

**YOUTH/EMERGING WORKER
FOCUS GROUPS
MONROE COUNTY YOUTH AGES 14-21**

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August, 2005
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*Research to drive informed decisions.
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YOUTH/EMERGING WORKER FOCUS GROUPS MONROE COUNTY YOUTH AGES 14-21

Prepared for:
Rochester/Monroe County WIB

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YOUTH/EMERGING WORKER FOCUS GROUPS

MONROE COUNTY YOUTH AGES 14-21

SUMMARY

The Rochester/Monroe County Workforce Investment Board (WIB) and the Monroe County Youth Council are in the process of re-designing their job training and employment services for youth ages 14 to 21. Rather than restructure the services without the input of those being served, the WIB wants to hear directly from youth regarding their thoughts and perceptions. The WIB engaged CGR to conduct focus groups with youth for the purpose of better understanding the needs of these emerging workers and in turn improving the delivery of employment and training services to this cohort in Monroe County.

Since the Youth Council and the WIB serve youth county-wide, the focus groups had to be as representative as possible of youth from the city of Rochester and the surrounding suburbs, youth across the 14 to 21 age spectrum, and youth still in-school as well as those who are out of school (drop-outs or graduates). Seven organizations were used to access youth. They included the Charles Settlement House, the Boys & Girls Club, St. Joseph's Villa, the YWCA, East Rochester Youth Center, The Learning Center at Greece Ridge Mall, and the Hillside Youth Drop-In Center. Of 83 total focus group participants, 73% were in school, 48% were male, 81% resided in the City of Rochester, and the ages ranged from 13 to 21.

Findings and Recommendations

CGR identified nine major themes for the purpose of discussing the results. Findings and associated recommendations are summarized here.

A. Ideal Current Jobs

Youth want to be paid between \$5.75 and \$10.00 an hour for current jobs. In-school youth are looking for part-time work, even in summer in some cases, while out-of-school youth consistently are in search of full-time work. Many youth would like to “work with people,” either children or the elderly. They would like jobs that give them experience for the future.

A1. Recommendation: Work with employers to identify summer or after-school jobs youth might enjoy. Many youth indicated they want to work with the elderly or with children, so such opportunities would be welcome.

A2. Recommendation: Encourage youth to pursue jobs in nursing homes, day care centers, summer recreation programs, and other locations where they can develop skills in their areas of interest.

A3. Recommendation: Explore volunteer opportunities for youth who are too young for jobs in fields that interest them.

B. Barriers to Employment

Youth under 18 feel their age is a barrier to employment because they can't serve alcohol. Transportation is a problem for those without cars, which includes most youth in these focus groups. Some youth feel that college kids take all the good jobs, or that employers hand out applications even when they don't need any more employees. Some feel that their coursework in school is not useful in the work world. Youth at St. Joseph's Villa and in the Greece GED program feel stigmatized by employers, and pregnant teens from the YWCA feel their pregnancy keeps them from being hired. Hillside youth felt that discrimination exists against youth who live in the city of Rochester.

B1. Recommendation: Find employers who are willing to hire youth, especially youth in GED programs or with special living arrangements. Have a list of potential employers available for the youth who are experiencing these barriers.

B2. Recommendation: Work to educate employers about the NYS GED program and the level of effort required to complete it under today's standards.

B3. Recommendation: Ensure that youth recognize the need to secure summer employment early. Explain the consequences of waiting too long.

B4. Recommendation: Help students to understand the value of coursework and broad applicability to future job opportunities, as well as the specific skills they are learning even in classes they may not like.

C. Job-Hunting Process

Youth understand the mechanics of “what to do” to get a job, such as filling out applications, searching the Internet and the newspaper for job openings, and following up with phone calls. They are also aware of the interpersonal side of the job search, such as attitude and making a good first impression. Nonetheless, they may need reminders of exactly how to take these job search steps, and may need practice with shaking hands, making eye contact, etc.

C1. Recommendation: Offer services helping youth fill out applications and developing resumes for the future.

C2. Recommendation: Ensure that the youth really know how to follow through on both the mechanical and interpersonal steps they were able to so easily share with us verbally.

D. Career Exploration and Future Plans

Youth are able to quickly fire off a number of career aspirations, but are less clear about what the careers truly entail, or what to do to achieve that goal. Youth are extremely interested in opportunities for job shadowing, career or aptitude tests, internships, and any other opportunities to learn about new careers.

D1. Recommendation: Broaden the horizons of the youth and introduce them to different careers they may have never heard of. Also show them what each career entails, including daily routines and necessary training.

D2. Recommendation: Work with schools and other existing programs to coordinate career exploration events. Set up career fairs where youth can talk to people in various professions and possibly set up shadowing or internships.

D3. Recommendation: Develop a list of professionals who would be willing to allow a youth to shadow them (perhaps using WIB board members as a starting point).

D4. Recommendation: Provide youth with career tests or aptitude tests to encourage them to think about career options. Work with schools to make career testing more available through guidance offices, or inform schools of such services if available at RochesterWorks!.

D5. Recommendation: Consider developing a “How to Pay for College” financial aid-oriented class.

E. Self-Perception of Current Needs

Youth would like help with filling out applications and practicing for interviews. They overwhelmingly expressed a need for better access to up-to-date lists of current job openings that are appropriate for youth in their age group, who often have little experience. They would like college orientation classes.

E1. Recommendation: Emphasize the importance of resumes as the youth get older, but recognize that they are not always necessary for the typical teen job. It seems that resume building skills are not desired by youth as most feel they won't need them until much later. Further, many appear to have an introduction to resumes at school, or find examples on the Internet.

E2. Recommendation: Offer interview preparation services. Many youth said they would want to go through a mock interview, especially if it was videotaped and they could watch it later and be critiqued.

E3. Recommendation: Offer placement services for youth. Possibly speak to potential employers and find out what jobs they may have available, what the requirements are, what the jobs entail, what the hours may be and what the pay range may be. Have this information available to youth in a booklet or online. Organize the information by job type, pay range and age requirements. This will allow the youth to search jobs by these three criteria and thus hopefully find a job fitting their own skills and desires.

E4. Recommendation: Offer training and certification classes in areas that youth may be interested in. This includes typing and Microsoft Office classes, as well as other areas including auto work and mechanic classes, and cosmetology classes.

E5. Recommendation: Create a college orientation class—this would be a big help to those who wish to enroll in local colleges. They want information on basic college procedures such as registering and buying books.

F. Existing Skills and Skills Needs

Existing skills range from typing and MS Word to car repair and American Sign Language. Many youth identified their current soft skills such as communication, honesty, common sense, and being a hard worker. Students identified skills needs such as math, reading and writing, computer training, and hands-on experience. They identified soft-skills needs including patience, manners, interview skills, and how to take direction.

F1. Recommendation: Help youth to understand and be able to communicate to others the skills they currently have.

F2. Recommendation: Help youth to identify the types of skills they would need for different jobs and careers. Help them to see how they can develop different skills in school and in jobs they have today.

F3. Recommendation: Set up training in some of the areas mentioned by students, especially those that could lead to certificates or that could be included on a resume or job application.

G. Sources of Information

Youth rely on family and friends, school and other counselors, as well as newspapers and the Internet. Youth in each group named the organization through which the focus group was arranged as a source of information.

G1. Recommendation: Encourage students to use multiple sources of information when job-hunting.

G2. Recommendation: Advertise RochesterWorks! services at schools. Youth get their information from school counselors and also from signs they read at lunch. Making the

counselors aware of the RochesterWorks! programs will allow them to refer their students to RochesterWorks!.

H. Awareness of Employment Services

YWCA and St. Joseph's participants were most aware of RochesterWorks!, and some students at both St. Joseph's and at the East Rochester Youth Center had participated in the summer employment program. However, overall, youth were not very aware of RochesterWorks! nor any other employment services in the community.

H1. Recommendation: Advertise RochesterWorks! programs in more places where youth congregate. Suggestions from youth include malls, recreation centers, churches, schools, and local stores.

H2. Recommendation: Be sure other youth service programs (such as those used to recruit focus groups for this study) are aware of the programs RochesterWorks! offers to encourage referrals.

H3. Advertise RochesterWorks! Programs on the radio (104 WDKX) or on TV (RNews and UPN).

I. Characteristics of Desirable Training

Youth have their own individual thoughts on the best time and day for training—some prefer Sunday afternoons, some prefer after school. Most said any class time should be about an hour long, and no more than two hours. Classes should be interactive, rather than lecture-style.

I1. Recommendation: Advertise training at malls, recreation and community centers, stores, churches, and schools.

I2. Recommendation: Offer a variety of class options, including various times and locations—no one schedule will suit all youth.

I3. Recommendation: Keep class length to around an hour or two hours maximum.

I4. Recommendation: Take into consideration the challenges of attention span for youth in this age group, especially those who have trouble succeeding in school. A lecture format is not likely to work as well as a more interactive format.

15. Recommendation: Work with St. Joseph's to expand the stipend program, or to develop similar stipend internships for other youth.

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We would like to thank the dozens of youth who agreed to take time out of their classes, their recreational time, or their program time to speak with us about their thoughts on job training and employment services. The students were straight forward and comprehensive as they discussed challenges they face and changes they would like to see in services.

We would also like to thank the program coordinators who provided us with access to youth for this data gathering effort. Without them, gaining access to youth would have been much more challenging and less efficient.

Finally, the staff of RochesterWorks!, particularly Matt Hurlbutt, John Premo, and Antwan Williams deserve kudos for taking on this effort and recognizing the need to ask youth for their input, ideas, and perceptions before making changes to youth services.

Staff Team

Meghan Harrison helped to facilitate and record many focus groups, entered focus group data, and contributed substantially to this final report. Her instincts and thoughtful perceptions regarding youth were instrumental in both the conduct of the focus groups and interpretation of the data.

Kate McCloskey and Andrew Kurland assisted in the recording and data entry of selected focus groups.

Chris Grill and Don Pryor both provided helpful comments and input on the final report.

INTRODUCTION

The Rochester/Monroe County Workforce Investment Board (WIB) and the Monroe County Youth Council are in the process of re-designing their job training and employment services for youth ages 14 to 21. Rather than restructure the services without the input of those being served, the WIB wants to hear directly from youth regarding their thoughts and perceptions. The WIB engaged CGR to conduct focus groups with youth ages 14 to 21 for the purposes of better understanding the needs of these emerging workers and in turn improving the delivery of employment and training services to this cohort in Monroe County.

SUMMARY OF STUDY FINDINGS

The youth who participated in these focus groups told us about their experiences with job searches, their sense of what they need from employment services, and what they would like in terms of job training. We identified nine major themes for the purpose of discussing the results. Findings are highlighted here, with more detail as well as specific recommendations within each theme in the body of the report.

A. Ideal Current Jobs—Youth want to be paid between \$5.75 and \$10.00 an hour for current jobs. In-school youth are looking for part-time work, even in summer in some cases, while out-of-school youth consistently are in search of full-time work. Many youth would like to “work with people,” either children or the elderly.

B. Barriers to Employment—Youth under 18 feel their age is a barrier because they can’t serve alcohol. Transportation is a problem for those without cars, which includes most youth in these focus groups. Youth at St. Joseph’s Villa and in the Greece GED program feel stigmatized, and pregnant teens from the YWCA feel their pregnancy keeps them from being hired.

C. Job Hunting Process—Youth understand the mechanics of “what to do” to get a job, such as filling out applications, searching the Internet and the newspaper for job openings, and following up with phone calls. They are also aware of the interpersonal side of the job search, such as attitude and making a good first impression. Nonetheless, they may need reminders of exactly how to take these job search steps, and may need practice with shaking hands, making eye contact, etc.

D. Career Exploration and Future Plans—Youth are able to quickly fire off a number of career aspirations, but are less clear about what the careers truly entail, or what to do to achieve that goal. Youth are extremely interested in opportunities for job shadowing, career or aptitude tests, internships, and any other opportunities to learn about new careers.

E. Self-Perception of Current Needs—Youth would like help with filling out applications and practicing for interviews. They would like better access to up-to-date lists of current job openings that are appropriate for youth in their age group, who often have little experience. They would like college orientation classes.

F. Skills—Existing skills range from typing and MS Word to car repair and American Sign Language. Many youth identified their current soft skills such as communication, honesty, common sense, and being a hard worker. Students identified skills needs such as math, reading and writing, computer training, and hands-on experience. They identified soft-skills needs including patience, manners, interview skills, and how to take direction.

G. Sources of Information—Youth rely on family and friends, school and other counselors, as well as newspapers and the Internet. Youth in each group named the organization through which the focus group was arranged as a source of information.

H. Awareness of Employment Services—YWCA and St. Joseph’s participants were most aware of RochesterWorks!, and some students at both St. Joseph’s and at the East Rochester Youth Center had participated in the summer employment program. However, overall, youth were not very aware of RochesterWorks! nor any other employment services in the community.

I. Characteristics of Desirable Training—Youth have their own individual thoughts on the best time and day for training—some prefer Sunday afternoons, some prefer after school. Most said any class time should be about an hour long, and no more than two hours. Classes should be interactive, rather than lecture-style.

FOCUS GROUP METHODOLOGY

Since the Youth Council and the WIB serve youth county-wide, the focus groups had to be as representative as possible of youth from the city of Rochester and the surrounding suburbs, youth across the 14 to 21 age spectrum, and youth still in school as well as those who are out of school (drop-outs or graduates).

Recruitment

Rather than attempt to recruit a random sample of youth from the general population, which would be costly and likely ineffective, we decided to access youth through existing youth service organizations. The WIB and CGR decided to include eight focus groups as sources of youth input. These eight groups provided the desired mix of participants, as described below.

Charles Settlement House – Eight members of an existing youth group took time out of their weekly meeting to participate. The group included five females and three males, ages 13 to 17. All were in school and from the city of Rochester.

Boys & Girls Club—Twenty-nine youth ages 13 to 19 were recruited by the Director to participate during an after-school recreational period (one 13 year-old asked to sit in; the remainder were 14 to 19). There were 12 females and 17 males, all in school and from the city of Rochester.

St. Joseph's Villa – Seven youth from two different programs at St. Joseph's Villa were recruited by staff to participate. There were three females and four males, ages 15 to 17. All were in school (as St. Joseph's Villa is a residential treatment center that includes a modified school day). One participant was from the suburbs while the remainder were from the city of Rochester.

YWCA Pregnant and Parenting Teens—Four young women ages 17 to 20 attended the two-hour focus group. All live in the city and are out of school; one has completed her GED.

East Rochester Youth Center—Seven members of the Youth Center’s youth advisory board met with us. There were two females and five males ages 15 to 20. All seven were in school (two in college) and from the suburbs.

The Learning Center at Greece Ridge Mall—Ten youth participating in GED classes were asked to step out of class for an hour to attend the focus group. The group consisted of six females and four males, ages 16 to 19. Eight youth were from the suburbs and 2 from the city of Rochester. All were in the GED program and therefore out of school.

Hillside Drop-In Center (two groups)—Eighteen youth ages 15 to 21 participated in two focus groups with CGR during the summer of 2005. Many of these youth are considered “homeless” in that they are living in temporary or transitional housing. All are city residents, slightly more than half were female, and nearly half were not in school.

Characteristics of Focus Group Participants

	TOTAL	Charles Settlement	Boys & Girls Club	St. Joseph's	YWCA	East Rochester	Greece Ln. Ctr.	Hillside Drop-In Center
TOTAL	83	8	29	7	4	7	10	18
In School	73%	100%	100%	100%	0%	100%	0%	56%
Out of School	27%	0%	0%	0%	100%	0%	100%	44%
Female	52%	63%	41%	43%	100%	29%	60%	61%
Male	48%	38%	59%	57%	0%	71%	40%	39%
City	81%	100%	100%	86%	100%	0%	20%	100%
Suburbs	19%	0%	0%	14%	0%	100%	80%	0%
Minimum Age	13	13	13	15	17	15	16	15
Maximum Age	21	17	19	17	20	20	19	21

Incentives/ Compensation

In CGR's experience conducting focus groups, it is important to offer participants compensation to show appreciation for their time and effort. We provided pizza and soda for the afternoon and evening groups and bagels for the morning groups to encourage the youth to participate. The food also helped to establish an informal and social atmosphere, which may have encouraged the youth to be more forthcoming with ideas and thoughts.

Location

Many organizations targeted for focus groups had existing meeting schedules in place which we were able to utilize. We therefore took advantage of their current meeting places and times rather than attempt to schedule and coordinate a separate meeting place.

Focus Group Protocol

CGR designed a focus group protocol which outlined the methodology to be used in the focus group (ice-breaker, length of time, format), as well as the specific questions to be asked. In CGR's experience, it is best to begin with general questions that offer participants the opportunity to brainstorm and share their initial thoughts, and then follow the general discussion with more targeted questions and probes if needed.

A set of draft questions was developed for the WIB that included questions on the following topics: types of jobs held in the past and currently, perceptions of the ideal job both today and in the future, barriers to finding and being hired for an ideal job or any job, use of existing employment and training services in the past or currently, thoughts on location and hours of services, desired changes or expansions in services offered, and types of training the youth would and would not be interested in. These questions were reviewed by the WIB workgroup, and a final set of questions was approved by the WIB.

As the initial focus groups were completed, preliminary results were shared with the WIB and minor revisions were made to the questions to probe more explicitly on job skills training needs.

For a final list of focus group questions, see Appendix A.

Focus Group Facilitation

Two moderators facilitated the focus groups, with one taking written notes and the other monitoring group dynamics and discussion. While some organizations rely on audiotape for

recording focus group information, we have found that participants are often uncomfortable with this approach and therefore decided not to use a tape recorder. Whenever possible we also requested a private meeting with the youth (no program leaders present) to ensure anonymity and open discussion. In some cases, the youth organization's policy required their presence because of possible behavior issues.

Each focus group began with an introduction of the moderators, followed by a brief but clear description of the reason for the focus group, what we hoped to accomplish, and what the "ground rules" of the session would be. Ground rules included items such as (1) there are no right or wrong answers; (2) you don't all have to agree with one another; (3) talk one at a time; and (4) comments are confidential in that no one's name will be included in the reported findings. This introduction was followed by a simple ice-breaker, such as everyone stating their name and sharing their favorite sports team or musical group.

After the introduction and ice-breaker, we started with general questions to provide the participants with time to begin thinking about the issues of employment services and skill training needs. As described in the previous section, it is important to allow participants leeway in their thinking, and not to lead them into any statements or conclusions. However, the questions become more specific as the session moves forward, especially if important issues (skills needs, ideal job characteristics, etc.) do not arise on their own.

FOCUS GROUP DATA THEMES

The focus group protocol provided a framework of topics for the analysis. However, within each topic (access to services, types of skills needed, etc.), the focus groups generated numerous individual responses. As part of the data analysis, CGR categorized individual responses, ideas, and questions by theme. A listing of all focus group comments is available sorted by focus group in Appendix B and by theme in Appendix C.

CGR entered all comments into MS Access, and coded each comment according to the focus group it came from and its theme. Using MS Access allowed CGR to sort the comments based on theme, which allowed for more in-depth analysis, presented below.

In this section we provide an overview of focus group input, grouped by theme. In some cases we provide quotes from the participants; these are highlighted in italics and include the source focus group in parentheses. Many quotes are paraphrased for ease of reading, and because the focus groups were not taped.

A. Ideal Current Jobs

To encourage the youth to think about the types of jobs they would look for now, we asked what characteristics a “good” job at their current age would include. These results indicate what the youth are looking for today, as opposed to what they are planning to work towards in ten or twenty years.

The youth in most of the focus groups want to work with people.

I want to help kids/work with kids. (BGC, St. Joseph’s, YWCA, Hillside)

My ideal job is...

... working with people (ER).

...helping senior citizens/working with elderly. (CSH, ER)

A slight deviation from the theme was the response of those in the YWCA group—they were equally likely to want to work with tools and machinery (in construction or a factory) as with kids and the elderly. They felt that working with tools and machines could be fun, and would get them away from the stresses that often accompany working with people.

Youth generally want jobs that are convenient to get to and are close to their homes because of transportation issues.

Youth also want flexible hours and good pay, which they defined as \$5.75-\$10 an hour, or essentially anything above minimum wage. They look for jobs that will give them a sufficient number of work hours, especially during the summer; but at the same time

many indicated they do not want to work every day. The YWCA participants, as well as the Greece GED youth, however, were looking for full-time work since both groups are out of school. Charles Settlement House participants said that the ideal job would be some sort of apprenticeship or shadowing for which they could get paid.

Employers should be more flexible. (East Rochester)

Ideal job would have decent daytime hours; 8-hour days. (Greece)

The downside of the RochesterWorks! summer employment program was having to work every day. (East Rochester)

I want to work part-time, but get enough hours [to make money]. (St. Joseph's)

Would like something that looks good on the resume, helps build my future career (Hillside)

Participants provided some more general thoughts about the ideal job they would like to find at this time.

I don't want to sit at a desk all day. (BGC)

The ideal job is something I can stick with; something I'm proud of. (St. Joseph's)

Ideal job would be on the go, busy. (Greece)

It's nice to have a positive experience with co-workers. (Hillside)

Desirable Jobs

The jobs that youth currently have or have had in the past center around food service and retail. Many had worked retail and liked the discounts they received.

Some specific jobs youth mentioned as ideal included salesperson (for discounts), waitressing (to get tips), childcare, manager, working at Rochester Museum and Science Center, doing hair, babysitting, cooking, food preparation, fast food (though most disagreed), working at the Boys & Girls club, playing basketball, paid apprenticeships, office work, carpentry, and lifeguarding.

Undesirable Jobs

Many participants in the Greece group had worked at fast food restaurants but did not like it. Other examples of bad jobs included cleaning, janitorial work, working with the elderly (though some saw this as desirable), or sitting at a desk all day.

A1. Recommendation: Work with employers to identify summer or after-school jobs youth might enjoy. Many youth indicated they want to work with the elderly or with children, so such opportunities would be welcome.

A2. Recommendation: Encourage youth to pursue jobs in nursing homes, day care centers, summer recreation programs, and other locations where they can develop skills in their areas of interest.

A3. Recommendation: Explore volunteer opportunities for youth who are too young for jobs in fields that interest them.

B. Barriers to Employment

The youth felt there were obstacles preventing them from obtaining the jobs they want now. It should be noted that many of these are actual barriers, as opposed to just frustrations felt by the youth.

Age

Participants in the Greece and Charles Settlement House made comments concerning barriers to employment focused on age restrictions due to state law. Students said they could not get good jobs in the food service industry because they were not old enough to serve alcohol. Many believed they needed to be 18, which is correct under NYS law.

*I can't get a good job because I'm not old enough to serve alcohol.
(Greece)*

It's hard to get jobs if you're under 18. (Charles Settlement House)

Transportation

Another barrier mentioned by the Greece, Charles Settlement House, Hillside, and YWCA participants was a lack of transportation since most of them did not own cars. They felt employers are reluctant to hire them because they cannot guarantee reliable transportation.

Employers don't hire us because we don't have good availability, because we're dependent on rides to work. (Greece)

I can drive and I have a car, but I don't have insurance on it so I can't use it. (YWCA)

Stigmas

Youth in the St. Joseph's Villa group home felt they were discriminated against because of their living situation. They said employers would see their address and refuse to hire them based on the assumption that they were "delinquents."

Similarly, youth in GED programs felt they were discriminated against because they were not in regular high school classes. They felt that most people thought the GED was a "lesser" degree compared to a high school diploma, and that hurt their chances of finding a good job.

The young women in the YWCA program feel discriminated against if they try to apply for a job while visibly pregnant, or also if the employer discovers they have small children.

Hillside youth stated that there is discrimination against youth who live in the city.

B1. Recommendation: Find employers who are willing to hire youth, especially youth in GED programs or with special living arrangements. Have a list of potential employers available for the youth who are experiencing these barriers.

B2. Recommendation: Work to educate employers about the NYS GED program and the level of effort required to complete it under today's standards.

Competition for Jobs

Some youth felt the competition for jobs was too high. They were upset that there were too many people applying for the same jobs. A major factor, they said, was the influx of college students at the beginning of the summer. The college students would take all the good jobs before the high school students were out of school, leaving the high school students with the worst summer jobs.

College kids come home and take the best jobs. (BGC)

Employers don't need more employees, but they hand out applications anyway; seems pointless to fill them out. (Hillside)

B3. Recommendation: Ensure that youth recognize the need to secure summer employment early. Explain the consequences of waiting too long.

In addition, the East Rochester youth often felt that the courses they had to take in school were not preparing them for jobs or careers but instead were a waste of their time.

In most high school courses, they tell you that you need the class [in life] but you don't, and they are useless. (ER)

B4. Recommendation: Help students to understand the value of coursework and broad applicability to future job opportunities, as well as the specific skills they are learning even in classes they may not like.

The youth also felt they were often taken advantage of by employers because of their youth and inexperience. Instead, the youth feel that employers should see their youth as a benefit—that they can be trained at a young age and learn the business, so that they can be effective managers when they do turn 18.

Other barriers the youth mentioned included having a criminal record, being in summer school, poor grades, and lack of child care.

C. Job-Hunting Process

We asked a series of questions to analyze what the youth already know about getting a job. Youth in all the groups seem to know the basic “mechanical” steps of getting a typical teenage after-school or summer job. They get a job permit, look for ads in the newspaper, call local businesses to inquire about openings, or they ask their friends and family to find out who is hiring. They then complete and submit applications and follow the application with a phone call. Some said they do not prepare resumes because they feel the jobs for which they are applying do not require resumes. Many of them receive help with their applications from various resources such as school counselors, family members or other adults.

Some indicated that their schools help them with resumes and applications (School without Walls, Franklin High).

Many also seem to be aware of the interpersonal considerations of finding a job.

You need to make a good first impression. (CSH)

Find out what clothes they wear at the business, and try to match that for an interview. (Greece)

Attitude plays a big part—you have to be excited about the job and personable. (CSH)

You should ask a friend who already has a job who can put a good word in for you. (St. Joseph's Villa)

C1. Recommendation: Offer services helping youth fill out applications and developing resumes for the future.

C2. Recommendation: Ensure that the youth really know how to follow through on both the mechanical and interpersonal steps they were able to so easily share with us verbally.

D. Career Exploration and Future Plans

We asked the youth “What do you want to do in ten or twenty years?” Their responses give a general idea of what the youth are hoping for in terms of long-term goals.

As can be expected, the range of answers to this question was very broad. Common answers included: doctor, lawyer, nurse, and working with kids. Other responses included working in business/finance, actor, athlete, stock broker, architect, metro teller, newscaster, weatherman, therapist, cook/chef, social worker, teacher, medical secretary, musician, counselor, nurse, work with music, advertising, work on cars, be on a SWAT team, work in industrial design, auto customizing, own a bar, something in biology, or be a writer.

While some of these careers are very reasonable for these youth, others are unlikely for youth who are struggling through high school. While it is certainly important for them to have ambitious dreams and aspirations, it may be equally important for them to be

aware of alternatives in case they decide the additional high-level schooling is not a good match for them.

D1. Recommendation: Broaden the horizons of the youth and introduce them to different careers they may have never heard of. Also show them what each career entails, including daily routines and necessary training.

Best Practice: Career Awareness Summer Project

The Wisconsin Department of Transportation (WisDOT) created this camp as a way for 4th through 8th graders to observe professionals use industry tools and machinery as they work on WisDOT projects. This free, one-week residential program exposes young people to careers in the transportation and construction industries. It emphasizes the need for math, science and language skills while also providing an understanding of career opportunities for the youth. [www.promising-practices.org]

Some participants had previously participated in job-shadowing, either shadowing one person all day long, or shadowing several people in an organization over a period of weeks. The youth provided very positive feedback regarding shadowing experiences, saying they had enjoyed the experience and would gladly do it again. The youth who had never shadowed before said they would be interested in having the opportunity to have an internship or to do some job shadowing. However, youth warned that any type of field trip should be structured such that it is not just an excuse for students to get out of class. It should just be for students who are truly interested in the topic or career.

*Field trips would be great, like physical therapy day or something.
(ER)*

It would be great to have one centralized place to go for internships and shadowing opportunities, rather than having to go to each individual business to ask. (ER)

Job shadowing is not [currently] readily available. (Greece)

*An internship would be great but it would have to be paid.
(YWCA)*

I've liked the shadowing I've done through St. Joseph's. (St. Joseph's)

D2. Recommendation: Work with schools and other existing programs to coordinate career exploration events. Set up career fairs where youth can talk to people in various professions and possibly set up shadowing or internships.

D3. Recommendation: Develop a list of professionals who would be willing to allow a youth to shadow them (perhaps using WIB board members as a starting point).

Best Practice: Columbia-Greene Youth Employment Support Project

The Youth Employment Support (YES) project at the Columbia-Greene Workforce NYC Career Center is a WIA Title I out-of-school youth project. The program simulates an employment program to give “at-risk” youth a safe atmosphere to develop basic job-holding skills under supervision, before they are sent out to the private sector. The first project consisted of participants spending ten weeks refurbishing empty apartments in a Housing Authority building. A HUD Drug Diversion grant funded a Supervisor’s salary and was used to purchase supplies. The YES project paid for a Case Manager and youth wages and necessary tools. The program gives youth paid, hands-on experience and costs approximately \$3,450 per participant. [www.workforcenewyork.com]

Best Practice: HempsteadWorks for Youth Initiative (HWYI)

In the HempsteadWorks program, disadvantaged youth are provided with employment and academic enrichment during the summer. The program operates on a college campus and gives participating youth an idea of what lies beyond high school. The purpose was to expose low-income youth to higher education and employment through work experience, academic and occupational learning, and activities conducted in a university setting. The program resulted in gains in math and reading skills by all participants, retention in school by all participants and a partnership built between private businesses, community-based organizations, a rehabilitation organization and the WIB. Funding came from both private and public sources. [www.workforcenewyork.com]

Some youth at Charles Settlement House had taken an aptitude test, and others at CSH, East Rochester, and St. Joseph’s indicated an interest in taking tests matching personality types to possible careers. Some had taken these tests in school and had been interested in the results even though they did not necessarily agree with the outcomes. They felt the test had provided some awareness, possibly by ruling out some career options.

D4. Recommendation: Provide youth with career tests or aptitude tests to encourage them to think about career options. Work with schools to make career testing more available through guidance offices, or inform schools of such services if available at RochesterWorks!.

The youth all expressed the need to focus on education, first by finishing high school or obtaining a GED (Greece and YWCA participants). Except for the YWCA youth, the participants overwhelmingly said that after high school they plan on going to either four-year or two-year colleges, primarily MCC. Some expressed a need to find grants, scholarships, and other financial aid in order to pay for college costs.

D5. Recommendation: Consider developing a “How to Pay for College” financial aid-oriented class.

E. Self-Perception of Current Needs

Many participants said they need job placement assistance both to help find jobs and to fill out applications. They also said they need interview practice, both for employment interviews and informational interviews. Some had been through mock interviews and felt it was a good experience. Some also need help with resumes and cover letters even though many said they had been taught these skills at school.

I've had help with/it's good to have help with applications. (CSH, BGC)

I need to learn what informational interviews are, and how to do them. (CSH)

E1. Recommendation: Emphasize the importance of resumes as the youth get older, but recognize that they are not always necessary for the typical teen job. It seems that resume building skills are not desired by youth as most feel they won't need them until much later. Further, many appear to have an introduction to resumes at school, or find examples on the Internet.

E2. Recommendation: Offer interview preparation services. Many youth said they would want to go through a mock interview, especially if it was videotaped and they could watch it later and be critiqued.

Youth at the Charles Settlement House, Hillside, and at the YWCA asked for a listing of available jobs that could be kept up to date.

It would be helpful to have a brochure of jobs available to kids our age. (CSH)

We need a list that tells us who is hiring, now—it needs to stay up to date. (YWCA)

Need to meet one-on-one with advisors who help with job leads. Need job postings that aren't outdated or already filled. (Hillside)

E3. Recommendation: Offer placement services for youth. Possibly speak to potential employers and find out what jobs they may have available, what the requirements are, what the jobs entail, what the hours may be and what the pay range may be. Have this information available to youth in a booklet or online. Organize the information by job type, pay range and age requirements. This will allow the youth to search jobs by these three criteria and thus hopefully find a job fitting their own skills and desires.

Youth at the YWCA and St. Joseph's Villa expressed an interest in computer skills classes, especially typing and Microsoft Office.

E4. Recommendation: Offer training and certification classes in areas that youth may be interested in. This includes typing and Microsoft Office classes, as well as other areas including auto work and mechanic classes, and cosmetology classes.

Many youth would like an introduction to or explanation of how college works. This includes information about how to register for classes, where to buy books, etc. Sample comments include:

It'd be helpful to have someone explain college and break it down. (Greece)

College is confusing—we don't know what to expect. (Greece)

I would like to learn how to get scholarships and grants to pay for school. (CSH)

E5. Recommendation: Create a college orientation class—this would be a big help to those who wish to enroll in local colleges. They want information on basic college procedures such as registering and buying books.

Other needs mentioned included better employment benefits, such as health insurance, and reliable, affordable child care. While some students indicated the needs listed above, other students in multiple groups indicated that they do not need any help, or already know where to go to find the help they need.

F. Existing Skills and Skills Needs

We asked many questions to assess the skills the youth have currently, as well as the skills they would like to develop. Many youth had trouble initially commenting on the skills they have, want, and need. After some probing they generated the following responses.

Existing Skills

Youth reported they currently have skills in a wide range of areas including computer skills (Internet, typing, MS Word, Apple computers), car repair, arts & crafts, weaving, English, math, reading, cooking, food preparation certificates, American Sign Language, cashier, day care, and sales skills.

Soft skills youth reported they currently have include communication, patience (although others reported needing to learn patience), being a quick learner, hard worker, good at working with people, skills with kids, being responsible, honesty, common sense, being organized, friendly and easy to get along with.

Skills Needs

Job-related skills they feel they *need* include math, science, and reading and writing skills. Also mentioned were learning how to work with electricity, car repair, plumbing, painting, child care, cooking and food prep, computer, science, forklift license, typing, office equipment skills, and hands-on experience.

Hillside participants explained that they know how to use word processing programs, but don't know how to "touch type" nor how to be as efficient as many jobs demand.

Soft skills they reported needing include patience, paying attention, manners and etiquette, help filling out forms and applications, interview skills (such as making eye contact), how to dress for job search, good attitude, and how to take direction.

The YWCA participants stated clearly that they are reluctant to sign up for any training classes because at the end of the class they

still don't have a job, which is their primary and immediate concern. They would like to find a job, even if it pays less, that includes on-the-job training, or that allows time for GED classes.

F1. Recommendation: Help youth to understand and be able to communicate to others the skills they currently have.

Pre-Employment Preparation Project (PEP)

CNY Works, Inc. developed the PEP program to prepare individuals with little or no work experience for the workplace by focusing on transferable job skills. Each individual is assessed and develops an Individual Service Strategy (ISS). Participants then take a two-week, 30-hour pre-employment course covering awareness of occupational areas, identification of personal strengths and skills, recognition and solutions to barriers to employment, job search skills and job retention skills. Participants are then notified of a wide range of jobs available in the area. Graduates receive a certificate of competency, job placement, and job retention assistance. The program also promotes PEP graduates' advancement within their companies. The program was paid for by the WIB with funds provided by WIA Title 1 and TANF. [www.workforcenewyork.org]

F2. Recommendation: Help youth to identify the types of skills they would need for different jobs and careers. Help them to see how they can develop different skills in school and in jobs they have today.

F3. Recommendation: Set up training in some of the areas mentioned by students, especially those that could lead to certificates or that could be included on a resume or job application.

G. Sources of Information

Youth obtain information on job searches, careers and general employment from many sources. Many youth ask family members when they need help finding a job. Counselors at school or at the various youth service providers where these focus groups were held were also frequently mentioned as a source of information. They also ask friends and look in newspapers and on the Internet. Other sources of information mentioned include Gear Up, PRISM, Board of Education, Boys and Girls Club, Recreation Centers, Puerto Rican Youth Development, Eastside Community Center, and signs in the school lunchroom.

I ask my sisters who have been there. (St. Joseph's Villa)

The school has a sign in the lunchroom where you can see jobs that are available. (CSH)

The job placement counselor here helped show me a list of jobs that were available. (Greece)

I come to the Y. (YWCA)

A packet from RochesterWorks! Career Center was somewhat helpful, but wasn't specific enough about the required skills needed for each job listing. (Hillside)

Not all Hillside youth were using the Internet in their job search. Three females in one of the Hillside focus groups said they don't use it because they "don't want to be signed up for anything."

G1. Recommendation: Encourage students to use multiple sources of information when job-hunting, including the Internet.

G2. Recommendation: Advertise RochesterWorks! services at schools. Youth get their information from school counselors and also from signs they read at lunch. Making the counselors aware of the RochesterWorks! programs will allow them to refer the students to RochesterWorks!.

H. Awareness of Employment Services

We asked youth whether they were aware of any employment services or job training programs, and in particular whether they had ever heard of the RochesterWorks! programs, career centers, or the summer employment program.

In most groups a few of the participants had heard of the RochesterWorks! program. Those that had participated in the RochesterWorks! summer employment program felt they had good experiences and were planning on participating again in the future.

I got paid [to work in the RochesterWorks! summer employment program], so it was cool. (ER)

I liked working at the Boys and Girls Club. (St. Joseph's)

The 'Good Grades Pay' program was good. (BGC)

All of the YWCA participants had heard of RochesterWorks!, though none had used the services. One had visited the Career

Center on St. Paul Street, but never returned. She expected an orientation but was given a list of potential job sites to call.

Most students at St. Joseph's had heard of RochesterWorks!, perhaps because they receive more targeted counseling and information in their residential program.

Outside of the YWCA and St. Joseph's, most youth had never heard of RochesterWorks! or knew the name only and were not familiar with the services provided. Hillside youth stated that training sessions and job fairs should be advertised on the radio (104 WDKX) and television (RNews and UPN).

H1. Recommendation: Advertise RochesterWorks! programs in more places where youth congregate. Suggestions from youth include malls, recreation centers, churches, schools, local stores, and even on lampposts. Also advertise on the radio (104 WDKX) and television (RNews and UPN).

H2. Recommendation: Be sure other youth service programs (such as those used to recruit focus groups for this study) are aware of the programs RochesterWorks! offers to encourage referrals.

H3. Advertise RochesterWorks! Programs on the radio (104 WDKX) or on TV (RNews and UPN).

I. Characteristics of Desirable Training

It is important to understand what the youth would want from an employment service. This was the youths' chance to provide specific feedback on types of job training and employment services they would be interested in and willing to utilize.

Most youth said information about services should be provided at places where they hang out. This includes recreation centers, malls (though others indicated there are too many distractions in malls), stores such as Wegmans and Tops, corner stores, schools, churches, MCC, and downtown.

Go to the main location where everybody's gathering... mall, movies, wherever. (Greece)

They said that classes should be held at various times, both after school and on weekends, during school and during the summer.

Lunch periods were suggested, as well as Sunday afternoons, Saturday mornings, or twice a week, such as Tuesday/Thursday. Most said classes should be about an hour long, no more than two hours, and should be fun and interactive. The classes should be held at locations that are convenient for the youth to get to as most of them do not have their own form of transportation. Some feel that programs should take into consideration that kids are busy during the summer.

11. Recommendation: Advertise training at malls, recreation and community centers, stores, churches, and schools.

12. Recommendation: Offer a variety of class options, including various times and locations—no one schedule will suit all youth.

13. Recommendation: Keep class length to around an hour or two hours maximum.

The youth from the Greece Learning Center described a Skills for Life class they took and they had mixed reviews. Most seemed to like the concept, and some found it helpful in learning how to fill out an application, make resumes, etc. Others said it would be more effective if it were made more fun; if the teachers structured it in such that a way that they were playing games as they learned.

14. Recommendation: Take into consideration the challenges of attention span for youth in this age group, especially those who have trouble succeeding in school. A lecture format is not likely to work as well as a more interactive format.

Students at St. Joseph's Villa were pleased with a program there that pays students a stipend for holding an internship. While the pay is low, the students are compensated financially, which they like, while at the same time gaining the benefits of participating in an internship.

15. Recommendation: Work with St. Joseph's to expand the stipend program, or to develop similar stipend internships for other youth.

Hillside youth expressed an interest in a large session that would showcase many different job/career opportunities. They also desire small classes for training with a hands-on approach.

Best Practice: YouthBuild Detroit

YouthBuild Detroit implemented a program for 18-24 year-olds to place youth in a working environment. Youth work and study for thirty-five hours a week. For the first year the training time is divided on a bi-weekly basis between the classroom and work site activities. Work consists of learning construction skills while renovating housing in low-income areas. To be officially enrolled in the program youth are required to achieve 100% attendance for one month. Participants receive cash stipends for one year and follow-up services for an additional year. [www.promisingpractices.org]

CLOSING

We talked with a diverse group of youth, including those from the city and the suburbs, ranging in age from 13 to 21, youth who are still in school and those who are out of school due to graduation or dropping out, and including an equal split of boys and girls.

All youth expressed a desire to find a job or find a better job, although their circumstances and needs vary dramatically across the six groups. While no single set of services will fit all needs, this report contains a number of recommendations for actions that in many cases will not require a dramatic change in the way services are currently provided, while still making services more effective.

APPENDIX A

Youth/Emerging Worker Focus Groups

Welcome

Welcome to our focus group session. Thanks for taking the time to join us to talk about job training and employment services in Monroe County. My name is Sarah Boyce, and assisting me is Meghan Harrison. We both work for CGR, a local research firm.

Overview of Topic

RochesterWorks! asked us to talk with teens and young adults to find out your thoughts on job training and employment services. You were invited to participate because the Youth Council wants to know what types of experiences you've had, what resources or programs you've used, and what you think could be improved. We are having discussions like this with several groups of teens and young adults around the county.

Ground Rules

- There are no right or wrong answers.
- You don't have to agree with each other or try to change any one else's opinion.
- Please feel free to share your point of view even if it differs from what others have said. We are interested in both positive and negative comments.
- Please talk one at a time, and try to give everyone a chance to speak.
- We will be on a first name basis tonight, and we won't use any names in our report. You can be assured of complete confidentiality. Our summary of the focus groups will go back to the Youth Council to help them plan future programs.

Icebreaker

Let's begin. Let's find out more about each other by going around the table. Tell us your first name and your favorite band or sports team.

Opening questions

- How would you describe your ideal job today?
- What type of job would you like to have in 10 or 20 years?

How to find a job/Employment Services

- What are some of the things you've done/need to do to find a job?
 - Resume, interview skills, fill out applications.
- Who do you go to for help with these things?
 - Specific people? Organizations?
- Tell me about positive experiences with these people/organizations. Tell me about any frustrations or problems with these people/organizations. What needs improvement? [access, hours, type of service]
 - What types of services did you receive?
 - Was there anything you wanted help with but couldn't get it?
- Where would you feel most comfortable going for help with looking for a job?

Job skills/Training programs

- What skills do you feel you have now to offer an employer?
- What skills do you think you need to help you get a job, but don't yet have?
 - Have you been turned down for a job because of needed skills?
- Has anyone been enrolled in any employment or work readiness programs?
 - What worked for you (positive aspects) in that training/program? What didn't work (negative aspects)? What could be improved?
 - What type of format would you like? (classroom, internet, one-on-one)
- Is there any type of training you would like to get but can't find? If so, what?
 - If you wanted to get training, where would you go? Who would you ask? Where should training services be advertised so that you would find out about them? What would get your attention?
- Who has heard of a Rochester Works Career Center?

Big Picture/wrap-up questions

- Suppose you had one minute to talk to the person in charge of developing employment and training services for youth in Monroe County. What would you say?
- Of all the things we discussed today, what to you is the most important?
- Anything else you'd like to tell us?

APPENDIX B

FOCUS GROUP COMMENTS BY GROUP/AGENCY

Comments by Focus Group

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
<i>Boys & Girls Club</i>		
	Many liked "Good grades pay" program	Awareness of Services
	Good thing about the employment program was that they got paid after every session.	Awareness of Services
	Some had used RochesterWorks! Summer program	Awareness of Services
	Several had heard of RochesterWorks!	Awareness of Services
	It's not easy to find a job (most agree).	Barriers to Employment
	Too many youth applying for the same jobs.	Barriers to Employment
	Some programs only have a small amount of people to hire.	Barriers to Employment
	College kids come home and take the best jobs.	Barriers to Employment
	Problems with finding a job: age, criminal record, knowing your Social Security number, being in summer school, grades	Barriers to Employment
	Problems at the recreation centers include: too many people, bad kids, bad environment, some kids don't know the proper dress code to apply for a job.	Barriers to Employment
	Must get scholarships	Career Exploration
	Must get gigs and practice	Career Exploration
	Must get recommendation letters	Career Exploration
	Must get a degree	Career Exploration
	Must get a GED	Career Exploration
	Must pay tuition, get financial aid	Career Exploration
	Must get internships	Career Exploration
	Must make a resume and cover letters	Career Exploration

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
	To get to future plans must volunteer	Career Exploration
	To get to future plans must get an education	Career Exploration
	Future plans include: working in business/finance, actor, playing in the NFL, nurse's aide, psychologist, pediatrician, play in the NBA, nurse, stock broker, architect, metroteller, athlete, newscaster, weatherman, therapist, lawyer, judge, cook	Career Exploration
	Must go to college	Career Exploration
	Must get a high school diploma	Career Exploration
	Job placement programs helpful with practicing interviews	Current Needs
	Job placement programs helpful with filling out applications, eg. The references section and Social Security number	Current Needs
	Job placement programs helpful with filling out applications	Current Needs
	The school counselor helped him fill out a job application	Current Needs
	Computer skills are needed.	Existing Skills and Skills
	Skills they have now include arts & crafts, weaving.	Existing Skills and Skills
	Some have food preparation certificates.	Existing Skills and Skills
	Social skills they have include communicating, talking to people, having patience.	Existing Skills and Skills
	Computer skills they have are using the Internet, typing, Microsoft Word, Apple.	Existing Skills and Skills
	Technology skills they have are: working with computers, car repair.	Existing Skills and Skills
	Skills they need include: patience, paying attention, eye contact, manners, etiquette, how to run a household.	Existing Skills and Skills

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
	They need interviewing skills, eg. Looking people in the eye, etc.	Existing Skills and Skills
	Skills needed are working with electricity / learning to become an electrician.	Existing Skills and Skills
	Food prep / cooking skills are needed	Existing Skills and Skills
	Child care skills are needed.	Existing Skills and Skills
	They want to practice filling out applications.	Existing Skills and Skills
	They need help filling out forms, eg. 2000 census form.	Existing Skills and Skills
	They need car repair skills.	Existing Skills and Skills
	Skills they have now include: quick learner, believe in yourself, hard worker, communicator, listening, work with people, comprehension, skills with kids, English, reading, math, cooking	Existing Skills and Skills
	They need to learn to dress appropriately for job hunting.	Existing Skills and Skills
	Don't want to sit at a desk all day	Ideal Job Characteristics
	Working with kids	Ideal Job Characteristics
	Ideal to get paid for not a lot of work	Ideal Job Characteristics
	Ideal job to take field trips eg. To Darien Lake, Atlanta, a park	Ideal Job Characteristics
	Ideal job to make \$5.75, \$6.50, \$7.50, \$10	Ideal Job Characteristics
	They like working at the Boys and Girls Club (most agreed).	Ideal Job Characteristics
	Want to get job at museum and science center	Ideal Job Characteristics
	Ideal job being a role model for kids	Ideal Job Characteristics
	Want to help kids with work / tutor	Ideal Job Characteristics
	Want to make people smile	Ideal Job Characteristics

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
	Good current jobs include food prep, retail, working at the sneaker store	Ideal Job Characteristics
	Bad jobs include: janitor, flipping burgers, working with the elderly, sitting at a desk all day, cooking, secretary, garbage man, teaching, cleaning	Ideal Job Characteristics
	Don't want to do too much work for not enough money	Ideal Job Characteristics
	Don't want to have a mean boss.	Ideal Job Characteristics
	Some liked coming to work on time, some didn't.	Ideal Job Characteristics
	To find a job fill out applications	Job Hunting Process
	To find a job go to the Red Cross	Job Hunting Process
	To find a job go to RochesterWorks!	Source of Information
	To find a job go to Gear Up and Prism	Source of Information
	The school counselor had good job ideas	Source of Information
	The newspaper was a good reference.	Source of Information
	To find a job ask the Board of Education	Source of Information
	To find a job ask grandparents	Source of Information
	To find a job look online at sites like Yahoo! Hotjobs, Monster	Source of Information
	To find a job talk to parents and other role models	Source of Information
	To find a job go to recreation centers	Source of Information
	To find a job look in the classifieds in the paper	Source of Information
	To find a job go to the Boys and Girls Club	Source of Information
	Job placement programs helpful with finding jobs and knowing what kinds of jobs are available.	Source of Information
	Best times for training would be Sunday after church.	Training Characteristics
	Training classes should be no more than two hours.	Training Characteristics

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
	Ideal places for job information are: Boys and Girls Club, school, RochesterWorks!, Red Cross, mall, Tops, Wegmans	Training Characteristics
	They want more hands on activities (all agreed).	Training Characteristics
	Best time for training would be Saturday morning.	Training Characteristics
	Best time would be after school.	Training Characteristics
	"Summer is our free time."	Training Characteristics
	Training should be either Sunday/Wednesday or Tuesday/Thursday.	Training Characteristics
	Training should be about an hour.	Training Characteristics
	They want to "have some more fun" in their classes.	Training Characteristics

Charles Settlement House

	Hard to get jobs if under 18	Barriers to Employment
	Employers go through their records, might find something they don't like	Barriers to Employment
	Transportation (lack of)	Barriers to Employment
	Must get scholarships, grants, to pay for college (supervisor)	Career Exploration
	"Experience depends on what kind of job you want"	Career Exploration
	Some would be interested in taking a test matching personality traits to possible careers	Career Exploration
	Some had taken an aptitude test (possibly from military, AZBAT?)	Career Exploration
	Must finish high school (all agreed)	Career Exploration
	Wants to work on cars, either as a mechanic or customizing	Career Exploration
	Want to work in advertising	Career Exploration

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
	Want to become a bus monitor, pediatrician, veterinarian, boxer, writer/publisher, choreographer, artist, teacher	Career Exploration
	Want to work with music, either teaching, playing, writing or producing	Career Exploration
	Probably either go to MCC or Bryant & Stratton	Career Exploration
	Want to make lots of money	Career Exploration
	Must finish school, college (most agreed)	Career Exploration
	Want help with interview practice, possibly mock interviews	Current Needs
	Would be helpful to have a brochure of jobs available to kids under 18	Current Needs
	Would like job placement help (most agreed)	Current Needs
	Need to learn informational interviews (what they are, how to do them, etc.)	Current Needs
	Would like a breakdown of what career a summer job might lead to, maybe a brochure to be distributed at schools (most agreed)	Current Needs
	"It's good to have help with applications"	Current Needs
	Would be helpful for counselors to come into classrooms to talk about college/careers	Current Needs
	Would be helpful to give them information on how to get scholarships/grants to pay for school	Current Needs
	At Edison and Marshall they have to go through interviews before they can graduate	Existing Skills and Skills
	All had done job training	Existing Skills and Skills
	Half had made resumes	Existing Skills and Skills
	Skills they need include: thinking, good attitude, take direction, mock interview	Existing Skills and Skills
	Two had been in job training program	Existing Skills and Skills

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
	Those in job training programs had learned helpful skills such as cleaning and patience with kids	Existing Skills and Skills
	Skills they have include: quick learner, people skills, responsible, honesty, community service	Existing Skills and Skills
	Experience they have includes: writing, artist, basketball, cleaning, babysitting, cooking	Existing Skills and Skills
	Ideal jobs include picking up garbage, babysitting, doing hair, cooking, fast food, playing basketball	Ideal Job Characteristics
	Ideal job would be helping senior citizens	Ideal Job Characteristics
	Ideal job would be some type of shadowing/apprenticeship for which they could also get paid	Ideal Job Characteristics
	Most had jobs in the past	Ideal Job Characteristics
	Fill out applications	Job Hunting Process
	Must make good first impression	Job Hunting Process
	"Attitude plays a big part", you have to be excited about the job and personable	Job Hunting Process
	Look nice	Job Hunting Process
	Look in paper	Job Hunting Process
	Get good grades	Job Hunting Process
	Get a job permit	Job Hunting Process
	Counselors help make sure you follow directions	Source of Information
	Look for jobs in paper, phone book, Job Corps.	Source of Information
	Get help from school counselor or job counselor at school	Source of Information
	School has a place to get a job at lunchtime	Source of Information
	Find out online about jobs, scholarships	Source of Information
	School has a sign in the lunchroom with possible job openings	Source of Information

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
	Got help from mom, parents	Source of Information
	Good places to go with information are school, Charles Settlement house, Tops, Wegmans, rec centers, churches, hospitals	Training Characteristics
	"At a training center, if you do your job well, they should help you find a job"	Training Characteristics
	Get help at Charles Settlement House, Sylvan Learning Center	Training Characteristics
	Information should be offered where kids hang out, eg. The school, rec center, library, mall	Training Characteristics
<i>East Rochester</i>		
	Had heard of RochesterWorks! But didn't know anything about it.	Awareness of Services
	Those in RochesterWorks! Program "got paid so it was cool".	Awareness of Services
	All felt they knew where to go for employment information.	Awareness of Services
	Not familiar with any employment services (because East Rochester is a small town and has few businesses).	Awareness of Services
	Employers try to take advantage of students.	Barriers to Employment
	Board of Education was helpful, except couldn't get a job at Lollipop because too many other kids there already.	Barriers to Employment
	Most high school courses "they tell you you need it but you don't" and are "useless".	Barriers to Employment
	Need resources, programs to go into the field such as shadowing or internships.	Career Exploration
	Wants to apply to car dealerships & Exxon to get closer to designing cars.	Career Exploration
	Ideal job would be in industrial design of cars and trucks, styling and design.	Career Exploration

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
	Field trips would be great (eg. Physical therapy day).	Career Exploration
	Future plans are: SWAT team, physical therapy, social work, lawyer, doctor, architect.	Career Exploration
	Easy to get internships and shadowing, but benefits of having one centralized place to get help instead of going to each individual business.	Career Exploration
	Wants to become a nurse, has to take a nursing course at a nursing home and go to a two-year college.	Career Exploration
	Some counselors bring in community members to speak to the youth.	Career Exploration
	Extracurricular trips mean kids who sign up want to go, aren't just using as an excuse to get out of class.	Career Exploration
	One student asked about aptitude tests and where to get them, most wanted to take one.	Current Needs
	Would go for help with a resume or cover letter.	Current Needs
	Useful advice is where and how to get a job.	Current Needs
	Would have liked to learn how to do a resume or cover letter.	Current Needs
	Was never taught how to do a resume or cover letter.	Current Needs
	Drawing classes would be good.	Current Needs
	Would consider going to a place for help with employment.	Current Needs
	Hasn't been successful with jobs so far, doesn't know why.	Current Needs
	Skills needed are math skills.	Existing Skills and Skills
	Skills wanted are specific classes for specific interests.	Existing Skills and Skills
	Need science skills.	Existing Skills and Skills

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
	Need reading and writing skills for all jobs.	Existing Skills and Skills
	Good skill she has is ability to pay attention.	Existing Skills and Skills
	Doesn't feel she needs any other skills.	Existing Skills and Skills
	Ideal job has flexibility in scheduling	Ideal Job Characteristics
	Two had done RochesterWorks! Summer program doing manual labor.	Ideal Job Characteristics
	Ideal job working with people.	Ideal Job Characteristics
	Ideal job working in a nursing home.	Ideal Job Characteristics
	Downside of RochesterWorks! Program was having to work all day everyday.	Ideal Job Characteristics
	Lifeguarding is a good job	Ideal Job Characteristics
	Employers should be more flexible with summer jobs / part time jobs.	Ideal Job Characteristics
	Now - works at Youth Center.	Ideal Job Characteristics
	To get a job, call around to different businesses.	Job Hunting Process
	Big difference between a summer job application and a resume.	Job Hunting Process
	To get a job, have to apply and then follow up.	Job Hunting Process
	In high school, taught basics of resume making, will need more skills after college.	Job Hunting Process
	Making resumes is taught in high school.	Job Hunting Process
	To get a job, get applications, fill them out, turn them in and call a week later.	Job Hunting Process
	Not very concerned about learning to make a good resume.	Job Hunting Process
	Places for help with resumes: parents, online.	Source of Information
	Gets advice from mom (has her read over application) and friends (who's hiring, what's it like to work there).	Source of Information

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
	Those in RochesterWorks! Program found out through youth center or school.	Source of Information
	"Haven't explored too much at MCC" because not at school much.	Source of Information
	School counselors are the best sources for help with employment (most agreed).	Source of Information
	Some counselors at schools don't know anything about employment.	Source of Information
	The library and reference books are useful in getting jobs and researching jobs.	Source of Information
	To get a job go to friends, parents, advisors, computers.	Source of Information
	Some thought computer users were desperate (lots of disagreement).	Source of Information
	Found current job through Board of Education at school.	Source of Information
	Most go to counselors at school for help.	Source of Information
	An employment program should take into consideration what kids want, not adults.	Training Characteristics
	Classes should not be long, therefore would have to go more than once a week.	Training Characteristics
	Good time for extracurricular excursions would be the evenings during school, lunch periods (all agreed), and in the summer between 10-12, although summer is not good.	Training Characteristics
	Classes should be one hour, 80 minutes at most.	Training Characteristics
	Programs should take into consideration that kids are busy during the summer.	Training Characteristics
	Best place for employment services is at MCC.	Training Characteristics
<i>Greece Comm. Learning Ctr.</i>		
	None had been in work readiness programs	Awareness of Services

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
	One had heard of RochesterWorks!	Awareness of Services
	Employers don't hire them because they don't have good availability because they're dependent on rides to work.	Barriers to Employment
	Often the job coach will put them in internships where they don't get paid, and that's a problem.	Barriers to Employment
	Their biggest obstacle getting a good job is not being 18. (all agreed)	Barriers to Employment
	All agreed that they don't need help getting a job, it's up to the employer to want them	Barriers to Employment
	Most places want to hire 18 year olds (all agreed vehemently)	Barriers to Employment
	What is stopping them from getting the job they want is experience, transportation and age.	Barriers to Employment
	Employers should want younger kids because then when they turn 18 they'll already know the business and will make a good manager.	Barriers to Employment
	They can't get jobs because they're not old enough to serve alcohol.	Barriers to Employment
	They should be able to have full time jobs if they have full time working permits (all agreed).	Barriers to Employment
	Future plans include: becoming RN, becoming crime scene investigator, moving to Florida to do auto customizing, designing cars, owning a bar	Career Exploration
	To get good jobs in future must go to college, probably a 2 year college like MCC (all agreed)	Career Exploration
	Job shadowing is not readily available but they can become apprentices (more for learning a trade).	Career Exploration
	"When you're 18 you have to figure out where you're going."	Career Exploration
	"When you're 18, it's like a fork in the road."	Career Exploration
	It would be helpful to go to college for a week and shadow a student.	Career Exploration

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
	To get their future jobs must finish GED (all agreed)	Career Exploration
	College is confusing because they don't know what to expect	Current Needs
	To get a job that pays better they need job placement assistance.	Current Needs
	They would take a skills class if they needed to get a better job.	Current Needs
	"College is confusing" (most agree)	Current Needs
	It would be helpful for someone to help explain college, to break it down for them. They want to know college terms and how college works (eg. Semesters, registration, where to get books).	Current Needs
	"No way to help someone [get a job] unless you give them a job"	Current Needs
	Some said they don't want help finding a job.	Current Needs
	All have problems finding a job	Current Needs
	Job skills that are good to have depend on the job you want and the jobs you've had in the past.	Existing Skills and Skills
	Skills they currently have: knowledge of American Sign Language, automotive, computers, languages, people skills, common sense	Existing Skills and Skills
	Skills they need: diploma, forklift license, hands on experience	Existing Skills and Skills
	To get a job that pays better they need skills such as typing, or office equipment skills	Existing Skills and Skills
	They don't want to learn a trade (all but one agreed).	Existing Skills and Skills
	4 youth had resumes, 6 didn't	Existing Skills and Skills
	Ideal job would be 8 hour days (most agreed) since they're out of school	Ideal Job Characteristics
	Ideal job would have decent, daytime hours	Ideal Job Characteristics

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
	Ideal job would be low key, relaxed	Ideal Job Characteristics
	Ideal job would be to make a lot of money, e.g. \$10/hr or more than minimum	Ideal Job Characteristics
	At Chase Pitkin "Dealt with a lot of crap working there" in dealing with customers and managers	Ideal Job Characteristics
	Ideal job would be on the go, busy	Ideal Job Characteristics
	Worst jobs to have are fast food, any cleaning (all agreed)	Ideal Job Characteristics
	Ideal jobs are: waitress, office work, carpentry, retail (all)	Ideal Job Characteristics
	Few thought worst jobs at Taco Bell and Chase Pitkin	Ideal Job Characteristics
	You should be clean cut when applying, and wear good clothes	Job Hunting Process
	To get a job you have to fill out applications	Job Hunting Process
	One suggested you find out what clothes they wear at the business and try to match that for an interview	Job Hunting Process
	Those that had resumes made them by going online and looking at others then copying that format on their own	Job Hunting Process
	Getting the job depends on the first impression you make	Job Hunting Process
	You should ask for the hiring manager when you turn the application in	Job Hunting Process
	To find a job you have to ask friends, look in the paper	Source of Information
	They have a job coach, but he doesn't do much	Source of Information
	Some learn of job opportunities on the internet at home	Source of Information

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
	Some said the job coach is helpful by knowing what jobs are available and maybe calling them at home to let them know.	Source of Information
	Some with resumes got help from their moms	Source of Information
	Some with resumes had software to help them build it	Source of Information
	Some said the job coach does help find them a job	Source of Information
	They learn about college applications at the mall	Training Characteristics
	Some said "Skills for Life" would be more interesting if they could play games while they learned.	Training Characteristics
	Best time for classes was either mornings or afternoons, mixed response	Training Characteristics
	Some had taken a class in school called "Skills for Life" which most felt was not a good class	Training Characteristics
	The bad things about "Skills for Life" were that it was not interesting material, the class was not exciting and the teacher didn't care.	Training Characteristics
	The good things about "Skills for Life" were that it taught them how to fill out an application, make a resume and get a job.	Training Characteristics
	They also learn about jobs at a career day at high school	Training Characteristics
	Five said "Skills for Life" would be useful if run in a different way.	Training Characteristics
	"Go to the main location where everybody's gathering... mall, movies, wherever"	Training Characteristics
	It is a good idea to have college fairs at the mall (all agreed)	Training Characteristics
<i>Hillside drop in</i>	All 14 attendees were unaware of payroll tax reduction options	Awareness of Services

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
	Most didn't know about RochesterWorks!	Awareness of Services
	Training sessions/Job info fairs must be advertised! Use radio (104 WDKX) and TV (Rnews, UPN)	Awareness of Services
	6 out of 14 have heard of RochesterWorks! Career Center, 3 have been.	Awareness of Services
	Never heard of One Stop or Career Center	Awareness of Services
	State mandated age requirements are a burden. Very limited availability of jobs for <18s	Awareness of Services
	Flyers on lampposts that have information on services for youth could be helpful .	Awareness of Services
	One African-American male was told that his "intimidating height" was the reason he would not be hired at Banana Republic	Barriers to Employment
	Lack of transportation makes getting/keeping a job difficult. 8 our of 14 rely on buses.	Barriers to Employment
	Applications may be handed out, but employers don't seem to need to hire anyone else in many cases, so filling them out can seem almost pointless.	Barriers to Employment
	Packet received from RochesterWorks! Career Center is somewhat helpful, but isn't specific enough - lacks information about required skills.	Barriers to Employment
	Lack of available child care is extremely burdensome	Barriers to Employment
	City/Suburbs issue-"Discrimination against people in the city, not racial because with any skin color they didn't get the job"	Barriers to Employment
	Not enough schooling- High school/GED or College	Barriers to Employment
	No Car-problem even if they stated that they can take the bus	Barriers to Employment
	Application "feels tricky" when filling it out	Barriers to Employment

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
	Jobs are often unavailable. Wegmans, for example, often gives available summer jobs to returning college students instead of younger kids in Rochester.	Barriers to Employment
	Sexism- Couldn't be cashier because not a female. Men get dirtiest jobs.	Barriers to Employment
	Would like to be a Chef, be on the air, or something in Biology	Career Exploration
	Head Start teacher but would really like to be an elementary teacher	Career Exploration
	Helping People- Counseling or Peer Mentor	Career Exploration
	Wants to be a Medical Secretary	Career Exploration
	A Musician	Career Exploration
	Nursing	Career Exploration
	Reliable and affordable child care for young parents is very important	Current Needs
	Want more 1 on 1 with advisors who actually help look for job leads. Post jobs that aren't outdated or make sure they aren't filled.	Current Needs
	Better employment benefits, such as health insurance for young mothers who can only work part time	Current Needs
	Want a job on a bus line with a regular route.	Current Needs
	Would like to be able to find information and help right at the Hillside location or a place on a regular bus route.	Current Needs
	Less taxes docked from pay checks	Current Needs
	More job opportunities	Current Needs
	Computer skills crucial - learning how to touch type is important, as most know how to use word processing programs, but lack the efficiency many jobs demand.	Existing Skills and Skills

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
	Learning new trades is important, such as auto mechanic skills, plumbing, painting	Existing Skills and Skills
	"Hard" skills important for some, such as ability to do math in head to efficiently compute correct change as a cashier	Existing Skills and Skills
	Previous experience helps, such as knowledge of cashier duties, clerical skills, maintenance knowledge, promotional skills, organizational abilities.	Existing Skills and Skills
	Social skills such as: confidence, interpersonal skills, communication, dedication and commitment.	Existing Skills and Skills
	Most knew they needed college to do the things they wanted.	Existing Skills and Skills
	Computers, Mechanics, Math, Home Ec, Chemistry, People skills, Cooking skills, communication	Existing Skills and Skills
	Many desire to improve their communication skills, including vocabulary, public speaking ability	Existing Skills and Skills
	Employment location needs to be easily accessed	Ideal Job Characteristics
	Free food provided	Ideal Job Characteristics
	Minimum wage, \$10/hr, like being a peer educator, working with people.	Ideal Job Characteristics
	Pay higher than min. wage (should start at at least \$8/hr)	Ideal Job Characteristics
	Not difficult - not be expected to do something that you don't know how to do.	Ideal Job Characteristics
	Looks good on resume, helps build future career	Ideal Job Characteristics
		Ideal Job Characteristics
	Work with young children is rewarding	Ideal Job Characteristics
	Positive work experience with co-workers	Ideal Job Characteristics
	Important to have a strong & clear resume.	Job Hunting Process

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
	Get work permit, find out what hours they give, fill out applications. Look for "now hiring signs"	Job Hunting Process
	3 out of 7 had resumes	Job Hunting Process
	"Good Grades Pay" is a good incentive/source of jobs.	Job Hunting Process
	Transitional Living Program requires "job journal" so one can keep track of applications, potential employers, etc.	Job Hunting Process
	Applications must be correctly filled out	Job Hunting Process
	"Center for Teen Empowerment" group from Boston was helpful for some in job search process.	Job Hunting Process
	Many eventually desire careers in: medicine, law, sports therapy.	Life Steps
	Certain schools help with resumes and applications - (School w/o Walls, Franklin High)	Sources of Information
	PRYD, EastSide Community Center, old boss, Family, anyone doing good for themselves.	Sources of Information
	All 3 females said they are not using the Internet either because they have no access or they don't want to be signed up for anything. Think they need a credit card.	Sources of Information
	4 in 10 have used the internet in their job search process. Others believe going in person to look for jobs is better.	Sources of Information
	All 3 males use the Internet for Job searches. They go to Monster.com and Steadyjobs.com	Sources of Information
	Family often provides help with completion of resumes, applications	Sources of Information
	Job Fairs help, good source of information	Sources of Information
	Want training 4 - 6pm not on weekends.	Training Characteristics
	A large training session that showcases many different opportunities and ideas also can be beneficial.	Training Characteristics

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
	Small classes with a hands-on approach is desired by many.	Training Characteristics
	Locations of training programs should be in schools and more centralized downtown.	Training Characteristics
	Specific Training-Armed Security, Medical Secretary, CDL	Training Characteristics
<i>St. Joseph's Villa</i>		
	One had done RochesterWorks! summer program	Awareness of Services
	Had liked doing RochesterWorks! summer program at the Boys and Girls Club, planned to work there again.	Awareness of Services
	Most had heard of RochesterWorks!	Awareness of Services
	Employers see our address and assume that we're delinquents.	Barriers to Employment
	Most felt they had been discriminated against because they lived at St. Joseph's Villa (especially by McDonald's and Wegmans).	Barriers to Employment
	Most kids felt they had a bad reputation because they lived in a group home when really they're not bad kids.	Barriers to Employment
	Go to school	Career Exploration
	Go to BOCES Vocational school	Career Exploration
	Go to college at MCC, Spelman, Howard, Michigan State	Career Exploration
	"If it's something you like and you make money - that's good."	Career Exploration
	Most don't feel they know what's out there for them in the future.	Career Exploration
	Most would love to shadow, shadowing available at St. Joseph's Villa.	Career Exploration

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
	Future plans include: own a business, veterinarian, writer (2), technology, lawyer/judge, work with kids	Career Exploration
	"Want to give back" (some agreed)	Career Exploration
	You don't know what will be out there in ten years, careers might be different then.	Career Exploration
	Must go to college	Career Exploration
	Would like typing classes and Microsoft Office classes.	Current Needs
	Would like a skills assessment test / aptitude test.	Current Needs
	Most need computer skills training.	Current Needs
	Most said they really didn't need help finding jobs.	Current Needs
	Think a Microsoft Office class "is a good idea".	Current Needs
	Most had had internships they got a stipend for, St. Joseph's Villa could use more money for these programs to give the kids more experience.	Current Needs
	Want training in cosmetology and as a nail technician.	Current Needs
	Most had made resumes, had learned in class	Existing Skills and Skills
	Most had been on mock interviews	Existing Skills and Skills
	3 had done real interviews	Existing Skills and Skills
	Those who had done interviews were nervous, happy, had gotten job	Existing Skills and Skills
	For an interview "you have to be prepared" for the hard questions.	Existing Skills and Skills
	Many had taped interviews and watched themselves	Existing Skills and Skills
	They saw things they did on tape such as shaking, hand gestures.	Existing Skills and Skills
	Most were glad to have done mock interviews	Existing Skills and Skills

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
	"What skills you can put on an application depends on the job."	Existing Skills and Skills
	Skills they have are that they're friendly and easy to get along with.	Existing Skills and Skills
	"If you don't know how to do something then that's why you go through training."	Existing Skills and Skills
	Most feel their social skills are good.	Existing Skills and Skills
	Skills they have include: people skills, prior experience, computer skills, good with animals, math and reading, sales skills, social skills, know software, show up on time, organization.	Existing Skills and Skills
	Most had worked at jobs through St. Joseph's Villa.	Ideal Job Characteristics
	All want money.	Ideal Job Characteristics
	Ideal jobs today include: salesperson (to get discounts)	Ideal Job Characteristics
	"I'll work anywhere."	Ideal Job Characteristics
	Ideal salary would be \$6/hr.	Ideal Job Characteristics
	Ideal jobs include: salesperson (to get discounts), work with kids/childcare, manager, waitressing (to get tips)	Ideal Job Characteristics
	Ideal job is "something I can stick with"	Ideal Job Characteristics
	Ideal job is "something I can wake up and look forward to".	Ideal Job Characteristics
	Want to work part time, get enough hours	Ideal Job Characteristics
	Want to work after school, some don't want to work weekends	Ideal Job Characteristics
	Ideal job is "something I'm proud of".	Ideal Job Characteristics
	Need to have a good location, close to home	Ideal Job Characteristics
	Need references	Job Hunting Process
	Need good social skills	Job Hunting Process

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
	One had been to a job center.	Job Hunting Process
	Should ask a friend who already has a job who can put a good word in for you.	Job Hunting Process
	Must get appointments to talk to managers	Job Hunting Process
	Must be persistent and make follow up calls	Job Hunting Process
	Have to go talk to managers	Job Hunting Process
	Look in library, corner store, papers, internet	Source of Information
	Most get help at St. Joseph's Villa.	Source of Information
	"Ask my sisters who have been there."	Source of Information
	Ask parents/relatives	Source of Information
	Go to counselor at St. Joseph's Villa	Source of Information
	Classes should not be at the mall because they'd be too distracted (most agreed).	Training Characteristics
	Most would go to a Microsoft Office class if it were free.	Training Characteristics
	Classes should be close to home.	Training Characteristics
	Classes should be at city hall so they can learn while they wait for their hearing.	Training Characteristics
	Training center should have new computers.	Training Characteristics
	Good locations include library, school, rec center.	Training Characteristics
	Classes should be in the evening, different times and days.	Training Characteristics
	Classes should be after school, around 2 or 3.	Training Characteristics
	Classes should be during the week, "I want my weekends." (some agreed)	Training Characteristics
	Make the centers more modern.	Training Characteristics
	Classes should be available on weekends for those who want to go then.	Training Characteristics

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
YWCA	All had heard of RochesterWorks!. One had been to the Career Center once but did not go back. She expected an orientation but was handed a list of possible openings to call.	Awareness of Services
	The county makes it hard to get child care so they push you to a point of not wanting it at all. They should give it to those of us with one or two kids, and take the people with many kids off (discussion of fraud ensued).	Barriers to Employment
	Transportation can be a problem--one has a car but no insurance on it.	Barriers to Employment
	Employers discriminate against me because I'm pregnant. They say they are not hiring, but I know they're lying.	Barriers to Employment
	Jobs promise me they'll give me 25 hours a week, but then cut my hours to 11.	Barriers to Employment
	Not interested in unpaid internships--we need to make money now.	Career Exploration
	An internship would be great, but it would have to be paid	Career Exploration
	I quit a job because the supervisor wanted me to clean in the little cracks, but she wasn't willing to do it herself.	Current Needs
	We need lists of jobs available, and it needs to be kept current. Would be good to have it split into jobs that require experience, and those that don't.	Current Needs
	Need a list of places that are willing to hire young people.	Current Needs
	But even with skills, employers are still not hiring. Without experience you can't get a job.	Existing Skills and Skills
	current skills: communication, computer (typing, hardware, internet, MS Word), day care, fast food, sales, cashier.	Existing Skills and Skills

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
	One said she would not take a job somewhere that required her to wear skirts. Another wouldn't take a job if she had to wear starched white shirts.	Existing Skills and Skills
	Could use help upgrading computer skills (one participant had no computer skills and didn't want to learn any).	Existing Skills and Skills
	I'd like to work for a business that's organized.	Ideal Job Characteristics
	I need to have enough hours, 40 or so.	Ideal Job Characteristics
	I'd like to make \$10/hour, but would be happy with \$8/hr.	Ideal Job Characteristics
	I'd like to work with kids-they help to stimulate my mind and get me laughing	Ideal Job Characteristics
	I'd like 'guy' jobs, like carpentry, brick mason. Those jobs are fun because you want to be there, and you don't have to deal with women and their drama.	Ideal Job Characteristics
	Jobs pay too little	Ideal Job Characteristics
	You need so much experience to get a good job.	Ideal Job Characteristics
	Ideal work is in a factory, working with machines. It's good because you don't have to work directly with 'crazy' people.	Ideal Job Characteristics
	You get paid more if you are willing to work the overnight shift at Walmart, but then you have to deal with the parking lot, which isn't safe.	Ideal Job Characteristics
	Jobs I'd look for now: Child care, working in a hospital	Ideal Job Characteristics
	We want FT work, but can't get it when we're pregnant.	Ideal Job Characteristics
	Jobs I'd aspire to: RN, social worker, certified nurse assistant, helping older people, working in a group home as a counselor	Ideal Job Characteristics
	We fill out applications at the mall and keep calling the places back.	Job Hunting Process

<i>Focus Group</i>	<i>Comment</i>	<i>Code</i>
	Look in the newspaper, look in the phone book to find companies that might be hiring.	Job Hunting Process
	Look at flyers on billboards at DSS	Job Hunting Process
	The people at the YW take me job hunting, they drive me around to fill out applications.	Job Hunting Process
	Most have resumes, one says that's the easy part of the job hunt. Employers don't care about them anyway (one person said she has been asked for her resume).	Job Hunting Process
	Jobs should be advertised at corner stores, dollar stores, sav-a-lot.	Source of Information
	I go here [to the YWCA for information]	Source of Information
	We like the GED program at the Family Learning Center. They test you up front to see if you might be able to pass. MCC makes you go through all the classes when you might not really need them.	Training Characteristics
	We need paid programs for training.	Training Characteristics

APPENDIX C

FOCUS GROUP COMMENTS BY THEME

Comments by Code

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	<i>Awareness of Services</i>	
	Many liked "Good grades pay" program	Boys & Girls Club
	Some had used RochesterWorks! Summer program	Boys & Girls Club
	Several had heard of RochesterWorks!	Boys & Girls Club
	Good thing about the employment program was that they got paid after every session.	Boys & Girls Club
	Those in RochesterWorks! Program "got paid so it was cool".	East Rochester
	Not familiar with any employment services (because East Rochester is a small town and has few businesses).	East Rochester
	All felt they knew where to go for employment information.	East Rochester
	Had heard of RochesterWorks! But didn't know anything about it.	East Rochester
	One had heard of RochesterWorks!	Greece Comm. Learning
	None had been in work readiness programs	Greece Comm. Learning
	Most didn't know about RochesterWorks!	Hillside drop in
	State mandated age requirements are a burden. Very limited availability of jobs for <18s	Hillside drop in
	Never heard of One Stop or Career Center	Hillside drop in
	6 out of 14 have heard of RochesterWorks! Career Center, 3 have been.	Hillside drop in
	Flyers on lampposts that have information on services for youth could be helpful .	Hillside drop in

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	Training sessions/Job info fairs must be advertised! Use radio (104 WDKX) and TV (Rnews, UPN)	Hillside drop in
	All 14 attendees were unaware of payroll tax reduction options	Hillside drop in
	One had done RochesterWorks! summer program	St. Joseph's Villa
	Had liked doing RochesterWorks! summer program at the Boys and Girls Club, planned to work there again.	St. Joseph's Villa
	Most had heard of RochesterWorks!	St. Joseph's Villa
	All had heard of RochesterWorks!. One had been to the Career Center once but did not go back. She expected an orientation but was handed a list of possible openings to call.	YWCA
<i>Barriers to Employment</i>		
	College kids come home and take the best jobs.	Boys & Girls Club
	Problems at the recreation centers include: too many people, bad kids, bad environment, some kids don't know the proper dress code to apply for a job.	Boys & Girls Club
	Some programs only have a small amount of people to hire.	Boys & Girls Club
	It's not easy to find a job (most agree).	Boys & Girls Club
	Too many youth applying for the same jobs.	Boys & Girls Club
	Problems with finding a job: age, criminal record, knowing your Social Security number, being in summer school, grades	Boys & Girls Club
	Hard to get jobs if under 18	Charles Settlement Hous
	Transportation (lack of)	Charles Settlement Hous
	Employers go through their records, might find something they don't like	Charles Settlement Hous
	Employers try to take advantage of students.	East Rochester

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	Board of Education was helpful, except couldn't get a job at Lollipop because too many other kids there already.	East Rochester
	Most high school courses "they tell you you need it but you don't" and are "useless".	East Rochester
	They can't get jobs because they're not old enough to serve alcohol.	Greece Comm. Learning
	All agreed that they don't need help getting a job, it's up to the employer to want them	Greece Comm. Learning
	Most places want to hire 18 year olds (all agreed vehemently)	Greece Comm. Learning
	Employers should want younger kids because then when they turn 18 they'll already know the business and will make a good manager.	Greece Comm. Learning
	What is stopping them from getting the job they want is experience, transportation and age.	Greece Comm. Learning
	Often the job coach will put them in internships where they don't get paid, and that's a problem.	Greece Comm. Learning
	Their biggest obstacle getting a good job is not being 18. (all agreed)	Greece Comm. Learning
	They should be able to have full time jobs if they have full time working permits (all agreed).	Greece Comm. Learning
	Employers don't hire them because they don't have good availability because they're dependent on rides to work.	Greece Comm. Learning
	Not enough schooling- High school/GED or College	Hillside drop in
	Application "feels tricky" when filling it out	Hillside drop in
	City/Suburbs issue-"Discrimination against people in the city, not racial because with any skin color they didn't get the job"	Hillside drop in
	One African-American male was told that his "intimidating height" was the reason he would not be hired at Banana Republic	Hillside drop in

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	Applications may be handed out, but employers don't seem to need to hire anyone else in many cases, so filling them out can seem almost pointless.	Hillside drop in
	Packet received from RochesterWorks! Career Center is somewhat helpful, but isn't specific enough - lacks information about required skills.	Hillside drop in
	No Car-problem even if they stated that they can take the bus	Hillside drop in
	Jobs are often unavailable. Wegmans, for example, often gives available summer jobs to returning college students instead of younger kids in Rochester.	Hillside drop in
	Lack of available child care is extremely burdensome	Hillside drop in
	Lack of transportation makes getting/keeping a job difficult. 8 out of 14 rely on buses.	Hillside drop in
	Sexism- Couldn't be cashier because not a female. Men get dirtiest jobs.	Hillside drop in
	Most felt they had been discriminated against because they lived at St. Joseph's Villa (especially by McDonald's and Wegmans).	St. Joseph's Villa
	Employers see our address and assume that we're delinquents.	St. Joseph's Villa
	Most kids felt they had a bad reputation because they lived in a group home when really they're not bad kids.	St. Joseph's Villa
	Transportation can be a problem--one has a car but no insurance on it.	YWCA
	The county makes it hard to get child care so they push you to a point of not wanting it at all. They should give it to those of us with one or two kids, and take the people with many kids off (discussion of fraud ensued).	YWCA
	Jobs promise me they'll give me 25 hours a week, but then cut my hours to 11.	YWCA
	Employers discriminate against me because I'm pregnant. They say they are not hiring, but I know they're lying.	YWCA

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	<i>Career Exploration</i>	
	Must get a degree	Boys & Girls Club
	Future plans include: working in business/finance, actor, playing in the NFL, nurse's aide, psychologist, pediatrician, play in the NBA, nurse, stock broker, architect, metroteller, athlete, newscaster, weatherman, therapist, lawyer, judge, cook	Boys & Girls Club
	To get to future plans must get an education	Boys & Girls Club
	To get to future plans must volunteer	Boys & Girls Club
	Must go to college	Boys & Girls Club
	Must get gigs and practice	Boys & Girls Club
	Must get internships	Boys & Girls Club
	Must get scholarships	Boys & Girls Club
	Must pay tuition, get financial aid	Boys & Girls Club
	Must get a high school diploma	Boys & Girls Club
	Must make a resume and cover letters	Boys & Girls Club
	Must get a GED	Boys & Girls Club
	Must get recommendation letters	Boys & Girls Club
	Want to work in advertising	Charles Settlement Hous
	"Experience depends on what kind of job you want"	Charles Settlement Hous
	Some would be interested in taking a test matching personality traits to possible careers	Charles Settlement Hous

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	Want to become a bus monitor, pediatrician, veterinarian, boxer, writer/publisher, choreographer, artist, teacher	Charles Settlement Hous
	Some had taken an aptitude test (possibly from military, AZBAT?)	Charles Settlement Hous
	Must get scholarships, grants, to pay for college (supervisor)	Charles Settlement Hous
	Want to work with music, either teaching, playing, writing or producing	Charles Settlement Hous
	Must finish high school (all agreed)	Charles Settlement Hous
	Wants to work on cars, either as a mechanic or customizing	Charles Settlement Hous
	Want to make lots of money	Charles Settlement Hous
	Probably either go to MCC or Bryant & Stratton	Charles Settlement Hous
	Must finish school, college (most agreed)	Charles Settlement Hous
	Wants to become a nurse, has to take a nursing course at a nursing home and go to a two-year college.	East Rochester
	Wants to apply to car dealerships & Exxon to get closer to designing cars.	East Rochester
	Future plans are: SWAT team, physical therapy, social work, lawyer, doctor, architect.	East Rochester
	Some counselors bring in community members to speak to the youth.	East Rochester
	Need resources, programs to go into the field such as shadowing or internships.	East Rochester
	Field trips would be great (eg. Physical therapy day).	East Rochester
	Extracurricular trips mean kids who sign up want to go, aren't just using as an excuse to get out of class.	East Rochester

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	Easy to get internships and shadowing, but benefits of having one centralized place to get help instead of going to each individual business.	East Rochester
	Ideal job would be in industrial design of cars and trucks, styling and design.	East Rochester
	Job shadowing is not readily available but they can become apprentices (more for learning a trade).	Greece Comm. Learning
	It would be helpful to go to college for a week and shadow a student.	Greece Comm. Learning
	"When you're 18 you have to figure out where you're going."	Greece Comm. Learning
	To get good jobs in future must go to college, probably a 2 year college like MCC (all agreed)	Greece Comm. Learning
	To get their future jobs must finish GED (all agreed)	Greece Comm. Learning
	Future plans include: becoming RN, becoming crime scene investigator, moving to Florida to do auto customizing, designing cars, owning a bar	Greece Comm. Learning
	"When you're 18, it's like a fork in the road."	Greece Comm. Learning
	Nursing	Hillside drop in
	Head Start teacher but would really like to be an elementary teacher	Hillside drop in
	Helping People- Counseling or Peer Mentor	Hillside drop in
	A Musician	Hillside drop in
	Would like to be a Chef, be on the air, or something in Biology	Hillside drop in
	Wants to be a Medical Secretary	Hillside drop in
	Go to college at MCC, Spelman, Howard, Michigan State	St. Joseph's Villa

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	Go to BOCES Vocational school	St. Joseph's Villa
	Go to school	St. Joseph's Villa
	Must go to college	St. Joseph's Villa
	"If it's something you like and you make money - that's good."	St. Joseph's Villa
	"Want to give back" (some agreed)	St. Joseph's Villa
	Future plans include: own a business, veterinarian, writer (2), technology, lawyer/judge, work with kids	St. Joseph's Villa
	Most would love to shadow, shadowing available at St. Joseph's Villa.	St. Joseph's Villa
	Most don't feel they know what's out there for them in the future.	St. Joseph's Villa
	You don't know what will be out there in ten years, careers might be different then.	St. Joseph's Villa
	Not interested in unpaid internships--we need to make money now.	YWCA
	An internship would be great, but it would have to be paid	YWCA
<i>Current Needs</i>		
	Job placement programs helpful with filling out applications	Boys & Girls Club
	The school counselor helped him fill out a job application	Boys & Girls Club
	Job placement programs helpful with filling out applications, eg. The references section and Social Security number	Boys & Girls Club
	Job placement programs helpful with practicing interviews	Boys & Girls Club
	Would be helpful to have a brochure of jobs available to kids under 18	Charles Settlement Hous

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	Would be helpful to give them information on how to get scholarships/grants to pay for school	Charles Settlement Hous
	Would be helpful for counselors to come into classrooms to talk about college/careers	Charles Settlement Hous
	"It's good to have help with applications"	Charles Settlement Hous
	Want help with interview practice, possibly mock interviews	Charles Settlement Hous
	Would like a breakdown of what career a summer job might lead to, maybe a brochure to be distributed at schools (most agreed)	Charles Settlement Hous
	Need to learn informational interviews (what they are, how to do them, etc.)	Charles Settlement Hous
	Would like job placement help (most agreed)	Charles Settlement Hous
	Drawing classes would be good.	East Rochester
	One student asked about aptitude tests and where to get them, most wanted to take one.	East Rochester
	Would go for help with a resume or cover letter.	East Rochester
	Would have liked to learn how to do a resume or cover letter.	East Rochester
	Was never taught how to do a resume or cover letter.	East Rochester
	Useful advice is where and how to get a job.	East Rochester
	Hasn't been successful with jobs so far, doesn't know why.	East Rochester
	Would consider going to a place for help with employment.	East Rochester
	"College is confusing" (most agree)	Greece Comm. Learning
	"No way to help someone [get a job] unless you give them a job"	Greece Comm. Learning

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	It would be helpful for someone to help explain college, to break it down for them. They want to know college terms and how college works (eg. Semesters, registration, where to get books).	Greece Comm. Learning
	Some said they don't want help finding a job.	Greece Comm. Learning
	They would take a skills class if they needed to get a better job.	Greece Comm. Learning
	All have problems finding a job	Greece Comm. Learning
	College is confusing because they don't know what to expect	Greece Comm. Learning
	To get a job that pays better they need job placement assistance.	Greece Comm. Learning
	Reliable and affordable child care for young parents is very important	Hillside drop in
	Want a job on a bus line with a regular route.	Hillside drop in
	More job opportunities	Hillside drop in
	Would like to be able to find information and help right at the Hillside location or a place on a regular bus route.	Hillside drop in
	Want more 1 on 1 with advisors who actually help look for job leads. Post jobs that aren't outdated or make sure they aren't filled.	Hillside drop in
	Less taxes docked from pay checks	Hillside drop in
	Better employment benefits, such as health insurance for young mothers who can only work part time	Hillside drop in
	Most need computer skills training.	St. Joseph's Villa
	Most said they really didn't need help finding jobs.	St. Joseph's Villa
	Would like a skills assessment test / aptitude test.	St. Joseph's Villa

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	Would like typing classes and Microsoft Office classes.	St. Joseph's Villa
	Most had had internships they got a stipend for, St. Joseph's Villa could use more money for these programs to give the kids more experience.	St. Joseph's Villa
	Think a Microsoft Office class "is a good idea".	St. Joseph's Villa
	Want training in cosmetology and as a nail technician.	St. Joseph's Villa
	We need lists of jobs available, and it needs to be kept current. Would be good to have it split into jobs that require experience, and those that don't.	YWCA
	I quit a job because the supervisor wanted me to clean in the little cracks, but she wasn't willing to do it herself.	YWCA
	Need a list of places that are willing to hire young people.	YWCA

Existing Skills and Skills Needs

Skills they have now include arts & crafts, weaving.	Boys & Girls Club
Some have food preparation certificates.	Boys & Girls Club
They want to practice filling out applications.	Boys & Girls Club
They need help filling out forms, eg. 2000 census form.	Boys & Girls Club
They need car repair skills.	Boys & Girls Club
Child care skills are needed.	Boys & Girls Club
Food prep / cooking skills are needed	Boys & Girls Club
Computer skills are needed.	Boys & Girls Club
Skills needed are working with electricity / learning to become an electrician.	Boys & Girls Club

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	They need to learn to dress appropriately for job hunting.	Boys & Girls Club
	They need interviewing skills, eg. Looking people in the eye, etc.	Boys & Girls Club
	Computer skills they have are using the Internet, typing, Microsoft Word, Apple.	Boys & Girls Club
	Skills they have now include: quick learner, believe in yourself, hard worker, communicator, listening, work with people, comprehension, skills with kids, English, reading, math, cooking	Boys & Girls Club
	Technology skills they have are: working with computers, car repair.	Boys & Girls Club
	Skills they need include: patience, paying attention, eye contact, manners, etiquette, how to run a household.	Boys & Girls Club
	Social skills they have include communicating, talking to people, having patience.	Boys & Girls Club
	Two had been in job training program	Charles Settlement Hous
	Skills they have include: quick learner, people skills, responsible, honesty, community service	Charles Settlement Hous
	Experience they have includes: writing, artist, basketball, cleaning, babysitting, cooking	Charles Settlement Hous
	All had done job training	Charles Settlement Hous
	At Edison and Marshall they have to go through interviews before they can graduate	Charles Settlement Hous
	Those in job training programs had learned helpful skills such as cleaning and patience with kids	Charles Settlement Hous
	Half had made resumes	Charles Settlement Hous
	Skills they need include: thinking, good attitude, take direction, mock interview	Charles Settlement Hous
	Skills wanted are specific classes for specific interests.	East Rochester

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	Need science skills.	East Rochester
	Doesn't feel she needs any other skills.	East Rochester
	Skills needed are math skills.	East Rochester
	Good skill she has is ability to pay attention.	East Rochester
	Need reading and writing skills for all jobs.	East Rochester
	To get a job that pays better they need skills such as typing, or office equipment skills	Greece Comm. Learning
	Skills they need: diploma, forklift license, hands on experience	Greece Comm. Learning
	4 youth had resumes, 6 didn't	Greece Comm. Learning
	Job skills that are good to have depend on the job you want and the jobs you've had in the past.	Greece Comm. Learning
	Skills they currently have: knowledge of American Sign Language, automotive, computers, languages, people skills, common sense	Greece Comm. Learning
	They don't want to learn a trade (all but one agreed).	Greece Comm. Learning
	Most knew they needed college to do the things they wanted.	Hillside drop in
	Social skills such as: confidence, interpersonal skills, communication, dedication and commitment.	Hillside drop in
	Computer skills crucial - learning how to touch type is important, as most know how to use word processing programs, but lack the efficiency many jobs demand.	Hillside drop in
	Previous experience helps, such as knowledge of cashier duties, clerical skills, maintenance knowledge, promotional skills, organizational abilities.	Hillside drop in
	"Hard" skills important for some, such as ability to do math in head to efficiently compute correct change as a cashier	Hillside drop in

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	Learning new trades is important, such as auto mechanic skills, plumbing, painting	Hillside drop in
	Many desire to improve their communication skills, including vocabulary, public speaking ability	Hillside drop in
	Computers, Mechanics, Math, Home Ec, Chemistry, People skills, Cooking skills, communication	Hillside drop in
	Most were glad to have done mock interviews	St. Joseph's Villa
	They saw things they did on tape such as shaking, hand gestures.	St. Joseph's Villa
	Skills they have include: people skills, prior experience, computer skills, good with animals, math and reading, sales skills, social skills, know software, show up on time, organization.	St. Joseph's Villa
	Many had taped interviews and watched themselves	St. Joseph's Villa
	For an interview "you have to be prepared" for the hard questions.	St. Joseph's Villa
	"What skills you can put on an application depends on the job."	St. Joseph's Villa
	3 had done real interviews	St. Joseph's Villa
	Most had been on mock interviews	St. Joseph's Villa
	Most had made resumes, had learned in class	St. Joseph's Villa
	Those who had done interviews were nervous, happy, had gotten job	St. Joseph's Villa
	Skills they have are that they're friendly and easy to get along with.	St. Joseph's Villa
	Most feel their social skills are good.	St. Joseph's Villa
	"If you don't know how to do something then that's why you go through training."	St. Joseph's Villa

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	One said she would not take a job somewhere that required her to wear skirts. Another wouldn't take a job if she had to wear starched white shirts.	YWCA
	current skills: communication, computer (typing, hardware, internet, MS Word), day care, fast food, sales, cashier.	YWCA
	Could use help upgrading computer skills (one participant had no computer skills and didn't want to learn any).	YWCA
	But even with skills, employers are still not hiring. Without experience you can't get a job.	YWCA
<i>Ideal Job Characteristics</i>		
	Ideal job to take field trips eg. To Darien Lake, Atlanta, a park	Boys & Girls Club
	Some liked coming to work on time, some didn't.	Boys & Girls Club
	Ideal job to make \$5.75, \$6.50, \$7.50, \$10	Boys & Girls Club
	Want to help kids with work / tutor	Boys & Girls Club
	Want to get job at museum and science center	Boys & Girls Club
	Ideal job being a role model for kids	Boys & Girls Club
	Don't want to have a mean boss.	Boys & Girls Club
	Don't want to do too much work for not enough money	Boys & Girls Club
	Don't want to sit at a desk all day	Boys & Girls Club
	Bad jobs include: janitor, flipping burgers, working with the elderly, sitting at a desk all day, cooking, secretary, garbage man, teaching, cleaning	Boys & Girls Club
	Good current jobs include food prep, retail, working at the sneaker store	Boys & Girls Club
	Want to make people smile	Boys & Girls Club

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	Ideal to get paid for not a lot of work	Boys & Girls Club
	Working with kids	Boys & Girls Club
	They like working at the Boys and Girls Club (most agreed).	Boys & Girls Club
	Ideal job would be some type of shadowing/apprenticeship for which they could also get paid	Charles Settlement Hous
	Ideal jobs include picking up garbage, babysitting, doing hair, cooking, fast food, playing basketball	Charles Settlement Hous
	Most had jobs in the past	Charles Settlement Hous
	Ideal job would be helping senior citizens	Charles Settlement Hous
	Ideal job has flexibility in scheduling	East Rochester
	Downside of RochesterWorks! Program was having to work all day everyday.	East Rochester
	Now - works at Youth Center.	East Rochester
	Employers should be more flexible with summer jobs / part time jobs.	East Rochester
	Ideal job working in a nursing home.	East Rochester
	Two had done RochesterWorks! Summer program doing manual labor.	East Rochester
	Lifeguarding is a good job	East Rochester
	Ideal job working with people.	East Rochester
	Ideal job would be to make a lot of money, e.g. \$10/hr or more than minimum	Greece Comm. Learning
	At Chase Pitkin "Dealt with a lot of crap working there" in dealing with customers and managers	Greece Comm. Learning

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	Few thought worst jobs at Taco Bell and Chase Pitkin	Greece Comm. Learning
	Worst jobs to have are fast food, any cleaning (all agreed)	Greece Comm. Learning
	Ideal jobs are: waitress, office work, carpentry, retail (all)	Greece Comm. Learning
	Ideal job would be on the go, busy	Greece Comm. Learning
	Ideal job would be low key, relaxed	Greece Comm. Learning
	Ideal job would be 8 hour days (most agreed) since they're out of school	Greece Comm. Learning
	Ideal job would have decent, daytime hours	Greece Comm. Learning
		Hillside drop in
	Work with young children is rewarding	Hillside drop in
	Free food provided	Hillside drop in
	Pay higher than min. wage (should start at at least \$8/hr)	Hillside drop in
	Positive work experience with co-workers	Hillside drop in
	Not difficult - not be expected to do something that you don't know how to do.	Hillside drop in
	Looks good on resume, helps build future career	Hillside drop in
	Employment location needs to be easily accessed	Hillside drop in
	Minimum wage, \$10/hr, like being a peer educator, working with people.	Hillside drop in
	"I'll work anywhere."	St. Joseph's Villa

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	Ideal job is "something I can wake up and look forward to".	St. Joseph's Villa
	Ideal job is "something I'm proud of".	St. Joseph's Villa
	Want to work part time, get enough hours	St. Joseph's Villa
	Ideal jobs today include: salesperson (to get discounts)	St. Joseph's Villa
	Ideal jobs include: salesperson (to get discounts), work with kids/childcare, manager, waitressing (to get tips)	St. Joseph's Villa
	Ideal job is "something I can stick with"	St. Joseph's Villa
	Ideal salary would be \$6/hr.	St. Joseph's Villa
	Want to work after school, some don't want to work weekends	St. Joseph's Villa
	All want money.	St. Joseph's Villa
	Need to have a good location, close to home	St. Joseph's Villa
	Most had worked at jobs through St. Joseph's Villa.	St. Joseph's Villa
	I'd like to work for a business that's organized.	YWCA
	I need to have enough hours, 40 or so.	YWCA
	You get paid more if you are willing to work the overnight shift at Walmart, but then you have to deal with the parking lot, which isn't safe.	YWCA
	I'd like 'guy' jobs, like carpentry, brick mason. Those jobs are fun because you want to be there, and you don't have to deal with women and their drama.	YWCA
	I'd like to make \$10/hour, but would be happy with \$8/hr.	YWCA

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	Ideal work is in a factory, working with machines. It's good because you don't have to work directly with 'crazy' people.	YWCA
	Jobs I'd look for now: Child care, working in a hospital	YWCA
	Jobs I'd aspire to: RN, social worker, certified nurse assistant, helping older people, working in a group home as a counselor	YWCA
	You need so much experience to get a good job.	YWCA
	Jobs pay too little	YWCA
	We want FT work, but can't get it when we're pregnant.	YWCA
	I'd like to work with kids-they help to stimulate my mind and get me laughing	YWCA

Job Hunting Process

	To find a job go to the Red Cross	Boys & Girls Club
	To find a job fill out applications	Boys & Girls Club
	Get a job permit	Charles Settlement Hous
	Get good grades	Charles Settlement Hous
	Look nice	Charles Settlement Hous
	Fill out applications	Charles Settlement Hous
	Must make good first impression	Charles Settlement Hous
	"Attitude plays a big part", you have to be excited about the job and personable	Charles Settlement Hous
	Look in paper	Charles Settlement Hous
	Not very concerned about learning to make a good resume.	East Rochester

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	To get a job, have to apply and then follow up.	East Rochester
	To get a job, call around to different businesses.	East Rochester
	To get a job, get applications, fill them out, turn them in and call a week later.	East Rochester
	In high school, taught basics of resume making, will need more skills after college.	East Rochester
	Big difference between a summer job application and a resume.	East Rochester
	Making resumes is taught in high school.	East Rochester
	You should be clean cut when applying, and wear good clothes	Greece Comm. Learning
	You should ask for the hiring manager when you turn the application in	Greece Comm. Learning
	To get a job you have to fill out applications	Greece Comm. Learning
	Those that had resumes made them by going online and looking at others then copying that format on their own	Greece Comm. Learning
	Getting the job depends on the first impression you make	Greece Comm. Learning
	One suggested you find out what clothes they wear at the business and try to match that for an interview	Greece Comm. Learning
	Get work permit, find out what hours they give, fill out applications. Look for "now hiring signs"	Hillside drop in
	3 out of 7 had resumes	Hillside drop in
	Important to have a strong & clear resume.	Hillside drop in
	"Center for Teen Empowerment" group from Boston was helpful for some in job search process.	Hillside drop in
	Transitional Living Program requires "job journal" so one can keep track of applications, potential employers, etc.	Hillside drop in

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	"Good Grades Pay" is a good incentive/source of jobs.	Hillside drop in
	Applications must be correctly filled out	Hillside drop in
	Have to go talk to managers	St. Joseph's Villa
	Should ask a friend who already has a job who can put a good word in for you.	St. Joseph's Villa
	Must get appointments to talk to managers	St. Joseph's Villa
	Need good social skills	St. Joseph's Villa
	Must be persistent and make follow up calls	St. Joseph's Villa
	One had been to a job center.	St. Joseph's Villa
	Need references	St. Joseph's Villa
	Look at flyers on billboards at DSS	YWCA
	We fill out applications at the mall and keep calling the places back.	YWCA
	Look in the newspaper, look in the phone book to find companies that might be hiring.	YWCA
	The people at the YW take me job hunting, they drive me around to fill out applications.	YWCA
	Most have resumes, one says that's the easy part of the job hunt. Employers don't care about them anyway (one person said she has been asked for her resume).	YWCA

Life Steps

Many eventually desire careers in: medicine, law, sports therapy. Hillside drop in

Source of Information

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	To find a job go to the Boys and Girls Club	Boys & Girls Club
	To find a job go to Gear Up and Prism	Boys & Girls Club
	To find a job ask the Board of Education	Boys & Girls Club
	To find a job go to RochesterWorks!	Boys & Girls Club
	To find a job talk to parents and other role models	Boys & Girls Club
	To find a job go to recreation centers	Boys & Girls Club
	To find a job look in the classifieds in the paper	Boys & Girls Club
	To find a job look online at sites like Yahoo! Hotjobs, Monster	Boys & Girls Club
	To find a job ask grandparents	Boys & Girls Club
	Job placement programs helpful with finding jobs and knowing what kinds of jobs are available.	Boys & Girls Club
	The school counselor had good job ideas	Boys & Girls Club
	The newspaper was a good reference.	Boys & Girls Club
	Got help from mom, parents	Charles Settlement Hous
	Look for jobs in paper, phone book, Job Corps.	Charles Settlement Hous
	School has a sign in the lunchroom with possible job openings	Charles Settlement Hous
	School has a place to get a job at lunchtime	Charles Settlement Hous
	Counselors help make sure you follow directions	Charles Settlement Hous
	Get help from school counselor or job counselor at school	Charles Settlement Hous

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	Find out online about jobs, scholarships	Charles Settlement Hous
	Found current job through Board of Education at school.	East Rochester
	School counselors are the best sources for help with employment (most agreed).	East Rochester
	Places for help with resumes: parents, online.	East Rochester
	Those in RochesterWorks! Program found out through youth center or school.	East Rochester
	The library and reference books are useful in getting jobs and researching jobs.	East Rochester
	Some thought computer users were desperate (lots of disagreement).	East Rochester
	To get a job go to friends, parents, advisors, computers.	East Rochester
	Gets advice from mom (has her read over application) and friends (who's hiring, what's it like to work there).	East Rochester
	"Haven't explored too much at MCC" because not at school much.	East Rochester
	Some counselors at schools don't know anything about employment.	East Rochester
	Most go to counselors at school for help.	East Rochester
	Some with resumes had software to help them build it	Greece Comm. Learning
	Some with resumes got help from their moms	Greece Comm. Learning
	Some learn of job opportunities on the internet at home	Greece Comm. Learning
	To find a job you have to ask friends, look in the paper	Greece Comm. Learning
	Some said the job coach is helpful by knowing what jobs are available and maybe calling them at home to let them know.	Greece Comm. Learning

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	Some said the job coach does help find them a job	Greece Comm. Learning
	They have a job coach, but he doesn't do much	Greece Comm. Learning
	"Ask my sisters who have been there."	St. Joseph's Villa
	Go to counselor at St. Joseph's Villa	St. Joseph's Villa
	Look in library, corner store, papers, internet	St. Joseph's Villa
	Ask parents/relatives	St. Joseph's Villa
	Most get help at St. Joseph's Villa.	St. Joseph's Villa
	I go here [to the YWCA for information]	YWCA
	Jobs should be advertised at corner stores, dollar stores, sav-a-lot.	YWCA

Sources of Information

PRYD, EastSide Community Center, old boss, Family, anyone doing good for themselves.	Hillside drop in
4 in 10 have used the internet in their job search process. Others believe going in person to look for jobs is better.	Hillside drop in
Job Fairs help, good source of information	Hillside drop in
Family often provides help with completion of resumes, applications	Hillside drop in
Certain schools help with resumes and applications - (School w/o Walls, Franklin High)	Hillside drop in
All 3 males use the Internet for Job searches. They go to Monster.com and Steadyjobs.com	Hillside drop in
All 3 females said they are not using the Internet either because they have no access or they don't want to be signed up for anything. Think they need a credit card.	Hillside drop in

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	<i>Training Characteristics</i>	
	Best time for training would be Saturday morning.	Boys & Girls Club
	Best times for training would be Sunday after church.	Boys & Girls Club
	They want to "have some more fun" in their classes.	Boys & Girls Club
	Ideal places for job information are: Boys and Girls Club, school, RochesterWorks!, Red Cross, mall, Tops, Wegmans	Boys & Girls Club
	Training classes should be no more than two hours.	Boys & Girls Club
	Training should be about an hour.	Boys & Girls Club
	"Summer is our free time."	Boys & Girls Club
	Best time would be after school.	Boys & Girls Club
	Training should be either Sunday/Wednesday or Tuesday/Thursday.	Boys & Girls Club
	They want more hands on activities (all agreed).	Boys & Girls Club
	Good places to go with information are school, Charles Settlement house, Tops, Wegmans, rec centers, churches, hospitals	Charles Settlement Hous
	Get help at Charles Settlement House, Sylvan Learning Center	Charles Settlement Hous
	"At a training center, if you do your job well, they should help you find a job"	Charles Settlement Hous
	Information should be offered where kids hang out, eg. The school, rec center, library, mall	Charles Settlement Hous
	Programs should take into consideration that kids are busy during the summer.	East Rochester
	An employment program should take into consideration what kids want, not adults.	East Rochester

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	Best place for employment services is at MCC.	East Rochester
	Classes should be one hour, 80 minutes at most.	East Rochester
	Classes should not be long, therefore would have to go more than once a week.	East Rochester
	Good time for extracurricular excursions would be the evenings during school, lunch periods (all agreed), and in the summer between 10-12, although summer is not good.	East Rochester
	"Go to the main location where everybody's gathering... mall, movies, wherever"	Greece Comm. Learning
	They also learn about jobs at a career day at high school	Greece Comm. Learning
	They learn about college applications at the mall	Greece Comm. Learning
	It is a good idea to have college fairs at the mall (all agreed)	Greece Comm. Learning
	Best time for classes was either mornings or afternoons, mixed response	Greece Comm. Learning
	Some had taken a class in school called "Skills for Life" which most felt was not a good class	Greece Comm. Learning
	The good things about "Skills for Life" were that it taught them how to fill out an application, make a resume and get a job.	Greece Comm. Learning
	The bad things about "Skills for Life" were that it was not interesting material, the class was not exciting and the teacher didn't care.	Greece Comm. Learning
	Some said "Skills for Life" would be more interesting if they could play games while they learned.	Greece Comm. Learning
	Five said "Skills for Life" would be useful if run in a different way.	Greece Comm. Learning
	A large training session that showcases many different opportunities and ideas also can be beneficial.	Hillside drop in

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	Want training 4 - 6pm not on weekends.	Hillside drop in
	Locations of training programs should be in schools and more centralized downtown.	Hillside drop in
	Specific Training-Armed Security, Medical Secretary, CDL	Hillside drop in
	Small classes with a hands-on approach is desired by many.	Hillside drop in
	Training center should have new computers.	St. Joseph's Villa
	Make the centers more modern.	St. Joseph's Villa
	Classes should be available on weekends for those who want to go then.	St. Joseph's Villa
	Classes should be during the week, "I want my weekends." (some agreed)	St. Joseph's Villa
	Classes should be after school, around 2 or 3.	St. Joseph's Villa
	Classes should be in the evening, different times and days.	St. Joseph's Villa
	Classes should be at city hall so they can learn while they wait for their hearing.	St. Joseph's Villa
	Classes should not be at the mall because they'd be too distracted (most agreed).	St. Joseph's Villa
	Good locations include library, school, rec center.	St. Joseph's Villa
	Classes should be close to home.	St. Joseph's Villa
	Most would go to a Microsoft Office class if it were free.	St. Joseph's Villa
	We like the GED program at the Family Learning Center. They test you up front to see if you might be able to pass. MCC makes you go through all the classes when you might not really need them.	YWCA

<i>Code</i>	<i>Comment</i>	<i>Focus Group</i>
	We need paid programs for training.	YWCA
