



**Tasks for Subcommittee #\_1\_**  
**Life and Employment Skills**  
Meeting Date: 7/16/02

[Subcommittee members: Brooke Tafoya (facilitator) WorkWise; Susan TeStroete, Youth in Need; Lisa Snyder, St. Louis County DHS Youth Programs; Patti McNamee, St. Charles County Workforce Development; Delrena Foster, St. Louis County Workforce Development; and Richard Patton (recorder), Vision for Children at Risk/St. Louis Children's Agenda.

Initial focus of the discussion was on what additional stakeholders should be invited to join the St. Louis Children's Agenda Youth Employment Strategy Work, specifically the Life and Employment Skills Subcommittee. The following individuals or organizations were identified:

- St. Louis Agency on Training and Employment (S.L.A.T.E.)
- Mentoring organizations (e.g. Missouri Mentoring Partnership)
- Employment Connection (represented on another subcommittee)
- Individual school districts (ask Jim Duane for list of possible invitee)
- Private sector business representatives involved in preparing young people for work
- Young people interested in youth involvement (e.g. Ben Simolwitz)
- Joyce Sonn, Youth Build
- Beth Vacarro, Construction Trades Academy, St. Louis Public Schools
- Ranken Technical School
- Susan Katzman, St. Louis Public Schools, Career Education
- National Coalition Against Drug Addiction (NCADA)
- Mental health professionals
- Family support professionals (e.g. Family Support Council, Parents Anonymous)
- Job Corps
- Met Center
- University of Missouri Extension (i.e. Roz Sherman Vollinger & Rosilee Trotta)
- After-school program representatives
- Early care and education professionals
- Representatives of juvenile justice programs

The second issue discussed by the subcommittee was clarification of the language in Action Step #6 of *the Comprehensive St. Louis Regional Workforce Development and Youth Employment Plan*. Action Step #6 in the plan currently is stated as follows: *Prepare young people for work by providing them with: (1) life skills training; (2) general employment skills training; and (3) specific job skills training.*

In working to clarify and specify Action Step #6, the bulk of the discussion focused on the issue of life skills. Life skills issues discussed were: (1) what exactly should life skills training entail; (2) when should life skills training begin; and (3) who should be responsible for it.

Critical components of life skills training programs were identified as:

1. Social skills development (e.g. courtesy, respect, presentation skills, etc.)
2. Time management
3. Conflict resolution
4. Money management
5. Self-esteem building
6. Team work
7. Conflict resolution
8. Grooming/personal care
9. Mental health

It was agreed that life skills training should begin early, preferably in the family by modeling behaviors. It was recognized, however, that other social institutions such as early care and education programs, schools, mentors, youth employment programs, after-school programs, and juvenile justice agencies have an important role in life skills development. These institutions can support and reinforce development of life skills initiated in the family, or attempt to act in the family's stead if life skills are not taught there.

Submit copy of meeting notes to Jim Duane at the RCEW