

**A How to Guide for Creating  
Employment and Entrepreneurship  
Opportunities for Youth**

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This publication was developed by the U.S. Department of Housing and Urban Development (HUD) to assist in the planning and development of Neighborhood Networks centers.

The guides in this series offer “how to” information on starting a center, creating programs and identifying center partners, marketing and media outreach, sustainability, funding, and much more.

Neighborhood Networks is a community-based program established by HUD in 1995. Since then, more than 1,000 centers have opened throughout the United States, Puerto Rico, and the U.S. Virgin Islands. These community learning centers provide residents of HUD insured and assisted properties with programs, activities and training promoting economic self-sufficiency.

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To receive copies of this publication or any others in the series, contact:

U.S. Department of Housing and Urban Development  
Neighborhood Networks  
2277 Research Boulevard, 5J  
Rockville, MD 20850

Neighborhood Networks Information Center  
Toll-free: (888) 312-2743  
E-mail: [neighborhoodnetworks@hud.gov](mailto:neighborhoodnetworks@hud.gov)  
TTY: (800) 483-2209

All publications are available from the Neighborhood Networks Web site at [www.NeighborhoodNetworks.org](http://www.NeighborhoodNetworks.org)

# ***A How to Guide for Creating Employment and Entrepreneurship Opportunities for Youth***

## **Introduction**

A Neighborhood Networks center can provide substantial employment and entrepreneurial services for youth and teens, furnishing an environment that promotes academic achievement and opportunities for career enhancement and personal growth.

It is estimated that two-thirds of American high school students between the ages of 12 and 17 are currently employed. It is safe to conclude that sometime during their high school careers, 80 percent of students will have a part-time job during the school year.<sup>1</sup>

Millions of youth ages 15 to 17 work during school and summer months. The likelihood of youths working or being employed is influenced by many factors, including age, race, family type, family income, school enrollment status, and country of birth. Youth are employed in a variety of occupations and industries, moving out of more casual employment arrangements such as babysitting and lawn care to more formal positions as they get older. However, for many, these jobs do not necessarily lead to successful and rewarding careers. Moreover, in work and in school, many young people fail to develop skills in basic reading, writing, mathematics, communication, information technology, and other core competencies needed in today's fast-paced technological age.

This guide is for Neighborhood Networks center directors, staff, volunteers, and others interested in establishing innovative youth employment and entrepreneurship programs. It describes key issues, provides practical tools and suggestions, identifies best practices from across the country, and suggests links to helpful resources.

Chapter 1 describes the barriers, ranging from poor basic skills to lack of awareness about career choices, which are faced by young people from disadvantaged backgrounds as they enter the

marketplace. It next outlines the steps for getting started with a youth employment program, including conducting outreach into the community, assessing participants' capabilities, building skills, and providing support services.

Chapter 2 presents case studies of youth employment programs from Neighborhood Networks centers:

- **Teen-Works** is a youth workforce preparatory program run by the Evergreen Villages Neighborhood Networks Center.
- **Champs Not Chumps** is a camp run by the Spring Manor Neighborhood Networks Center, which stresses character development in children.
- **Plugged In** offers a successful model of youth entrepreneurship in the field of information technology.

Appendix A describes resources that can be helpful to Neighborhood Networks centers in establishing youth entrepreneurship programs.

Appendix B outlines the competencies and skills needed for job success as developed by the U.S. Department of Labor's (DOL) Secretary's Commission on Achieving Necessary Skills (SCANS).

Appendix C summarizes key activities in youth employment, divides them into activities that Neighborhood Networks centers can provide and those that partners can provide, and summarizes where resources may be available.

Even with limited resources, Neighborhood Networks centers can guide young people through a process of positive self-discovery. Working with other local organizations, centers can offer an exciting learning experience for youth in employment and entrepreneurship.

# Chapter 1. Getting Started

Neighborhood Networks centers can offer help to a wide spectrum of young people, from the 14-year-old middle school student who wants an after-school job to the 21-year-old high school dropout who needs full-time work. Youth who are in school typically want a job to help support a family, pay for college, or earn pocket money. Out-of-school youth, especially those with no high school diploma, are more likely to need to support themselves or a family. They may be on welfare or want to return to school or earn their General Equivalency Diploma (GED) certificate to qualify for better jobs.

## Assets and Contributions of Young People

While many youth face employment barriers, it is equally important to emphasize the positive attributes that young people can bring to the workplace. They respond enthusiastically to affirmation of their skills and strengths, positive expectations, responsibility, and meaningful tasks. Many youth thrive in relationships with adults that are based on mutual trust and respect. A good work environment can enable a young person to experience the safety and security necessary for learning and growth.

In some cases, their inexperience in traditional formal work settings is an asset. The many positive attributes that young people bring to the workplace include:

1. *Responding to high expectations.* When challenged to succeed, young people will respond positively if they also receive confidence and trust from adults. High expectations can motivate young people to accomplish more than they themselves initially think they can.
2. *Energy, enthusiasm, and willingness to be trained.* Young people may feel eager about taking on their first job. Many are not held back by the fear of making mistakes. They bring to the workplace energy, enthusiasm for new experiences, and a willingness to try new things. In a first or second job, young people do not have to unlearn old work habits. Employers can train them in the systems, procedures, and processes that they use.
3. *Loyalty.* Many young people do want their own money, but they do not want to work solely for financial reasons. Working is a rite of passage to adulthood. Age-related legislation on work and working conditions make jobs scarce for youth seeking employment. They know that only certain places can hire them. Because of this, they will work hard and be loyal to their employers.
4. *New ways of working and thinking.* The 21st century is bringing characteristics of the high-performance workplace to more and more community businesses. These new ways of working include working on teams, serving both internal and external customers, contributing to decisionmaking, solving problems, and providing new and innovative ideas that shape business today. Young people who have been educated by new methods of learning find it easier to think outside the box. New learning methods, such as cooperative education, where students learn in teams; constructivist learning, where students are decisionmakers; and problem-based learning, where students solve problems by developing, planning, and implementing projects, then analyze and synthesize what they have learned, create new ways of thinking.
5. *Employability skills and supervised work experience.* More students are better prepared and have work-based experiences. Employers are concerned with “soft skills” such as interpersonal communication, getting along with coworkers, and customer service. In 1992, SCANS identified three foundation skills and five competencies needed to achieve success at work.<sup>2</sup> Since then, students in most states have become aware of, and have had opportunities to practice, these skills while still in school. High school work

experience is no longer limited to occupational and vocational students. In every state, school-to-work programs are designed to help all students connect to the world of work through work-based learning experiences.

6. *Understanding technology systems and sophisticated technology skills.* Intensive technology experiences involving video games and home computers have created a generation of young people who are power users of technology. Power users understand the logic of computers and technology systems. They are self-directed learners who have had to seek out solutions to their own immediate technology problems, and they learn from books, manuals, peers, the Internet, and any other resources they can find. These young people are strategic thinkers and problemsolvers who can bring tremendous value to visionary employers who cultivate their talents and support their skills.

## **Challenges Faced by Young People Seeking Employment**

Young people from disadvantaged backgrounds often face barriers to successful employment, including:

1. *Low basic academic skills.* Some young people have excellent academic skills while others may have trouble following written signs and instructions. Because achievement levels may vary substantially, centers will need to develop programs that can work with a broad range of skills or make connections with agencies equipped to do so.
2. *Lack of self-esteem and maturity.* Many young people do not have enough self-esteem to handle a job effectively. Some lack job preparation and have consequently moved from place to place. Others are not sufficiently motivated, have a poor attitude toward supervision, are not dependable, or cannot follow directions or adapt well to change.<sup>3</sup> In spite of these drawbacks, young people are expected to perform like more mature adults in the workplace. Not surprisingly, some youth feel especially

vulnerable in work environments and can easily lose their confidence or become overwhelmed. Some feel overconfident, think they know everything, and are unwilling to do basic tasks.

3. *Limited knowledge of career choices.* Youth from disadvantaged communities often are unaware of how to learn about different careers or how to prepare for ones that interest them. Many feel ambivalent about whether they should meet their short-term needs or find something with long-term prospects, and they have limited or exaggerated ideas about the workplace.
4. *Complex life circumstances.* Some young people are disconnected from support systems, live in poverty, experience stress in their homes, and/or lack adult role models. They may already have histories of trauma and exhibit behavioral problems. Despite their age, these young people may need treatment for alcohol and substance abuse or counseling for other emotional and social issues.

While such hurdles can hinder young people in getting or holding a job, the structure and rewards of work can help youth overcome employment barriers.

## **Taking the First Steps**

Because Neighborhood Networks centers need to understand the range of opportunities and challenges they face in operating a successful youth employment program, they should ask a series of key questions when starting a program:

- What do centers need to know about young people on the property and in the community at large? What are their successes, needs, and challenges?
- What are the youth employment activities that the Neighborhood Networks center could engage in, given limited resources? What is the role of Neighborhood Networks centers?
- What partnerships with other community organizations could be formed to serve youth in a comprehensive and coordinated way?

- What services should Neighborhood Networks centers provide? What services should partners provide?

### **Outreach**

“My first problem is getting kids who are work age into the center,” says Lisa Ciminillo, director of Agler Green Community Technology Center. Although bulletins and flyers will spread the word, young people need to see the connection between the Neighborhood Networks center and their own interests. A bank of computers with learning software, games, and Internet connectivity will not necessarily bring in young people who need employment help. It is equally important for them to believe that the center can genuinely help them with an employment issue and also address other related needs such as childcare and GED training.

The best approach is to market the Neighborhood Networks center as an entry point into a comprehensive program of job and career development with many support services. To further involve young people, centers may want to survey youth to determine the services they want or develop boards of young residents to give input on program design.

Enlisting youth to bring other young people into the center can augment the Neighborhood Networks center staff or volunteer corps. Centers that cannot afford to hire outreach workers might consider partnering with an agency that can help, such as a local Boys & Girls Club of America, the Urban League, or other agencies that have experience drawing young people to their programs.

Centers may want to begin by contacting their local or regional One-Stop Career Center for help in identifying community agencies involved in youth employment. These career centers are part of a network of employment, training, and education resources. Many career centers are involved in Private Industry Councils (PICs) and Job Training Partnership Act (JTPA) Service Delivery Areas (SDA). (The latter are two major federal workforce development initiatives.) A good example is the California Workforce

Association (CWA); you can find more information at [www.calworkforce.org/](http://www.calworkforce.org/).

The Web site operated by the DOL Employment and Training Administration ([www.doleta.gov](http://www.doleta.gov)) also can help Neighborhood Networks centers find the most appropriate One-Stop Career Centers program.

### **Assessment and Self-Discovery**

Once a young person enters a Neighborhood Networks center, it is important to assess his or her interests and skill level as soon as possible:

- What are his or her career interests?
- What kind of academic and technical skills does he or she have?
- What is his or her exposure to careers that meet his or her interests and value his or her skills? How do career interests and skill levels fit into a career plan that allows for upward mobility?
- Is he or she aware of appropriate workplace behavior, such as punctuality, proper attire, and attendance?
- Are there barriers, such as a lack of transportation and childcare, that need to be overcome?
- How do we know whether a youthful entrepreneur is ready to launch a business, no matter how modest its scope? How do we identify young people who are ready to start their own business? How do we assess and document the level of business and technology skills needed to create an entrepreneur?

Agencies engaged in youth employment use varying approaches to skills assessment. Many use assessment tools to link prospective youth workers to employers. Others go a step further, using assessment tools to identify a young person’s interests, potential, and career possibilities. Assessments can illuminate skills and start a process of revelation for young people who may have a very narrow view of their options.

Assessment tools vary in complexity and detail. A one-page form with a checklist of questions about career interests, educational background, training experiences, mental health, and substance abuse could serve as a starting point.

There are quite a few assessment tools developed by commercial companies and publicly funded projects, including intake forms, job and career exploration, skill assessment, and tests to measure academic preparation. Some state computer systems offer instant access to labor market and educational information. The DOL US Workforce Web site ([www.usworkforce.org/onestop](http://www.usworkforce.org/onestop)) links employment, education, and training services into a coherent network of resources at the local, state, and national levels.

A common assessment tool is *Holland's Self-Directed Search*, available online at [www.self-directed-search.com](http://www.self-directed-search.com). The SDS was developed by Dr. John Holland, whose theory of careers is the basis for most of the career inventories used today. Holland's theory states that most people can be loosely categorized with respect to six types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Occupations and work environments can also be classified in the same categories.

The SDS has been used by more than 22 million people worldwide and has been translated into 25 different languages. SDS results have been supported by more than 500 research studies. Whether you are looking for a college major, beginning a job search, or thinking about a career change, the SDS can provide valuable career information.

If you want to determine your knowledge of, or start a career in, information technology (IT), visit the Microsoft training and certification Web site ([www.microsoft.com/traincert/default.asp](http://www.microsoft.com/traincert/default.asp)). The site allows you to examine your skills, interest areas, and career goals to identify the types of work that most appeal to you. Microsoft Certified Technical Education Centers (Microsoft CTECs), Microsoft's premier training vehicle, also provide professional IT career guidance.

Prospective youth entrepreneurs require another set of assessment tools. A helpful resource is *Enterprising Youth in America: A Review of Youth Enterprise Programs*, coauthored by Barbara Kaufmann, senior associate at the Center for Workforce Development in Washington, D.C., and Brian Dabson of the Corporation for Enterprise Development, also in Washington. The book examines programs offered by nearly 50 organizations nationwide. Chapter 3 includes additional resources on youth entrepreneurship.

### **Building Skills**

Today's employers want workers who can achieve in high-performance workplaces. More and more, they seek employees who can integrate a wide range of skills and upgrade them continuously. Narrow skills training around a specific job is no longer a sufficient foundation on which to build a career. The marketplace wants young people who not only demonstrate basic academic proficiency, but also display strong technology skills, good behavior, and flexibility.

Many youth lose their first jobs because they lack even the most basic work attributes: showing up on time, getting along with co-workers, and communicating effectively. Young people need to master the set of competencies and core skills described below (DOL, 1991) to ensure their long-term success in the job market.

### **Competencies**

- Identifies, organizes, plans, and allocates resources.
- Works with others.
- Acquires and uses information.
- Understands complex interrelationships.
- Works with a variety of technologies.

### **Core Skills**

- Reads, writes, performs arithmetic and mathematical operations, listens, and speaks.
- Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.



- Displays responsibility, self-esteem, sociability, self-management, integrity, and honesty.

Appendix B includes more information on these competencies and skills.

Neighborhood Networks centers can help young people master these competencies and skills by using a variety of approaches. Centers can sponsor job workshops that target topics such as punctuality and teamwork or provide short pre-employment courses to help students develop résumés and prepare for interviews. Workshops focused on building self-confidence, mediating conflict, or acting responsibly also would be useful. These workshops can be supplemented by inviting guest speakers to share their work and life experiences.

Neighborhood Networks centers can also refer young people to other organizations that offer job-skills training and support. School-to-work partnerships, for example, often include community-based organizations such as the Urban League that provide these types of services.

Increasingly, many organizations are using software programs as a skills-building tool. Technology Based Solutions offers *Discover and Decide*, a computer-based system that provides self-directed problemsolving using a life-skills curriculum. Another company, Character Training International ([www.character-ethics.org](http://www.character-ethics.org)), provides workplace courses in ethics, personal character development, and humor.

For technology training, it is best to work with young people on using technology to accomplish a learning goal, not to simply teach technical skills. Many young people can easily master computer techniques, so it is more important to identify an interesting learning project that uses the technical resources of the Neighborhood Networks center. Teen-Works, which is profiled in the next chapter, successfully applies this approach.

A valuable resource that supports learning through community technology is the Community Technology Centers Network (CTCNet) at [www.ctcnet.org/](http://www.ctcnet.org/).

## **Support Services**

Even young people with strong skills can be hampered in their job quest. Inner-city youth may find it hard to get to burgeoning job opportunities in the suburbs. Young parents may have difficulty securing reliable childcare. Some youth must overcome substance abuse problems or have special needs.

Neighborhood Networks centers can eliminate some of these obstacles by partnering with social service agencies and other local organizations. A large network of job-placement providers for youth has developed throughout the country. These community-based groups may operate independently, or more frequently as part of a larger regional strategy, such as a School-to-Work Partnership or a PIC One-Stop Career Center. The best providers have refined a process for matching a young person with a suitable employer. These programs take into account skills and interests, age, and the nature of the work environment. Such providers typically develop strong relationships with employers.

Many job-placement providers will be eager to partner with Neighborhood Networks centers. Referrals help these organizations meet contractual obligations to place a specified number of youth in jobs.

Centers can enhance their relationships with job-placement providers by performing simple screening. The Bridge to New Horizons Center in Richmond, Virginia, established a contractual relationship with three temporary placement agencies. To be referred to one of the agencies, young people must complete a Job Readiness Training Program at the Neighborhood Networks center. The agencies, in turn, arrange job placement.

Other organizations have formed partnerships with the local PIC. PIC staff provide job-placement services to the young people referred by the center.

While many matches are rewarding for young people and their employers, job placements frequently fall short. Rather than offering a chance for youth to test and stretch abilities, these jobs are limited to unchallenging, repetitive, and boring tasks.

An uninspiring job placement can do more damage than no job at all. At a minimum, Neighborhood Networks centers should advocate for jobs for youth that have learning potential, and they should urge young jobseekers to look for employment that reflects long-term career goals.

Centers can encourage job-placement organizations to match their referrals to jobs that demand a variety of tasks and hands-on activity and that expose a young person to more than one department within a company. You may visit [www.doleta.gov](http://www.doleta.gov) or [www.ed.gov/offices/OVAE](http://www.ed.gov/offices/OVAE) for workforce and education information.

Neighborhood Networks centers can explore the benefits of management software designed by companies like Vision Link, Inc. (<http://visionlink.org>), manufacturer of *Pathfinder* and *Tapestry*. These programs create Web-based management tools that allow for a single coordination point among employers, teachers, students, and social service agencies.

## **Chapter 2. Examples of Best Practices and Success Stories**

This chapter presents case studies of successful youth employment and training programs.

- **Teen-Works** is a youth workforce preparatory program run by the Evergreen Villages Neighborhood Networks Center.
- **Champs Not Chumps** is a camp run by the Spring Manor Neighborhood Networks Center, which stresses character development in children.
- **Plugged In** offers a successful model of youth entrepreneurship in the field of information technology.

### **Teen-Works Trains Youth in Real-Life Work Environments**

By nurturing the talents and abilities of youth in the community, Teen-Works, a youth workforce preparation program, helps youth ages 13 to 18 acquire job skills necessary to succeed in the workplace. On November 19, 2001, a group of eager teenagers, including 15 youth from the Evergreen Villages Neighborhood Networks Center, participated in the first in a series of fun, vocational classes sponsored by Teen-Works.

Through partnerships with the Washington State University (WSU) Cooperative Extension, TOGETHER!, the Thurston County 4-H youth development program, and other local businesses and organizations, Teen-Works offers fundamental training in the career areas of computer technology and television production and places participants in real-life work situations. "Future programs are planned in the areas of business, creative/expressive arts, healthcare, and environmental stewardship," says Mike Holroyd, program coordinator and WSU extension faculty member.

Teens involved in the television production program learn various aspects of producing videos, including laws and regulations and the role of the producer. Participants receive hands-on experience with equipment at Thurston County Television, a local cable facility.

A volunteer from a local Internet business teaches participants in the computer technology program to troubleshoot and refurbish laptop computers donated by the WSU Cooperative Extension and various government agencies. Eventually, enrolled Teen-Works members and community partners will be able to borrow these computers and take them home.

### **Champs Not Chumps Stresses Character Development**

Since its inception in April 1999, the Spring Manor Neighborhood Networks Center has developed successful programs to meet the ever-changing needs of the residents who use the center. Using a grant from the Florida Department of Children and Family Services, Tandra Carswell, Spring Manor Neighborhood Networks Center coordinator, started a program called Champs Not Chumps in summer 2000. This summer camp stresses character development in children and youth ages 7 to 14.

Through various activities, children learn valuable life skills such as sportsmanship, respect, and fairness. These life skills are essential in building character and solid work ethics in children.

Spring Manor assists those who are seeking jobs with writing résumés, interviewing, socialization training, and job placement. In addition, the center provides computer instruction on Windows 95/98, MS Office applications, and the Internet.

## **Plugged In: Youth Entrepreneurship**

Plugged In, based in East Palo Alto, California, offers a comprehensive menu of employment services for low-income families. However, its claim to fame is its thriving teen Web design enterprise.

Started in 1992 as a small computer lab at a local Boys & Girls Club, Plugged In now has 37 workstations and an annual budget of \$415,000. Teens run a Web design business, Plugged In Enterprises, which was created in 1996. The program combines training in the latest Web design technology with support in managing projects. Plugged In Enterprises has done business with Hewlett Packard, Stanford University, Amnesty International Publications, Pacific Bell, Sun Microsystems, and the East Palo Alto Law Project.

Plugged In weathered its share of early problems. Creating a systematic approach to staff training and development took 3 years because it was hard to find people in the community with the requisite teaching experience and technical skills. Lack of space, technical problems with computers, insufficient equipment, and difficulty meeting business deadlines all have plagued the organization at one time or another. Plugged In had to establish a minimum grade policy for teens whose academic standing suffered because of all the time they spent in the computer lab. However, staff recognized from the outset that the program could be unique and that connecting to other like-minded organizations would be critical. During the first year, the program director spent about one-half of his time seeking out potential

collaborators. Plugged In formed a partnership with an after-school program, Children's Preservation Network, to provide computer projects for kids. Another partnership with a social service agency, Families in Transition, allowed Plugged In to offer family history projects. Volunteers from the Boys & Girls Club in Menlo Park taught computer classes and Plugged In linked up with the city's summer recreation program so it could stay open more hours.

Plugged In staff refined their focus and remained open to growth. The staff tightened the curriculum. New courses were developed, tested, and modified. Young people were put to work helping inventory and recycle donated equipment. By 1996 the teens had become so skilled that Plugged In staff began to test the possibilities of becoming a business incubator.

Today, the Plugged In Enterprises program begins with a 10-week overview of computer basics and an introduction to graphic design. The first phase of training focuses on building 15 skills, including word processing, understanding memory and RAM, layout and design concepts, graphics, and mastering Adobe Photoshop. Technology professionals give workshops and serve as mentors. Field trips to such places as *Wired* magazine and Macromedia supplement classroom learning. The training's second phase molds students into a production team that takes on work for real clients. Life-skills and employability training are incorporated into the program.

For more information on Plugged In, visit the Web site at [www.pluggedin.org/](http://www.pluggedin.org/).

# Appendix A: Resources for Youth Entrepreneurship

- **Center on Education and Training for Employment.** Established in 1965, the Center on Education and Training for Employment (CETE) is one of the United States' leading institutions for the development of vocational education and training, and workforce education. CETE fulfills its mission by conducting applied research, development, evaluation, and policy analyses, and by providing leadership development, training, technical assistance, curriculum development, and information services pertaining to the broad field of education and training and its role in economic development.  
  
1900 Kenny Road  
Columbus, OH 43210-1090  
Phone: (614) 292-8300  
Fax: (614) 292-1260  
E-mail: [products@cete.org](mailto:products@cete.org)  
Web site: [www.cete.org](http://www.cete.org)
- **Center for Entrepreneurial Leadership Clearinghouse on Entrepreneurship Education (CELCEE).** This clearinghouse on entrepreneurship information has an extensive database with abstracts on entrepreneurship education at all levels, and a directory of upcoming events and educational software tools.  
  
Phone: (888) 4-CELCEE [(888) 423-5233]  
Fax: (310) 206-8095  
E-mail: [celcee@ucla.edu](mailto:celcee@ucla.edu)  
Web site: [www.celcee.edu](http://www.celcee.edu)
- **Highschoolstartups.com.** Highschoolstartups is a site for young people serious about starting a business on the Web. They will discover nuts-and-bolts advice, find various methods of encouraging entrepreneurship among young people, and understand how their youth can actually give them an advantage as an entrepreneur.  
  
Phone: (760) 327-7676, ext. 23  
E-mail: [gcook@highschoolstartups.com](mailto:gcook@highschoolstartups.com)  
Web site: [www.highschoolstartups.com](http://www.highschoolstartups.com)
- **International Consortium for Entrepreneurship Education.** Operated out of Ohio State University, this consortium publishes *EntrepreNews & Views*. This newsletter summarizes pending legislation related to entrepreneurship education, lists upcoming conferences, and describes classroom activities to promote entrepreneurship. Through its Web site, the consortium offers a curriculum designed for student use in the classroom. This Program for Acquiring Competence in Entrepreneurship (PACE) is available on CD-ROM for both IBM and Mac.  
  
1601 West Fifth Avenue, Suite 199  
Columbus, OH 43212  
Phone: (614) 486-6538  
Fax: (614) 292-1260  
Web site: [www.entre-ed.org/](http://www.entre-ed.org/)
- **Kauffman Center for Entrepreneurial Leadership.** The Kauffman Foundation in Kansas City is a major sponsor of national entrepreneurship education programs. The Foundation works to accelerate entrepreneurship in America by reaching individuals of all ages through two focus areas: the delivery of entrepreneurship education and development, and the promotion of entrepreneurial environment.  
  
4801 Rockhill Road  
Kansas City, MO 64110-2046  
Phone: (816) 932-1000  
E-mail: [info@emkf.org](mailto:info@emkf.org)  
Web site: [www.emkf.org/Entrepreneurship/emkf-EP\\_mainTXT.html](http://www.emkf.org/Entrepreneurship/emkf-EP_mainTXT.html)

- **National Foundation for Teaching Entrepreneurship (NFTE).** This international nonprofit organization teaches youth from low-income communities how to develop and operate small businesses. Founded in 1987 by Steve Mariotti, a former business executive and entrepreneur, while he was a public high school teacher in New York City's South Bronx, NFTE began as a dropout prevention and academic performance improvement program for students who were at risk of failing or quitting school. Today, NFTE's mission is to provide entrepreneurship education to low-income young people ages 11 to 18 so they can become economically productive members of society by improving their academic, business, technology, and life skills.

120 Wall Street, 29th Floor  
New York, NY 10005  
Phone: (212) 232-3333  
Fax: (212) 232-2244  
E-mail: [nfte@nfte.com](mailto:nfte@nfte.com)  
Web site: [www.nfte.com](http://www.nfte.com)

- **Rural Entrepreneurship Through Action Learning.** The Rural Entrepreneurship Through Action Learning (REAL) program helps people discover the economic opportunities in small communities and teaches them how to turn those opportunities into money-making ventures. This program provides a model for linking education and economic development. REAL is an entrepreneurship training program for high school, college, and community college students. Through REAL, students research, plan, set up, own, and operate their own small business enterprises. REAL is available for high school students and adult learners, with accelerated courses for those recently unemployed.

Tim Oxley, Director  
Center for Economic Action  
Concord College  
P.O. Box 1000  
Athens, WV 24712  
Phone: (304) 384-5104

Bill Richardson, West Virginia University  
Extension Agent  
[brichard@wvu.edu](mailto:brichard@wvu.edu)  
Mingo County Courthouse, Room Three  
74 East Second Avenue  
Williamstown, WV 25661-3505  
Phone: (304) 235-0370

- **Young Entrepreneur.com.** YoungEntrepreneur is a comprehensive Web site for young entrepreneurs and new business startups. It provides information about starting and maintaining a business, shopping for goods or services needed in operating a business, connecting with like-minded individuals worldwide, and assistance in securing much-needed venture capital.

E-mail: [info@youngentrepreneur.com](mailto:info@youngentrepreneur.com)  
Web site: [www.youngentrepreneur.com](http://www.youngentrepreneur.com)

# Appendix B: SCANS Competencies and Skills

## Five Competencies<sup>4</sup>

**Resources:** Identifies, organizes, plans, and allocates resources.

- *Time:* Selects and ranks goal-relevant activities, allocates time, and prepares and follows schedules.
- *Money:* Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
- *Material and facilities:* Acquires, stores, allocates, and uses materials or space efficiently.
- *Human resources:* Assesses skills and distributes work accordingly, evaluates performance, and provides feedback.

**Interpersonal:** Works with others.

- *Participates as a member of a team:* Contributes to group effort.
- *Teaches:* Mentors other staff members and teaches them new skills.
- *Serves clients/customers:* Works to satisfy customers' expectations.
- *Exercises leadership:* Communicates ideas to justify position, persuades and convinces others, and responsibly challenges existing procedures and policies.
- *Negotiates:* Works toward agreements involving exchange of resources and resolves divergent interests.
- *Works with diversity:* Works well with men and women from diverse backgrounds.

**Information:** Acquires and uses information.

- Acquires and evaluates information.

- Organizes and maintains information.
- Interprets and communicates information.
- Uses computers to process information.

**Systems:** Understands complex interrelationships.

- *Understands systems:* Knows how social, organizational, and technological systems work and operates effectively with them.
- *Monitors and corrects performance:* Distinguishes trends, predicts impacts on system operations, diagnoses deviations in system performance, and corrects malfunctions.
- *Improves or designs systems:* Suggests modifications to existing systems and develops new or alternative systems to improve performance.

**Technology:** Works with a variety of technologies.

- *Selects technology:* Chooses procedures, tools, or equipment, including computers and related technologies.
- *Applies technology to task:* Understands overall intent and proper procedures for setup and operation of equipment.
- *Maintains and troubleshoots equipment:* Prevents, identifies, or solves problems with equipment, including computers and other technologies.

## SCANS Three-Part Foundation

**Basic skills:** Reads, writes, performs arithmetic and mathematical operations, listens, and speaks.

- *Reading:* Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- *Writing:* Communicates thoughts, ideas, information, and messages in writing, and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- *Arithmetic/mathematics:* Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- *Listening:* Receives, attends to, interprets, and responds to verbal messages and other cues.
- *Speaking:* Organizes ideas and communicates orally.

**Thinking skills:** Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.

- *Creative thinking:* Generates new ideas.
- *Decisionmaking:* Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives.
- *Problemsolving:* Recognizes problems, and devises and implements plans of action.
- *Seeing things in the mind's eye:* Organizes and processes symbols, pictures, graphs, objects, and other information.
- *Knowing how to learn:* Uses efficient learning techniques to acquire and apply new knowledge and skills.
- *Reasoning:* Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

**Personal qualities:** Displays responsibility, self-esteem, sociability, self-management, integrity, and honesty.

- *Responsibility:* Exerts a high level of effort and perseveres toward goal attainment.
- *Self-esteem:* Believes in own self-worth and maintains a positive view of self.
- *Sociability:* Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
- *Self-management:* Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
- *Integrity/honesty:* Chooses ethical courses of action.



## **Appendix C: Activities, Center Partners, Roles, and Resources**

<b>Activities</b>	<b>Center as Main Provider</b>	<b>Partners as Main Provider</b>	<b>Partial List of Resources</b>
Outreach	Market a comprehensive approach to job and career development	Youth workers conduct outreach	America's service locator: <a href="http://www.servicelocator.org/nearest_onestop.asp">www.servicelocator.org/nearest_onestop.asp</a>  DOL's US Workforce home page: <a href="http://www.usworkforce.org/onestop">www.usworkforce.org/onestop</a>
Assessment	Guide young people through process of positive self-discovery  Explore interests and career potential	More extensive assessment in skills, education, and social needs	One-Stop Career Center: Careers By Design: <a href="http://www.careers-by-design.com">www.careers-by-design.com</a> Follow links to products and tools  Microsoft online skills assessment: <a href="http://partnering3.microsoft.com/skills2000/default.asp">http://partnering3.microsoft.com/skills2000/default.asp</a>
Skills building	Information Technology (IT) training  Entrepreneurial skills  Job-readiness training  Life skills	GED classes  Formal English as a Second Language  Technical and vocational courses	CTCNet: <a href="http://www.ctcnet.org">www.ctcnet.org</a>  School-to-Work: <a href="http://www.doleta.gov">www.doleta.gov</a> <a href="http://www.ed.gov/offices/OVAE">www.ed.gov/offices/OVAE</a>  Community colleges and training programs  Street Level Youth Media: <a href="http://streetlevel.iit.edu">http://streetlevel.iit.edu</a>  Plugged In: <a href="http://www.pluggedin.org">www.pluggedin.org</a>  CELCEE: <a href="http://www.celcee.edu/index.html">www.celcee.edu/index.html</a>  EDGE: <a href="http://1tbn.com/edge/">http://1tbn.com/edge/</a>
Supportive services	Case management	Childcare, transportation, and counseling	One-Stop and local PICs: <a href="http://doleta.wdsc.org/jobs/region.html">http://doleta.wdsc.org/jobs/region.html</a>
Job placement and followup	Advocate for jobs with learning potential	Job placement programs  Intermediary between youth and employer	One-Stop and local PICs: <a href="http://doleta.wdsc.org/jobs/region.html">http://doleta.wdsc.org/jobs/region.html</a>  School-to-Work: <a href="http://stw.ed.gov/">http://stw.ed.gov/</a>

# Neighborhood Networks Information

For more information about Neighborhood Networks, visit the Web site at [www.NeighborhoodNetworks.org](http://www.NeighborhoodNetworks.org) or contact the Neighborhood Networks Information Center toll-free at (888) 312-2743, or TTY at (800) 483-2209. The Web site contains valuable information for centers including:

## Databases

- **Centers**  
Information about operating centers and those in planning stages. Neighborhood Networks centers across the United States are listed geographically by state.
- **News**  
Articles, press releases, success stories, and grand openings relevant to Neighborhood Networks.
- **Properties**  
Information about Neighborhood Networks properties, listed geographically by state.
- **Resources**  
Information about funding, technical assistance, publications, and Web site resources.

## Lists

- **Conferences**  
Calendar of conferences and training events.
- **Consortia**  
List of Neighborhood Networks consortia.
- **Coordinators**  
List of Neighborhood Networks coordinators.

- **Resident Associations**  
List of Neighborhood Networks properties with active resident associations.
- **Senior Properties**  
List of senior properties with operational Neighborhood Networks centers.

## Online Networking

Talk with Neighborhood Networks staff and stakeholders via online networking.

## Publications

- **Fact sheets.** Fact sheets are one-page summaries of various topics relevant to the operations of Neighborhood Network centers. Fact sheets currently available include an overview of the initiative, telehealth programs, health information, health partnerships, childcare, transportation, seniors, and community improvements at Neighborhood Network centers.
- **Network News** (current and past issues). A quarterly newsletter that highlights national achievements for a wide audience, including partners and the public.
- **NNewsline** (current and past issues). A quarterly newsletter that highlights topics of interest to Neighborhood Networks centers and coordinators.

## Endnotes

<sup>1</sup> Steinberg, L. 1996. *Why School Reform Has Failed and What Parents Need to Do*. New York, NY: Simon & Schuster.

<sup>2</sup> Whetzel, D. 1992. *The Secretary of Labor's Commission on Achieving Necessary Skills*. Washington, DC: ERIC Clearinghouse on Tests, Measurement, and Evaluation.

<sup>3</sup> Malyn-Smith, J. and J. Wong. 1998. *Project SMART at Work: An Evaluation of the Class of '96—Their Academic Preparation and Employability Skills*. Newton, MA: Education Development Center.

<sup>4</sup> *Secretary's Commission on Achieving Necessary Skills*. 1991. Washington, DC: U.S. Department of Labor.