

Title: Vallejo Foster Youth - Striving for Success in Our Community!

Delegates

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Project Source Code: SS6

Description:

The targeted population for this program is foster care youth who reside in the City of Vallejo and are between the age of 16-21 years of age, including high school students or young adults who will eventually age out of the foster care system at age 21.

Our implementing partner, First Place for Youth, works closely with Solano County Social Services personnel to identify Vallejo youth within this age demographic. First Place for Youth also works with Vallejo schools and other local agencies to connect with these youth. To help the youth prepare for long term success, First Place for Youth offers various resources and supports designed to help them secure affordable housing, sustainable employment, and develop life skills.

First Place for Youth is currently servicing 45 youth in Vallejo. This proposal will fund 10 youth who express a desire in pursuing paid internships offered through these established business partnerships as well as additional youth who may wish to participate at a later date. Specifically, this proposal will fund:

- Employment/Education Specialist (1) – This position will provide ongoing youth support, conduct workshops focused on job development, /placement, and /sustainability, interview preparation, employer/internship partnership building, etc.
- Youth Transportation – Supply Clipper cards to youth commuting to/from internship locations, interview sites, and pursuit of job opportunities
- Program Supplies/Work Supports – Purchase of resume materials, cover background check and Live Scan fees, IDs, etc.
- Work Wardrobe – Professional interview attire, business clothing, uniforms, footwear, grooming items, etc.
- Youth Incentives/Workshop Snacks – Incentives offered to youth for achieving internship milestones, attending workshops, etc.

Lesson Plans: See (1) "Resume Building - Steps To Success" and (2) "First Impressions - Steps To Success" attachments (Word documents)

Type of Project:

Service

Why is This Project Needed?

For many young people who transition out of foster care into adulthood each year, the future can be perilous and uncertain. Having gone without the consistent support of family to guide them in developing life skills and building a foundation for success, foster youth often fall prey to homelessness, unemployment, and poverty.

Here are some alarming facts about our foster care youth:

- 40% of former foster kids experience homelessness
- 25% will be arrested or incarcerated
- 54% will drop out of high school
- Fewer than 5% will earn a bachelor's degree

How Will This Project Address or Solve This Need and/or Problem:

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First Place for Youth recognizes that there is a need for our Vallejo youth to have an opportunity to develop career pathways within the community in which they live. Creating local, sustainable internships/jobs will mitigate homelessness and unemployment in Vallejo and develop a sense of connection and community within our youth.

This project will establish an ongoing partnership between First Place for Youth and Vallejo businesses that support our Vallejo Foster youth through paid internships/employment. These internships will allow our Foster youth to reside and work in Vallejo. First Place for Youth's designated Education and Employment Specialist will dedicate his/her time and resources to our Foster youth ensuring they have the necessary support and training required to obtain, maintain, and thrive in their new work environment. Moreover, funding assistance with business wardrobe expenses and program/support fees will ease these financial burdens from our youth.

Describe in Detail How Residents, Visitors, Groups, Communities, Geographic Areas, or The City Of Vallejo Will Benefit From This Project:

Establishing this partnership program between First Place for Youth and local Vallejo businesses, our Foster youth will develop a stronger, more loyal connection to our community. In addition, steady, sustainable employment for our youth significantly reduces the possibility of homelessness. As a result, this program will help prepare our Foster youth for success as they focus on striving for and reaching their personal and professional goals. Through this connection, Vallejo Foster youth will also be more inspired to participate locally, including giving back to their community through volunteerism, civic participation, and investing their resources in our local businesses & events.

Describe the Potential Challenges and/or Obstacles for This Project:

First Place for Youth has solid reputation of establishing successful business partnerships, developing paid internships for foster youth in surrounding Bay Area communities where they reside. They are

eager to duplicate this successful model of establishing local business partnerships who will extend internship opportunities to our youth here in Vallejo. Developing these partnerships will require initial time and resources to establish (similar to the processes outlined in this proposal) however previous models have proved successful and highly beneficial to the youth, local partnering businesses, and communities where these youth live and work.

Name of Implementing Partner:

First Place for Youth

Where Will The Project be Implemented:

The City of Vallejo

Itemized Budget:

Total Budget = \$74,546

Employment & Education Specialist = \$34,200

- This budgeted salary amount represents 60% of Specialist's full-time salary of \$57K salary
- This position will support up to 10 youth for intensive educational and employment/job placement support. Specialist will conduct bi-weekly workshops, outreach, and engagement for our Foster youth in Vallejo, focusing on Vallejo job development and Vallejo employer partnership building. Specialist will actively seek job placement sites with Vallejo-based employers and building these relationships. This Specialist's time/funding (60%) would be allocated to work with, support, and meet with Vallejo Foster youth participants ONLY!

Benefits = \$7,866

- Average rate @ 23%

Youth Transportation = \$14,280

- Clipper cards @ \$70/month for 10 youth enrolled in internship = \$8,400
- Clipper cards @ \$70/month for 7 youth (interviews, job searches, = \$5,880

Work Wardrobe = \$10,000

- \$500 for 10 interns = \$5,000 (work/interview wardrobe). \$500 for 6 interns = \$3,000 (work wardrobe incentives for youth who attend at least 5 workshops). \$2,000 for additional items for non-intern work wardrobe support (e.g. business clothing, uniforms, steel-toed shoes, business shoes, grooming items)

Various Youth Workshop Expenditures = \$4,800

- \$400/month for healthy snacks or light food to encourage workshop participation, milestone celebrations for internship placements, community building activities, and workshop field trips

Program Staff Mileage/Parking/Tolls = \$2,400

- Travel 2 days/week = \$200/month

Program Supplies/Work Supports = \$1,000

- For resume materials, Identification costs, Live Scan fees, and background check expenses

Describe the Project Timeline/Schedule:

30 days after funding:

- Hire Employment & Education Specialist
- Begin purchasing Clipper Cards, work supports, and program/incentive supplies, and work apparel as required

STEPS TO SUCCESS

First Impressions

Goals:

- Understand various ways to make a great first impression through:
 - Professional Dress
 - Punctuality
 - Professionalism
- Detail what is and what is not appropriate professional dress
- Create an elevator speech to support in professional small talk

Supplies:

- Who Would you Hire (pictures. Cut and prep ahead of time)
- Dress to Impress Sheet (Handout)
- Create a Morning Routine (Handout)
- Elevator Speech (Handout)

Activities

Part	Steps	Amount of Time
Part One Ice Breaker	Get to Know Me Item Finder <ul style="list-style-type: none"> • “Walk around and find one object that represents something about yourself. It can be from the room, your own belongings or around the office (return items when done). Ex. It may be a kid’s toy because you want to be a Daycare Provider or a clock because you are working on being on time better to places. It needs to be appropriate to share with the team” • Youth will have 2 min to find objects 	5 minutes
Part Two Introductions and Ground Rules	Introductions <ul style="list-style-type: none"> • Have each person introduce themselves and share their object and how it represents them. • Review workshop objective/goals Ground Rules <ul style="list-style-type: none"> • Discuss Ground Rules: develop or review Ground Rules with group 	15 minutes
Part Three Who Would you Hire?	Activity: Who Would you Hire? <i>Materials: ‘Who Would you Hire’ Sheet</i> <i>Pictures spread throughout tables</i>	15 minutes

	<ul style="list-style-type: none"> • “You are the hiring manager for a new tourist restaurant that is opening in a week. You need to hire only one other staff to greet your guest. Walk around the room and select one staff person based only on visual first impressions.” • Allow 2 min for each student to find a picture of the person they want to hire. • “Each person share why they selected the person that they did” 	
<p>Part Four First Impressions: Professional Dress</p>	<p>First Impressions: Professional Dress <i>Handout: Dress the Part</i></p> <ul style="list-style-type: none"> • “First impressions matter. Experts say we size up new people in somewhere between 30 seconds and two minutes.” • “Visual First Impressions are based on: <ul style="list-style-type: none"> → Hygiene (Cologne/Perfume or not?) → Grooming → Body Language → What you wear • Have youth look at all the pictures of people dressed in various ways • Discussion: <ul style="list-style-type: none"> → What is your first impression of picture? → Would you hire this person? → What is Professional Dress → Why is it important → Personal expression vs. Professional Dress 	<p>15 minutes</p>
<p>Part Five First Impressions: Punctuality</p>	<p>First Impressions: Punctuality <i>Handout: Creating a Morning Routine</i></p> <ul style="list-style-type: none"> • “First Impressions are not just what you wear. Punctuality is important to set a good first impression. What is Punctuality? <ul style="list-style-type: none"> → Arriving on time for interviews and appointments → Plan your trip ahead of time → Create a morning routine” • Have youth read through handout • Ask students to share ideas and tips regarding their morning routine 	<p>10 min</p>

<p>Part Six First Impressions: Professionalism</p>	<p>First Impressions: Professionalism Handout: Elevator Speech</p> <ul style="list-style-type: none"> • First Impressions come from visual professional dress, punctuality and Professionalism. Professionalism includes: <ul style="list-style-type: none"> → Shaking Hands! → Professional small talk <ul style="list-style-type: none"> ○ What is professional small talk? ○ When should you use small talk? → Elevator Speech • Have students fill in their own personal Elevator Speech. • Put group into pairs and practice (5 minute elevator conversation) 	<p>20 minutes</p>
<p>Part Seven Closing</p>	<p>Closing</p> <ul style="list-style-type: none"> • Ask students about the exercise: <ul style="list-style-type: none"> ○ Did anything surprise them? ○ Had they experienced similar situations? • Practice, Practice, Practice • Have each person complete a workshop evaluation and turn it in prior to leaving (Evaluations are anonymous so encourage honesty) 	<p>10 minutes</p>

STEPS TO SUCCESS

Resume Building

Goals:

- Understand what a resume is used for
- Learn the rules and best practices for creating a resume
- Develop a resume

Supplies:

- Laptops (enough for each participant)
- Resume Template open on each laptop
- Resume Building Worksheet
- Have students bring Master Application if completed
- Flash Drive
- Random objects: pen, keys, stapler, anything is fine
- Flip Chart paper
- markers

Activities

Part	Steps	Amount of Time
Part One Ice Breaker	Sell Something Ice Breaker Materials: Random objects <ul style="list-style-type: none"> • Pass out a random object to each student • Put the group into pairs • Instruction: “You are each going to spend 1 min trying to sell your object to your partner. When your partner is done trying to sell you the object, think about whether you would buy it or not, and why” • Allow 2 minutes for each person then switch turns • Group Discussion: “What were some of the things that your partner said that made you want to buy their product? What were some of the things that made you not want to buy their product?” • Write down (or ask a participant to be recorder) some responses on the board. Leave up for later 	10 minutes
Part Two Introductions and Ground Rules	Introductions <ul style="list-style-type: none"> • Have each person introduce themselves • Review workshop objective/goals 	10 minutes

	<p>Ground Rules</p> <ul style="list-style-type: none"> • Discuss Ground Rules: develop or review Ground Rules with group 	
<p>Part Three What is a resume?</p>	<p>What is a Resume?</p> <p>Handout: Resume Building Worksheet</p> <ul style="list-style-type: none"> • Read through handout with group and have them fill in the missing words on their worksheet (words in red are missing words) • “A resume is a document that sums up your skills, experiences and accomplishments so a potential employer can quickly see whether you are a good fit for a position.” <p>Ways to show the potential employer that you are a good fit!</p> <ul style="list-style-type: none"> • Have group take turns reading through the bullets: <ul style="list-style-type: none"> - Specialize your resume to cater to each specific job you are applying for. - Read the job description carefully to make sure your resume relates to the job. - Don’t send out a generic version. - Have a 2nd pair of eyes review everything before you send it to the employer. - Spelling and grammar should be perfect. - There are many ways to write a resume and there is “no one exact way” to write it. Your resume will be a constant work in progress! • Discussion: Look back at the ice breaker activity. What were some of the reasons that you wanted to buy that person’s item? Ex. they made it sound good, I needed it, etc. How does this apply when you are applying for a job and doing your resume? • “A resume is a tool to sell your skills and make the employer want to hire you.” 	<p>15 minutes</p>
<p>Part Four Resume Tips and Rules</p>	<p>Resume Tips and Rules:</p> <ul style="list-style-type: none"> • Read through handout with group and have them fill in the missing words on their worksheet (words in red are missing words) • 1. A resume should be 1-2 pages: depends on your skills, experience, education. How much you have to offer (if you have a 2nd page, fill at least ½ of the page). • 2. Always type your resume: Never turn in a crumpled, messy or hand written resume • 3. 1 inch margins on all sides • 4. Size 11 or 12 black font 	<p>5 minutes</p>

	<ul style="list-style-type: none"> • 5. <u>White, beige or gray resume</u> paper is standard and most preferred 	
<p>Part Five Developing my own resume</p>	<p>Developing my Own Resume <i>Materials: Resume Building Worksheet</i> <i>Laptops with resume template open on the screen</i></p> <ul style="list-style-type: none"> • Read through handout sample of resume • “Using the skills, tips and best practices that we discussed, let’s create your own resume.” • “Reference your Master Application as a tool to complete Education and Employment information” • Support students to either fill in the blanks on the Worksheet to first complete a resume by hand • or by walking through the resume template and filling in the sections the best that they can on the computer template • Save each students resume on a flash drive to print and send to their email later • “You will have an opportunity to finish and get more support during the Job Search Club” 	30 min
<p>Part Six Think like the Employer</p>	<p>Think like the Employer <i>Materials: Flip Chart Paper, markers and papers with company names on it</i></p> <ul style="list-style-type: none"> • Activity: Divide into groups of 2-3 • Give each group flipchart paper labeled with categories seen on a resume, markers, and a card with a name of a company on it • “The group is the hiring manager. Choose a position you need to hire for in your company. Ex. I work for Chevron I need a store retail clerk. • “Fill in each section with skills, experience, and education of the person you would want to hire.” Ex. I want someone who has previous experience in cash handling, good with customers, and High School Diploma • Don’t worry about actual format • 15 minutes to complete the activity • Present each one. The presenters will only have 45 seconds to share the group’s resume • “Note to the group: An employer will spend about 30 seconds on a resume so keep it concise” 	

Part Seven Closing	Closing <ul style="list-style-type: none">• Share with the group the topic for the next workshop• Have each person complete a workshop evaluation and turn it in prior to leaving (Evaluations are anonymous so encourage honesty)	10 minutes
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