic Development Agency, SVWIN is well positioned to tap into the labor market and economic developments of the Silicon Valley. Its mission is to assist both businesses and individuals, from youth to adults, in meeting the workforce demands of the local area. SVWIN operates three One-Stop Career Centers in San Jose, Campbell, and Gilroy, and provides workforce development services for the cities of Los Gatos, Morgan Hill, Los Altos Hills, Saratoga, Monte Sereno, and the unincorporated areas of Santa Clara County. As long as they meet eligibility requirements,[1] low-income and disadvantaged youth living in these communities can access WIA youth program services by visiting any of the three One-Stop Centers. SVWIN's Board guides and oversees a range of services for youth with input from its subcommittee, the Youth Council.

SVWIN's service area is home to two-thirds of the population of Santa Clara County and encompasses a diverse area in terms of population density, economic landscape, and ethnicity of residents. The area includes the densely populated city of San Jose (population 944,857), which has a great concentration of high-tech industries, to smaller cities like Morgan Hill

[1] Youth aged 14 to 21qualify for WIA services as long as they are low-income and have met at least one of six barriers to employment: 1) deficiency in basic literacy skills; 2) school dropout; 3) homelessness, run away, or foster child; 4) pregnant or parenting; 5) juvenile or adult offender; or 6) individual requiring additional assistance to complete an educational program, or to secure and hold employment.

(population 36,423) and Gilroy (population 47,671) in the southern half of the county,[2] which traditionally have been dependent upon the agricultural industry.

Youth between the ages of 16 and 24 make up 13% of Santa Clara County's population, and, reflect the county's considerable ethnic diversity. However, as Exhibit 1 illustrates, youth are more likely to be Hispanic than the county's population in general, and less likely to be white or Asian.[3] The information in Exhibit 1 also implies that the County's minorities have faster growing youth populations than do whites. As we discuss further in Chapter II, this demographic trend has important ramifications for the design of youth services in the SVWIN service area.

Exhibit 1. Ethnic Diversity of Santa Clara County Residents: Youth vs. General Population

Race/Ethnicity	Youth (ages 16 – 24)	Total Population
Population Count	199,352	1,682,585
Asian/Pacific Islander	25.0%	26.1%
Black	3.3%	2.7%
Hispanic	34.8%	24.2%
White	33.8%	44.7%
Other/Multiracial*	3.1%	2.4%

*Includes American Indians
Source: State of California, Department of Finance, Demographic Research Unit, 2004

Overview of the Report

Chapter II describes services for youth provided by SVWIN and other youth-serving agencies, and study respondents' suggestions for improving services. Next, promising and effective practices in serving youth are discussed, followed by related recommendations for improving youth services.

Chapter III examines the barriers youth face in successfully transitioning to adulthood and economic self-sufficiency. It presents information gathered from research, data analysis, and key stakeholders, including youth themselves. Next, promising and effective practices in

[2] State of California, Department of Finance, *E-5 City/County Population and Housing Estimates, 2005, Revised 2001-2004, with 2000 DRU Benchmark.* Sacramento, California, May 2005.
[3] State of California, Department of Finance, Demographic Research Unit, *Population Projections by Race/Ethnicity, Gender and Age for California and Its Counties 2000-2050,* Sacramento, California, May 2004. http://www.dof.ca.gov/HTML/DEMOGRAP/DRU_Publications/Projections/P3/P3.htm

addressing barriers for youth are presented, followed by related recommendations for enhancing services.

Finally, Chapter IV presents the role and operations of the Youth Council, followed by innovative practices used by successful Youth Councils nationwide. The chapter concludes with related recommendations on strengthening the Youth Council role and promoting a strategic vision for future youth service delivery.

Chapter II
Services for Youth

SVWIN's Current Services for Youth

SVWIN's website states "The goal of SVWIN youth services is to provide youth with the knowledge, skills, and behavior necessary for employment and economic independence for higher skills employment and life-long learning." SVWIN has worked to improve its services to youth over the past few years. For program year 2004-2005, youth performance measurements improved significantly, with SVWIN meeting seven out of seven standards, an increase from the prior year's attainment of one out of seven standards.

Two full-time SVWIN staff oversee the WIB's youth programs. The majority of the youth program's budget of $4.4 million is spent in contracting with youth service programs that provide case management, job development, and administrative support, in addition to support services and training. In October 2005, SVWIN's youth service contractors were: 1) Henkels & McCoy; 2) San Jose Conservation Corps; and 3) Evergreen Community College in San Jose. These organizations serve as the primary recruiters of WIA youth program participants, and provide case management for these youth. The contractors vary in their approach to providing WIA youth services, though all offer year-round programs focused on basic skills training, opportunities for academic and occupational training, and exposure to the job market and employment. Activities include tutoring, internships, job shadowing, work experience, adult mentoring, and comprehensive guidance and counseling (see Appendix A for more detail). To provide the full range of required WIA youth services (see Appendix B), these contractors subcontract with other community-based organizations (CBOs) and educational institutions to provide vocational and educational training components.

Prior to September 2005 SVWIN also contracted with Second Start to serve both older and younger youth and to operate the Summer Training Employment Education Program (STEEP). During Summer 2005, Second Start provided STEEP's case management services and subcontracted with other community-based organizations to provide youth development, training workshops, and day-to-day administration. On August 31, 2005, Second Start filed for bankruptcy and SVWIN rescinded two of the organization's three contract. The third contract for the summer employment program was not rescinded because Second Start had

completed enrollment and was in the process of closing out the program.[3] In September, the Youth Council reallocated Second Start's outstanding funds to the remaining three youth contractors.

Services for younger youth and older youth focus on different aspects of education, employment, and training. For the youth aged 14-18, services emphasize school retention and dropout prevention. In addition, WIA funding is used to provide summer employment training to youth ages 16 and 17. For youth from 19-21 years old, the focus is on either completing education or securing employment. When funds were reallocated in September 2005, SVWIN transferred responsibility for serving younger youth to Henkels & McCoy, which also serves older youth. The other contractors exclusively provide services to older youth.

Services also vary depending upon whether participants are in-school or out-of-school. For example, SVWIN's youth contractors provide in-school youth with case management, tutoring, support for employment training, work experience, and assistance in finding a job. Youth who have dropped out of school receive similar services, along with assistance in returning to school or completing their GED. Currently, Henkels & McCoy is the only contractor serving in-school youth. Prior to September 2005, Second Start was the only contractor serving in-school youth.

Finally, SVWIN promotes the co-location of WIA youth service providers and partners in its One-Stop Centers to increase youth access to services.

Availability of Youth Services

Based on information provided by service providers who participated in roundtables and individual interviews, the study team created a table of the services for youth provided in the SVWIN service area.[4] Appendix C illustrates the range of services provided in the greater San Jose area and in the South County area for youth, categorized as education, training, job readiness, job search skills, job search, job support/retention, and social/supportive services. This list is not comprehensive since it primarily represents the services provided by organizations with staff who participated in the study.

While Appendix C may give the impression that a comprehensive system of services for youth exists in the greater San Jose/ Silicon Valley area, service providers cautioned that a number of factors reduce the availability of various services. First, most service providers are

[3] In the coming months, SVWIN will be posting an RFP for next year's summer youth program.
[4] BPA's contract included the development of an inventory of resources available for youth focusing on employment, education, and support services. Appendix C is not that inventory. Please see Chapter III for recommendations related to the inventory.

operating at their maximum capacity, and cannot enroll more participants until someone exits the program. Many programs have waiting lists, which can number in the hundreds. Second, many services are available in one area of the County, but not others. Thus, access to these services by youth from other communities in the County depends upon the availability of transportation. Third, funding requirements impose criteria limiting some services to particular populations of youth (i.e., age, location of residence, etc.). Fourth, other services are time-limited because of resource considerations and, as a result, perhaps not as effective as they might be. Fifth, staff from several service agencies noted that their programs were short-staffed, and thus could serve fewer youth than their stated capacity. Alternatively, these programs might continue to serve their maximum capacity of participants, but not provide some types of services such as follow-up. Sixth, funding is declining for almost all social services, which of course impacts either the quantity or quality of services available to youth.

While SVWIN is reaching many low-income youth through CBOs, some subgroups still are not being reached through community channels. For example, some parole officers are familiar with the employment programs offered through WIA and have referred youth offenders to SVWIN's youth programs. Nonetheless, several youth offenders who participated in focus groups had not heard of the One-Stop Centers. In another case, some stakeholders considered foster youth to be significantly underrepresented in STEEP 2005 due to difficulties in providing the documentation needed to enroll this group of youth.

Service providers mentioned three additional issues regarding the availability of services for youth. Some services—for example, housing for transitional age youth and recreation for youth over age 17—are in extremely short supply or simply are not available. In addition, availability of services for low-income youth in South County are limited compared to the metropolitan area of San Jose, and almost none exist in the Campbell/Saratoga area. Lastly, service providers felt that mechanisms to support interagency collaboration are needed so they can improve the quality of and access to youth services.

Knowledge of Services Among Youth

Service providers and youth participating in the study agreed that knowledge of services for youth was limited. With the exception of those who had already participated in services targeted to this population, youth knew little about the services that might be available to them in the community. Several participants in the study's youth focus groups had heard of the One-Stop Centers, however, with the exception of younger youth participating in the WIA summer employment program, only a handful had used One-Stop services. Their experiences were not positive: they did not find the One-Stop helpful; they did not know what to do there and no one helped them; and they saw it as an "adult place."

In general, many youth went on-line to find information on employment or educational opportunities. Some youth received advice from parents, friends, probation officers, or familiar community agencies. Many youth stated that there are few resources to help youth find a job. Youth who were enrolled in training programs had originally learned about the programs by word of mouth (relatives, friends, referrals from an agency), from walking into the administrative office of a program, or from television broadcasts or fliers.

Knowledge of Services Among Adults

While service providers generally had a better idea of the available services for youth than did teens themselves, business people had almost no knowledge of youth services, including vocational programs. Among providers of youth services, South County providers appeared to have a more comprehensive knowledge of the services available in their area, primarily because such assistance was limited. Service providers in the San Jose area had close relationships with a small network of peer organizations with whom they often collaborate, but admitted that their knowledge of the availability of services outside of that circle was sketchy. Some providers cited this reason in supporting the development of a comprehensive collaboration among of youth service providers in the SVWIN service area.

Suggestions for Improving Youth Services from Study Respondents

Youth, representatives of youth service organizations, and employers who participated in the study suggested ways to improve services for youth. All agreed that youth need more access to work experience opportunities. Additional suggestions offered by each of the different stakeholder groups are presented below.

Improvements Suggested by Youth

Participants in the youth focus groups offered suggestions on improving employment-related services, education, other community-based support services, and disseminating information about services available. These young study respondents recognized that work experience activities provide a critical 'foot in the door' for employment, and offered a number of ideas for increasing participation of teens in these activities. Youth recommended: 1) development of one-month internships to learn first-hand the skills needed in the workplace; 2) expanding summer employment programs to 30-40 hours per week; and 3) providing entrepreneurship opportunities, such as starting a business or funding programs developed and implemented by youth.

Youth stressed the importance of flexibility in ensuring that teens obtain a high school diploma or GED, and suggested that funding more alternative schools would be a way to provide that flexibility. In addition, youth felt that they needed more job preparation and

workshops while still in high school. Many focus group members said they needed more college preparation for placement tests and the SATs.

Suggestions made about service delivery included providing more youth staff and spending more money on youth programs. In addition, youth recommended increasing the number of vocational training programs–such as mechanics classes–available in various communities because transportation can be an issue for youth. Focus group members offered specific suggestions about One-Stop services, such as providing more staff to help young customers, more youth-friendly staff, and better information available at the front desk. Lastly, youth suggested increasing efforts in disseminating information to youth about services and opportunities. The most effective method would be for agency staff to reach youth directly with in-person presentations at school assemblies or in front of youth groups. Other marketing strategies included targeting youth through radio and television, and through flyers placed in fast food restaurants, grocery stores, and sent by mail.

Improvements Suggested by Youth Service Providers

Before youth can take advantage of employment and educational opportunities, their basic needs–such as housing, food, and healthcare–must be met. Since many youth lose eligibility for programs once they turn 18 (e.g., foster youth age-out of the system), service providers noted that assistance with meeting basic needs is especially important for older youth. In providing employment services, providers suggested that every training program should: 1) have a financial literacy component; 2) incorporate real life situations into curriculum design; 3) provide opportunities for youth to increase their job skills so that they can avoid 'getting stuck' in unskilled labor jobs; and 4) work directly with businesses to create industry buy-in to hire youth. Service providers recommended creating an Employer Advisory Council to provide input into the design of a systematic and organized process for job development for youth.[5] Such a council also could put together a marketing package geared towards the business community that shows the advantage of hiring young qualified workers.

The service providers noted that, because of the diversity among youth in the SVWIN service area, diverse services are necessary to meet the needs of young people. Nonetheless, youth service organizations need to collaborate in a non-competitive fashion to increase communication between various providers, reduce duplication of services, and leverage resources across agencies. One provider suggested designating a coordinator to manage the collaboration. The coordinator's role could include tracking relevant activity at the federal and state levels and passing information on to individual organizations, as well as coordinating grant-writing efforts.

[5] SVWIN has a Business Advisory Council which works to close the gap between employers and workers. By learning employers' minimum requirements for employment and promoting industry-recognized certification, the Council strives to serve both the business community and the local workforce, including younger workers.

Service providers were unanimous in recommending that services for youth should receive more funding to increase the capacity and availability of services. Several people suggested stretching dollars by providing funding across organizations. Providers felt that funding drives most services; when funding ends, services go away. Thus, increasing the sustainability (and longevity) of programs is very important. Increased funding could also improve the quality of services. For example, programs that currently limit the term of their services could lift such qualifications, increasing the probability that services actually have a positive impact on youth. Finally, evaluating the impact of services would aid in providing decision-makers with data on those services of most help in assisting youth transition into adulthood.

Improvements Suggested by Business Representatives

As might be expected, employers had a very different viewpoint on the need for improvements in youth services than did youth and service providers. For the most part, business people felt that many services are available in Santa Clara County, but that youth need to be proactive in locating and using the available services. Their collective advice to youth was to:

- Take advantage of work experience programs;
- Use career centers at community colleges;
- Use Educational Opportunity Programs (EOP);
- Take ESL classes;
- Use community and health resources;
- Take advantage of opportunities to job shadow or to conduct informational interviews, so that they have a good idea of what various types of jobs involve; and
- Participate in paid or unpaid (volunteer) jobs; the structured environment helps youth gain transferable skills, such as reliability, commitment, and responsibility, as well as communication skills.

Employers made two service-related recommendations. The first was to develop and offer a "first impressions" type of workshop to reinforce the concept that whether youth are picking up an application, submitting a resume, interviewing, or coming to work, attire and demeanor do matter to employers. The second suggestion was to have more involvement from high schools in making youth aware of career choices and jobs in growing industries by providing presentations and guest speakers on-site.

Promising and Effective Practices in Serving Youth

Through a literature review and interviews with staff of organizations that provide successful youth services both locally and nationwide, the study team identified a set of promising practices in serving youth that could be implemented in the greater San Jose/Silicon Valley

area.[6] In order to address the barriers of at-risk youth, successful programs: 1) strengthen the support systems of youth; 2) increase connections with youth; 3) provide case management and goal setting; and 4) offer aftercare services for youth.

Strengthening Support Systems

A strong support system is one of the most important assets a youth can possess. Involving parents and guardians in provision of youth services is critical to strengthening support systems for this population. Successful program models achieve this goal by creating outreach and other materials especially for parents/caregivers, maintaining periodic contact by email or phone, and including parents of WIA-eligible youth as members of the Youth Council. In addition, parents, guardians, and community members are a source of volunteers to work in schools and CBOs to provide mentoring, individualized assistance, and presentations about careers.

The **Alameda WIB** formed a county-wide partnership (Project HOPE) to provide WIA foster youth with in-depth career assessment, work readiness skills, financial incentives, short-term paid work experience, enrollment in various apprenticeship and training programs, support service payments for work clothing, training, and assistance in connecting each youth to the One-Stop system. By having a dedicated Employment Consultant to provide direct communication between the WIB and the Children and Family Services Department, the WIB has been able to increase access to WIA services for foster and emancipated youth.

For foster youth, successful programs provide the support, guidance, and personalized attention that make a difference in their lives. Consequently, well-trained and motivated staff is a critical component of youth programs. In addition, communication among youth service providers (CBOs and schools), youth, and parents/guardians is enhanced by creating a process for regular contact. Methods include a monthly newsletter, regular email updates sent to a distribution list, meetings for stakeholders to come together, and a website specifically for youth programs. Success stories are one way programs have highlighted not only the motivation and dedication of youth as they work toward their goals, but also the programs' use of innovative practices to serve youth.

Connecting with Youth

WIBs use various approaches to service delivery designed to make workforce development services accessible to youth. Some programs create a specialized youth One-Stop Center, a space that is less intimidating than areas designed for adults, yet still exposing them to the center and the services provided there. A well-maintained facility with dedicated staff helps youth to care about the program and feel that they are cared about as well. Co-location of other service providers can increase customers' access to a variety of services. This practice

[6] See Appendix D for the resources for promising and effective practices presented throughout this report.

has worked especially well with immigrant youth and CBOs. SVWIN is already using co-location as a method to better serve youth, and the Youth Council's Marketing and Outreach subcommittee has been working on creating a more youth-friendly environment within the One-Stops.

Other programs place WIA staff in schools[7] or in CBOs that youth already frequent. Some programs use a combination of a centralized point for youth to come for services, as well as going out into the community. Either way, youth need education and employment programs to be located where they live, since youth do not typically travel too far to attend school, training, or to receive support services.

Case Management and Goal-Setting

Successful programs provide ongoing case management, including documentation of the progress of youth activities. Staff evaluate youth progress in reaching goals, covering academic or training achievement, attendance, participation, and social skills. Youth service programs provide counseling to help a youth set realistic goals in his or her education, career, and personal life, with a plan to achieve them. The staff member can make the youth aware that volunteer/community service and previous work experience provide transferable skills, such as punctuality, reliability, and responsibility in addition to promoting positive attitudes and behaviors. Programs that connect youth to vocational education and work experience (internships, summer employment programs, and volunteer placements) can demonstrate to youth how to apply their education and their vocational skills to the workplace.

The **Milwaukee PIC** places STEP-UP Coordinators at 15 Milwaukee public high schools to enroll and serve youth throughout the school year. Coordinators provide coaching activities and resources to help participants attain mastery of a complete set of employment competencies: basic skills, life skills, career development, pre-employment, and job retention. In addition, the REACH program strives to provide youth with meaningful employment opportunities, and enrollment in post-secondary education and training.

Aftercare Services

Extended follow-up services can help youth as they transition into adulthood. Youth who exit a service program by entering employment, completing training, or starting post-secondary education continue to need assistance to navigate their way. This is especially true for youth with little or no other support systems, such

Independent Living Programs in Santa Clara County provide aftercare services to emancipated foster youth. Services include education information, job search assistance, resources for counseling, and referrals for housing, medical, and other personal needs. Oftentimes these aftercare services are needs-based, such as helping youth obtain a laptop for college work.

[7] For PY 2005-2006, Henkels & McCoy is serving in-school youth.

as emancipated youth. Referrals for housing, medical services, and other personal needs are critical. Continued support in the form of resources for counseling, education, and job search assistance help youth succeed. While provision of these services may depend on individual circumstances, ongoing contact is a way for the youth to feel connected to something familiar. Successful programs have alumni activities, one-on-one meetings with graduates, and monthly updates with parents. While WIA requires follow-up services to continue for no less than a year, the length can vary among service providers using other sources of funding.

Recommendations for Enhancing Services for Youth

The following recommendations are presented to the Youth Council and Board to enhance service delivery and optimize resources. Some strategies may have cost implications, temporary or permanent. Therefore, the WIB and SVWIN's Youth Council should consider the recommendations in light of the sustainability of those efforts.

Involve the Business Community in Youth Success

It is in the best interest of SVWIN to play an active role in promoting the employment of younger workers among businesses and in targeting employers that could hire youth. Both employers and WIB members from private industry advised that non-profits and organizations like SVWIN need to be proactive in initiating mutually beneficial relationships with businesses, and in approaching businesses with specific proposals for collaboration.

A related concern is that SVWIN's youth service contractors offer programs in only three of the six industry clusters targeted by SVWIN. Other training programs, while providing youth with job skills, do not prepare participants for higher wage jobs with potential for career growth. As the data presented in Chapter III illustrate, very few youth are working in software, bioscience, and financial services.

Recommendation: WIB and Youth Council members should meet with business representatives one-on-one or in small groups to promote the hiring of younger workers. The Youth Council should consider working with SVWIN's Business Advisory Council to target industries that could benefit from younger workers. In addition, SVWIN business services staff should work together with youth services staff to develop a plan to match younger workers with local employment opportunities. Lastly, youth training contractors and SVWIN staff should review the need for industry specific curricula and certification with input from business representatives who can potentially hire younger workers, particularly in higher paying industries such as software, bioscience, and financial services.

***Action Steps*:** Within three months, determine the industries from which to recruit Business Advisors, and design a plan for recruiting and using these employers to assist the Youth

Council.[8] Within the next six months, using the Council's business representatives as a starting point, meet with employers to understand their requirements in hiring qualified younger workers, followed by aligning training towards that end.

Increase Connections to Youth

Both youth and service providers commented that youth often did not feel comfortable coming into the One-Stops. Currently, youth must self-identify in order to have a youth services staff member assist them. Youth staff are not readily available in the Center, but are called from the "back office" to meet youth who have requested help.

The Campbell One-Stop is housed in the Campbell EDD office, and thus is subject to EDD guidelines that dictate how the facility looks. While these guidelines limit changes that SVWIN could implement to make the One-Stop more "youth friendly," SVWIN could use other approaches to increase the accessibility of its services for youth.

Youth were also concerned about having services available in sites accessible by public transportation. While workshops such as resume writing, networking, and interview skills can take place at a One-Stop, efforts should be made to also provide such services in schools[9] or in other community sites more convenient for youth.

Recommendation: SVWIN should create a more youth-friendly environment in Centers and also provide services in sites accessible to youth without transportation. Strategies could include stationing a youth program staff member at the reception desk, creating "youth areas" within Centers, and/or designating specific other staff to greet youth in the Center. Youth areas would serve to integrate youth into the world of adult employment, while providing youth-specific information on local agencies and services. While many youth-serving agencies are co-located at the Centers, SVWIN might consider out-stationing staff in high schools, alternative schools, independent living programs, intervention programs, or other community centers, or transporting youth to Centers for special events. These strategies would also facilitate access to hard to reach populations such as foster youth and youth offenders. Strong relationships need to be built with social services and the justice system to reach these youth.

***Action Steps*:** Over the next year, SVWIN's youth services staff should lead an effort to develop and implement an "access plan" to ensure that youth face the fewest barriers possible in accessing services. The reception desk should have a youth services staff member on hand, and youth services staff working the Center should be easily recognizable with a badge or

[8] Currently the SVWIN model is to make sure that agencies are clear on the minimum requirements needed for employment positions, and then to have participants gain the skills needed for those positions.
[9] Henkels & McCoy is the youth contractor serving in-school youth for PY2005-2006.

button. SVWIN should assess the feasibility of staff making regular visits out into the youth community, or whether WIA staff should be located at schools or other CBOs.

Create and Hold "First Impression" Workshops for Youth

Feedback from employers indicated that many youth do not know how to make a good first impression when contacting employers. Employers cited inappropriate work clothing, poor language and writing skills, not showing up for a job interview, and not setting boundaries between personal life and work.

Recommendation: SVWIN should offer a "first impressions" workshop for all WIA youth to reinforce the concept that attire and demeanor do matter to an employer, whether the youth goes to pick up an application, submit a resume, interview for a job, or the first day of work.

***Action Steps*:** Over next three months, SVWIN should review existing resources and customize a "first impressions" workshop to be provided to all WIA youth. In consultation with partners, SVWIN should review the best way to deliver the workshop, at One-Stops, contractor sites, schools, or community locations.

Increase Evaluation and Monitoring of Youth Programs

Through the Youth Council's Quality Assurance subcommittee, measures are taken to achieve high outcomes. Recently, SVWIN has designed a quality index to be used in monitoring contractor performance, and WIB staff will begin implementing this tool this year (PY2005-2006). In light of the recent bankruptcy of Second Start, however, continued monitoring is needed to determine that contractors are meeting their programmatic and fiscal obligations.

Recommendation: The Youth Council should continue to monitor the implementation of these recommendations, increase collaboration, and advocate for improved policies on a yearly basis. Furthermore, the Council should consider hiring an outside evaluator to conduct an in-depth analysis of the services currently provided to identify what works and what does not, and to confirm that services are indeed having their intended impact.

***Action Steps*:** The Youth Council, WIB members, and SVWIN staff need to set concrete target dates for achieving these recommendations in order to have a positive impact on the success of youth in the WIA Youth Services program. At those points, outcomes should be measured, results should be disseminated to the Council and Board, and adjustments should be made. Within six months, the Council should outline the design of an evaluation of SVWIN's youth services and determine the amount of resources that can be devoted to this effort. Within one year, SVWIN should identify an outside evaluator to conduct the study.

Chapter III

Factors Influencing Youth's Transition to Employment and Adulthood

A range of variables may influence the success of youth transitioning to employment, such as the economic climate of the local area, their educational attainment, their socioeconomic circumstances, mastery of the English language, emotional maturity, and vocational skills (to name only a few). This chapter summarizes information on these factors gathered from various types of stakeholders, from a review of the literature, and from analysis of Census, SVWIN, and other data. First, information on young workers in the SVWIN local area is presented, followed by barriers to success faced by youth. Then, promising and effective practices to addressing those barriers are identified. Finally, the team summarizes recommendations for improving services that address the barriers to successfully transitioning into in the workplace and the community.

Local Area Data on Young Workers in the Silicon Valley

BPA analyzed U.S. Census data,[5] comparing employment trends among Silicon Valley youth with those of similar youth throughout California. This section describes employment trends including the unemployment rate of youth and patterns involving industry of employment, wages, and earnings.[6] Next, a discussion of the projected job market for youth, and the educational factors that may impact youth success in the job market is presented. Appendix E provides further details on youth employment and educational trends from local, state, and nationwide literature review and data analysis.

[5] US Census Bureau, Local Employment Dynamics database; http://lehd.dsd.census.gov/led/

[6] The figures shown here are the latest available data and cover the fourth quarter of 2002 through the third quarter of 2003. Some trends may have improved since this period, but most patterns of occupations and wages will be similar. All Silicon Valley data cover the SVWIN service area (area identified as San Jose- Silicon Valley WIB) and exclude other parts of the Silicon Valley. These statistics are not available for smaller geographic areas, or by race or ethnicity.

Employment Trends

Between 2001 and 2004, California youth aged 16-19 had an unemployment rate three times higher than the state average for all workers.[7] Though the unemployment rate for workers under 24 years of age is not available by local area, youth and young adults in the Santa Clara County—especially those in Silicon Valley—have faced similar or higher unemployment rates than adult workers during the same period. **Younger workers as a group usually experience a higher unemployment rate** than the rest of the working age population during an economic downturn.[8] Between 2001 and 2003, working Silicon Valley youth as a proportion of the workforce dropped from 13% to 12%, suggesting that more experienced workers took over some jobs that previously were filled by youth.[9]

The five industries[10] employing the largest number of youth in the Silicon Valley were 1) retail, 2) administrative and professional, 3) eating and drinking establishments, 4) health care, and 5) manufacturing. Data was available for three different age categories (ages 14-18, 19-21, and 22-24) for the Silicon Valley and for California as a whole. First, employment in eating and drinking places—such as fast food restaurants—is an important starting point for employed youth in the youngest age category. Almost 30% of employed youth in this age category were employed in such establishments, both in Silicon Valley and in California as a whole. As youth get older, this category accounts for decreasing proportions of employees.

A larger share of younger youth is employed in retail employment in Silicon Valley than in other parts of the state. This may be because Silicon Valley's urban and suburban setting offers more opportunities for retail employment than may be found across California as a whole. Among the five industries employing the largest number of youth, retail was the most important source of employment for youth aged 19-21; almost 30% of employed youth in Silicon Valley found a job in this sector.

For Silicon Valley youth age 22 and older, administrative and professional jobs were the most important source of employment among the five industries. This is true in the state as whole as well, but the proportion of youth in administrative and professional jobs was higher

[7] California Employment Development Department. "Labor Market Information: Unemployment Rates for Labor Force Groups in California By Sex and Age Not Seasonally Adjusted (in Percent)." http://www.calmis.ca.gov/file/lfother/fig7.htm

[8] Sum, Andrew, Joe McLaughlin, Jacqui Motroni, and Sheila Palma. *The National Economic Recession and Its Impact on Employment Among the Nation's Youth Adults (16-24 years Old): The Untold Story of Rising Youth Joblessness*, Boston: Northeastern University, Center for Labor Market Studies, March 2002.

[9] U.S. Census Bureau, Longitudinal Employer/Household Dynamics: Local Employment Dynamics Database, http://lehd.dsd.census.gov/led/datatools/qwiapp.html . See Appendix E.

[10] Each industry covers multiple subsectors in the Census data. A list of the industries included in each category is at the end of Appendix E.

in Silicon Valley across all youth from 14-24 years old.[11] Unlike retail and eating and drinking places, the proportion of young workers in administrative jobs grew in direct proportion to age.[12]

The overall picture presented by the data suggests that youth in Silicon Valley work in eating and drinking establishments while they are in high school and in retail while they are in college. After completing their education, youth are more likely to work in administrative and professional jobs, which may require employees to have higher levels of education and training than many other industries.

Lastly, the number of jobs in the healthcare industry that youth hold is low in Silicon Valley, less than one percent of the total jobs youth hold. Several factors make this situation an opportunity for SVWIN. First, this industry has been identified as a high-growth industry by both the U.S. Department of Labor and by SVWIN. Second, the industry offers occupations with a range of educational and skill requirements. Third, at least ten hospitals and many more medical facilities are located in the SVWIN service area.[13] The challenge facing SVWIN and its partner organizations is to create more opportunities in this critical sector of the regional economy for younger and less educationally-qualified workers.

The wide range of wages and earnings across industries (e.g., $3,392 annually for 19-21 years olds working in eating and drinking establishments vs. $10,372 for those working in manufacturing), taken together with a high unemployment rate in the Silicon Valley in recent years, **indicates the divergence of job opportunities for Silicon Valley youth.** Some youth benefit from the success of the Silicon Valley's high-tech high-paying businesses, while many others are unemployed or are limited to low-paying jobs. Data shows that the majority of young workers in the Silicon Valley were employed in retail and eating and drinking industries, and wages in these industries are similar across California. The largest difference in wage rates between young workers in Silicon Valley and the rest of the state was in manufacturing, an industry, which may have higher skills requirements.

In addition to factors such as age, hours worked per quarter, and work experience, earnings increases appear to be strongly linked to industry of employment for youth working in both Silicon Valley and California. On average, employment in retail paid no better than in eating and drinking places for 14-18-year-olds. Nonetheless, average retail earnings for workers aged 19-21 in Silicon Valley were 31% higher than the earnings of their

[11] Again, such employment may be more available in Silicon Valley than in the state as a whole.
[12] These data should not be interpreted to represent individual paths. Although many youth who enter administrative jobs at an early age may continue to hold such jobs as they get older, many former fast food and retail employees move into administrative positions over time.
[13] Additional research would need to be conducted to see if the availability of healthcare jobs in Santa Clara County is at capacity and proportional to the availability of jobs in California as a whole.

younger peers in the same industry, while average earnings for food service workers aged 19-21 were only 14% higher than earnings for younger workers in this industry.

Like employment patterns among adults in Silicon Valley, youth employment is declining in high-paying jobs in manufacturing and related industries, and growing in lower-paying jobs in retail and other service industries. Between 2002 and 2003, youth employment in computer manufacturing declined sharply (-46%). Industries such as professional and educational services saw significant declines in youth employment as well (-15% and -21%, respectively). On the other hand, youth employment increased in wholesaling (+24%), real estate (+9%), and rental and leasing services (+19%). Employment in eating and drinking places increased as well (+7%). Interestingly, employment in all types of retail sales was down except for general merchandise stores (such as Wal-Mart).[14]

In summary, youth are more likely to lose their jobs during economic downturns than are adults, and sometimes this is the result of adults taking over positions held by youth. Youth in Silicon Valley tend to work in restaurants or in retail when they first enter the workforce, and move into administrative, professional, and manufacturing jobs after completing their education. Wages and earnings vary widely for youth employed in different industries; earnings increases appear to be influenced by the industry of employment as well. Finally, both youth and adults are less likely to be employed in manufacturing than they were a few years ago, and more likely to work in retail and other lower paying service industries.

The Job Market and Youth

Industries projected to expand in Silicon Valley include biotechnology, real estate, banking and finance, insurance, and medical devices, with additional growth in nanotechnology, information technology, construction, brokerage, and hospitality.[15] While some youth have continued on to higher education to gain the technical skills needed to make them marketable in these industries, other youth have used temporary work—through temporary employment agencies—as a means of entering the technology industry without prior experience or a college degree.[16] Although temporary jobs provide wages, the pay is low, not always stable, and often leaves little room for skills enhancement.[17]

[14] U.S. Census Bureau, Longitudinal Employer/Household Dynamics: Local Employment Dynamics Database, http://lehd.dsd.census.gov/led/datatools/qwiapp.html . See Appendix E.
[15] Good, Brett. "Silicon Valley Projections 2005," Robert Half International, Inc. http://www.svmg.org/uploads/Events/Projections/PSV05Good.pdf
[16] White, Shana. *"Why Young workers Find More Security in Safeway than Cisco,"* Silicon Valley DeBug, June/July 2001.
[17] Jayadev, Raj. *"Silicon Valley's Underbelly High-tech's temp troops: Overworked, underpaid, essential,"* San Francisco Chronicle. January 20, 2002.

The California Employment Development Department (EDD) also has ranked food service, retail, and cashiers as the fourth to sixth greatest growth occupations for 2001-2008. All of these positions are considered to be jobs in which younger workers with little or no experience can get their foot in the door, begin building their employability skills, and develop the skills needed on the job. Nonetheless, these jobs offer low wages, which is a concern in an area with extremely high housing costs.

Educational Outcomes

With many of the industries projected to grow in Silicon Valley requiring post-secondary education, and entry-level jobs requiring a high school diploma or GED, youth in the Silicon Valley who do not meet these requirements are at a disadvantage in successfully transitioning to adulthood and self-sufficiency. Three academic indicators are readily available for youth in Santa Clara County: 1) high school dropout rates; 2) proportion of students who take courses required for admission to California's state colleges and universities; and 3) college enrollment rates.

Dropout rates among students in the ninth through twelfth grade have been on the rise in Santa Clara County since the 2001-2002 school year, increasing from 1.3% to 2.1% for the 2003-2004 school year.[18] When analyzing the academic indicators by race/ethnicity, however, clear disparities within Santa Clara County emerge. The County's most recent four-year dropout rates for Hispanic and African American students were significantly higher (at 15% and 12% respectively) than for the population of students as a whole. In addition, significant differences exist in the four-year derived dropout rates[19] for certain school districts within Santa Clara County–and even within the SVWIN service area. For example, the 2002-2003 dropout rates for East Side Union High, Morgan Hill Unified, and Campbell Union High were all over 7%, while rates for Los Gatos-Saratoga Joint Union and Gilroy Unified were under 2%.[20]

Some groups of youth are less likely to have completed college preparatory classes compared to the statewide figure of 34%.[21] While overall, 45% of Santa Clara County high school graduates have taken the required courses, Hispanic (21%), African American (24%), or Filipino students (38%) were less likely to have taken the UC/CSU required courses than were their Asian (64%) and white (51%) classmates.[22]

[18] California Department of Education. http://data1.cde.ca.gov/dataquest/
[19] An estimate of the percent of students who would drop out during a four-year period (9th-12th grade), based on data collected for a single year, as calculated by Applied Survey Research.
[20] *Santa Clara County Children's Report: Key Indicators of Well-Being*, 2005
[21] *Santa Clara County Trends & Needs Report.* United Way Silicon Valley, May 2005.
[22] *Santa Clara County Children's Report: Key Indicators of Well-Being*, 2005.

The proportion of high school graduates who enrolled in a college or graduate school was higher in Santa Clara County than in either California or the United States as a whole during 2000-2003.[23] Santa Clara County's college enrollment rate has fluctuated between 27% and 29% during that time period versus 22% and 23% nationwide. However, given the variation in dropout rates among school districts and the variation in college preparedness among different ethnic groups, the high college enrollment figures appear to result from high college enrollment from specific, concentrated areas of the county.

In summary, while more students in Santa Clara County enroll in college than in the rest of the state, minority youth are more likely to drop out of school and less likely to complete courses that prepare them for college than are their white peers. The next section describes other barriers to employment that faced youth in SVWIN's service area.

Barriers to Success Faced by Youth

The study team used several types of information to examine the barriers that youth face in transitioning to the world of employment. First, the team looked at data from SVWIN on the participants served during the last two program years. Next, the team investigated information on specific subgroups of youth from a range of sources. Finally, the team asked stakeholders about challenges that youth face in making a successful transition to adulthood.

Barriers Experienced by SVWIN Youth Program Participants

The youth served by SVWIN's youth services program during the last program year (see Exhibit 2 below) were predominantly from minority backgrounds. Almost two-thirds were Latino and over 10% were African American. Further details on the demographic breakdown for youth served in the program for the past two program years are provided in Appendix F.

As Exhibit 2 illustrates, the majority of SVWIN youth program participants have four or more barriers to success. The most common barriers were deficiencies in basic skills, poor work histories, pregnancy or parenting, and having a single parent (see Appendix F). Other barriers include limited English proficiency, having a disability, substance abuse, or being a runaway, youth offender, homeless, or in foster care. While SVWIN has identified homeless, runaway, foster, and youth offenders as key target groups, the percentage of enrolled youth with each of these barriers remained between 1% and 4% for the PY2004-2005.

[23] School enrollment is based on the population aged 3 years and over enrolled in school. The percentage is based on the total of total school enrollment at the county, state, or national level.

Exhibit 2. Demographic Data on Youth Enrolled in SVWIN's WIA Youth Service Program for Program Years 2003-2004 and 2004-2005

	PY2003-2004		PY2004-2005	
	ENR.	% ENR.	ENR.	% ENR.
Total Served	**318**	**100%**	**530**	**100%**
Race/Ethnicity				
American Indian/Alaskan Native	2	1%	5	1%
Asian	21	7%	55	10%
Black/African American	34	11%	69	13%
Hawaiian Native/Pacific Islander	2	1%	7	1%
White	26	8%	30	6%
Hispanic or Latino	233	73%	364	69%
Barriers				
Total with Two or More Barriers	314	99%	530	100%
Total with Four or More Barriers	151	53%	239	54%

Source: SVWIN MIS

Barriers for Subgroups of Youth

Foster Youth: In PY2004-2005, 2% of SVWIN's youth program participants (13 youth) were in foster care. As of January 2005, Santa Clara County's Social Services Agency (SSA)[24] reported 334 youth between the ages of 16-20 receiving some type of supervised foster care and aftercare services. Approximately 47% of Santa Clara County's foster children[25] are Latino, 31% white, 16 % African American, and 5% Asian/Pacific Islander. The foster care system tries to create a support network (much like the support and guidance provided by families), and to provide the extra services that this especially needy population requires. Foster youth do not usually self-identify in schools, however; one reason being the stigma associated with that identity. Oftentimes, school staff are not aware of which youth are foster youth, and they do not participate in figuring out a student's dependency status. As a result, foster youth may not be getting the additional academic supports and services they may need to succeed. Upon emancipation, supports and services available to foster care graduates are further limited.

[24] Kim, Lopez, Sanchez, and Wald. Connecting Foster Youth to Higher Education and Employment Opportunities: *An Analysis of Santa Clara County's System to Support Older Foster Youth.* June 2005.
[25] The County of Santa Clara Social Services Agency, "Foster Parent Recruitment," http://www.sccgov.org/site/0,4760,sid%253D11754,00.html

Youth Offenders: During the last complete program year, SVWIN served 22 youth offenders in its youth programs (4% of all participants). Race, class, unemployment, and disengagement from education remain substantive barriers for youth offenders.[26] While Santa Clara County experienced a decline in juvenile misdemeanor and felony arrests between 1998 and 2002, in 2003 the number increased to a total of 2,596 felony and 7,189 misdemeanor arrests.[27] Males significantly outnumber females in these arrests.[28] In the past five years, County misdemeanor arrest rates were higher than the California average, but County felony arrest rates were very similar to state rates.

Community Crime Prevention Associates used six measures in describing the state of juvenile delinquency in Santa Clara County: 1) citations; 2) referrals to California Youth Authority; 3) juvenile hall admits; 4) violations of probation; 5) gang involvement; and 6) ranch escapes and failures.[29] These measures were quantified as a ratio of the number of occurrences of each type of incident to the number of individual youth. Between 2000 and 2003, East San Jose had the highest overall ratios of problems to number of youth in Santa Clara County, with South County and Central San Jose following closely. Over the four year period, gang involvement increased across all regions of the County. Latino youth had the highest ratio for gang involvement and African American youth had the highest ratios for the remaining five measures.

Homeless Youth: Of the participants in SVWIN's youth programs, 3% (14 youth) were homeless youth in PY2004-2005. Of the 7,646 individuals enumerated in Santa Clara County during the 2004 homeless census, 22% were under the age of 18.[30] The results of the census were not available by age group. Identifying homeless youth is a challenge for three reasons: 1) homeless youth tend to keep themselves less visible than homeless adults; 2) homeless youth tend to "couch surf" from one location to another; and 3) homeless parents with young children may stay "under the radar" for fear of having to turn their children over to Child Protective Services.[31] In addition, constant moving makes reaching this population, assessing needs, and providing services difficult.

[26] Office for Youth Response, "Young Offenders: Breaking the Cycle," Government of South Australia Social Inclusion Initiative website, http://www.socialinclusion.sa.gov.au/webdata/resources/files/Hon_Stephanie_Key_MP.pdf
[27] *2005 Santa Clara County Children's Report: Key Indicators of Well-being.*
[28] State of California, Department of Justice, Office of the Attorney General, "Statistics by City and County," http://ag.ca.gov/cjsc/datatabs.htm
[29] Community Crime Prevention Associates. *Santa Clara County Juvenile Justice Action Plan Update*, February 2004.
[30] 2004 Santa Clara County Homeless Census and Survey, Applied Survey Research, April 2005.
[31] Applied Survey Research. "The 2004 Santa Clara County Homeless Census and Survey," April 2005. http://www.sccgov.org/scc/assets/docs/8475212004_homeless_report.pdf

Teen Parents: Pregnant and parenting youth represented one of the largest groups of at-risk teens served by SVWIN in PY2004-2005 (82 youth, or 15% of all participants). Teen parents and children born to teenagers are at greater risk of experiencing short- and long-term health, economic, social, and academic challenges than parents who delay childbirth. The rate of births to teenagers (ages 15-19 years old) in Santa Clara County consistently has been below state and national levels. During 2002 (the most recent data available), a total of 1,467 teens gave birth in the County, or 26 births per thousand girls.[32] Between 1998 and 2002, teen pregnancy rates in the County generally declined for all ethnicities, with the exception of an increase in births to African American teens in 2001. The rate of births to Hispanic adolescents is far greater than that of other ethnic groups. For 2003, in Santa Clara County, the number of births per thousand girls was 65.8 for Hispanic/Latino, 15.9 for African American, 7.8 for Asian, 3.8 for white, and 21.8 for multiracial.[33]

English Language Learners (ELLs): SVWIN served 36 youth considered to be ELLs in PY2004-2005 (7% of all participants). With approximately 600,000 immigrants in Santa Clara County, a lack of English skills has consistently been listed as one of the top barriers to education (K-12, employment training, and ESL classes), services, benefits, and employment.[34] Though data is not available for the number of English language learners ages 16-24, during the 2003-2004 school year students in the Santa Clara County public schools spoke over 50 languages and dialects.[35] In addition, immigrants from 16 countries have been identified[36] as the "largest neediest" immigrant groups[37] in Santa Clara County, representing 98% of all immigrants receiving any kind of public assistance in the County. Though public agencies and many community-based organizations throughout Santa Clara County provide language services to many of these communities, limits on the quantity and availability of services remain.

Barriers Identified by Study Respondents

During interviews, focus groups, and round-tables, the study team asked respondents to share their experiences as youth working or looking for work in the Silicon Valley, as agencies preparing youth to enter the workforce in the region, or as businesses hiring younger

[32] *2005 Santa Clara County Children's Report: Key Indicators of Well-being.*
[33] Lucile Packard Foundation for Children's Health. "Teen Birth Rate, by Race/Ethnicity: 2003," http://www.kidsdata.org/topictables.jsp?t=17&i=2&ra=3_2
[34] Santa Clara County Office of Human Relations and the Immigrant Action Network. "Knowledge of Immigrant Nationalities of Santa Clara County (KIN)," http://www.immigrantinfo.org/kin/
[35] Santa Clara County Office of Education. "Facts About Santa Clara County Public Schools," http://www.sccoe.org/newsandfacts/sccpublicschools/
[36] The Summit on Immigrant Needs and Contributions in December of 2000 culminated an 18-month process of analysis.
[37] The 16 countries identified as the "largest neediest" communities in Santa Clara County were: Bosnia, Cambodia, China (PRC), El Salvador, Ethiopia, India, Iran, Laos, Mexico, Nicaragua, Philippines, Russia, Somalia, South Korea, Taiwan, and Vietnam.

workers. Stakeholders included in these data collection efforts included: youth, Workforce Investment Board members, Youth Council members, training providers, support service providers, employers, community members, and representatives of educational institutions, community-based organizations, and government agencies.[38] A list of study respondents is found in Appendix G, and Appendix H consists of the topic guides and roundtable protocols for youth, service providers, and employers. The topics listed below were mentioned by each type of stakeholder as barriers to a successful transition to adulthood.

Lack of Basic Education Skills: Youth who were deficient in basic skills were the largest group of participants served by SVWIN's youth programs in PY2004-2005, representing 82% of all participants. Employers noted that many young job applicants have poor writing skills (e.g., use instant message abbreviations instead of proper spelling, or unable to write a basic paragraph), math skills, and grammar. Poor writing skills, however, was less of an issue for electricians who participated in the round table and for temporary agencies that provide staffing for a range of industries and positions. While some employers do not require applicants to have a college degree, employers noted that they were more likely to hire an applicant who seemed to have a good general knowledge base than one who had less of an idea of the context of current events and how the world works. Service providers also acknowledged that lack of education hinders many youth from moving forward toward their adult goals. They described how a number of out-of-school youth had no idea how to connect back to school or start the process of obtaining a GED. Likewise, youth also felt that their limited education was a barrier to succeeding in the workplace. To achieve academic success, however, young respondents noted that they need more alternative schools (which offer flexibility of scheduling and requirements), youth counselors, financial aid, and access to information on the services that are available to them.

Lack of Vocational Skills: While representatives from banks stated that they train all new hires, other business people were concerned about the availability of vocational training locally. Employers noted that fewer vocational classes are offered in high school than in the past, and that schools are no longer offering hands-on skills training such as auto or metal shop. Community-based service providers were also concerned about the dearth of vocational training programs available for youth. While a range of programs is available in Santa Clara County, the greatest need is for inexpensive, short-term (six to nine months) vocational programs, which are much harder to find. Most youth who were participating in training programs felt that they were gaining the skills they needed to get on a career track. Many were frustrated at the costs associated with gaining those skills, however. While some were receiving training with help from WIA funds, other low-income non-WIA youth who did not qualify for financial assistance had to take out loans to pay for training.

[38] Comments are not representative of all stakeholders. Due to the timing of the data collection effort (the summer of 2005), many representatives of educational institutions were not available.

Lack of Job Readiness Skills: An additional loss associated with the disappearance of school-based vocational training programs is that these programs often also provided training in job readiness and the "soft skills" that businesses value in their workers. All of the employers provided examples of youth who had problems with punctuality, attendance, and maintaining a professional manner, or who lacked communications and/or customer service skills.

Lack of Computer Skills: Representatives of both businesses and service providers recognized that youth need basic computer skills–including keyboard skills and using the Internet–for almost any job. Further reinforcing this point is the fact that several large businesses only accept job applications online, and one large retail company provides most of its worker training online.[39]

Lack of Self-Esteem: One businessperson noted that self-confidence issues trap many youth. Service providers were even more concerned about the impact of low self-esteem on the ability of youth to succeed in transitioning to adulthood. Poor self-perception can be linked to a lack of goals and feelings of hopelessness. Parents who attended the community and service provider roundtables described youth as being thrown into menial entry-level jobs that do not engender respect in the community. Thus, negative stereotypes of youth can reinforce negative self-esteem in youth, and vice-versa. This view was echoed by many youth who had experienced discrimination based on criminal records, ethnicity, and "looking too young."

Lack of Language Skills: Two different issues related to the language skills of youth emerged from discussions. First, service providers recognized that limited English skills are a barrier to employment for youth who are non-native English speakers, particularly in jobs involving direct customer contact (i.e., hospitality, finance, and retail) or where safety is a concern (i.e., healthcare and construction). Limited English is less of a barrier, however, for employers in the food service industries. The second barrier related to language was identified by employers, who pointed out that youth frequently use slang instead of business English.

Lack of Transportation: Participants in each of the roundtables recognized that transportation can be a major barrier for youth. Transportation is somewhat more of a problem in South County, which has few bus lines. Youth in South County mentioned lack of transportation as a barrier to securing employment, education, and job skills training. Many training programs are located in San Jose, and thus at a distance for South County youth.

[39] Recognizing the universal need for basic computer literacy, One-Stops across the country are now offering workshops on basic computer skills as a staff-assisted core service.

City of residence can affect the opportunities for employment for youth, especially for those without transportation to work. For example, preliminary September 2005 labor market data for Santa Clara County show considerable variation in the recent unemployment rate across cities and unincorporated areas. Unemployment rates for the southern part of SVWIN's service area—including Gilroy, Morgan Hill, and San Martin—were higher than the 5.2% rate for the county as a whole. On the other hand, Saratoga and Campbell had lower unemployment rates than the County and than the City of San Jose. (See Appendix E for more detail).

Inappropriate Clothing: While service providers acknowledged that youth sometimes do not dress appropriately at work, or may not have the money to buy appropriate clothing, this issue was a topic of much discussion among business people. Many employers gave examples of youth dressing inappropriately for a job interview or for work. Many stressed the importance of a job applicant's "first impression." Several youth stated that they knew that they needed "work clothes," but did not have or know how to get appropriate attire. Representatives of banking and retail businesses were concerned that youth sometimes do not dress appropriately for working with customers. Representatives of construction companies, on the other hand, mentioned youth wearing baggy clothing or jewelry that could create a safety hazard at a work site. Still other employers described issues related to youth wearing a company uniform and not realizing that they represent the company to the public even if they are not at work and should behave accordingly.

Lack of Motivation: From the employer's point of view, lack of motivation is a red flag in hiring a young employee. One businessperson told of a young job applicant who slept in, missed his job interview, and wanted to reschedule it for a different time later in the day. Another told of teenagers relying on their parents to call and ask about job openings. Employers in the biotechnology and software industries noted that youth expectations of professional work performance and compensation were at odds with the expectations of the company hiring them. As one employer stated, "They want more pay without having the required skills and experience. They don't realize that they may receive lower compensation because they are 'learning-on-the-job' with compensation." The manager of a temporary staffing firm noted that compared to other workers, youth were more likely to show a lack of commitment by not completing the full term of a contracted assignment.

Lack of Emotional Support Systems: Ten percent of youth served by SVWIN's youth programs (or 52 youth) were being raised by a single parent. Service providers discussed the fact that many youth lack adequate parenting and role models, and could benefit from mentoring. South County service providers described these needs in terms of "people they care about and who care about them," "people who check in on them," and who provide a stable home environment and appropriate child/adult communications. One employer noted that youth are missing the connection with their parents; while another said, "you can see

when youth have an adult in their lives [who cares about them] or a mentor, compared to those who do not." The former are more likely to dress appropriately, to have better communication skills, and to have a better sense of responsibility than youth without such emotional support systems. In addition, youth mentioned the lack of career counselors to help support them in their educational or career goals.

Substance Abuse: While substance abuse may be an issue for youth anywhere, one service provider in Southern Santa Clara County reported that use of methamphetamine is a big problem in his town. Employers in the construction trades also related stories of young workers who drank or used drugs at work. Youth themselves did not mention substance abuse as a barrier *per se*, but instead noted that they were unable to get jobs because of the drug testing requirements. For them, addressing this barrier would mean doing away with the drug testing process.

In addition to the barriers already mentioned, a few issues came up among only some stakeholders. Business representatives discussed several barriers related to the emotional maturity of youth, while service providers identified issues such as a lack of life skills including handling finances, housing, interagency coordination, and job opportunities for youth.

Emotional Maturity: Employers noted that many young people have difficulty separating their personal and work lives. This may be manifested by spending too much time discussing their social lives with coworkers, or letting relationship problems adversely affect their work. Some youth do not work well with a diverse set of coworkers, and some have problems accepting the authority of their supervisors and managers. Business people also noted that some youth have difficulty dealing with stress.

Lack of Life Skills: Service providers recounted various challenges that youth face without basic life skills or "survival" skills such as decision-making, setting limits, managing finances, or organizational skills such as using 'to do' lists, and doing laundry. One service provider noted that staff in her program have only one year to assist youth in learning all of the basic life skills. Another service provider stated, "We do a poor job of teaching youth how to manage a budget" and providing a meaningful financial education. He cited research that found 18% of youth file for bankruptcy, in part because they have been brought up with a "consumerism" mentality that encourages them to buy things on credit. He stressed that financial literacy should be a critical piece of curriculum for youth. SVWIN is aware of this need and staff encourage the youth service providers to include such training.

Lack of Housing: Because of the high cost of housing in Santa Clara County, youth have severe problems finding affordable places to live, particularly when they earn entry-level

wages. Service providers noted that emergency or temporary housing for youth is also scarce. This issue was echoed by homeless youth and single parents.

Lack of Documentation: Service providers and youth agreed that many youth have limited opportunities because they lack documentation of their eligibility to work in the United States. Many of these youth are very motivated and eager to learn new skills. Whether applying for support services or jobs, these youth wished that there were fewer documents required for eligibility. One youth was disappointed to find out that he could not qualify for WIA services because he did not have a Social Security card.

Lack of Interagency Coordination: Several different coalitions of social service providers exist in Santa Clara County, all organized by type of service provided or by funding source. Currently, little coordination exists across providers of various types who target their services to youth. The service providers thought that lack of interagency coordination among providers of youth services creates another barrier to the successful transition of youth to adulthood. Case managers may not know that a needed service exists, or know the eligibility criteria for a particular service. Thus, services may be duplicated by different agencies, or youth may not be referred to the help they need.

Lack of Jobs for Youth: Entry-level jobs in some industries require college degrees or other certification. Jobs requiring relatively low skills and paying relatively high wages have all but disappeared since the canneries left the County. Staff from one service program noted that they have seen participants move out of state to find jobs. Both wages and the cost of living in states like Arizona and Texas are lower, and thus WIA-funded programs in California may have problems meeting their performance goals (for wage increases) if many participants move out of state for employment. Another service provider felt that youth services are "missing buy-in from industry" and that businesses should be asked for a commitment to hire youth in entry-level positions. Youth shared the negative sentiment on job availability. Teenagers face competition in finding a position for which they are qualified. As one youth put it, "There are 50 people applying for the same job!" In addition, youth have heard, that in order to get a job, "It is who you know," but youth themselves pointed out that they don't know many people with jobs or in jobs that have potential for careers and higher wages.

Promising and Effective Practices to Address Barriers to Transition

Successful youth programs have incorporated the following strategies to address the needs of at-risk youth. These are but a few examples of strategies used by successful programs.

Incentives for Out-of-School Youth

Youth programs have the challenge of increasing the skills of out-of-school youth, while also providing them with real-life work experience. Many programs have had older youth that come to programs for the work experience component, but who do not return for skills enhancement. Monetary incentives have worked in some successful programs as a way for youth to gain new skills, while enhancing their incomes. Other programs have chosen to use the work experience component as the motivator to gaining additional skills that will enhance the youth's marketability to employers.

Multi-Agency Partnerships

Youth may need services from a variety of providers to succeed in education and/or employment. Successful programs are well informed about youth-serving agencies within the community and connect participants with multiple agencies to fulfill their needs. Community-based organizations and county agencies can provide case management and support services for youth. Schools and community colleges have programs for students to complete their high school diploma or GED. Schools are also a source of counseling on additional education or career options. Vocational training providers provide specialized skills training with the knowledge of the skills desired by employers. Building collaborative relationships between the various service providers involved in a youth's life improve both program and participant outcomes in several ways. First, a collaborative partnership generally results in higher quality services for the customer, resulting in better participant outcomes. Second, partnerships may allow different programs to stretch their program dollars while providing participants with diverse services. By promoting multi-agency cost-sharing, using volunteer and intern staff, and seeking additional revenue sources, programs can improve their sustainability.

The **Southeast Los Angeles County (SELACO) Workforce Investment Board** runs the Community Youth Corps (CYC), an employment and training program for out-of-school youth. This incentive-based program ensures that students earn money while completing a recognized training course or gaining certifications in various occupations. Youth are allowed to spend 100 hours ($697) of their work experience hours in the Skillz Menu. The Skillz Menu was created to motivate students to select the "entrées" with the biggest incentives (money)–like jobs, certifications, and college admissions–versus "appetizers" such as "Developing 10 Questions You'd Ask an Employer."

Youth Offenders

Research shows that successful programs working with youth offenders incorporate high expectations, meaningful participation, and caring adults within the settings of the home,

school, and community.[40] In a recent evaluation of over 30 San Jose youth service programs, CCPA found that the presence of caring and supportive adults in a youth's life was positively correlated with a lower risk of difficulties at home, school, and in the community—fostering resiliency.

Delinquency prevention programs need to meaningfully engage youth in learning, so youth can find something that they are good at and are motivated to get better. Prevention programs should provide opportunities for youth to experience all the different modalities of learning such as physical skills, hand-on mechanical skills, art, music, culture, personal development, and other activities that allow the youth to demonstrate growth and learning. Good prevention programs also allow youth to design and implement projects and activities, work together in teams, and to contribute to their home, school, and community.

Intervention programs need to challenge the mindset of youth participants. A trusting relationship between staff and youth—characterized by respect, care, and support—can allow youth to successfully practice new pro-social behaviors and skills that lead to pro-social lifestyles. The exercise of introducing, trying, and reinforcing new behaviors can be particularly compelling for youth. The caring and supportive staff person ties new pro-social values and behaviors to family, community, educational, and employment arenas. This new relationship requires direct service and frequent contacts with youth clients in individual and groups settings. Good intervention programs assist the youth to build pro-social expectations and to meaningfully participate in their home, school, and their community. Lastly, intervention programs need to allocate resources to and be thoughtful about how to recruit youth, in the same way that anti-social influences, such as gangs, recruit youth.

Effective programs also:

1) Model anti-criminal behavior and increase problem solving;
2) Have effective use of authority, relationship practices, and motivational interviewing;
3) Have relapse prevention strategies that are available once services are completed;
4) Assess the risk level of offenders over time, tie assessment results to services, and use assessment to measure program effectiveness over time;
5) Provide ongoing staff development and training in cognitive behavioral and social learning service delivery;
6) Ensure inter-agency communication so offenders receive high quality services; and
7) Conduct program evaluations regularly including audits, consumer satisfaction, and effectiveness.

[40] Community Crime Prevention Associates. *Santa Clara County Juvenile Justice Action Plan Update*, February 2004.

Increasing Awareness of High-Growth Industries

Career counseling is important to providing youth with information on local labor market trends, including the industries that are projected to experience high growth—and high demand—for workers. Successful models have schools, community-based organizations that work with youth, and WIA staff visiting schools to share information on growing industries, and to coordinate visits from schools to the Career Centers.

> As a way to bring awareness of their industry, **Kaiser Permanente's Gilroy Medical Office** has provided internship opportunities for disadvantaged youth through their summer youth program. Youth are recruited through schools and paid a stipend. Participants work in positions in the chart room, reception desk, and in environmental services (housekeeping).

Successful programs have worked with school districts to host job fairs, and encourage youth at a younger age to learn about the local economy. Some programs have set up tours of local facilities for youth as a means to expose them to growing industries. In addition, successful programs have encouraged youth to participate in summer internships as a way to learn work habits and explore occupations. WIA funds are used to subsidize a paid experience, and, in some cases, businesses pay the internship stipend.

For the Silicon Valley area, based on local employment outlooks, high-tech bioscience appears to hold promise for high paying jobs. Appendix I presents information on two Bay Area programs that are working to prepare youth for skilled positions in biotechnology. SVWIN is already taking steps to meet this need by piloting a magnet program in the Bioscience and Healthcare industry clusters at Andrew Hill High School this program year.

Recommendations for Improving Services to Address Barriers

In an effort to reduce the barriers facing Silicon Valley youth, the following recommendations provide a means for not only SVWIN, but also other youth-serving organizations, to build stronger systems to serve youth.

Increase Dissemination of Information on Youth Services

Both youth and youth-serving providers agreed that basic needs (e.g., housing, medical benefits, food, and transportation) are not being met for many youth. While meeting basic needs is not directly funded by WIA, youth need help in providing for themselves in these areas before they can more fully devote themselves to continuing education, training, or finding a job. For this reason, both collaborating with service providers that address basic needs and disseminating information about available services are important tasks that are relevant for SVWIN's youth services program. In addition to canvassing and using the

media, marketing and outreach efforts can also include agency staff making in-person presentations at school assemblies or in front of youth groups. Also, while staff at many agencies have created their own referral lists, a comprehensive directory of services available for youth does not exist. An on-line directory would provide accessibility not only to service providers, but also to youth themselves, many of whom mentioned the Internet as a primary resource for information.

Recommendation: SVWIN should forge a relationship with the Community Technology Alliance to further develop the www.helpscc.org website. This agency already has the infrastructure and technology in place to maintain this on-line resource and referral information system. In addition, SVWIN staff and partners should be trained on accessing this information to be able to provide it to youth, and to ensure that it is disseminated as widely as possible.

Action Steps: Within the next three months, SVWIN will meet with staff at the Community Technology Alliance to establish a partnership in maintaining and accessing youth serving information. Following that, staff of SVWIN and partners will be trained on accessing the information. Within six months, SVWIN staff and youth service contractors will have designed a dissemination plan for spreading the word about available youth services, in collaboration with other service providers in the community.

Increase the Involvement of Schools in Career Preparation

Both youth and service providers noted that vocational education is no longer common in Santa Clara County high schools. SVWIN can build stronger ties with secondary schools to meet the needs of disadvantaged youth, including SAT preparation, job skills training, and information about financial aid for college. While schools may already provide some of these services, youth at times need to receive a message from multiple sources before they hear it.

Recommendation: SVWIN should create partnerships with school districts to provide workshops on not only résumé writing and job search skills, but also exploring potential careers in local industries. WIA youth services should include provision of information about college financial aid options, and facilitate test preparation as needed.

***Action Steps*:** Within the next year, working with the Youth Council member(s) who represent secondary schools, assess the range of vocational education currently offered in high schools. Identify the need for specific types of workshops or training at each high school, and begin designing workshops (i.e., career exploration, résumé writing, job search skills, and test preparation) to prepare younger youth for entering the workforce. Implement the workshops at the beginning of the 2006-2007 school year.

Increase Work Experience Opportunities for Youth

Stakeholders agreed that young people need real-world experience to build their employability skills. Internships, summer employment programs, and volunteer placements provide youth with the soft skills employers seek, as well as the structured environment found in work settings.

Recommendation: The Youth Council should be proactive in creating internship and other work experience opportunities for youth, and should engage the WIB, SVWIN Business Services staff, business representatives of the Council, and the larger community in the process. SVWIN's youth contractors should increase the number of youth that are making use of internship opportunities and provide ongoing counseling to make the most of those work experiences, including volunteer work. Whether through the Youth Council, SVWIN, or contractors, youth need a structure in place to broker the arrangement between a company/ organization and youth seeking work experience. In addition, youth, especially older and out-of-school youth, need counseling, support, and feedback to make the most of the experience.

***Action Steps*:** Begin development of a directory of current known internship, volunteer, and summer employment program opportunities available, with the goal of creating a comprehensive document by June 2006. Second, launch an SVWIN-wide effort to identify additional sources for work experience opportunities, building—and building upon—new relationships with the business community. Third, designate a "work experience coordinator" responsible for brokering arrangements between youth and employers. The work experience coordinator should also explore entrepreneurship-training possibilities for youth, such as Junior Achievement.[41]

[41] See also http://eweb.slu.edu/youth_entrepreneurship.htm .

Chapter IV
Youth Council

Current Role and Operations of SVWIN's Youth Council

The purpose of the Youth Council is to provide the local board with expertise in youth policy and to assist in: developing and recommending local youth employment and training policy and practice; broadening the youth employment and training focus in the community to incorporate a youth development perspective; establishing linkages with other organizations serving youth in the local area; and considering issues that may impact on the labor market success of Silicon Valley youth.[42] SVWIN's Youth Council consists of 12 members including WIB members, educators, representatives from youth service programs and agencies, private sector representatives, and a youth representative. The Board currently is in the process of recruiting a parent representative, business community representatives, a HUD representative, and members from the probation department.

The Youth Council oversees the contractors that provide WIA youth services. The Council as a whole approves contractor proposals and all youth budgets, which are then forwarded to the WIB for final authorization. Council members believe their primary role is to focus on ensuring that contractors are effectively serving WIA eligible youth and meeting performance goals. Members appear to have a mixed view of strategically engaging their entire communities in the process of developing a comprehensive local system of youth services. Some members see partnership with service organizations that are not employment-focused as a challenge and a potential dilution of the Youth Council's mission. At the same time, other members of the Council believe that WIA dollars should be leveraged with funds from a range of other sources targeted to serve at-risk populations.

Promising and Effective Practices for Youth Councils

SVWIN is already taking steps to implement some innovative practices, such as creating a quality index to measure contractor performance. In addition, however, the following strategies have been identified as promising means of increasing the effectiveness of Youth Councils.

[42] Department of Labor, Employment and Training Administration, *Workforce Investment Act: Final Rule*. September 11, 2000. http://www.doleta.gov/disability/htmldocs/final_regs.cfm

Youth Involvement in Planning

Successful programs involve youth in leadership roles for planning, implementation, and evaluation of programs. Youth Councils engage youth by including them as members of the Youth Council and planning committees, and soliciting their opinions via youth focus groups.[43] Not only can these strategies elicit suggestions from youth about program improvements, fundraising, and planning GED and vocational training completion ceremonies, but they can also provide opportunities for participants to learn leadership skills. Various workforce boards have involved youth in helping design youth workshops, developing marketing materials especially for youth, and developing a user-friendly youth services website.

The Youth Council for the **Carson/Lomita/ Torrance Workforce Investment Network** has two subcommittees chaired by youth and mentored by adults. Youth are not paid for their service, but do receive school credit. One of the subcommittees–for Marketing & Outreach– is leading the effort to reconstruct the youth website to make it more user-friendly for young people.

Youth Council Involvement in Youth Programs and Building Networks

Successful WIA youth programs are supported by Youth Councils that are engaged in networks consisting of a range of youth service providers and dedicated to improving the quality of services provided to at-risk youth locally. This involvement in the youth service community, either by the WIB or the Youth Council, can vary from assuming a regulatory role to coordinating services, to strategic planning, or some combination of these roles. Programs have benefited from having Youth Council members involved in the monitoring of WIA contractors, including making site visits and conducting focus groups with youth to learn what is working and what can be improved. Other WIBs have focused on one strategy to guide their decisions, such as improving graduation rates from schools and increasing entrance into 2 and 4-year colleges. Where geographic distances cause disconnects in service provision, flourishing WIBs and Youth Councils have intentionally engaged local elected officials as members to unify the area's diverse and multi-city community.

In Springfield, MA, WIA youth services benefit from the active involvement of the **Hampden County Regional Employment Board's** Youth Council members in the process of monitoring contractors. Council members take part in site visits with staff and conduct focus groups with youth to see what is working or what is not. In this way, Council members use both program outcomes and qualitative data in their decision-making to enhance youth programs.

[43] For PY 2005-2006, SVWIN has involved youth in marketing efforts and in developing a youth summit. Youth can also attend weekly Youth Cafés at the three One-Stops and provide feedback.

Business Community Partnerships

Successful youth programs work closely with businesses and nonprofits to create meaningful employment and complementary youth development services. An example of a successful model is the social enterprise model, which uses the workplace as the venue in which youth are exposed to a diverse array of experiences that are carefully designed to help them maximize their personal and professional potential, while simultaneously earning a salary.

Among the contractors that **WorkSystems, Inc.** in Portland uses for serving the educational and employment needs of youth are 2 social enterprise programs: New Avenues for Youth (NAY); and Portland Opportunities Industrialization Center (OIC). NAY owns and runs an ice cream shop, providing homeless youth with real world experience and opportunities to build skills through job training and education. Portland OIC has partnered with a local coffee company to train and certify youth as baristas, leading to jobs in local retail coffee shops.

In addition, the business community is the best source of information about industry needs, job shadowing opportunities, internship placements, guests for presentations, mentoring, equipment, and grants. WIBs have tapped both their board members and other local business people to raise funds specifically for youth programs. For these programs, business representatives sitting on the WIB not only provide insight into the business community, but they are also useful members of smaller committees, such as an Employer Advisory Council or Youth Council.

Recommendations for Improving the Youth Council Role and Operations

The following recommendations are presented as strategies for strengthening the existing framework of SVWIN's Youth Council and Youth Services program.

Promote a Strategic Role for the Youth Council and Diversify Membership

While SVWIN's Youth Council has been improving its systems for selecting service providers and monitoring their outcomes, the group has been functioning primarily in a "regulatory" capacity, providing advice and policy direction on the use of WIA youth funds. Strong and diverse leadership within the greater youth community, as mentioned in the Council's vision statement (see box), would benefit WIA youth services. Likewise, the business community is not strongly represented on the Council, and no joint effort between SVWIN's business services and youth services

The Youth Council's role is to **"provide strong leadership and direction to a dynamic system that provides youth with the educational foundation, personal supports, and career preparation necessary to succeed as adults."**

SVWIN Youth Council vision statement, 2003

"departments" exists.[44] Job developers from SVWIN's youth services contractors currently are the only communications link between the Youth Council and the business community.

Recommendation: The Youth Council should develop a strategic plan to redefine the mission and functions of the Council itself. The Council should use this process as an opportunity to stretch beyond its current role to one of catalyzing the development of a comprehensive youth services system. The Council should consider expanding its functions to include convening local leadership to take action, coordinating youth services, measuring the quality and impact of local efforts, and promoting policies to sustain effective practices. In addition, the Youth Council should continue to diversify its membership by adding representatives from businesses as means of ensuring that SVWIN's youth services are demand-driven. Business representatives on the Council can provide a clear and direct link between the business community and the Youth Council, and can also facilitate engaging the interest of companies in youth services.

***Action Steps*:** First, the Youth Council should develop a strategic plan. Second, the Council and SVWIN staff should proceed with implementing additional recommendations in this report as many of them support the Council moving toward a more strategic role in the community. Third, the Council should create a list of potential Youth Council members from companies in the service area. At least three potential members should be invited to Youth Council sessions, and presented with the mission of the Youth Council, goals of WIA youth services, and benefits of creating this partnership. Once new members are recruited, the Council should provide "board of directors" and strategic planning training to all.

Continue to Collaborate on and Coordinate Services with Agencies

Given that DOL/ETA's recent vision statement charges local boards with targeting youth services to youth who are most at risk, strong working relationships with providers of various types of support services is necessary. Furthermore, most of the study's service provider respondents emphasized the importance of establishing a single collaborative network of organizations that serve youth within SVWIN's service area. While SVWIN stakeholders have a great willingness to expend the time and effort needed to develop a more integrated system, many indicated the need for a coordinator to manage the process and believed that this is a valid function for the Youth Council to take on. The coordinator could also pass on legislative information and coordinate grant-writing efforts.

Recommendation: The Youth Council should place a high priority on establishing close relationships with youth service providers throughout SVWIN's service area. The Council is

[44] The Business Services unit does send out daily job bulletins to all job developers, including those serving youth. Any person or agency can request to receive these bulletins.

uniquely positioned to take a lead role, as a catalyst for change, in encouraging collaboration and coordination with and between service providers. As part of this effort, the Council should designate a coordinator to manage collaboration among SVWIN stakeholders, including grant-writing efforts.

***Action Steps*:** Within the next four months, Youth Council members and SVWIN staff should initiate a series of regular meetings with community youth services providers with the goal of establishing a collaborative network[45]. In working with various types of providers, the Council can determine whether a coordinator is desirable and feasible, and if so, develop the job description of such a position (volunteer or paid position; part-time or full-time; etc.), and hiring timeline.

[45] SVWIN held its first meeting on November 10, 2005.

Appendix A

Detail on WIA Youth Service Providers for 2005-2006 Fiscal Year

Provider	Original Amount July 2005	Reallocated Funds September 2005	Capacity	Target Population	Services Provided
Henkels & McCoy	$600,000		120	Older Youth	Central County Case management, work readiness training, and supportive services; training in cabling, retail, & hospitality.
Henkels & McCoy- Older Youth *Center for Employment and Training Subcontract*		$262,500	35 H&Mc; 15 CET	Older Youth	Choice based Youth system in South County
Henkels & McCoy Follow-Up	$105,000	$100,000		Older Youth; Younger Youth	Older and Younger Youth strategic follow-up services
Henkels & McCoy- Younger Youth		$180,000		Younger Youth	In-school youth at three locations in Gilroy and East Side Union High School District.
MACSA Subcontract		$62,000	10 MACSA;	Foster Care	Above includes ten foster care youth to engage in a work experience program.
MACSA and Rohi Subcontract	$60,000				Targeted marketing outreach for older and younger youth in collaboration with MACSA and Rohi.
San Jose Evergreen Community College Subcontract		$120,000	50 SJECC		Summer Internship funding for youth salaries and case management.
Henkels & McCoy Total Contracts = $1,489,500					

Provider	Original Amount July 2005	Reallocated Funds September 2005	Capacity	Target Population	Services Provided
San Jose Conservation Corps	$190,000	$105,000	40 original; 20 reallocated; 60 total	Older youth; out-of-school	Case management, work readiness training, and supportive services; training in landscaping, recycling, and construction industries.
San Jose Conservation Corps Total Contracts = $295,000					
San Jose Evergreen College	$467,500	(see subcontract above under Henkels & McCoy - younger youth - summer)	70	Older youth	Case management, work readiness training, and supportive services, including $100,000 for assessments and workshops; training in software, retail, and construction.
San Jose Evergreen College Total Contracts = $467,500 (does not include subcontracts)					
Second Start Year-round Younger Youth	$262,000	-$262,000	60 original; none total	Younger youth; foster youth	Basic skills and counseling; $15,000 to pilot serving five youth at Andrew Hill High School in Bio Science and Health Care Industry Clusters; $62,000 serving five existing and five new foster care youth in school year work experience program; $60,000 for extensive outreach for older and younger targeted populations and region specific support.
Second Start Older Youth	$367,500	-$367,500	70 original; none total	Older Youth	Case management, work readiness training, and supportive services; training in hospitality and medical assistant.
Second Start Summer Program	$590,000		250	Younger Youth	Case management, summer internships, work readiness training, and supportive services; basic skills and counseling.
Second Start Total Contracts = $590,000					
FY2005-2006 Budget Total	**$2,612,000**	**$2,842,000**	**610**		

Source: Memorandum from Jeff Ruster to Youth Council, July 26, 2005; Memorandum from Jeff Ruster to Youth Council, September 15, 2005; and communication with Suzanne Wolf, Youth Services Program Manager.

Appendix B

Required Youth Services Under WIA

- Tutoring, study skills training, & instruction leading to completion of high school, including dropout prevention strategies
- Alternative secondary school services
- Summer employment opportunities directly linked to academic & occupational learning
- Paid & unpaid work experiences, including internships & job shadowing
- Occupational skill training
- Leadership development opportunities, including community service & peer-centered activities encouraging responsibility & other positive social behaviors during non-school hours
- Supportive services, including linking youth to community & medical services, & assisting with work clothes & tools
- Adult mentoring during & after period of participation, for a total of not less than 12 months
- Follow-up services for at least 12 months after the completion of participation
- Comprehensive guidance & counseling, including drug & alcohol abuse counseling & referral.

Source: Workforce Investment Act, Section 129

Appendix C

Youth Services Available in the SVWIN Service Area

Service \ Provider	Central Santa Clara County																South Santa Clara County					
	Alum Rock Counseling Center	Bill Wilson Ctr	Campbell Youth Employment Opportunity Program	Center for Employment & Trng	Center for Training & Careers	City of San Jose	City of Saratoga - Youth Recreation Department	Emergency Housing Coalition	Evergreen Community College	Henkels & McCoy	Mayor's Gang Prevent Task Force	San Jose Conservation Corps	San Jose Job Corps	Victory Outreach	Workforce Initiative Network	Yerba Buena High School	Center for Employment & Trng	City of Morgan Hill	Gavilan Community College	Mexican American Community Services Agency	Rebekah Children's Services	South County Public Health
EDUCATION																						
Educational Counseling																	X		X	X	X	
Educational Plan																	X		X	X		
Basic Skills/Literacy	X			X						X		X				X						
Life-Long Learning		X		X		X			X	X			X			X						
Tutoring																	X		X	X		
English as Second Language (ESL)																	X		X	X		
TRAINING																						
Vocational Training	X		X	X	X	X			X	X		X			X		X		X	X		
Multiple Locations						X				X		X			X	X						
Individualize Trng				X	X	X			X	X		X										
Varied Skills	X			X		X		X	X	X		X				X						
JOB READINESS																						
Career Counseling	X	X	X	X	X			X	X	X			X	X		X	X		X	X	X	
Communication Skills	X	X	X	X				X	X	X			X	X		X	X		X		X	
Work Ethic	X	X		X	X	X		X		X		X				X						
Work Readiness	X	X			X	X			X	X			X			X						
JOB SEARCH SKILLS																						
Interviewing Skills	X		X	X	X	X		X		X		X			X							
Resume Preparation	X		X	X	X	X		X		X		X			X							
Personal Presentation Skills	X	X		X					X	X			X			X						
Job Search/Hunting Skills	X	X	X	X	X	X		X	X	X			X		X	X	X		X	X		
JOB SEARCH																						
Job Bank	X			X								X			X							
Networking Opportunities	X		X	X	X		X			X		X			X							

Service \ Provider	Central Santa Clara County																South Santa Clara County					
	Alum Rock Counseling Center	Bill Wilson Ctr	Campbell Youth Employment Opportunity Program	Center for Employment & Trng	Center for Training & Careers	City of San Jose	City of Saratoga - Youth Recreation Department	Emergency Housing Coalition	Evergreen Community College	Henkels & McCoy	Mayor's Gang Prevent Task Force	San Jose Conservation Corps	San Jose Job Corps	Victory Outreach	Workforce Initiative Network	Yerba Buena High School	Center for Employment & Trng	City of Morgan Hill	Gavilan Community College	Mexican American Community Services Agency	Rebekah Children's Services	South County Public Health
JOB SUPPORT/ RETENTION																						
Career Ladder	X	X							X	X			X			X						
Employer Flexibility				X																		
Employer Training				X	X										X							
Job Adaptation	X	X		X					X	X			X			X						
Job Coach	X	X		X	X				X	X			X									
Job Retention Skills	X	X		X					X	X			X									
SOCIAL/SUPPORTIVE																						
After-School Program																		X	X	X	X	
Case Mgmt/Comm. Resources	X	X		X		X		X	X						X	X		X				
Child Care		X		X					X				X			X	X		X	X		
Clothing		X		X						X						X						
Counseling/Therapy	X	X						X	X					X							X	
Domestic Violence																	X					
Financial Literacy Trng				X	X	X			X	X			X			X				X	X	
Budgeting/Savings	X	X		X				X	X	X			X			X	X		X			
Housing								X				X										
Legal Assistance				X				X														
Medical/Health Care								X	X				X	X		X					X	X
Mentoring	X	X						X	X	X				X		X	X			X	X	X
Support System	X	X		X						X			X	X		X	X		X	X	X	
Recreation						X	X											X				
Social Skills														X			X		X	X	X	
SSN, Identity Assistance				X				X		X		X					X		X			
Tattoo Removal											X											
Transportation	X	X		X		X		X	X				X		X		X			X		

Source: The information presented here is based on roundtable participant feedback on August 2 and August 3, 2005 and is not representative of all services in SVWIN's local service area.

Appendix D
Sources for Promising and Effective Practices

1. Literature Review
Bronwen Macro, Sherry Almandsmith, and Megan Hague. *"Creating Partnerships for Workforce Investment: How Services are Provided Under WIA";* The Revised Final Report for "Understanding the Role of Intermediaries Under WIA." Berkeley Policy Associates, September 2003.
Santa Clara County Alternative Schools Collaborative: ASC Final Report. February 24, 2004
Hayin Kim, Michael Lopez, Sonya Sanchez, Michael Wald. *Connecting Foster Youth to Higher Education and Employment Opportunities: An Analysis of Santa Clara County's System to Support Older Foster Youth*. Stanford University. June 2005
PEPNet '03 Profiles. National Youth Employment Coalition, Washington, DC. www.nyec.org, September 2003.
Christian Geckeler. *Implementing the Youth-Related Components of the Workforce Investment Act in California: A Survey of Local Youth Councils.* May 2005. www.calwia.org/doc_files/CALYC%20Survey.pdf
http://www.nww.org/yci/ycideasindex1.htm; Ycideas- A webpage of practitioner ideas, strategies, and tips for serving WIA youth.
http://nyec.modernsignal.net/page.cfm?pageID=110; PEPNet, the Promising and Effective Practices Network, provides a website on its system to enhance the quality of programs linking young people (ages 12 to 25) to work and education, thereby promoting a successful transition to adulthood.
50 Stories: Profiles of Youth Systems in California's Workforce Investment Areas. California Workforce Investment Board, Summer 2003.

2. Programs Working with Youth
Berkeley Biotechnology Education, Inc. (BBEI), Berkeley, CA.
Community Youth Corps (CYC), Southeast Los Angeles County (SELACO) Workforce Investment Board, CA.
Gulf Coast Workforce Board, in Houston, TX (also called the WorkSource).
Hampden County Regional Employment Board, Springfield, MA.
Independent Living Programs in Santa Clara County, CA.
Maritime Apprentice Program, Hull Lifesaving Museum, Boston, MA.
Mexican American Community Services Agency, Inc. in Gilroy, CA.
NOVA, Sunnyvale, CA.
On Ramp, SFWorks, *San Francisco, CA*
Summer Youth Program, Kaiser Permanente's Medical Office in Gilroy, CA.
Teen Employment Network (TEN), the Youth Council for the Carson/ Lomita/Torrance Workforce Investment Network, CA.
WorkSystems, Inc. in Portland, OR.

Appendix E
Trends in Youth Employment

This section discusses educational outcomes for youth and trends in youth employment outcomes in Santa Clara County since 2001. Where possible, the study team compared statistics for local communities in Santa Clara County with state and national data, and present data disaggregated by age group. The section also discusses the current job market in Silicon Valley, employment trends over time, challenges concerning the employment and educational needs of youth, and opportunities that exist for youth to transition successfully into adulthood and economic self-sufficiency.

Employment Trends for Youth

National Data

A recent news release from the U.S. Bureau of Labor Statistics reported that as of October 2004, most high school and college age youth were employed nationwide. Of the 16.3 million 16- to 24-year olds not enrolled in school in October 2004, 81% were in the labor force, while 32% of the 9.4 million students enrolled in high school were engaged in some form of labor force activity.[1] Over half (54%) of the 10.8 million students enrolled full-time in college were employed, as were the majority (82%) of part-time college students.

For younger youth, working often depends on whether they are still in school and whether school is in session. Studies[2] show that employment among 16-18-year-olds rises dramatically during the summer months. Most of these youth are employed in a narrow set of occupations and industries, predominantly in entry-level positions in service industries, but younger teens also work in landscaping, agriculture, and elementary and secondary schools.

In contrast to those enrolled in high school, very little seasonal variation exists in employment among high school dropouts. Dropouts tend to be employed in the same industrial sectors as their counterparts who are still in school, with food service jobs predominating in both groups.[3]

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[1] "College Enrollment and Work Activity of 2004 High School Graduates." Bureau of Labor Statistics News Release, March 25, 2005.
[2] Studies include the *1979 National Longitudinal Survey of Youth* (NLSY79), the *Time-Series Evidence of the Effect of the Minimum Wage on Youth Employment and Unemployment*, and *Minimum Wages and Youth Employment in France and the United States.*
[3] Oettinger, Gerald S. "Seasonal and Sectoral Patterns in Youth Employment," U.S. Bureau of Labor Statistics, April 2000.

State and County Data

California's overall unemployment rate has fluctuated over the last few years, but has continually been higher than the national rate (see Exhibit 1 below).[4] The unemployment rate for Santa Clara County has been higher than the state rate, ranging from 5.1% in 2001 to 6.6% in 2004. Within the County, SVWIN's service area experienced a particularly high level of unemployment, reaching a peak of 9.4% in both 2002 and 2003.[5] Though the unemployment rate for workers under 24 years of age by local area are not available, the unemployment rate for California youth age 16-19 is available. As Exhibit 2 shows, youth were three times more likely to be unemployed than were all workers in California. Youth and young adults in the Silicon Valley have faced similar or higher unemployment rates during the same period.[6]

Exhibit 1. Unemployment Rates for All Ages, 2001– 2004

Overall Rate of Unemployment	2001	2002	2003	2004
San Jose-Silicon Valley (Local Workforce Investment Area)	5.7%	9.4%	7.3%	7.3%
Santa Clara County	5.1%	8.5%	8.5%	6.6%
State of California	5.4%	6.4%	6.8%	6.2%
Youth Ages 16-19[7]	15.7%	17.8%	19.1%	19.7%
United States	4.7%	5.8%	6.0%	5.5%

Source: U.S. Department of Labor, Bureau of Labor Statistics. Note: Rates are not seasonally adjusted.

Exhibit 2. Change in employment from 1st Qtr 2001 to 4th Qtr 2003
Youth workers vs. Total workforce (Santa Clara County)

	Qtr 1 2001	Qtr 4 2003	
TOTAL EMPLOYMENT	946,043	853,284	
Age 14- 18	26,350	20,491	
Age 19-21	41,826	36,026	
Age 22-24	55,321	42,954	
Youth % Total	13%	12%	
Job Loss Total		92,759	9.8%
Job Loss Youth		24,026	19.5%
Job Loss Youth % of Total		25.9%	

Source: U.S. Census Bureau, Longitudinal Employer/Household Dynamics: Local Employment Dynamics Database, http://lehd.dsd.census.gov/led/datatools/qwiapp.html

[4] Department of Labor, Bureau of Labor Statistics. http://www.bls.gov
[5] California Employment Development Department. "Labor Market Information: Unemployment Rates for Labor Force Groups in California By Sex and Age Not Seasonally Adjusted (in Percent)." http://www.calmis.ca.gov/file/lfother/fig7.htm
[6] Existing literature shows that younger workers as a group usually experience a higher unemployment rate than the rest of the working age population during an economic downturn.
[7] California Employment Development Department. "Labor Market Information: Unemployment Rates for Labor Force Groups in California By Sex and Age Not Seasonally Adjusted (in Percent)." http://www.calmis.ca.gov/file/lfother/fig7.htm

Available labor market information shows a divergence in the trends in weekly wages among youth. On the one hand, private sector wages for younger youth in the Silicon Valley have risen almost 14% since 2001. Average weekly earnings in 2001 for youth aged 14-18 were $891, increasing to $1,013 in 2003. At the same time, weekly earnings for 19-21 year olds declined 12%, from an average of $1,522 in 2001 to $1,336 in 2003.[8]

City Data

Preliminary September 2005 labor market data for Santa Clara County show considerable variation in the recent unemployment rate across cities and unincorporated areas. As Exhibit 3 below illustrates, the unemployment rates for the southern part of SVWIN's service area–including Gilroy, Morgan Hill, and San Martin–were higher than the rate of 5.2% for the county as a whole. On the other hand, Saratoga and Campbell had lower unemployment rates than the County and than the City of San Jose. Data on younger workers, between the ages of 16 and 24, were not available at the municipal level.

Exhibit 3. SVWIN Area Employment Data by City/CDP: All Ages
September 2005 (Preliminary)

Area Name	Labor Force	Employment	Unemployment	
			Number	Rate
Santa Clara County	832,700	789,500	43,200	5.2%
City of Campbell	21,400	20,400	1,000	4.5%
East Foothills CDP	3,900	3,700	200	6.0%
City of Gilroy	19,400	18,000	1,400	7.4%
City of Los Altos	12,200	11,900	300	2.4%
Los Gatos Township	14,800	14,200	600	3.8%
City of Morgan Hill	16,300	15,200	1,100	6.9%
City of San Jose	433,400	408,700	24,700	5.7%
San Martin CDP	2,100	1,800	300	12.6%
City of Saratoga	12,800	12,500	300	2.4%

Source: California Labor Market Information, Employment Development Department.

Note: A census-designated place (CDP) is a community that lacks a separate municipal government, but which otherwise resembles an incorporated place.

[8] California Labor Market Information, Employment Development Department. Several factors could contribute to such a decrease, including youth working fewer hours during the quarter.

In What Jobs Do Silicon Valley Youth Work?

The following three exhibits use comprehensive data from the U.S. Census to compare several employment outcomes among Silicon Valley youth with those of similar youth throughout California. These outcomes include wages, industry, and growth in number employed. The figures shown here are the latest available and cover the fourth quarter of 2002 through the third quarter of 2003.[9] All Silicon Valley data cover the SVWIN service area[10] and exclude other parts of the Silicon Valley.[11]

Industries of Jobs Held by Youth

Exhibit 4 shows, for the Silicon Valley and for California as a whole, the proportion of youth in three different age categories (ages 14-18, 19-21, and 22-24) employed in the five largest industries in the state.[12] These industries include retail, administrative and professional, eating and drinking, health care, and manufacturing. The figures also present comparable statistics for adults ages 25-34. The similarities and differences between the two charts in Exhibit 4 are striking. First, employment in eating and drinking places, such as fast food restaurants, is an important starting point for employed youth in the youngest age category. Almost 30% of employed youth in this age category were employed in such establishments, both in Silicon Valley and in California as a whole. As youth get older, this category accounts for ever smaller proportions of employees, with only little more than one in 20 employees aged 25-34 reporting employment in eating and drinking establishments.

Although the patterns of employment across age groups were similar in Silicon Valley and California as a whole, they differed in certain key areas. For example, the figures show that a higher share of younger youth in Silicon Valley is employed in retail employment than youth in other parts of the state. This may be because Silicon Valley's urban and suburban setting offers more opportunities for retail employment than may be found across California as a whole. Among the five industries, retail was the most important source of employment for youth aged 19-21; almost 30% of employed youth in Silicon Valley found a job in this sector. Apparently, retail is not a career that many youth continue in: fewer than one in ten 25-34-year-olds in the SVWIN areas worked in retail.

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[9] Some trends may have improved since this period, but most patterns of occupations and wages will be similar.
[10] US Census Bureau, Local Employment Dynamics database; area identified as San Jose- Silicon Valley WIB.
[11] These statistics are not available for smaller geographic areas, or by race or ethnicity.
[12] These industries were selected because they employ the largest numbers of employees. Each industry covers multiple subsectors in the Census data. A list of the industries included in each category is presented as the end of this document.

By the time Silicon Valley youth reach age 22, administrative and professional jobs were their most important source of employment among the five industries. This is true in the state as whole as well, but the proportion of youth in administrative and professional jobs was higher in Silicon Valley across all four age groups.[13] Unlike retail and eating and drinking places, the proportion of young workers in administrative jobs grew in direct proportion to age; thus these jobs may offer more promising long-term career opportunities in Silicon Valley than in other parts of the state.[14]

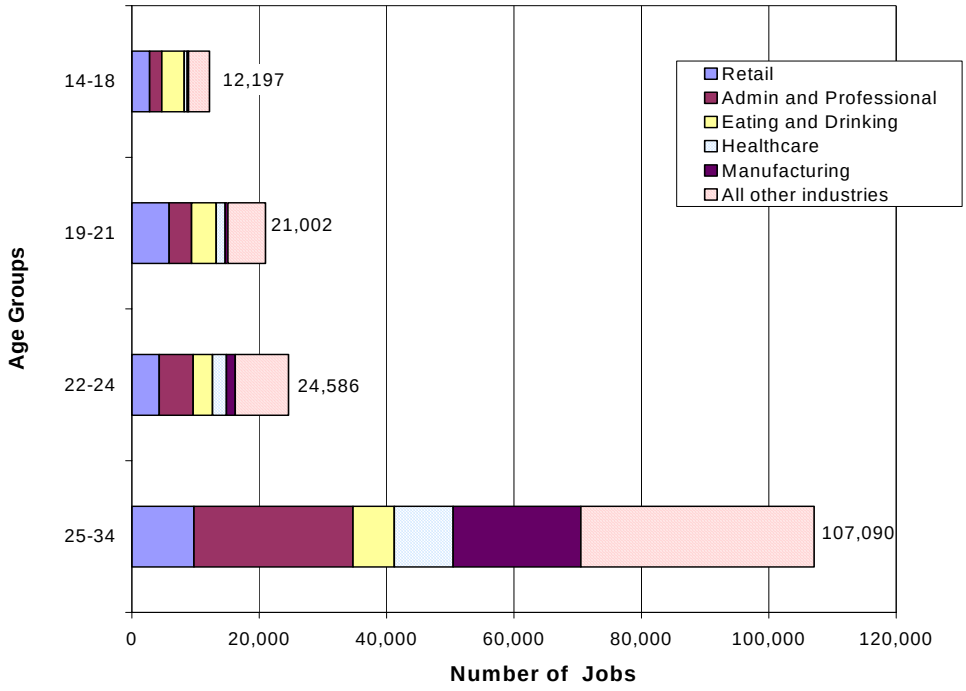
Lastly, the most profound difference between the two charts is the proportion of 25-34 year olds who worked in manufacturing. This sector accounted for almost one in five of employees in this age category in Silicon Valley, compared to about one in ten in the state as a whole. The presence of the computer industry in Santa Clara County largely explains this difference. The need for specialized training to gain access to those jobs, makes entry into manufacturing more difficult for youth in Silicon Valley than in other parts of California. At the same time, manufacturing firms must often recruit outside the area to find qualified workers.

The overall picture presented by Exhibit 4 suggests that youth in Silicon Valley work in eating and drinking establishments and in retail while they are in high school and college. After completing their educations, youth are more likely to work in administrative and professional jobs and for manufacturers, both of which often require employees to have higher levels of education and training than many other industries.

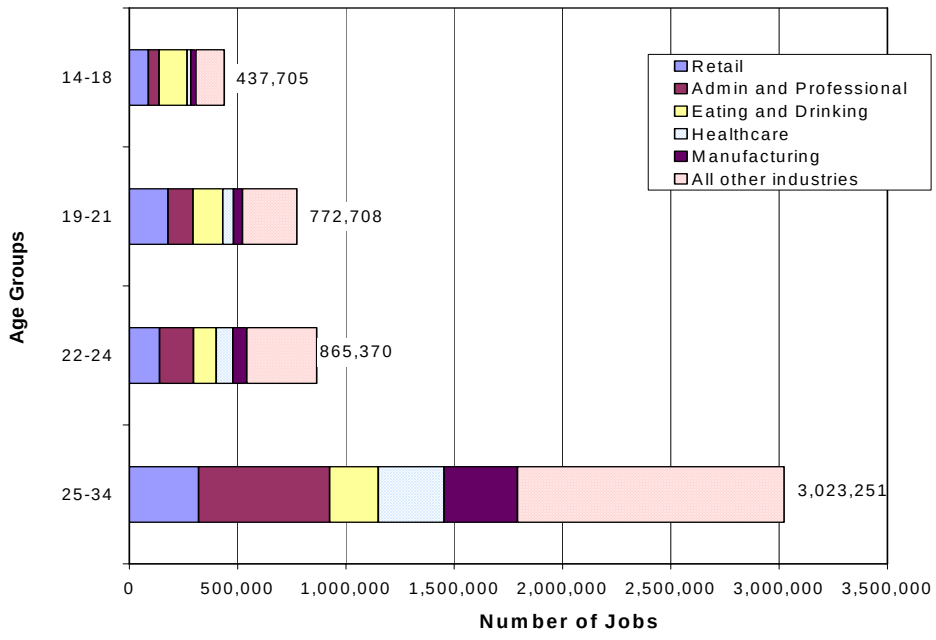
[13] Again, such employment may be more available in Silicon Valley than in the state as a whole.
[14] These data should not be interpreted to represent individual paths. Although many youth who enter administrative jobs at an early age may continue to hold such jobs as they get older, many former fast food and retail employees move into administrative positions over time.

Exhibit 4. Industries of Jobs Held by Youth: September 2003

A: SVWIN Area



B: California



Source: US Census, Local Employment Dynamics database.
Note: Data presented covers 4th Qtr 2002 through 3rd Qtr 2003.

A final notable finding is that number of jobs in the healthcare industry was lower in Silicon Valley than in the rest of the state among the 25-34 age group. Several factors make this situation an opportunity for SVWIN. First, this industry has been identified as a high-growth industry by both the U.S. Department of Labor and by SVWIN. Second, the industry offers occupations with a range of educational and skill requirements. Third, at least ten hospitals and many more medical facilities are located in the SVWIN service area.[15] The challenge facing SVWIN and its partner organizations is to create more opportunities in critical sectors of the regional economy – such as manufacturing, healthcare, and administrative and professional occupations – for younger and less educationally-qualified workers.

Wages Earned by Youth

Exhibit 5 below shows wages for young workers for four age groups in each of the five top industry sectors discussed above. The figures represent self-reported monthly earnings, and variation across industries may partly reflect differences in hours worked from one sector to the next. Here the differences between Silicon Valley and California are more pronounced.

Exhibit 5. Annual Earnings for Top Five Industries- Comparing Wages in SVWIB Area and CA 14-34 Year Olds

	14-18 Year Olds		19-21 Year Olds		22-24 Year Olds		25-34 Year Olds	
Industry	**SVWIN**	**CA**	**SVWIN**	**CA**	**SVWIN**	**CA**	**SVWIN**	**CA**
Retail	$ 3,037	$ 3,030	$ 3,972	$ 4,428	$ 6,458	$ 6,260	$ 10,409	$ 9,818
Admin and Professional	$ 5,270	$ 4,211	$ 5,550	$ 5,176	$ 8,954	$ 7,848	$ 17,859	$ 14,533
Eating and drinking	$ 2,956	$ 2,808	$ 3,392	$ 3,760	$ 4,824	$ 4,628	$ 5,964	$ 5,904
Healthcare	$ 3,728	$ 3,391	$ 5,812	$ 5,265	$ 7,876	$ 6,980	$ 12,040	$ 10,832
Manufacturing	$ 9,153	$ 5,559	$ 10,372	$ 6,506	$ 14,473	$ 9,020	$ 24,009	$ 14,327

Source: US Census, Local Employment Dynamics database.
Note: Figures represent annualized amount rounded to the nearest dollar, using average quarterly wages. Data presented covers 4th Qtr 2002 through 3rd Qtr 2003. Differences in earnings may reflect variations in hours worked per period.

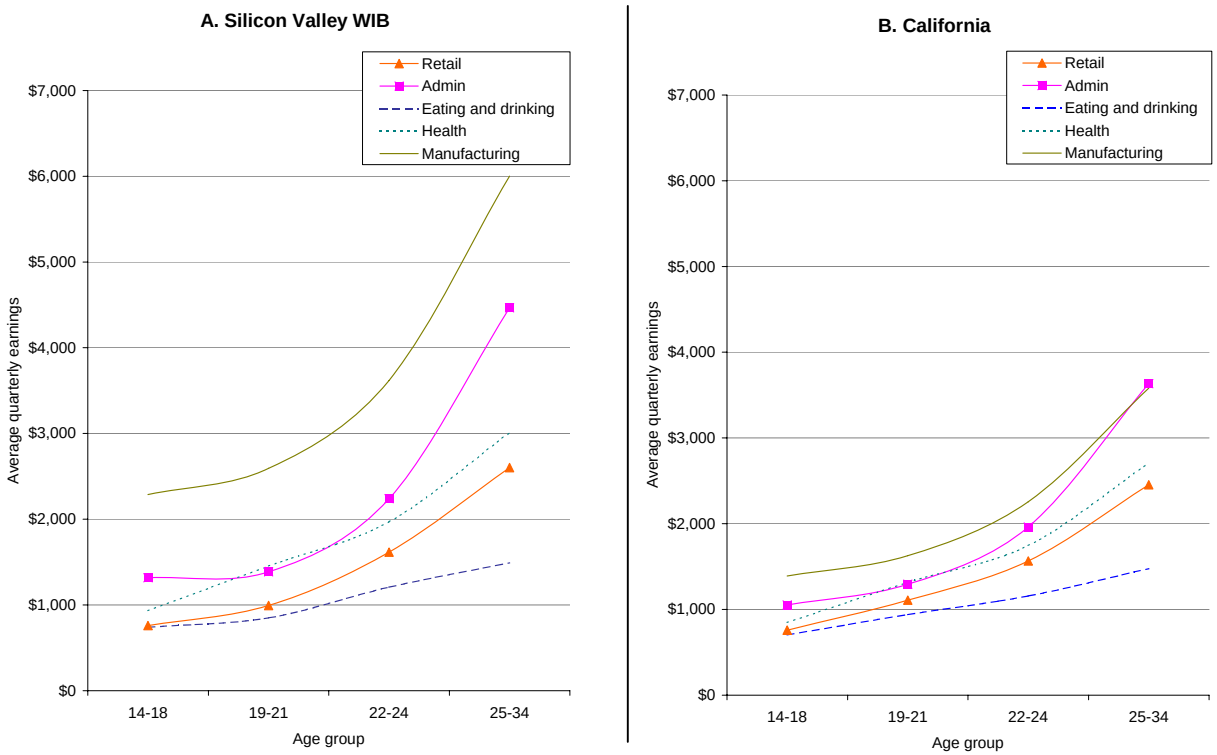
Wages earned by Silicon Valley youth working in industries known to offer skilled jobs (e.g., manufacturing, administrative and professional services, and health care) were substantially higher than those earned by their peers in the rest of the state. The largest difference in wage rates between young workers in Silicon Valley and the rest of the state was in manufacturing. Partly because of the skill requirements of high tech manufacturing, monthly wages for this industry were over 50% higher than those elsewhere in California. While manufacturing paid better than the other four largest industries in both Silicon Valley and the rest of the state, manufacturing wages in Silicon Valley were exceptionally high even among the youngest and

[15] Additional research would need to be conducted to see if the availability of healthcare jobs in Santa Clara County is at capacity and proportional to the availability of jobs in California as a whole.

least experienced group of workers. On the other hand, the majority of young workers in the Silicon Valley were employed in retail and eating and drinking industries, and wages in these industries are similar across California. Taken together with a high unemployment rate in the Silicon Valley in recent years, the wide range of wages across industries indicates the divergence of job opportunities for Silicon Valley youth. Some youth benefit from the success of the Silicon Valley's high-tech high-paying businesses, while many others are unemployed or are limited to low-paying jobs.

Exhibit 6 below compares earnings increases for youth in Silicon Valley with those for youth across the state by the five largest California industries. As expected, earnings grew with age, hours worked per quarter, work experience, and expertise gained in an industry. On average, employment in retail paid no better than in eating and drinking places for 14-18-year-olds.

Exhibit 6. Wage Earnings Growth in Major Occupations by Age Group Comparing SVWIN Area and California, September 2003



Source: US Census, Local Employment Dynamics database.
Note: Figures represent annualized amount, using average quarterly wages. Data presented covers 4th Qtr 2002 through 3rd Qtr 2003.

Nonetheless, average retail earnings for workers aged 19-21 in Silicon Valley were 31% higher than for the younger group, while average wages for food service workers aged 19-21 were only 14% higher than earnings for their younger peers (see Exhibit 7 below).

Of particular interest is the difference in earnings increases by age group across the five industries in Exhibit 7 below. Examining the increase in average quarterly wages in Silicon Valley from the youngest group in our analysis (ages 14-18) to the oldest group (ages 25-34), workers in manufacturing and in administrative and professional positions showed the largest increases (both over 400%). Employment in this industry could result in economic independence versus employment in other industries. However, it is critical that youth have the education and skills needed to obtain positions in these industries.

Exhibit 7. Annual Earnings for Top Five Industries-
Comparing Increase in Earnings between SVWIN Area and CA (14-34 Year Olds)

	Ages 14-18 & 19-21		Ages 19-21 & 22-24		Ages 22-24 & 24-34			
	% increase		% increase		% increase		% increase 14-34	
Industry	SVWIN	CA	SVWIN	CA	SVWIN	CA	SVWIN	CA
Retail	30.8%	46.1%	62.6%	41.4%	61.2%	56.8%	242.8%	224.0%
Admin and Professional	9.2%	31.9%	85.7%	60.3%	137.9%	106.8%	414.5%	340.7%
Eating and drinking	14.4%	31.4%	36.1%	19.6%	17.7%	20.4%	99.1%	102.2%
Healthcare	68.6%	61.8%	52.0%	38.8%	64.5%	61.5%	273.7%	245.5%
Manufacturing	40.2%	31.3%	103.2%	56.8%	147.7%	84.8%	489.2%	289.4%

Source: US Census, Local Employment Dynamics database.

Growth and Decline of Jobs among the Silicon Valley Youth

Exhibit 8 below consists of a table on the employment of Silicon Valley youth, showing data from the Census on the top 30 types of industries in which young workers are employed. The table presents industries sorted by number of jobs held by youth aged 14-24, and shows the growth or decline in the number of youth in each industry between December 2002 and September 2003.

Exhibit 8. Employment of Youth Aged 14-24 in SVWIN's Service Area, By Industry September 2003, and Change from December 2002

Rank	Industry	Total	% of Total	% Growth
1	Food Services and Drinking Places	10,423	18.0%	+6.8%
2	Administrative and Support Services	5,895	10.2%	-3.1%
3	Professional, Scientific, and Technical Services	3,084	5.3%	-15.1%
4	Specialty Trade Contractors	2,646	4.6%	-4.7%
5	General Merchandise Stores	2,508	4.3%	+9.8%
6	Clothing and Clothing Accessories Stores	2,467	4.3%	-7.4%
7	Food and Beverage Stores	2,353	4.1%	-0.7%
8	Ambulatory Health Care Services	2,045	3.5%	-4.2%
9	Educational Services	1,977	3.4%	-20.9%
10	Amusement, Gambling, and Recreation Industries	1,597	2.8%	-4.4%
11	Sporting Goods, Hobby, Book, and Music Stores	1,403	2.4%	-10.3%
12	Computer and Electronic Product Manufacturing	1,218	2.1%	-46.1%
13	Merchant Wholesalers, Durable Goods	1,165	2.0%	-14.0%
14	Building Material & Garden Equipment & Supplies Dealers	1,136	2.0%	+3.8%
15	Motor Vehicle and Parts Dealers	1,130	2.0%	-6.7%
16	Health and Personal Care Stores	1,013	1.8%	-10.9%
17	Management of Companies and Enterprises	939	1.6%	-12.0%
18	Miscellaneous Store Retailers	917	1.6%	-13.2%
19	Social Assistance	906	1.6%	-6.5%
20	Real Estate	879	1.5%	+8.9%
21	Religious, Grantmaking, Civic, Professional, and Similar Organizations	828	1.4%	-7.5%
22	Repair and Maintenance	807	1.4%	-7.2%
23	Construction of Buildings	769	1.3%	+0.9%
24	Accommodation	758	1.3%	+5.8%
25	Merchant Wholesalers, Nondurable Goods	751	1.3%	+24.2%
26	Personal and Laundry Services	748	1.3%	-3.2%
27	Nursing and Residential Care Facilities	697	1.2%	-3.7%
28	Rental and Leasing Services	610	1.1%	+19.0%
29	Motion Picture and Sound Recording Industries	531	0.9%	+6.9%
30	Crop Production	519	0.9%	+3.6%
	All other industries*	5066	8.8%	N/A
	Total	**57,785**	**100.0%**	

Source: US Census, Local Employment Dynamics database.
Note: Figures for jobs represents the average quarterly employment between 4th Qtr 2002 and 3rd Qtr 2003.
Percentage of growth compares the change in employment between 3rd Qtr 2002 and 3rd Qtr 2003.
* Information was not available for all age groups in these industries.

The table shows some clear contrasts between growing and shrinking occupational areas for Silicon Valley youth during the four quarters ending September 2003. On the one side, youth employment in computer manufacturing declined sharply (-46%), and related industries such as professional services and educational services saw significant declines as well (-15% and-21%,

respectively). On the other side, youth employment increased in wholesaling (+24%), real estate (+9%), and rental and leasing services (+19%). Employment in eating and drinking places increased as well (+7%). Interestingly, employment in all types of retail sales was down except for general merchandise stores (such as Wal-Mart). On the whole, this table shows a shift from high-paying jobs in manufacturing and related industries to lower-paying jobs in retail and other service industries. The resurgence in the high tech industry that has taken place over the past several years may reverse this trend, but unless it does, the effects of these shifts on the wages and career progression of Silicon Valley youth may be profound.

The Job Market and Silicon Valley Youth

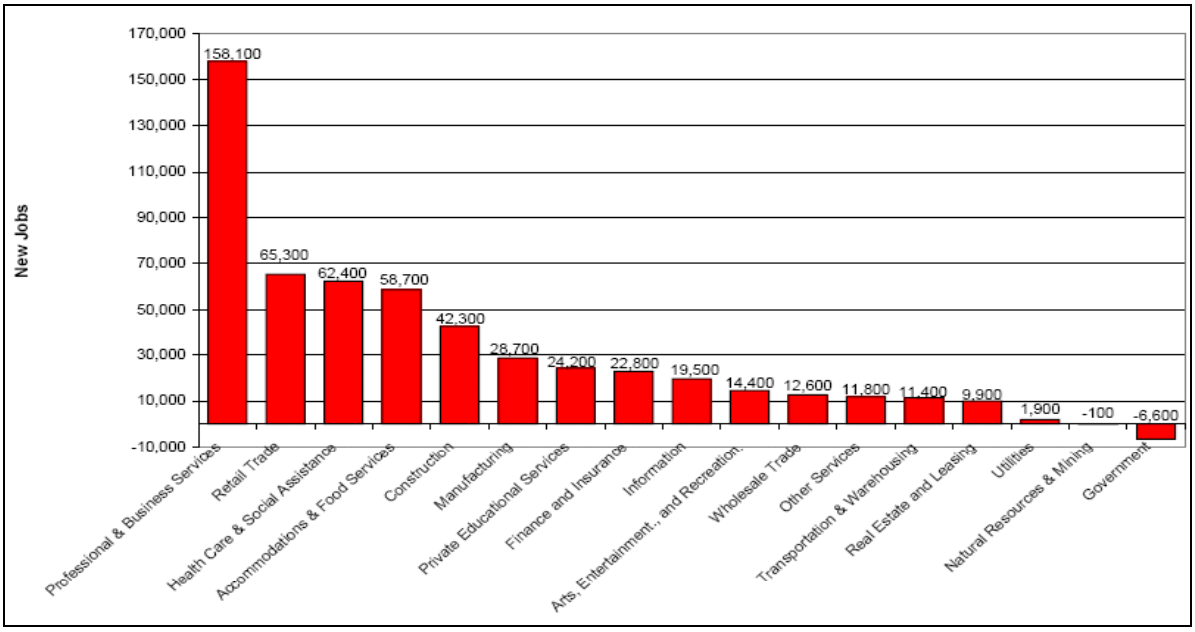
Since the economic boom of the late 1990s the labor market in the Silicon Valley has become increasingly split between high-wage jobs that require a bachelor's degree or specific certification and low-wage jobs that require no post-secondary education. Despite the economic downturn of late 2000 and 2001, the projections for long-term growth in the Silicon Valley remain positive. In *Silicon Valley Projections 2005,* a presentation given by the Silicon Valley Leadership Group, the job market in the Silicon Valley is described as making a comeback.[16] Unemployment rates in the Silicon Valley have been declining since 2002 and this improvement of the labor market is expected to continue throughout 2005. The UCLA Anderson Forecast predicted modest job growth in 2004 but more rapid expansion in 2005 and 2006.[17] Expanding markets include biotechnology, real estate, banking and finance, insurance, and medical devices, with additional growth in nanotechnology, information technology, construction, brokerage, and hospitality.[18] But how do youth fit into this picture?

Limited research has been conducted on youth and employment in the Silicon Valley. According to Joint Venture's *2002 Workforce Study: Connecting Today's Youth With Tomorrow's Technology Careers*, "the future economic vitality of Silicon Valley…will depend in part on the region's ability to increase the local pool of well-prepared, tech-savvy professionals." This means "the region must work both to increase young people's understanding of and interest in technology professions and to connect them with career opportunities, information and guidance."[19] While some youth have continued on to higher education for the technical skills needed to make them marketable in this industry, other youth have used temporary work, through temporary employment agencies, as a way to try to get into the technology industry

[16] Good, Brett. *Silicon Valley Projections 2005*. Robert Half International Inc.
[17] UCLA Anderson Forecast. June 2005. http://uclaforecast.com
[18] http://www.svmg.org/uploads/Events/Projections/PSV05Good.pdf
[19] *Joint Venture's 2002 Workforce Study, Connecting Today's Youth with Tomorrow's Technology Careers*. Joint Venture, 2002.

without prior experience or a college degree.[20] Although temporary jobs provide wages, the pay is low, not always stable, and often leaves little room for skills enhancement.[21]
Similarities in job growth can be seen between Silicon Valley and the state as a whole. Most of the growth in new jobs in California, as forecast by the California Employment Development Department (EDD), is expected to occur in the following industry sectors: professional and business services, health care and social assistance, retail trade, and accommodation and food services (see Exhibit 9 below). Nearly 30 % of job growth in the period will occur in professional and business services. Most of the firms in this sector provide professional, scientific, and technical services or administrative and support services to other businesses. For nearly all of the new positions in this sector, workers will need post-secondary education in order to be competitive. Another 24% of job growth will be split between two sectors: 1) retail trade; and 2) health care and social assistance. Nearly 11% of job growth will occur in accommodation and food services,[22] with positions for which workers need limited skills and can often be trained on the job.

Exhibit 9. California Short-Term Industry Projections 2003-2005: Industry Sector Growth



Source: California Employment Development Department

[20] White, Shana. *"Why Young workers Find More Security in Safeway than Cisco,"* Silicon Valley DeBug, June/July 2001.
[21] Jayadev, Raj. *"Silicon Valley's Underbelly High-tech's temp troops: Overworked, underpaid, essential,"* San Francisco Chronicle. January 20, 2002.
[22] Employment Development Department Labor Market Information
http://www.calmis.ca.gov/FILE/OCCPROJ/CalifST-2005.pdf

EDD has projected the top three occupations with the greatest growth for 2001-2008 in Santa Clara County to be computer software engineers (systems software), computer software engineers (applications), and computer support specialists.[23] All three of these positions require post-secondary education, making them less accessible to youth. In addition, food service, retail, and cashiers are ranked as the fourth to sixth greatest growth occupations during this same period. All of these positions are considered jobs in which younger workers with little or no experience can get their foot in the door, begin building their employability skills, and develop the skills needed on the job. Nonetheless, these jobs offer low wages.

Educational Outcomes in the Silicon Valley

With many of the high-wage jobs requiring post-secondary education, and entry-level jobs requiring a high school diploma or GED, youth in the Silicon Valley who do not meet these requirements are at a disadvantage in successfully transitioning to adulthood and self-sufficiency. Three academic indicators are readily available for Santa Clara County: 1) high school dropout rates; 2) proportion of students who take courses required for admission to California's state colleges and universities; and 3) college enrollment rates.

According to the California Department of Education's Educational Demographics Unit, dropout rates among students in the ninth through twelfth grade have been on the rise in Santa Clara County since the 2001-2002 school year, increasing from 1.3% to 2.1% for the 2003-2004 school year.[24] However, these rates are lower than the state figures of 2.7% for the 2001-2002 school year and 3.3% for 2003-2004. [25]

For youth that remain in school, "students in Santa Clara County tend to out-perform students statewide on academic indicators," according to the United Way Silicon Valley's *Santa Clara County Trends & Needs Report*. One example of this is the lower four-year dropout rate in Santa Clara County of 8.4% versus the state rate of 13.3%. Also, 45% of Santa Clara County high school graduates have taken UC/CSU required courses, compared to the statewide figure of 34%.[26]

When academic indicators are broken down by race/ethnicity and school district, however, clear disparities within Santa Clara County emerge. The County's most recent four-year dropout rate was 15.4% for Hispanic students and 12.1% for African American students. Furthermore, Asian (64%) and white (51%) high school graduates were more likely to have completed college

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[23] Employment Development Department, Labor Market Information http://www.calmis.ca.gov/FILE/OCCPROJ/santcF&G.htm
[24] California Department of Education. http://data1.cde.ca.gov/dataquest/
[25] *Ibid* (The California Department of Education started using the National Center for Education Statistics dropout criteria in 2002-2003.)
[26] *Santa Clara County Trends & Needs Report*. United Way Silicon Valley, May 2005.

preparatory classes than were their Hispanic (21%), African American (24%), or Filipino (38%) counterparts.[27] Exhibit 10 below shows that outcomes vary by geographic area as well.

Certain school districts within Santa Clara County–and even within the SVWIN service area–had significantly higher four-year derived dropout rates[28] in 2002-2003 than others. For example, dropout rates for East Side Union High, Morgan Hill Unified, and Campbell Union High were all over 7%, while rates for Los Gatos-Saratoga Joint Union and Gilroy Unified were under 2%.[29]

Exhibit 10. Four Year Derived Dropout Rate by School District, 2001-2003

District	Enrollment 2002-2003 School Year	2001-02		2002-03	
		Number	Rate	Number	Rate
Campbell Union High	7,527	117	6.2%	140	7.3%
East Side Union High	24,085	438	7.3%	737	11.7%
Gilroy Unified	2,712	11	1.8%	10	1.5%
Los Gatos-Saratoga Joint Union	2,873	7	1.1%	2	0.3%
Morgan Hill Unified	2,463	63	9.3%	54	8.7%
San Jose Unified	9,396	143	6.2%	98	4.2%

Source: Santa Clara County Children's Report: Key Indicators of Well-Being, 2005.
Note: The four year derived dropout rate is an estimate of the percent of students who would drop out during a four-year period (9th – 12th grade) based on data collected over a single year.

Nationally, two-thirds of the high school graduating class of 2004 enrolled in colleges or universities. The enrollment rate of young women was 72% and 61% for young men. Asian high school graduates (76%) were more likely than Caucasian (68%), Hispanic (62%), or African American graduates (61%) to be enrolled in college.[30] According to the American Community Survey 2003 Multi-Year Profile[31], which casts a wider net for education data, looking beyond graduating high school students and including total school enrollment, the proportion[32] of youth enrolled in a college or graduate school is higher in Santa Clara County than in either California or the United States as a whole (see Exhibit 11). Given the variation in dropout rates among school districts and the variation in college preparedness among different ethnic groups, however, the high college enrollment figures appear to result from high college enrollment from specific, concentrated areas of the county.

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[27] *Santa Clara County Children's Report: Key Indicators of Well-Being*, 2005.
[28] An estimate of the percent of students who would drop out during a four-year period (9th-12th grade), based on data collected for a single year, as calculated by Applied Survey Research.
[29] *Santa Clara County Children's Report: Key Indicators of Well-Being*, 2005
[30] "College Enrollment and Work Activity of 2004 High School Graduates," Bureau of Labor Statistics New Release, March 25, 2005.
[31] http://www.census.gov/acs/www/Products/Profiles/Chg/2003/ACS/Tabular/050/05000US060852.htm
[32] School enrollment is based on the population aged 3 years and over enrolled in school. The percentage is based on the total of total school enrollment at the county, state, or national level.

Exhibit 11. Estimated College Enrollment Rates, Based on Total Enrollment, 2000 – 2003

Enrollment in College or Graduate School	2000	2001	2002	2003
Santa Clara County	29.2%	27.6%	29.2%	27.2%
State of California	25.1%	23.8%	26.0%	25.9%
United States	21.5%	21.7%	22.5%	22.9%

Source: U.S. Census Bureau, American Community Survey 2003 Multi-Year Profile

Note: Percentages are based on total school enrollment, not the population.

Achieving Youth Employment and Educational Goals

Two major factors point to the importance of promoting education and skills training among youth in the SVWIN service area. The first is the importance of maintaining the strong economic engine that has driven Silicon Valley for the last 10-20 years. As noted earlier, "the future economic vitality of Silicon Valley…will depend in part on the region's ability to increase the local pool of well-prepared, tech-savvy professionals."[33] The second significant factor is the goal of SVWIN's youth services, which are targeted toward those who are most in need and least likely to become tech-savvy professionals on their own–i.e., youth with barriers to future success, including homeless youth, current and emancipated foster youth, ex-offenders, youth with disabilities, pregnant and parenting teens, school dropouts, and youth with limited English proficiency.

The goal of SVWIN youth services is to provide youth with the knowledge, skills, and behavior necessary for employment and economic independence for higher skills employment and life-long learning.

Data presented in this chapter has outlined both the challenges and the opportunities of achieving SVWIN's goal for its youth services. Challenges include the relatively high unemployment rate of the WIB's service area, downward trends in youth employment among the highest paying industry sectors, and lower academic achievement among certain subpopulations of youth in Santa Clara County. At the same time, opportunities exist for SVWIN to take advantage of 1) the projected improvements in the local economy, and 2) known patterns of youth employment to assist disadvantaged youth in achieving economic independence. Capitalizing on such opportunities will require SVWIN's youth services to fully engage the participation of area businesses and service providers in building partnerships to support the employment success of youth.

[33] *Joint Venture's 2002 Workforce Study, Connecting Today's Youth with Tomorrow's Technology Careers*. Joint Venture, 2002.

Supplemental

List of North American Industry Classification System (NAICS) Codes Used in Data Analysis

General Industry	NAICS Code and Description
Retail	442 Furniture and Home Furnishings Stores
	443 Electronics and Appliance Stores
	444 Building Material and Garden Equipment and Supplies Dealers
	445 Food and Beverage Stores
	446 Health and Personal Care Stores
	447 Gasoline Stations
	448 Clothing and Clothing Accessories Stores
	451 Sporting Goods, Hobby, Book, and Music Stores
	452 General Merchandise Stores
	453 Miscellaneous Store Retailers
Admin and Professional	541 Professional, Scientific, and Technical Services
	551 Management of Companies and Enterprises
	561 Administrative and Support Services
Eating and Drinking	722 Food Services and Drinking Places
Healthcare	621 Ambulatory Health Care Services
	622 Hospitals
	623 Nursing and Residential Care Facilities
	624 Social Assistance
Manufacturing	311 Food Manufacturing
	332 Fabricated Metal Product Manufacturing
	333 Machinery Manufacturing
	334 Computer and Electronic Product Manufacturing
	339 Miscellaneous Manufacturing
All other industries	111 Crop Production
	236 Construction of Buildings
	238 Specialty Trade Contractors
	423 Merchant Wholesalers, Durable Goods

(continued)

General Industry	NAICS Code and Description
All other industries	424 Merchant Wholesalers, Nondurable Goods
	441 Motor Vehicle and Parts Dealers
	484 Truck Transportation
	485 Transit and Ground Passenger Transportation
	492 Couriers and Messengers
	511 Publishing Industries (except Internet)
	512 Motion Picture and Sound Recording Industries
	517 Telecommunications
	522 Credit Intermediation and Related Activities
	524 Insurance Carriers and Related Activities
	531 Real Estate
	532 Rental and Leasing Services
	611 Educational Services
	713 Amusement, Gambling, and Recreation Industries
	721 Accommodation
	811 Repair and Maintenance
	812 Personal and Laundry Services
	813 Religious, Grantmaking, Civic, Professional, and Similar Organizations
	814 Private Households

Source: US Census, Local Employment Dynamics database.

Appendix F

Demographic Data on Youth Enrolled in SVWIN's WIA Youth Service Program for Program Years 2003-2004 and 2004-2005

DETAIL S	PY2003-2004		PY2004-2005	
	ENR.	% ENR.	ENR.	% ENR.
A. TOTAL SERVED	318	100%	530	100%
B. BARRIERS TO EMPLOYMENT				
1. DISABLED	10	3%	9	2%
2. LIMITED ENGLISH	21	7%	36	7%
3. SUBSTANCE ABUSE	40	13%	7	1%
4. BASIC SKILLS DEFICIENT	218	69%	433	82%
5. DISPLACED HOMEMAKER	0	0%	0	0%
6. OFFENDER	69	22%	22	4%
7. HOMELESS	22	7%	14	3%
8. SINGLE PARENT	23	7%	52	10%
9. RUNAWAY YOUTH	3	1%	4	1%
10. PREGNANT/PARENTING YOUTH	37	12%	82	15%
11. FOSTER CHILD	8	3%	13	2%
12. YOUTH NEEDING ASSISTANCE	259	81%	377	71%
13. POOR WORK HISTORY	173	54%	373	70%
14. LOW INCOME	310	97%	526	99%
C. INDIVIDUAL WITH BARRIER(S)				
1. NO. OF INDIVIDUAL WITH 1 BARRIER	4	1%	0	0%
2. NO. OF INDIVIDUAL WITH 2 BARRIERS	57	18%	72	14%
3. NO. OF INDIVIDUAL WITH 3 BARRIERS	90	28%	167	32%
4. NO. OF INDIVIDUAL WITH 4 BARRIERS	83	26%	185	35%
5. NO. OF INDIVIDUAL WITH 5 BARRIERS	47	15%	81	15%
6. NO. OF INDIVIDUAL WITH 6 BARRIERS	26	8%	18	3%
7. NO. OF INDIVIDUAL WITH 7 BARRIERS	8	3%	6	1%
8. NO. OF INDIVIDUAL WITH 8 BARRIERS	1	0%	1	0%
9. NO. OF INDIVIDUAL WITH 9 BARRIERS	2	1%	0	0%
D. TOTAL WITH AT LEAST ONE OR MORE BARRIER(S)	318	100%	530	100%
TOTAL WITH TWO OR MORE BARRIER(S)	314	99%	530	100%
E. RACE/ETHNICITY				
1.AMERICAN INDIAN/ALASKAN NATIVE	2	1%	5	1%
2. ASIAN	21	7%	55	10%
3. BLACK/AFRICAN AMERICAN	34	11%	69	13%
4. HAWAIIAN NATIVE/PACIFIC ISLANDER	2	1%	7	1%
5. WHITE	26	8%	30	6%
6. HISPANIC OR LATINO	233	73%	364	69%

Source: SVWIN MIS

Appendix G
Study Respondents- June- August 2005

Individual Interviewees
▪ Alex Torres, Wells Fargo WIB member
▪ Denise Boland, ESI/CalWORKS Programs, Social Services Agency WIB member/Youth Council member
▪ Dennis Mills, Regional Medical Center of San Jose WIB member
▪ Jennifer Yates, Youth Employment Opportunity Program, Employment Development Department Youth Council member
▪ Kathleen Litman, Technology Credit Union WIB member
▪ Maria Elena de la Garza, Mexican American Community Services Agency, Inc. (MACSA)
▪ Robert Hennessy, San Jose Conservation Corps Youth Council member
▪ Sonja House, Independent Living Programs, County of Santa Clara

Youth-Serving Organizations
▪ Alum Rock Counseling Center
▪ Bill Wilson Center, Transitional Housing Program
▪ Center for Employment Training CET
▪ Center for Training and Careers
▪ Emergency Housing Consortium
▪ Henkels & McCoy
▪ Mayor's Gang Prevention Task Force
▪ Mexican American Community Services Agency
▪ Rebekah's Children's Services
▪ San Jose Conservation Corps
▪ San Jose Job Corps
▪ San Jose/Evergreen Community College
▪ Santa Clara County, Office of Education, Migrant Education
▪ South County Public Health
▪ Victory Outreach
▪ Workforce Initiative Network
▪ Yerba Buena High School

Employers
Companies in the Greater San Jose Area
▪ Agilent Technologies ▪ Citibank ▪ City of Santa Clara, Parks & Recreation Department ▪ Comerica Bank ▪ Crown Plaza ▪ Embassy Suites ▪ EZ Electric ▪ Four Points by Sheraton ▪ Manpower ▪ MicroSide ▪ Regional Medical Center ▪ San Jose Public Library ▪ Santa Clara County, Electrician JATC ▪ Sheraton ▪ Technology Credit Union ▪ Vivus, Inc.
Companies in the South County
▪ Champions Knowledge of Learning ▪ Costo ▪ Gilroy Dispatch ▪ Goldsmith Seed ▪ Home Depot ▪ Home Town Buffet ▪ Kaiser Permanente ▪ Kelly Services ▪ Kemtah ▪ MBM Building Maintenance ▪ Pre-Paid Legal Services ▪ Securitas
Four parents attended the roundtable held at CET in San Jose and provided insight into the barriers and needs of their teenagers, as well as made suggestions to better serve them.

Note: Three roundtables were held– one for employers, one for youth service organizations in the greater San Jose area, and one for youth service organizations in South County.

Five Youth Focus groups held with a total of 50 youth participating. Focus group participants included youth who were limited English proficient, dropouts, single parents, homeless, ex-offenders, foster youth, and emancipated youth. These youth were of Latino, African American, Caucasian, Asian, and multiracial backgrounds.

Appendix H

Topic Guides and Roundtable Protocols

Youth Focus Group Topic Guide

Opening/Icebreaker

Introduction:

Good morning. My name is **[NAME]** and I work for Berkeley Policy Associates. I will be facilitating our discussion today. This is **[NAME]**. We want to talk to you because we are helping the **Silicon Valley Workforce Investment Network** improve its programs for youth ages 16- 24, and we want your input. We want to know about your experiences at **[STEEP, CET, etc]** and what you think about youth employment and education programs. Your thoughts and ideas will be greatly appreciated.

Before we get started, I want to remind everyone here today that we will keep the information shared here private and confidential. That means that after the discussion is over, we cannot share the information discussed here. We will not share your comments with staff, instructors, or employers associated with Silicon Valley Workforce Investment Network. We will use all of the information gathered from each of our student discussions to provide overall feedback on how youth feel about this program in order to improve it.

I am going to distribute a voluntary consent form to you now to ask you to confirm in writing that you understand that your participation is voluntary, that all information will be kept confidential, and that you don't have to answer any questions you feel uncomfortable answering. Some of you received a consent form before coming here.

Does anyone have any questions? To get us started, I'd like to go around the room and have everyone introduce themselves by telling us your first name and where you live.

Topic I: Program Participation

1. Tell me about your current summer job or training program; what type of job or training program is it?

2. How did you learn about it? Who referred you to the program?

3. Have you heard about the One-Stop Centers (San Jose, Gilroy, and Campbell)? How did you learn about them? What was the experience like?

4. *For those who are familiar with One-Stops,* have you used One-Stop Center services in the past? When? What was the experience like?

5. When you need advice or information about educational and job opportunities, who or what organizations do you go to for that information? (**Probe**: At One-Stop Center, high school counselor, places of worship, family, friends, on-line, etc.)

6. What types of skills are you learning to prepare you for the workplace? (**Probe:** Resume writing, computer, on-the-job training, etc.)

7. What kinds of services are helping you or have helped you to find a job? Who provided those services? (**Probe**: (summer work program, training, childcare, clothing allowance, transportation, supplies reimbursement, counseling, etc.)

8. What are the names of some the organizations that have provided those services? (**Probe:** places of worship, YMCA, Parks & Recreation, etc.)

9. Are there additional educational services that would help you to get a high school diploma or GED?other or additional employment services or information that would help you to learn a vocational skill or get a job?

11. Are there additional support services that people your age need to succeed in finding and keeping a job in the Silicon Valley?

Topic II: Barriers

1. What do you think are some challenges for people 16-24 getting a job in the Silicon Valley?

2. Are there jobs where you live, in your city or neighboring community? What kinds of jobs are they?

Topic III: Industry/ Employers

1. *For those of you that are currently working a summer job*, how did you get your job? How will this work experience help you with future jobs? Is this the kind of work you want to do in the long run?

2. *For everyone*, what kinds of jobs are you hoping to get/ plan to apply for after your summer job or when you finish your training program? (Probe: jobs in any of the following industries, Hospitality, Health, Retail, Software, Bioscience, and Financial Services.)

3. Do you feel that you are gaining the employability skills to be successful in the workplace?

4. *For those in occupational training,* do you feel that you are gaining the skills needed to get a job in your industry?

Topic III: Your Final Thoughts

We are almost to the end of our discussion. Before we finish up we'd like to hear any final thoughts you all might have on how youth employment services might be improved.

1. How has the One-Stop Center program been helping you?

2. Is there anything about this program that you would like to change or add?

Thank you for participating today!

South County Employer Topic Guide

(Used to interview employers attending the Celebración del Campo event 7/17/05)

Business Perspective

My name is X and I'm here with X. We are talking with businesses today to understand their perspective on younger workers, those 24 years old or younger. This information is for a study on employment and educational opportunities for younger workers in the greater San Jose and Silicon Valley area, contracted by the Silicon Valley Workforce Investment Network.

Name of Company: _____

Name of Interviewee: _____

Title: _____ # of employees: _____

1. Approximately what percentage of employees at your company is 24 years old or younger?

2. What has been the company's experience with younger workers *(lessons learned)*?

3. What are the minimum requirements for entry-level/junior positions at your company?

4. What good sources or networks have you found for hiring entry-level/junior staff? *(Ex. Employee referrals, on-line postings, placement agencies, contact with training providers, trade organizations or magazines, community colleges, One-Stop Career Centers, etc.)*

5. What are some of your concerns with hiring younger workers?

6. In your opinion what community services and resources for younger workers are needed so that they will have the skills they need to make you want to hire them for your business?

Employer Roundtable Protocol

Introduction (10 – 15 min)

We have been contracted by the Silicon Valley Workforce Investment Network to look at youth employment and educational opportunities for the greater San Jose and Silicon Valley area. The purpose of this roundtable is to explore the perspectives of business people as they play three distinct roles in the community:

1. Employer
2. Customer or potential customer of SVWIN
3. Member of the community, maybe parent

Please try to remember all three of these roles during our discussion.

Goals –

- to identify effective strategies to serve businesses
- to understand your perspectives on what it takes for youth to successfully transition into self-sufficiency.

Overview of agenda

End at 9:30
Help yourself to refreshments
Bathrooms are ___

- Introductions – name, company (industry if not obvious), role in the company, # employees

Have you ever used the services of the Silicon Workforce Investment Network? *(if yes, please describe)*

Hiring Practices and Needs (15- 20 min)

- Where do you usually find your employees?
- What are the minimum requirements for entry-level/junior positions at your company?
- What qualities and qualifications do you look for in hiring a new employee?
- What sources entry-level/junior staff have been most effective for your company? (*e.g., training providers, trade organizations or magazines, community colleges, One-Stop, on-line postings, etc.)*
- What would be the qualities of your ideal source of new employees? What help do you need in locating good job candidates?

Younger Workers (10 – 15 min)

- Approximately what percentage of staff at your company is 24 years or younger?
- If you have hired younger workers through an agency/organization, have they follow-up with you post hire?
- What lessons have you learned from hiring local youth?
    - ☐ If you haven't hired youth, what have been some of your concerns?
- *If they have hired via training providers* - How satisfied are you with the skills that youth have attained though local training providers? *(Ex. Henkels, SJ Conservation Corps, Second Start, SJ Evergreen)*

Big Picture – Your Future Employees and/or Customers (15 min)

1. What are some of the strengths/weaknesses of the current youth services in Santa Clara County? *(employment, education/training, recreation, mentoring, other)*

2. What community services and resources for younger workers are needed in the community so that they will have the skills they need to a) transition successfully to adulthood, and b) make you want to hire them for your business?

Service Provider and Parents Roundtable Protocol

AGENDA

10 – 15 min	**Introductions** What this is about, why we are here Plan for the meeting, agenda review Bathrooms Eat, drink, move around if needed End at 5 pm Rules for discussion: want to hear from everyone, lots to cover in short time so may interrupt Introductions around the room
20 min	**Discussion – Barriers and Challenges to Youth Transitioning to Adulthood Successfully** Probes: gender, ethnicity, location
15 min 5 min	**Brainstorm – Service Needs of Youth** Warm-up exercise – 1 minute brainstorm "How to screw up a job interview" Brainstorm rules
10 min	Brainstorm – 5 minutes "Services youth may need to become economically self-sufficient" (wrap-up/summary – 5 minutes)
10 min	**Fill in Chart – Services Available** - from participants - from other organizations in community Participants fill in who provides which service on brainstorm chart
20 min	**Discussion – About Services** Interagency collaboration, specific target groups for various services, what services are missing, details/issues about quality, adequacy, location, and cost/funding
25 min	**Small Group Discussion – Recommendations for Improving Services for Youth** Introduction - 5 min; 4 groups, record on flip chart, report back at end Discussion – 10 min Report back – 10 min Probes: interagency collaboration, improve current services, "perfect system"
15 min	**Wrap-Up – What's Next** BPA report to SVWIN Youth Council input to strategic plan

Appendix I

Two Biotechnology Programs Paving the Way for Youth

On-Ramp

Lori Lindburg
SFWorks
415-217-5192

On-Ramp is a ten-week program run by SFWorks that trains low-income residents of San Francisco for entry-level positions in the biotechnology industry. While no prior experience is necessary, participants must be at least 18 years old, be free of drug-related felonies, and have basic skills at the 6th-9th grade levels. While participants may begin the program while still in the process of obtaining a high school diploma or GED, completion the degree is necessary for job placement. This program does not specifically target younger workers, but participants have been as young as 19 years of age.

The program's training is offered twice a year at two locations. *On-Ramp* participants are provided assistance in finding jobs, as well as information on continuing education.

To date, 44 people have gone through the program. Cohort sizes ranged from 8 to 15 people. Almost all participants (98%) subsequently enrolled in City College of San Francisco's *Bridge to Biotechnology* program while also working in paid internships at biotech companies obtained through *On-Ramp*. Participants earn $10 per hour in these subsidized internships.

Bridge to Biotechnology is a semester-long program that involves coursework in biotechnology, language, and math. Course work and internship obligations combined total 25-30 hours weekly. Completion of both the *On-Ramp* program and *Bridge to Biotechnology* programs is a four-month process.

Since the program's inception, 22 people have graduated, and 16 of them now work in bioscience. Eighteen people have enrolled in further coursework at City College.

On-Ramp has used special grants to recruit and serve foster youth in the program. This population has not been as successful as other *On-Ramp* participants because they generally are facing issues related to meeting basic needs, such as housing, that take precedence over training.

Berkeley Biotechnology Education, Inc.

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Berkeley Biotechnology Education, Inc. (BBEI) is a unique business/school partnership between Berkeley High School and the Bayer Group that started more than ten years ago as part of Bayer's development agreement with the City of Berkeley. BBEI provides high school students with science and chemistry courses that prepare them for a career in biotechnology. The program has since expanded to include Life Academy of Health and Bioscience High School in Oakland and more than 35 business partners. At each partner company, students are paired with a mentor/supervisor.

Students begin taking chemistry and biotechnology classes in their junior year in high school. During the summer, they work in a paid internship, and then return to their senior year in high school for another round of science classes. Students who want to continue with BBEI can attend the Biotechnology Program at Laney College in Oakland. After completing courses at Laney and a one-year paid co-op position at a medical, research, pharmaceutical, or biotechnology company, students receive a Certificate of Achievement in Biotechnology.

More than 450 students have participated in the high school component of BBEI, and many have pursued careers in biotechnology and science. The complete BBEI program is a three-year commitment. Almost all (95%) students who completed the program have found employment in positions ranging from manufacturing to quality control at Bayer and other companies.