

Building Sound Community Linkages: A Key to Serving Latino Youth

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EXECUTIVE SUMMARY

This report provides a blueprint for increasing the effectiveness of serving Latino youth in Job Corps centers by developing partnerships with Latino-serving organizations, particularly community-based organizations. It presents a series of effective practices employed by two Job Corps centers that successfully serve large numbers of Hispanics. The primary audiences for this report are the regional directors, program managers, and center directors within the Job Corps program.

Building sound linkages with Hispanic community organizations and agencies is key to recruiting young Latino men and women into the Job Corps, helping them gain the skills they need, and placing them in good jobs when they return home. Like other immigrant groups, Latinos have developed, and are dependent upon, an elaborate and intertwined system of family, social, faith-based, and community-based networks. These various networks often influence a young person's decision about entering Job Corps; the involvement of Latino-serving organizations as training or service resources may encourage that young person to remain in the program; and the ability of community-based organizations to establish institutional relations with other support service agencies and employer networks can lead to successful placements upon graduation.

By 2005, Latino youth between the ages of 16 and 24 will be the largest ethnic minority group in that age category; they already have the highest school dropout rate of all ethnic groups. To help it meet its mandate to provide job training and education to this age group, Job Corps asked the National Council of La Raza (NCLR) to tap into its affiliate network to collect effective practices from Job Corps centers in the Western U.S. that successfully serve Latino students through their linkages with NCLR affiliates and other Latino-serving organizations. The resulting document provides a "blueprint" or "map" that Job Corps can follow to gain access to Latino communities successfully, develop partnerships with organizations within those communities, and serve Hispanic young people more effectively.

NCLR is the largest national constituency-based Latino organization, with more than 270 formal affiliates, community-based organizations serving Hispanics in 40 states, Puerto Rico, and the District of Columbia. The affiliate network impacts millions of Hispanics annually, providing social services, employment and training, economic development opportunities, and employer networks. NCLR's workforce development activities are funded by the Employment and Training Administration of the U.S. Department of Labor.

NCLR visited two Job Corps centers: Fred G. Acosta Center in Tucson, Arizona and San Jose Center in San Jose, California. We also visited NCLR affiliates in those two cities which have good working relationships with those Job Corps centers: Chicanos por la Causa (CPLC) in Tucson and the Center for Training and Careers (CTC) in San Jose. The effective practices are a result of interviews with the center director and senior staff members at both Job Corps sites and with senior management at the NCLR affiliate organizations.

FINDINGS

These effective Job Corps centers carry out two types of strategies in their efforts to serve Latino and other youth in changing communities: internal strategies, which focus on center operation, philosophy, and offerings and external strategies, relating to interactions with groups within their service areas and the development of partnerships to support the center, its students, and the broader community itself.

INTERNAL STRATEGIES

- Link Latino communities and youth to Job Corps goals and systems
- Ensure and communicate leadership support for those serving Latino youth
- Hire and support a staff that is culturally and linguistically sensitive
- Be sensitive and responsive to students' needs
- Make the center a resource for the entire community
- Review and evaluate efforts and modify activities accordingly

EXTERNAL STRATEGIES

- Demonstrate commitment to serving Latino communities
- Build community linkages and partnerships
- Expand partners' involvement with Job Corps
- Look for windows of opportunity within the community to enhance services
- Stay connected to community groups

USING THIS REPORT

The report includes the following:

1. **A conceptual framework for these strategies organized around four goals:**
 - Build organizational support
 - Create an inclusive, supportive environment
 - Leverage Resources
 - Sustain the commitment
2. **A Blueprint for Serving Latino Youth based on the framework and including specific examples from the site visits to illustrate the effective practices**

NCLR also developed a separate instrument to make the *Blueprint for Serving Latino Youth* accessible to Job Corps staff at the regional and center levels. This tool consists of the *Blueprint*, without the specific examples, in a checklist format that regional directors, contractors, center directors, program managers and others can use to assess a region's or an individual Job Corps center's current status along with opportunities and challenges in serving Latino youth and building sound linkages with the Hispanic community.

Each level of Job Corps has a role in building these linkages and more effectively serving Latino youth. The national and regional levels have the responsibility of building and sustaining organizational support for the practices included in the *Blueprint*. The majority of the practices must be implemented at the center level. For this to occur, contractors and center directors must have access to the *Blueprint*, NCLR suggests the following:

- Distribute the report to all Job Corps Regional Directors, contractors, and center directors.
- Post the report and *Blueprint checklist* on the appropriate Job Corps website.
- Regional Directors should encourage program managers to work with their assigned centers using the *Blueprint checklist* to assess center activities in the area of serving Latinos.

BACKGROUND

The 2000 U.S. Census indicates that 35.3 million Hispanics live in the United States. In less than five years, Latino youth between the ages of 16 and 24 will number well over one million, becoming the largest ethnic minority in that age category. However, 30% of Latino youth leave high school before graduating: the highest school dropout rate of all ethnic groups.

This low level of educational attainment is a major employment barrier for young Hispanics, whether native-born or immigrant. An equally significant barrier for these youth is their dependence on friends and relatives – on social networks – to make employment contacts. For while the Hispanic population has a high workforce participation rate, both men and women are concentrated in low-skill, low-wage jobs with few benefits.

In a recent study by the National Council of La Raza (NCLR), *Moving Up the Economic Ladder: Latino Workers and the Nation's Future Prosperity (2000)*, the authors find “the reliance by Latinos on social networks connected to familiar occupations and industries, as well as on ... search strategies that are disconnected from employers' recruitment networks, may contribute to the perpetuation of job segmentation in low-wage labor markets.” (p. 194) An alternative strategy, the use of intermediaries such as private and state employment agencies, unions, technical schools and community colleges, is associated with better labor market outcomes. However, Latinos tend not to use (or have access to) these intermediaries for their job searches.

An intermediary that has been found to be more successful in helping Latinos is the “community-based workforce development network.” The strength of this type of intermediary is its capacity to connect to existing social networks in a community and to use those connections to direct community members to programs that simultaneously can improve basic, vocational, and employability skills and have established institutional relations with employers and other support service agencies. Latino organizations are leaders in the field of community-based job market intermediaries.

Many Latino youth need concentrated educational instruction, appropriate and quality vocational training, development of “soft skills” such as resumé writing and interviewing techniques, and access to alternative job search and recruitment networks. Job Corps represents a viable solution to meet these needs, but it must become more effective at reaching out to and working with Latino communities to recruit, prepare, and place students. Currently, just over 16% of Job Corps students are Latinos, and over 60% of these young people are enrolled in 20 Job Corps centers in only eight states, despite growing populations of Latinos residing in cities and rural areas across the country.

PURPOSE AND METHODOLOGY

The purpose of this report is to help Job Corps, particularly the directors and staff of its centers, develop and maintain effective relationships with community-based organizations and other agencies serving Latinos in a center's service area. The objective of these relationships is to reach and serve more Latino youth and, ultimately, help the youth gain employment with a real potential for growth. The report identifies practices and programmatic adjustments found to be effective for making linkages with groups within Hispanic communities and creating an environment in which Latino youth succeed.

Job Corps asked the National Council of La Raza to tap into its affiliate network to collect effective practices from Job Corps centers in the Western U.S. that successfully serve Latino students through their linkages with NCLR affiliates and other Latino-serving organizations. Those practices are the basis for the blueprint in this report, and can help other Job Corps centers build connections with local NCLR affiliates and other Latino-serving organizations and agencies in order to reach and assist young Latinos.

NCLR is the largest national constituency-based Latino organization, with more than 270 “affiliates,” community-based organizations serving Hispanics in 40 states, Puerto Rico, and the District of

Columbia. The affiliate network impacts millions of Hispanics annually, providing social services, employment and training, economic development opportunities, and employer networks. NCLR's workforce development activities are funded by the Employment and Training Administration of the U.S. Department of Labor.

NCLR visited two Job Corps centers: Fred G. Acosta Center in Tucson, Arizona and San Jose Center in San Jose, California. We also visited NCLR affiliates in those two cities that have good working relationships with those Job Corps centers: Chicanos por la Causa (CPLC) in Tucson and the Center for Training and Careers (CTC) in San Jose. The effective practices that follow are a result of interviews with the center director and senior staff members at both Job Corps sites and with senior management at the NCLR affiliate organizations.

SOURCES OF EFFECTIVE PRACTICES

TUCSON

The Fred G. Acosta Job Corps Center opened in 1978, serving both residential and nonresidential students from the beginning. Its student population runs about 57% Hispanic, 12% African American, 2% Asian/Pacific Islander, 11% Native American, and 18% Anglo, with 195 students living on campus and 105 nonresidential students. The center has a staff of 123 and is responsible for serving southern Arizona, from Tucson to the Mexican border. The center staff is 42% Hispanic, 40% Anglo, 12% African American, 3% Pacific Islander, and 3% Native American.

Chicanos por la Causa (CPLC) is a statewide community development corporation, offering social service and economic development services to Arizona communities. Tucson CPLC opened in 1980. Its programs include housing development for multi- and single family homes through its La Causa Construction and Tiempo subsidiaries; youth leadership and education, including the Calli Ollin Academy, a charter school; elderly services; housing counseling; and behavioral health services.

SAN JOSE

The San Jose Job Corps Center opened in 1972 after the local community, led by Hispanic organizations, lobbied for its establishment. In 1976, it opened a nonresidential component, adding a child development center two years later. In 1994, the center purchased the site housing the nonresidential facility from the school district and brought all its activities together on that campus, located in a residential neighborhood. The center serves 360 residential and 80 nonresidential students with a staff of 202. The student population is 47% Latino, 23% Anglo, 15% African American, 15% Asian/Pacific Islander, and 1.5% Native American, about equal to the high school dropout rate in its 12-county service area. Before the Treasure Island Job Corps center opened in nearby San Francisco, San Jose's student population was about one-quarter Asian/Pacific Islander. The center staff is about 40% Hispanic.

The nonprofit, community-based Center for Training and Careers, Inc. began providing vocational training and job placement assistance to residents of San Jose and Santa Clara County in 1977. Its vocational courses include computer office skills, desktop publishing, web page design, offset printing technology, and basic electronics PTH/SMT. Basic skills instruction is integrated into its vocational courses, and CTC offers a vocational English-as-a-Second-Language (ESL) component. CTC also offers assessment services and an employment/life-readiness skills curriculum, and oversees the Neighborhood Self-Sufficiency Center, a collaboration that provides comprehensive one-stop employment opportunities and supportive services for welfare recipients.

CTC programs aimed specifically at youth include WorkNet, a community computer center, and the Youth Employment Center. These are both housed at CTC's satellite facility in a local shopping mall. CTC also operates Escuela Popular, a charter school for Spanish-speaking youth and adults.

SUMMARY OF FINDINGS

BUILDING LINKAGES WITH THE HISPANIC COMMUNITY

In Tucson and San Jose, building community linkages is a strategy in and of itself in operating the Job Corps centers. Everyone on staff is involved and they are expected to use all the connections at their disposal— relatives, classmates, friends, neighbors, acquaintances, professional associations— to attract students and to increase and enhance their center’s offerings. As a result, students develop a better sense of the resources and networks (for services and for employment) they can access when they graduate.

In Tucson, this occurred because Fred G. Acosta, the center’s first director, was deeply involved with the various communities in the city, serving on committees and boards. He brought those linkages to the center, enhancing and expanding them. The current senior management staff, most of whom have been there since the beginning, continue that approach, as does the recently-hired business and community liaison.

In San Jose, the center director and staff feel a commitment to the entire community for its efforts in bringing a Job Corps center to the area. Due to that commitment, the center has had a full-time community relations officer on staff since 1994, with a contractor performing those duties prior to that. That individual is now the center’s business and community liaison.

Although building linkages appears now to be second nature at these two centers, their past and current practices provide a sequence of strategic steps other centers can follow. Because they focus on practices beyond the center itself, these can be considered external strategies:

EXTERNAL STRATEGIES

- Demonstrate commitment to serving Latino communities
- Build community linkages and partnerships
- Expand partners’ involvement with Job Corps
- Look for windows of opportunity within the community to enhance services
- Stay connected to community groups

SERVING LATINO YOUTH

Both centers serve areas in which Latinos are the predominant and traditional population. However, each also reaches and serves nontraditional populations— from their immediate communities and among their residential students. Their strategies for recruiting, retaining, and preparing their students for employment provide a second sequence of steps, of internal strategies, which are interrelated to those for building community linkages.

INTERNAL STRATEGIES

- Link Latino communities and youth to Job Corps goals and systems
- Ensure and communicate leadership support for those serving Latino youth
- Hire and support a staff that is culturally and linguistically sensitive
- Be sensitive and responsive to students’ needs
- Make the center a resource for the entire community
- Review and evaluate efforts and modify activities accordingly

A FRAMEWORK FOR SERVING LATINO YOUTH

NCLR organized the strategies and practices identified during the site visits around four goals, each critical to creating an environment that fosters inclusion and community involvement generally and serves Latino communities and youth specifically. These goals serve as a framework for this report and for the blueprint.

Goal 1: Build organizational support

Goal 2: Create an inclusive, supportive environment

Goal 3: Leverage resources

Goal 4: Sustain the commitment

The goals are separate, complementary facets of the framework. Like corners, if one is missing, the structure falls apart. The following chart depicts the framework

A BLUEPRINT FOR SERVING LATINO COMMUNITIES AND YOUTH				
Goals		Strategies for Serving Latino Youth (Internal)		Strategies for Building Sound Linkages (External)
1	BUILD ORGANIZATIONAL SUPPORT	Link serving Latino communities and youth to Job Corps goals and systems	Ensure and communicate leadership support for serving Latino Youth	Demonstrate commitment to serving Latino communities
2	CREATE AN INCLUSIVE SUPPORTIVE ENVIRONMENT	Provide staff with tools and training	Be sensitive and responsive to students' needs	Build community linkages and partnerships
3	LEVERAGE RESOURCES	Make center an extension of the community	Look for windows of opportunity to enhance services	Incorporate partners into other activities
4	SUSTAIN THE COMMITMENT	Communicate internally about the issues relating to inclusivity	Continue to educate local communities about Job Corps	Create and support collaborative efforts

The next section presents the actual blueprint, which fleshes out the framework with effective practices and specific examples of those practices from the site visits. The practices included in the blueprint are highly replicable in most urban Job Corps centers; most are also appropriate for centers in rural areas.

The site visit interviews and preparatory research also identified practices requiring national and regional level implementation. These have been included in the blueprint as recommendations.

A BLUEPRINT FOR SERVING LATINO YOUTH

GOAL 1: BUILD ORGANIZATIONAL SUPPORT

Examine the ways in which serving Latino communities and youth are defined (measured) and reinforced (rewarded) in Job Corps policy and center operations. Revise those expectations and incentives in light of the changing demographics of the population Job Corps serves and communicate them to all staff and contractors.

INTERNAL STRATEGY: LINK LATINO COMMUNITIES AND YOUTH TO JOB CORPS GOALS AND SYSTEMS

Changes in center operations need to be founded on a strong rationale. To build internal support for increased involvement with and services to Latino communities and youth, communicate the ways in which these activities help meet Job Corps goals. The interviews and preparatory research identified practices requiring national and regional level implementation. These have been included as recommendations.

EFFECTIVE PRACTICES

- **Use Job Corps eligibility criteria, such as dropout rates for Latino youth within the service area, to set benchmarks for Latino student enrollment.**

The student population at the San Jose Center reflects the high school dropout rates for Latinos and African Americans in its 12-county service area.

RECOMMENDATIONS - NATIONAL AND REGIONAL LEVELS

- Communicate information about demographics and needs of Latino youth to regions and to centers and how these relate to Job Corps goals and objectives.
- Examine and revise systems as necessary, e.g., updated labor market information, ESL programs, website content.
- Incorporate the effective serving of Latino youth into performance and outcome measures for staff and contractors.
- Build the capacity of program managers, center directors, and operators to address and implement effective practices for serving Latino youth.

INTERNAL STRATEGY: ENSURE AND COMMUNICATE LEADERSHIP SUPPORT FOR THOSE SERVING LATINO YOUTH

The commitment and involvement of top management are critical to successful efforts to reorganize center activities. Senior management at every level must make it clear that serving local Latino communities is an integral aspect of Job Corps operations.

EFFECTIVE PRACTICES

- Hold meetings to share demographic information about Latinos in the service area with all levels of staff, and involve staff in examining center's current efforts and in planning action steps.
- Initiate, support, and publicize local initiatives and pilot programs to serve Latinos.
- Center director meets personally with leaders of Hispanic community.

RECOMMENDATIONS - NATIONAL LEVEL

- Support/endorse and publicize national, regional, and local initiatives and pilot programs, including through joint SOUs and MOUs.

RECOMMENDATIONS - REGIONAL LEVEL

- Hold regular regional conference calls with center directors to discuss and act on specific issues related to serving Latino communications and youth.
- Sponsor regional workshops and programs such as Region II's Latino Youth Summit for center line staff and students.

EXTERNAL STRATEGY: DEMONSTRATE COMMITMENT TO SERVING LATINO COMMUNITIES

At the center level, this step involves reaching out to the Hispanic community to educate leaders and community members about Job Corps. The national and regional levels can let Latino communities know Job Corps is committed to serving them by working with major Hispanic organizations. This reinforces the internal strategies and provides centers with initial contacts in their communities.

EFFECTIVE PRACTICES

■ Invite Latino leaders to the center for lunch, a tour, and discussion of your operations and services.

Most people have no idea what Job Corps does and who it serves. This results in either a neutral or a negative image of the program. Both San Jose and Tucson centers work hard to acquaint people with their operations and make them feel welcome in the center.

For example, the San Jose center holds an annual meeting for high school vice presidents who oversee youth interested in alternative programs; the center in Tucson invited the case managers of the Youth Opportunity Grant program to hold one of their meetings on campus and then had staff take them on a tour of the center.

As the San Jose Center prepared to move to its new campus in the middle of an Hispanic residential neighborhood, staff took student leaders to meet with community groups and clubs. This helped to diminish the “fear” factor of the diverse residential student population.

■ Invite Hispanic community leaders and employers to serve on the center’s Community Relations Council.

The San Jose Center has an active, diverse Community Advisory Board, which includes leaders from business, faith-based organizations, community groups, and labor unions. They recruited 12-15 members initially and recommend bringing potential members to the center so they could see the operation and offer guidance and support to ensure the center appropriately serves Hispanic youth. The center director suggests looking for people who are not necessarily friendly toward the program but who have expertise the center needs or would find useful. She considers it her responsibility to bring those individuals to the center.

San Jose’s quarterly meetings are no longer than 90 minutes and are as productive as possible. In addition to receiving input from the board, the center provides members an array of information, which may or may not be related to Job Corps— Census data, new studies about the cost of living in California, new public policy reports from foundations and think tanks, and presentations on issues such as workplace rights. The objective is to make the sessions useful to the members as well as to the center.

Senior leadership from NCLR affiliates Chicanos Por La Causa (CPLC) and Center for Training and Careers (CTC) serve on the advisory boards in their respective cities.

RECOMMENDATIONS - NATIONAL AND REGIONAL LEVELS

- Formalize and publicize national Job Corps linkages with major Hispanic organizations such as the National Council of La Raza and the Hispanic Association of Colleges and Universities; communicate the expectation for every center with a Latino student population or serving Latino communities to work with these groups and their affiliates.
- Involve national Latino organizations and/or affiliates in all appropriate Job Corps events, e.g., Alpha Awards, regional conferences.
- Have Spanish versions of recruitment materials (national, regional, and center-specific), including CDs and videos as well as brochures and posters. Be sure all materials have Latinos represented.
- Ensure that the contractors conducting placement follow-up have Spanish speakers on survey teams in areas where employers may not speak English.

GOAL 2: CREATE AN INCLUSIVE, SUPPORTIVE ENVIRONMENT

The environment of the center and the systems in place for activities from hiring to housing will influence a young person’s decision to enroll and remain. Examine a center’s operations and its efforts to build relationships.

INTERNAL STRATEGY: HIRE AND SUPPORT A STAFF THAT IS CULTURALLY AND LINGUISTICALLY SENSITIVE

Staff members play a key role in attracting and retaining Hispanic students and creating a supportive center environment. To the extent possible, staff should reflect the population of the Center’s service area or state. In rural areas, where it may be difficult to find and retain a diverse staff, ensure cultural and linguistic sensitivity throughout Job Corps and within centers by providing staff with the tools and training they need to serve a diverse student population.

EFFECTIVE PRACTICES

- **Expand staff diversity by hiring Job Corps graduates and recruiting from Hispanic organizations.**

Both centers hire graduating students on staff. In Tucson, graduates make up 10% of the staff, with two in supervisory positions. The centers also widely distribute announcements about staff vacancies, recruiting from organizations serving emerging or underserved communities.

- **Conduct cultural awareness training for staff.**

Both centers conduct cultural awareness training as part of staff orientation. New staff are quickly integrated into the system, introduced to other staff, and made to feel welcome. Line staff also immediately begin attending meetings with center partners. Cultural awareness is also part of student orientation at both centers.

- **Provide or support language training for interested staff.**
- **Support participation in training to build capacity to serve a diverse student population.**
- **Provide job skills upgrading for staff.**

To help staff move into more responsible positions, the San Jose Job Corps Center partnered with Evergreen Valley College on a project that enabled center staff members to upgrade their job skills. Through a program sponsored by the Hispanic Association of Colleges and Universities, center staff used a computer-based learning system to enhance their reading, communication, applied math, and problem-solving skills. The center recently purchased the software license and will offer the training to center students and staff, with Evergreen Valley College managing the instruction.

INTERNAL STRATEGY: BE SENSITIVE AND RESPONSIVE TO STUDENTS’ NEEDS

Many of the barriers to recruitment, retention, and transition of Latino students are related to aspects of center life. Applicants and students want to see people like themselves at the center, want to participate in activities that respect and reflect a comfort level with and appreciation of their culture, and want to learn skills they can apply where they plan to live.

EFFECTIVE PRACTICES — CENTER OPERATIONS

- **Celebrate diversity throughout the year.**

Schedule more Latino cultural activities than just Cinco de Mayo and Hispanic Heritage Month. In Tucson, for example, mariachi groups from several high schools often perform at the center, and when there were students from the Marshall Islands on site, a dance group from that community performed frequently. Staff also often organizes programs with groups of students to share an aspect of their culture. The Acosta Center also uses student community service activities to help youth learn about other cultures, such as having the students participate in CPLC’s annual Christmas for Kids event, planning

and conducting games for over 3,000 children. The center also formed a soccer team, which is popular with Hispanic students, particularly those from South America.

In San Jose, students regularly serve as ushers for plays and events at the Mexican Heritage Plaza, and the culinary program prepared dinner for the celebration when an Hispanic MacArthur Foundation Fellow came to San Jose.

- **Serve food with which students are familiar.**

Food service managers at both centers work to ensure that menus reflect the student population. Rice, which is important to Hispanics and Asians, is served at almost every meal in San Jose. The centers also have monthly ethnic meals planned and prepared by the students (in Tucson, Native American students get up at 4:00 a.m. to make bread).

- **Put visitors to the center in contact with someone who speaks their language.**

The Center Director at Fred G. Acosta does not speak Spanish, but his secretary does, the receptionist does, and so does at least one staff member in each key department. This is critical when responding to parents or employers who speak only Spanish.

EFFECTIVE PRACTICES — OUTREACH AND ADMISSIONS

[The Fred G. Acosta Center has no contract to conduct outreach. The San Jose Center conducts outreach for males in most of their service area, can recruit females in certain parts of the area, and can take in females from any part of the area if they are co-enrolled in center programs.]

- **Keep the Job Corps message the same for any audience.**

Staff at both centers believe the basic Job Corps message resonates with any young audience: “Job Corps provides training opportunities that cost you nothing, you can get a GED, and we’ll help you find work or a college program.” They recommend that recruitment efforts aimed at Latinos focus on that message.

- **Involve everyone in outreach efforts.**

The expectation at both centers is that the staff will “get out there and network.” It’s important to see staff at community functions, political functions, attending meetings, representing Job Corps. “It’s draining, but that’s what you have to do.”

In Tucson, this ranges from staff and students going to schools and Y’s in surrounding areas to talk about Job Corps to taking students to visit a radio station (a staff member knew one of the announcers) where they were given ten minutes to talk about Job Corps to traveling 180 miles roundtrip to Workforce Investment Board (WIB) meetings. Staff members are often on radio and TV shows in the service area.

In another instance, the staff from the Tucson center organized a community breakfast in Nogales, a city within the center’s service area, sixty miles from Tucson on the border between Arizona and Mexico. The local newspaper ran a big story about the breakfast and the local radio station covered the event. As a result, applications from Nogales increased from one a month to four to six every month. “Even those who had heard of us didn’t know the extent of our services.”

- **Use PSAs to advertise, but place them carefully.**

San Jose center tried one ad in a local Shopper newsletter distributed in ethnic areas but had limited results. They found greater success augmenting national and regional TV and radio advertising with their own public service announcements placed on Spanish-speaking radio stations that youth listen to.

- **Use WIB connections effectively. Have senior staff as well as the center director serve on WIBs and Youth Councils in the service area.**

The Center Directors and senior staff at both centers are active members of the major WIBs and Youth Councils in their service areas. This practice enables a center to provide active involvement without overextending the director.

The San Jose center has integrated its admission counselors into the local One Stops. They have a full-time admission counselor at each of two One Stops with additional staff covering three other One Stops on a rotational basis.

- **Participate in or host Job/Resource Fairs.**
- **Give interested youth the opportunity to see the center.**

In Tucson, the center conducts public tours two mornings a week and advertises that fact in its materials. In San Jose, the center holds weekly “pre-registration” meetings for interested youth living within driving distance. The young person can bring anyone they want with them and there is no commitment: they just have to show up at 9:00 on Thursday morning. Staff members and students talk to them and take them on a tour of the campus so they can see the living conditions and who’s there.

- **Encourage co-referrals and co-enrollments.**

The Fred G. Acosta Center is operating a pilot program in which four students from a high school sixty miles away are co-enrolled at the center. The students attend the center during the week, returning to their homes for the weekend.

Early in their partnership, the San Jose Center and NCLR affiliate CTC developed an MOU establishing a procedure that immediately identified any CTC client interested in and qualified for Job Corps. CTC could call the center and schedule an appointment for that client. Now CTC clients interested in Job Corps go through the One Stop Centers, meeting with the center’s admission counselors located there. San Jose recruiters always talk about co-enrollment when they make presentations to organizations serving participants who might be eligible for Job Corps.

EFFECTIVE PRACTICES — CAREER PREPARATION PERIOD

- **Have systems in place that help new students quickly make connections at the center.**

The San Jose Center believes that a lot of the initial issues are caused by homesickness, although the students don’t call it that. To counter this, San Jose focuses on helping new students become vested in the center so that they are less likely to leave. A new group of students (12-15) enter each week and are kept as a group for several weeks. New residential students live in designated “orientation” wings in the dorm, which makes it easier for counselors and residential advisors (RAs) to focus on them, giving support and addressing concerns proactively. Additionally, someone is assigned to escort them around the campus for the first several days. The center’s approach also involves having students achieve successes right away. This includes their completing a field trip (a tour of San Jose, of a college, or a nearby city) and a class such as workplace communications or survival skills, and getting involved in recreation activities.

- **Give students sufficient time and alternatives to make vocational choices.**

In Tucson, center staff find that retention seems to improve if students are given more time to make vocational choices. Students receive hands-on vocational training in at least three vocations during the career preparation period (CPP) and are not required to make their final decision until the end of their first month at the center.

- **Work with students no matter what language they speak. Use bilingual materials, student mentors, and ESL programs.**

The directors at both centers were adamant that lack of English proficiency is no excuse for not accommodating a student, and both mentioned how attractive a bilingual applicant for employment is to most businesses.

Tucson has assessment materials in Spanish, finding that reading certain forms and tests in their own language makes students feel more comfortable.

In San Jose, students needing language help receive ESL instruction before beginning their vocational training. Their approach is essentially one of English immersion—in the dorms and mixing them with other students — to help those with limited proficiency pick up the language.

Tucson takes a slightly different approach; they put students into hands-on vocational training during CPP. When someone’s English is nonexistent and there is a student in the vocational program who speaks that primary language, that student serves as a mentor for the first 60 days. If there is no mentor, the new student is placed in the ESL program, and as soon as there is a basic level of communication, is put into the hands-on part of vocational training. When transitioning into the career development period (CDP), the student goes back into the ESL class before entering the full vocational training. When the center’s ESL facilities become full, it places students at ESL programs at two learning centers run through the county’s Adult Education program.

- **Provide a more ethnically diverse “faculty” by including guest speakers from various Latino-serving organizations when connecting students to social services available in the community.**

Instructors at both centers use guest speakers from a wide variety of local organizations and agencies, including NCLR affiliates. Topics range from workplace rights (presented by a speaker from the university community law center) to consumer credit counseling, from health insurance for children and community college programs to Alcoholics Anonymous/Narcotics Anonymous. In San Jose, nonresidential students are registered in the county’s Ride Home program that provides 48 rides over six months and is useful if a student’s car breaks down or won’t start. These connections often benefit a student’s family as well.

EFFECTIVE PRACTICES — CAREER DEVELOPMENT PERIOD

- **Invest in bilingual vocational materials.**
- **Expand vocational and other offerings with co-enrollment programs.**

The San Jose Center has a long history of partnering and co-enrolling students with a variety of partner programs, and the Fred G. Acosta Center co-enrolls some students in off-site vocational training not available on center, but offered by local organizations such as the Urban League.

This approach provides Job Corps students access to additional education, training and support services, and in certain instances with stipends; enhances Job Corps enrollment by co-enrolling participants from other programs who could benefit from Job Corps; and leverages resources. The co-enrollment option broadens the pool of instructors and classmates with whom Job Corps trainees interact and often serves as an incentive, contributing to retention.

The San Jose Center offers six vocational programs on center: two Job Corps vocational classes (Culinary and Building/Apartment Maintenance) plus accounting, landscaping, cement masonry, and office skills. Job Corps provides the space and the partner provides the instructor, equipment, and additional students. Most of San Jose’s vocational training is conducted off site by partners including YouthBuild San Jose, California Conservation Corps, the San Jose Metropolitan Education District, the Transportation and Communications Union, and the Neighborhood Self-Sufficiency Center. Co-enrollment programs with Guajome Academy, Evergreen Valley Community College, and De Anza College provide Job Corps students opportunities to earn high school diplomas and college credits.

For the past five years, the San Jose center has co-enrolled trainees at CTC, allowing them access to CTC’s training, particularly in the areas of desktop publishing and website design. Under the agreement, Job Corps students are transported the three miles from the campus to CTC for vocational training and job-readiness classes, and CTC clients can attend training at the Job Corps campus.

San Jose suggests exploring the co-enrollment option with a school district, where they provide the instructor and co-enroll eligible students in Job Corps while Job Corps maintains the classroom facility with first priority for enrollment.

- **Provide students with internships and other opportunities to apply their skills.**

The Youth Internship Program is a collaboration between CTC and San Jose Job Corps. The two-week internship exposes Job Corps students in the Office Skills program to a business atmosphere setting at CTC's WorkNet computer technology center. Upon completion of the internship, students receive a certificate of completion and an evaluation.

Students in the San Jose Center's Culinary program participate in activities ranging from competing with a community college to developing and preparing the most nutritious, low-cost meal for a local food bank to preparing menus for a book distributed by a statewide nutrition program for low-income families.

EFFECTIVE PRACTICES — CAREER TRANSITION

- **Familiarize students with and link them to employer networks.**

This is particularly critical for Hispanic students who tend to depend on family networks for job leads. Both centers make such connections through scholarships, internships, and other school-to-career activities.

In Tucson, the transition specialists are involved in all of the Tucson Chambers of Commerce (Hispanic, African American, Native American, as well the Metropolitan Chamber). Not only do these contacts provide leads for work-based learning opportunities from Chamber members, the Chambers themselves sponsor internships for trainees in their offices.

In San Jose, the Kiwanis Club awards three scholarships to Job Corps students, and the California State Automobile Association awards scholarships in automotive technology for trainees to attend Evergreen Valley College.

- **Share job leads with partners.**

Job developers at the San Jose Center meet monthly with their counterparts at CTC and other organizations and agencies to share leads and suggestions.

- **Use students as translators when meeting with employers.**

In Tucson, job developers take Spanish-speaking students to meetings with potential employers who speak little or no English and have them translate the employment contract with the employer.

- **Link with One Stops.**

With San Jose Center's presence in the One Stops, transition services are no longer physically connected to the center. The center staff located at the One Stops are more familiar with all the services available to students when they leave Job Corps, and the emphasis is on students having a job lead or an actual job.

RECOMMENDATIONS - NATIONAL LEVEL

- **Create a national Hispanic transition network.**

Staff at both Job Corps centers and both NCLR affiliates supported Job Corps exploring the possibility of developing a referral network with NCLR so that Job Corps Centers could refer graduates who were returning to cities in which there was an affiliate operating.

- **Reexamine transitional and follow-up bonuses.**

Staff expressed concern that the bonuses were insufficient. The transitional bonus is used up paying the deposit and first month's rent on an apartment, and the leftover is not much of an incentive to be around for a survey. Creative ideas, in addition to alternative ways to offer incentives need to be considered and encouraged from center staff, and if possible from students and graduates.

EXTERNAL STRATEGY: BUILD COMMUNITY LINKAGES AND PARTNERSHIPS

After reaching out to Hispanic-serving organizations and agencies in the community to demonstrate commitment to serving that population, the next step is to build ongoing, mutually beneficial relationships.

EFFECTIVE PRACTICES

- **Expect all staff to use all their connections and creativity to enhance center recruitment and services.**

This was particularly evident in Tucson, where staff sought out former classmates, family members, their professional associations, and even former employees for names and introductions at agencies and organizations with which the center wants to develop linkages. For example, one of the center's substitute counselors works with Women in Communications (WIC). She and another counselor put together a workshop for women, including the female students. Facilitated by members of the Tucson Commission for Women, the session was so successful that the center decided to do it every six months, holding the all-day workshop at a local hotel.

- **Do your research about organizations.**

When an advisory board member recommended inviting the YWCA to serve on the board at the San Jose Center, staff looked up the Y's website and found it offered lots of training and served immigrant groups as well as middle class women. A staff member from the Y joined the board, and the center now includes life skills classes taught by Y staff on center as part of its CPP.

- **Help the organization meet an immediate need.**

Recognize that strong linkages are two-way streets, with each party giving and receiving something from the relationship. The Tucson center may offer its printing facilities to help an agency with a mailing, then ask a representative to come speak to the students about the organization's services and build a relationship from there. In San Jose, the center often makes initial contacts by offering to participate in an organization's job fair.

- **Make face-to-face connections.**

After regularly mailing off weekly timesheets to the Employment Service (ES), the nonresidential manager at Fred G. Acosta Center decided to drop them off personally so he could talk to the case managers. He invited them to lunch at the center where they could speak to the students and get a better understanding of Job Corps. With the high turnover of case managers, he meets and talks with the ES personnel every six months.

- **Establish a system for resolving issues.**

In partnerships, issues will always arise. San Jose uses Memoranda of Understanding (MOUs); in Tucson arrangements are more informal. Both agree that it depends on the situation, and if there is the possibility of liability or risk involved, a Job Corps Center needs to protect itself.

GOAL 3: LEVERAGE RESOURCES

Build on the foundation now developed to leverage resources to benefit Job Corps students and youth in the community as well as employers and the community at large.

INTERNAL STRATEGY: MAKE THE CENTER A RESOURCE FOR THE ENTIRE COMMUNITY

This strategy focuses on being a good neighbor. When organizations and individuals feel comfortable with and trust Job Corps, they will think of Job Corps when counseling young people or looking for partners for a project.

EFFECTIVE PRACTICES

- **Provide volunteer community service activities to all sections of the community.**

Students at the San Jose Center typically do 2000 hours of community service, including helping the residential neighborhood in which the center is located by holding clean-up days. They also work as volunteers at the Hispanic Chamber of Commerce's annual business and technology conference in

downtown San Jose, handling registration and support assistance. In Tucson, students made the sign for the new Tucson Hispanic Coalition and assisted at conferences held by major Latino organizations.

- **Make center facilities available to organizations in the community, especially those serving nontraditional populations.**

San Jose's Culinary program is a distinct attraction for groups scheduling meetings on campus. The Kiwanis Club holds its monthly meetings at the center, and CTC uses the facilities for staff retreats. Students in the Culinary program also prepare and serve food for community activities and meetings off site.

In Tucson, the Fred G. Acosta Center invited the minister from the local Polynesian community to hold some church activities on center after hours and opened the gymnasium to that community (from the Marshall Islands) to hold a luau. Nearly 400 people attended, and the center staff and students were able to learn about a different culture.

EXTERNAL STRATEGY: BROADEN EXISTING PARTNERSHIPS

Once you've established a relationship with an organization, look for additional, mutually beneficial ways you can work together.

EFFECTIVE PRACTICES

- **Involve partners in additional activities.**

In Tucson, a CPLC staff member sits on the Center's CRC Advisory Board. CPLC provides referrals to the center by distributing Job Corps materials to people coming to its emergency services office who are eligible for Job Corps, through its staff member who is a case worker for the Youth Opportunity (YO!) grant, and through CPLC's charter school. The two organizations also share job postings, and Job Corps students participate in CPLC's annual Christmas event for children.

- **Share ideas and brainstorm with partners.**

In San Jose, CTC referred the workforce development specialist from Evergreen Valley College to the Job Corps center, which resulted in establishing a staff job skills upgrading project. This was followed by a partnership in which the center refers eligible students to Evergreen and the college coordinates application and enrollment assistance and counseling services along with attendance reporting to the center. Representatives from all three organizations work together on the Workforce Investment Act's (WIA) Youth Council.

EXTERNAL STRATEGY: LOOK FOR WINDOWS OF OPPORTUNITY TO ENHANCE SERVICES

Be positive, proactive, and creative about establishing linkages. Don't let setbacks stop you.

EFFECTIVE PRACTICES

- **Take advantage of changing situations to establish new or different relationships.**

Prior to WIA, the San Jose Center and NCLR affiliate CTC co-shared a recruiter who was trained by both organizations and split her time among the two facilities and the One Stop. Implementation of WIA ended that type of recruitment, but the Job Corps center was able to place full-time admissions counselors at several One Stops in the area, having had a presence there.

- **Create and support collaborations.**

The Neighborhood Self-Sufficiency Center (NSSC) is a Santa Clara County-funded project targeting current and recent welfare recipients. The San Jose Job Corps is a partner in the Eastside NSSC and provides additional assessment to participants as needed. The Job Corps has co-enrolled its trainees in the NSSC, which allows access to free vocational courses, computers and the Internet at those sites, additional counseling and support services, and child care for those taking NSSC evening classes. The

NSSC also provides a follow-up of 12 months for participants. The San Jose Center also has co-enrolled NSSC students into Job Corps, providing them with the additional benefits and supports of Job Corps to enhance their incomes. NCLR affiliate CTC is the lead partner in this collaboration.

GOAL 4: SUSTAIN THE COMMITMENT

Recognize that serving nontraditional populations is a continuous process. The process responds to the economic climate, immigration policies, and changing student needs.

INTERNAL STRATEGY: REVIEW AND EVALUATE EFFORTS AND MODIFY ACTIVITIES ACCORDINGLY

Ongoing discussion, evaluation, and modification of practices keep an inclusive, community-linked environment viable.

EFFECTIVE PRACTICES

- **Make community involvement and inclusion activities and issues regular agenda items in staff meetings.**
- **Review and evaluate your efforts and modify activities accordingly.**

EXTERNAL STRATEGY: STAY CONNECTED TO COMMUNITY GROUPS

There will be changes in staff and internal priorities within the organizations and agencies with which a Job Corps Center is working, just as there will be changes in the staff and activities at the Job Corps Center.

EFFECTIVE PRACTICES

- **Revisit organizations with which the center may have been out of touch with.**
The San Jose Center is reestablishing relationships with the Chamber of Commerce, which has undergone some changes, but is now interested in establishing a mentoring program.
- **Continue to educate local groups about Job Corps.**
The Fred G. Acosta Center has an open house every year during Tucson's Rodeo Days. Community and political leaders and students' families are invited to a big luncheon, and everyone is welcome to tour the campus and enjoy the entertainment the Center arranges.

CONCLUSION

Job Corps' goal to serve Latino youth more effectively requires a comprehensive, holistic approach. Centers need to implement a variety of external strategies to build trust within the Latino community and develop partnerships with community-based organizations in order to reach and serve those youth. They also need to put into practice another set of internal strategies to create a suitable environment and program where Hispanic youth feel welcome; where they gain the language, educational, and vocational skills they need; and which they will eventually leave ready to apply what they have learned.

As with any effort to bring about change in an institution, top leadership must set the standard. For those at the national and regional levels with the Job Corps, such action should include the following:

- **Communicate information about demographics and needs of Latino youth to Regions and to Centers and how these relate to Job Corps goals and objectives.**
- **Examine and revise systems as necessary, e.g., updated labor market information, ESL programs, website content, and assignment of Latinos to rural residential centers.**

- Incorporate the effective serving of Latino youth into performance and outcome measures for staff and contractors.
- Build the capacity of program managers, center directors, and operators to address and implement effective practices for serving Latino youth.
- Support/endorse and publicize national, regional, and local initiatives and pilot programs, including through joint SOUs and MOUs.
- Formalize and publicize national Job Corps linkages with major Hispanic organizations such as the National Council of La Raza and the Hispanic Association of Colleges and Universities; communicate the expectation for every center with a Latino student population or serving Latino communities to work with these groups and their affiliates.
- Involve national Latino organizations and/or affiliates in all appropriate Job Corps events, e.g., Alpha Awards, regional conferences.
- Have Spanish versions of recruitment materials (national, regional, and center-specific), including CDs and videos as well as brochures and posters. Be sure all materials have Latinos represented.
- Ensure that the contractors conducting placement follow-up have Spanish speakers on survey teams in areas where employers may not speak English.
- Reexamine transitional and follow-up bonuses.
- Create a national Hispanic transition network.

IN ADDITION, REGIONAL DIRECTORS SHOULD CONSIDER THE FOLLOWING:

- Hold regular regional conference calls with center directors to discuss and act on specific issues related to serving Latino communications and youth.
- Sponsor regional workshops and programs such as Region II's Latino Youth Summit for center line staff and students.

As the strategies in this report indicate, effective centers develop linkages with organizations and then expand those connections to involve other networks within the community. Workforce Investment Act services and training, welfare assistance, health care for children, charter schools, English language instruction, neighborhood development – these effective centers have linked with individual agencies and organizations serving Latinos in one or more of these areas and then helped bring various partners together in collaborations that leverage resources for youth in the community. NCLR is following a similar path with its national affiliate network, strengthening Hispanic community-based organizations by extending their capacities and their connections. The organization is eager to work with Job Corps to facilitate linkages between its affiliates and Job Corps centers. The bottom line for both the Job Corps and Hispanic-serving organizations is helping young people succeed. And that demands that we use all resources at our disposal.

CHECKLIST FOR SERVING LATINO YOUTH FOR JOB CORPS CENTERS

GOAL 1: BUILD ORGANIZATIONAL SUPPORT

Examine the ways in which serving Latino communities and youth are defined (measured) and reinforced (rewarded) in Job Corps policy and center operations. Revise those expectations and incentives in light of the changing demographics of the population Job Corps serves and communicate them to all staff and contractors.

INTERNAL STRATEGY: LINK LATINO COMMUNITIES AND YOUTH TO JOB CORPS GOALS AND SYSTEMS

Changes in center operations need to be founded on a strong rationale. To build internal support for increased involvement with and services to Latino communities and youth, communicate the ways in which these activities help meet Job Corps goals.

EFFECTIVE PRACTICES

_____ Use Job Corps eligibility criteria, such as dropout rates for Latino youth within the service area, to set benchmarks for Latino student enrollment.

Opportunities: _____

Challenges: _____

■ Internal Strategy: Ensure and communicate leadership support for those serving Latino youth

The commitment and involvement of top management are critical to successful efforts to reorganize center activities. Senior management at every level must make it clear that serving local Latino communities is an integral aspect of Job Corps operations.

EFFECTIVE PRACTICES

_____ Initiate, support, and publicize local initiatives and pilot programs to serve Latinos.

_____ Center director meets personally with leaders of Hispanic community.

_____ Hold meetings to share demographic information about Latinos in the service area with all levels of staff, and involve staff in examining center's current efforts and in planning action steps.

Opportunities: _____

Challenges: _____

■ **External Strategy: Demonstrate commitment to serving Latino communities**

At the center level, this step involves reaching out to the Hispanic community to educate leaders and community members about Job Corps.

EFFECTIVE PRACTICES

_____ Invite Latino leaders to the center for lunch, a tour, and discussion of your operations and services.

_____ Invite Hispanic community leaders and employers to serve on the center’s Community Relations Council.

Opportunities: _____

Challenges: _____

GOAL 2: CREATE AN INCLUSIVE, SUPPORTIVE ENVIRONMENT

The environment of the center and the systems in place for activities from hiring to housing will influence a young person’s decision to enroll and remain. Examine a center’s operations and its efforts to build relationships.

INTERNAL STRATEGY: HIRE AND SUPPORT A STAFF THAT IS CULTURALLY AND LINGUISTICALLY SENSITIVE

Staff members play a key role in attracting and retaining Hispanic students and creating a supportive center environment. To the extent possible, staff should reflect the population of the Center’s service area or state. In rural areas, where it may be difficult to find and retain a diverse staff, ensure cultural and linguistic sensitivity throughout Job Corps and within centers by providing staff with the tools and training they need to serve a diverse student population.

EFFECTIVE PRACTICES

- _____ Expand staff diversity by hiring Job Corps graduates and recruiting from Hispanic organizations.
- _____ Conduct cultural awareness training for staff.
- _____ Provide or support language training for interested staff.
- _____ Support participation in training to build capacity to serve a diverse student population.
- _____ Provide job skills upgrading for staff.

Opportunities: _____

Challenges: _____

■ **Internal Strategy: Be sensitive and responsive to students' needs**

Many of the barriers to recruitment, retention, and transition of Latino students are related to aspects of center life. Applicants and students want to see people like themselves at the center, want to participate in activities that respect and reflect a comfort level with and appreciation of their culture, and want to learn skills they can apply where they plan to live.

EFFECTIVE PRACTICES — CENTER OPERATIONS

- _____ Celebrate diversity throughout the year.
- _____ Serve food with which students are familiar.
- _____ Put visitors to the center in contact with someone who speaks their language.

Opportunities: _____

Challenges: _____

EFFECTIVE PRACTICES — OUTREACH AND ADMISSIONS

- _____ Keep the Job Corps message the same for any audience.
- _____ Involve everyone in outreach efforts.
- _____ Use PSAs to advertise, but place them carefully.
- _____ Participate in or host Job/Resource Fairs.
- _____ Use workforce investment board (WIB) connections effectively. Have senior staff as well as the center director serve on WIBs and Youth Councils in the service area.
- _____ Give interested youth the opportunity to see the center.
- _____ Encourage co-referrals and co-enrollments.

Opportunities: _____

Challenges: _____

EFFECTIVE PRACTICES — CAREER PREPARATION PERIOD

- _____ Have systems in place that help new students quickly make connections at the center.
- _____ Give students sufficient time and alternatives to make vocational choices.
- _____ Work with students no matter what language they speak. Use bilingual materials, student mentors, and ESL programs.
- _____ Provide a more ethnically diverse “faculty” by including guest speakers from various Latino-serving organizations when connecting students to social services available in the community.

Opportunities: _____

Challenges: _____

EFFECTIVE PRACTICES — CAREER DEVELOPMENT PERIOD

- _____ Invest in bilingual vocational materials.
- _____ Expand vocational and other offerings with co-enrollment programs.
- _____ Provide students with internships and other opportunities to apply their skills.

Opportunities: _____

Challenges: _____

EFFECTIVE PRACTICES — CAREER TRANSITION

- _____ Familiarize students with and link them to employer networks.
- _____ Share job leads with partners.
- _____ Use students as translators when meeting with employers.
- _____ Link with One Stops.

Opportunities: _____

Challenges: _____

EXTERNAL STRATEGY: BUILD COMMUNITY LINKAGES AND PARTNERSHIPS

After reaching out to Hispanic-serving organizations and agencies in the community to demonstrate commitment to serving that population, the next step is to build on-going, mutually beneficial relationships.

EFFECTIVE PRACTICES

- _____ Do your research about organizations.
- _____ Help the organization meet an immediate need.
- _____ Make face-to-face connections.
- _____ Establish a system for resolving issues.
- _____ Expect all staff to use all their connections and creativity to enhance center recruitment and services.

Opportunities: _____

Challenges: _____

GOAL 3: LEVERAGE RESOURCES

Build on the foundation now developed to leverage resources to benefit Job Corps students and youth in the community as well as employers and the community at large.

INTERNAL STRATEGY: MAKE THE CENTER A RESOURCE FOR THE ENTIRE COMMUNITY

This strategy focuses on being a good neighbor. When organizations and individuals feel comfortable with and trust Job Corps, they will think of Job Corps when counseling young people or looking for partners for a project.

EFFECTIVE PRACTICES

_____ Provide volunteer community service activities to all sections of the community.

_____ Make center facilities available to organizations in the community, especially those serving nontraditional populations.

Opportunities: _____

Challenges: _____

EXTERNAL STRATEGY: BROADEN EXISTING PARTNERSHIPS

Once you've established a relationship with an organization, look for additional, mutually beneficial ways you can work together.

EFFECTIVE PRACTICES

_____ Involve partners in additional activities.

_____ Share ideas and brainstorm with partners.

EXTERNAL STRATEGY: LOOK FOR WINDOWS OF OPPORTUNITY TO ENHANCE SERVICES

Be positive, proactive, and creative about establishing linkages. Don't let setbacks stop you.

EFFECTIVE PRACTICES

_____ Take advantage of changing situations to establish new or different relationships.

_____ Create and support collaborations.

Opportunities: _____

Challenges: _____

GOAL 4: SUSTAIN THE COMMITMENT

Recognize that serving nontraditional populations is a continuous process. The process responds to the economic climate, immigration policies, and changing student needs.

INTERNAL STRATEGY: REVIEW AND EVALUATE EFFORTS AND MODIFY ACTIVITIES ACCORDINGLY

Ongoing discussion, evaluation, and modification of practices keep an inclusive, community-linked environment viable.

EFFECTIVE PRACTICES

- _____ Review and evaluate your efforts and modify activities accordingly.
- _____ Make community involvement and inclusion activities and issues regular agenda items in staff meetings.

EXTERNAL STRATEGY: STAY CONNECTED TO COMMUNITY GROUPS

There will be changes in staff and internal priorities within the organizations and agencies with which a Job Corps Center is working, just as there will be changes in the staff and activities at the Job Corps Center.

EFFECTIVE PRACTICES

- _____ Revisit organizations with which the center may have been out of touch.
- _____ Continue to educate local groups about Job Corps.

Opportunities: _____

Challenges: _____

