



Youth Development & Research Fund

**HELPING YOUTH
SELF DISCOVER
THE
REALITIES
OF TODAY'S
LABOR MARKET**

with Edward DeJesus
Youth Development and Research Fund
"improving programs and policies for youth and young adults"





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What are the Realities of Today's Labor Market that We Need to Communicate to Youth?



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	<h1 style="text-align: center; margin: 0;">Youth Development & Research Fund</h1>	
<div style="text-align: center;">  <p><i>Alive & Free!</i></p>  <p>BY EDUARDO DEJESUS</p> </div>	<h1 style="color: #f0e68c; margin: 0;">CHAIRS OF WEALTH</h1> <p style="margin: 20px 0;">ANY ADDITIONAL IDEAS ON WHAT WE NEED TO TEACH TO OUR STUDENTS?</p> <p style="margin: 20px 0;">Youth Development and Research Fund <i>"improving programs and policies for youth and young adults"</i></p> 	

	<h1 style="text-align: center; margin: 0;">Youth Development & Research Fund</h1>	
<div style="text-align: center;">  <p><i>Alive & Free!</i></p>  <p>BY EDUARDO DEJESUS</p> </div>	<h1 style="color: #f0e68c; margin: 0;">IT'S CAUGHT not TAUGHT</h1> <p style="margin: 20px 0;">Youth Development and Research Fund <i>"improving programs and policies for youth and young adults"</i></p> 	



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YOUTH CULTURAL COMPETENCE

- 1. Positive Peer Influence
- 2. Youth Involvement
- 3. Youth Popular Culture

A system wide set of principles and practices that promotes an increased understanding and appreciation of youth involvement, youth popular culture, and positive peer influence; and utilizes these mechanisms to promote work and educational achievement.

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Conceptualizing YCC

Youth Cultural Competence is really a movement and process for creating and promoting equitable, engaging and relevant opportunities to build long term Future Economic Opportunity – fight poverty.

Four key principles

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Principle #1


Youth Cultural Competence is a system wide change effort that is focused on creating an engaging youth opportunity system. All key stakeholders must agree and support the incorporation of YCC into the current system.

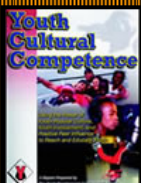
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Principle #2



Youth Cultural Competence recognizes that young people are our greatest resource. It values and uses this resource. YCC strategically and consciously uses this resource to promote future economic achievement and success.

- Program Improvement
- Curriculum
- Social and Economic Justice

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<div style="text-align: center;">  <p><i>Alive & Free!</i></p>  <p>BY EDUARDO DEJESUS</p> </div>	<h3>Principle #3</h3> <p>Youth Cultural Competence acknowledges the power of peer influence and uses this power to engage students in efforts to eliminate poverty, both personally and systemically.</p> <p>Change Nature of Instruction</p> <p style="color: #f0e68c; font-size: small;">Youth Development and Research Fund "improving programs and policies for youth and young adults"</p> 	

	<h2 style="color: #f0e68c;">Youth Development & Research Fund</h2>	
<div style="text-align: center;">  <p><i>Alive & Free!</i></p>  <p>BY EDUARDO DEJESUS</p> </div>	<h3>Principle #4</h3> <p>Youth Cultural Competence means relevance for all students – not one youth culture.</p> <p style="color: #f0e68c; font-size: small;">Youth Development and Research Fund "improving programs and policies for youth and young adults"</p> 	



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The problem of youth cultural competence is one of consciousness, not only one of practice.

Impossibility of implementing a youth culturally competent program if administration and policy does not support youth cultural competence.

Even with a great curriculum, I cannot teach youth cultural competence if I am youth culturally incompetent.

Shaking free from traditional models of teaching and learning (helping youth self discover, use of power influence, non-judgmental)

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WHAT YOUTH CULTURAL COMPETENCE IS NOT

Rap at the Youth Conference

Skater Staff

Let them play "their" music


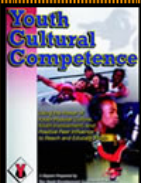


T-Shirts


Cool Incentives

Posters


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	<h2>Youth Development & Research Fund</h2>	
 <p><i>Alive & Free!</i></p> 	<p>QUOTE</p> <p>We Cannot Build a Youth Culturally Competent Youth Workforce System If Youth Are Not Present.</p> <p><small>Youth Development and Research Fund "improving programs and policies for youth and young adults"</small></p> 	


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 <p><i>Alive & Free!</i></p> 	<p><u>MAJOR POINT</u></p> <p>We can individually work toward youth cultural competence, but it's reachable only through systemic reform. So the question for all of us is, What can I do to change the system?</p> <p>Because youth cultural competence is as much about unlearning as about learning, it's a process, not an immediate transformation.</p> <p><small>Youth Development and Research Fund "improving programs and policies for youth and young adults"</small></p> 	



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- Increase in retention rate from 39% to 95% for young adult learners.
- A GED pass rate nearly triple that of previous youth enrollees.
- Increased its retention rate from 40% to 75% .

Educational Resource Information Clearinghouse (ERIC), U.S. Department of Education, 2003 - Digest no. 246 by Susan Imel.

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THE MAKIN IT MESSAGE


LIFE

FREEDOM


FUTURE ECONOMIC OPPORTUNITY

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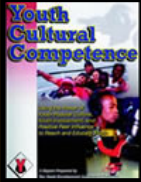





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What is our Product??





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SURVIVAL SCALE





Forces that push me TOWARD MAKIN' IT
Positive Thinking, Avoiding Offense Drama, Education, Positive Peer Pressure

Forces that push me AWAY FROM MAKIN' IT
Bad Information, Bad Advice, Bad Example, Bad Instruction

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MAKIN' IT!

- Life
- Freedom
- Future Economic Opportunity



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Future Economic Opportunity


- Credentials
- Skills
- Experience
- Networks
- Degrees


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Positive Peer Influence

Major Influences on Youth


1950	2000
● Home	● Peers
● School	● Entertainment
● Church	● Sports
● Peers	● Home
● Television	● School

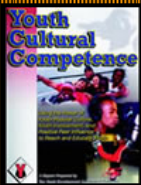
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Positive Peer Influence


Two Basic Types of Peer Influence:

Promoting Peer Influence is any influence that promotes life, freedom and future economic opportunity. An example of Promoting Peer Influence is when one student gets disrespected and his peers urge him to forget about it and focus on his goal of getting a job and moving out of the community.

Undermining Peer Influence is any influence that does not promote life, freedom and future economic opportunity. It is manifested through pressure tactics such as ridicule and rejection. A teen who receives an "A" on a test and is ridiculed for doing well is a victim of undermining peer influence.

Establish mechanisms to promote "Promoting Peer Influence" in the program and in the community should be one of the main priorities of workforce and educational programs.


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MAKiN' the Message Relevant

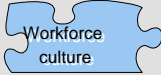
Youth Culture Competence Puzzle



Youth Culture



Program Culture



Workforce culture

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Skippy Peanut Butter Clip

Still

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-What We Need to Change-

What Most of Us Do Around Here When We...

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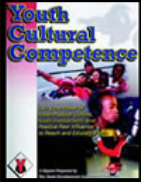
- Welcome students to the program...
- Gather information ...
- Show students that they are valued...
- Get information out to community...
- Allow Students to make decisions...
- Empower students at intake...
- Get feedback from Students...
- Follow-up with students...

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WHEELS OF CHANGE



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“Areas of Assessment”

- Philosophy
- Management/Leadership
- **Recruitment**
- Engagement
- Curriculum
- Environment
- Outcomes

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Sample Assessment

RECRUITMENT

1 2 3 4 5 [1] Our program utilizes participants in outreach efforts and to recruit new members.

-Is there a formal policy in place supporting this practice? Yes/ No/ Not Sure/ Other:

-Evidence: _____

1 2 3 4 5 [2] Our recruitment strategies utilize the music, language and other popular cultural elements of youth in our community.

Is there a formal policy in place supporting this practice? Yes/ No/ Not Sure/Other:

Evidence: _____

1 2 3 4 5 [3] Our recruitment strategies meet youth "where they are" by conducting outreach at popular youth "hang-outs," during appropriate times and through mediums such as the radio and magazines that will capture young people's attention.

Is there a formal policy in place supporting this practice? Yes/No/Not Sure/Other:

Evidence: _____



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PSW's


- Work with instructor on promoting positive peer influence in classroom via unit lesson plans.
- Evidence of Engagement
- Initiates Awakening
- Initiates Self-Analysis
- Administers Survival Scale
- Assist in developing and implementing Youth Culturally Competent Program Improvement Projects.
- Conduct Future Economic Opportunity Projects for students enrolled in educational and workforce programs.


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YCC Examples

UNIT 21: Appearance and Hygiene

PSW FOLLOW-UP 1 FEO Credit	PSWs create, " What They Are Wearing Now " wall and publication of pictures of former participants at their current jobs. Booklet is passed out to youth in program. PSWs organize dress for success days based on pre-established criteria. Students attending 10 dress for success days in appropriate dress receive 1 FEO credit. PSWs create a clothing bank.
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CHANGE ACTIVITY

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It's A Lie

