

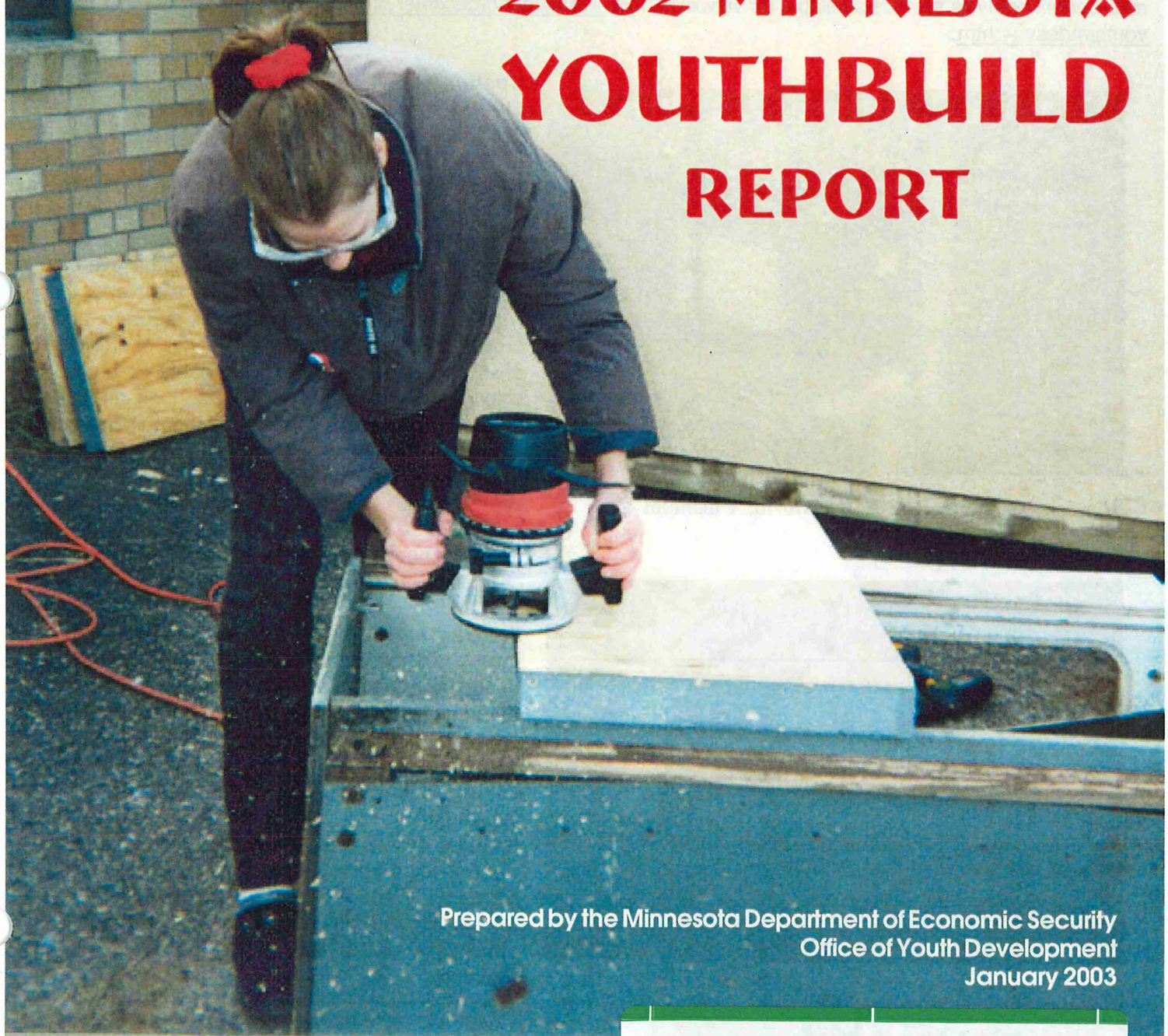
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# 2002 MINNESOTA YOUTHBUILD REPORT



Prepared by the Minnesota Department of Economic Security  
Office of Youth Development  
January 2003

~~1995 Minn. Laws Chap. 224  
Sec. 39~~

## Introduction

The Minnesota Youthbuild program enables young people to gain useful job skills while working toward their high school diploma or GED, play a respected role in their communities, and build the most essential commodity needed by their families and neighbors: safe, affordable housing. The program provides job training in housing construction, leadership development and life skills, and a commitment to community service for young people who are at-risk of dropping out of high school, getting involved in criminal or gang activity, chemical abuse, homelessness, and other negative behaviors. The Minnesota Youthbuild program empowers young people to take charge of their lives and become role models in their own communities.

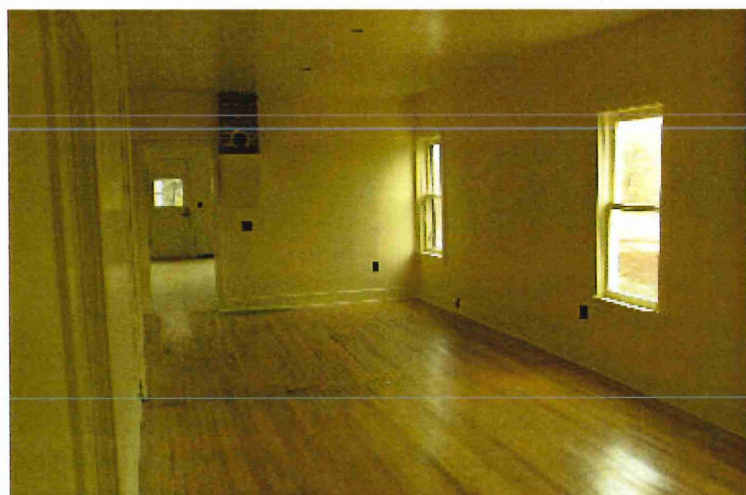
In 2001, a cost-benefit analysis was commissioned by the Youthbuild Advisory Committee to measure the direct costs and benefits to the state of Minnesota. The cost-benefit analysis study is available for viewing at: [www.mnworkforcecenter.org/youth/mdesyo4.htm](http://www.mnworkforcecenter.org/youth/mdesyo4.htm).



**Rodney Wasche, Perham Youthbuilder, paints ceilings and interior walls of newly constructed house.**



**Finnish Boarding House, Ironworld, Chisholm (before and after photos)**



## Customers

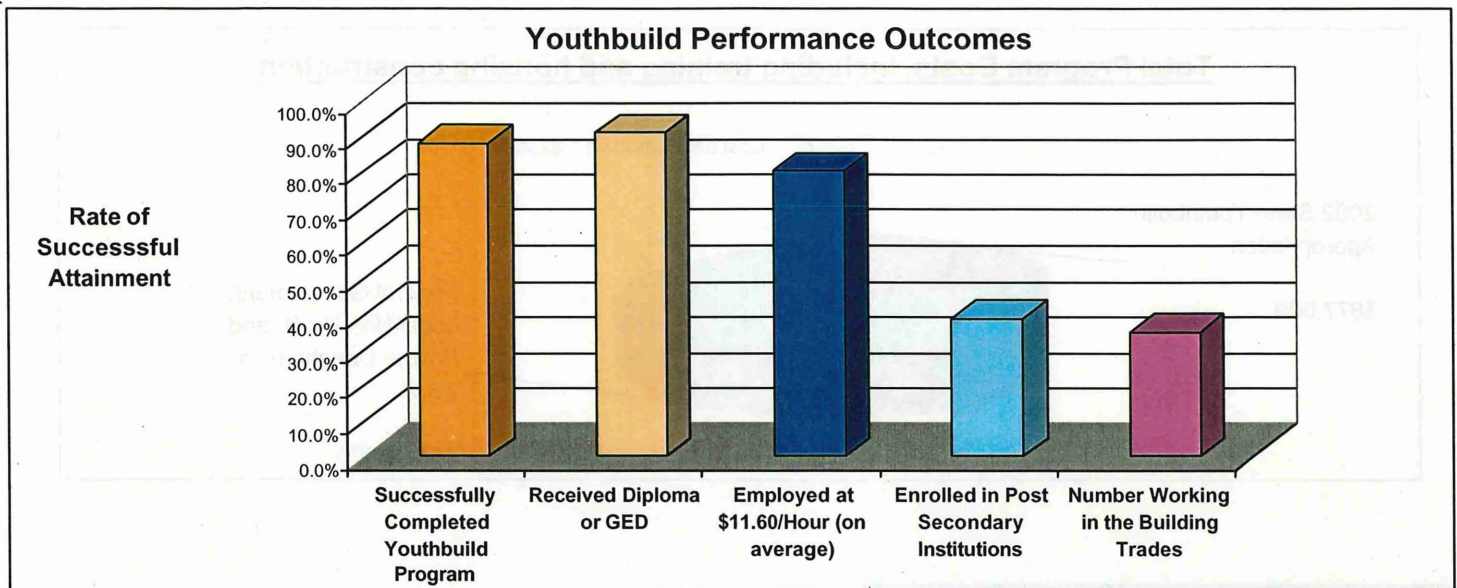
The Minnesota Youthbuild program served 398 young people in 2002. One hundred and fifty (150) units of affordable housing were constructed or renovated, affecting over 400 low income and homeless persons during the past year. All youth participants were 16 to 24, economically disadvantaged or eligible for the High School Graduation Incentives program, and had previously dropped out or were at risk of dropping out of school. Over half of the participants were youth of color. Of the youth served in 2002, approximately 90% had left or been expelled from traditional school, two thirds had previous involvement with the juvenile or criminal justice system, over half had drug or chemical abuse issues, a third were emotional/behavioral or learning disabled, three quarters were receiving public assistance, and 92% were economically disadvantaged.

## Program Providers

Twelve community and non-profit agencies oversee Youthbuild program activities in their area: Bi-County Community Action Program, Inc. (Bemidji), The City, Inc. (Minneapolis), Carver-Scott Educational Cooperative (Chaska), Summit Academy OIC (Minneapolis), City Academy (St. Paul), Rural Minnesota CEP, Inc. (Detroit Lakes), Central MN Jobs and Training Services (Monticello), Arrowhead Economic Opportunity Agency (Virginia), Guadalupe Alternative Programs (St. Paul), Project for Pride in Living (Minneapolis), Stearns-Benton Employment and Training Council (St. Cloud), and Workforce Development, Inc. (Rochester).

## Participant Performance Outcomes

Follow up data on former Youthbuild participants indicates that over 90 percent of Youthbuilders who completed the program went on to obtain their high school diploma or GED. Over a third went on to technical and vocational schools, colleges, and other post-secondary institutions. Eighty percent were employed at an average starting wage of \$11.60 an hour. Of these jobs, approximately half were in the building trades field. Participants also gained increased skills in leadership development, self-esteem, and reduction in negative behaviors and attitudes regarding work, school, and social interactions.



## Program Objectives

### (1) Increase education and basic skills of at-risk youth:

- Improve basic academic performance and school attendance
- Increase high school and GED graduation rates
- Increase enrollment in post-secondary institutions

### (2) Increase the employability skills of at-risk youth:

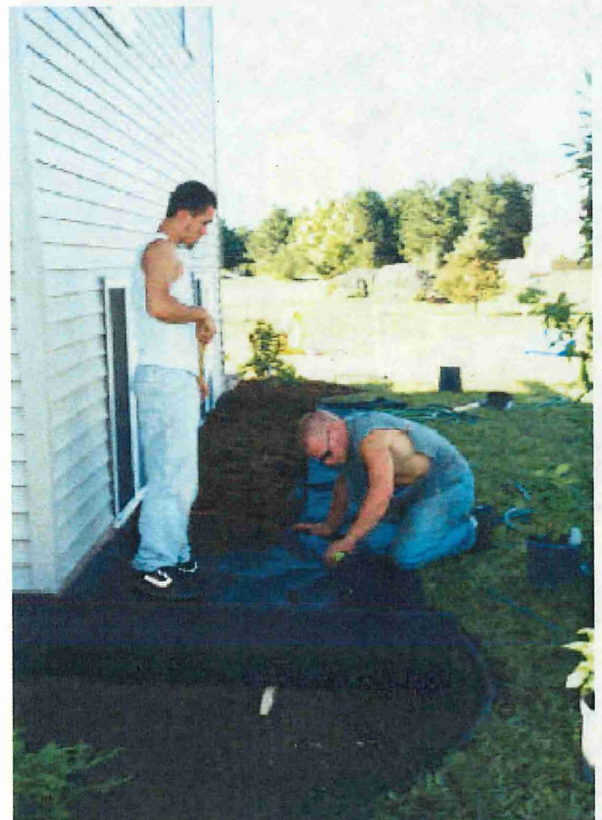
- Increase job readiness and work maturity skills
- Increase construction and building trades skills for at-risk youth
- Increase job placement in the building trades

### (3) Provide leadership opportunities for at-risk youth:

- Develop self-esteem, respect, and personal empowerment
- Enhance citizenship, problem solving, and negotiating skills
- Develop life skills
- Reduce juvenile crime, teen pregnancy, drug use, and other negative behaviors

### (4) Increase affordable housing in Minnesota:

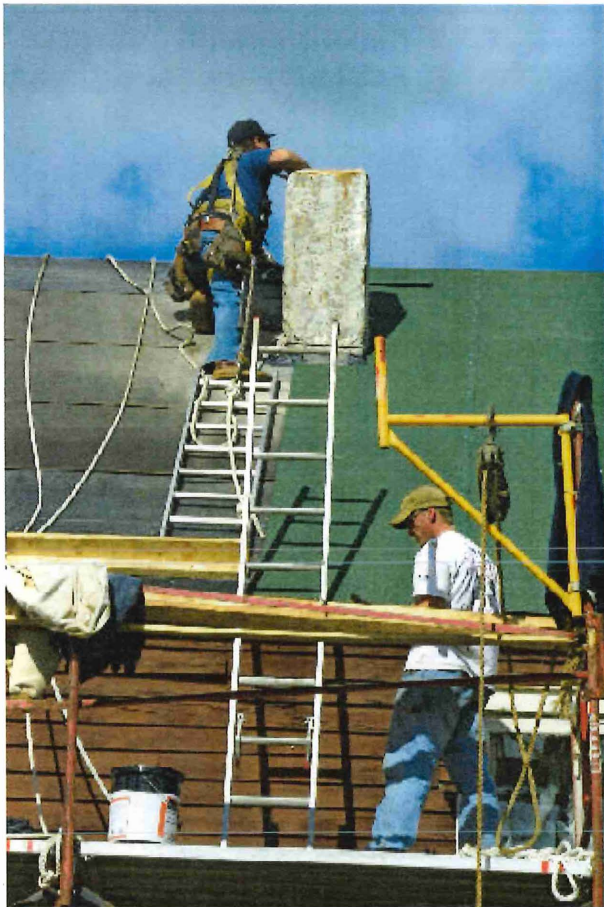
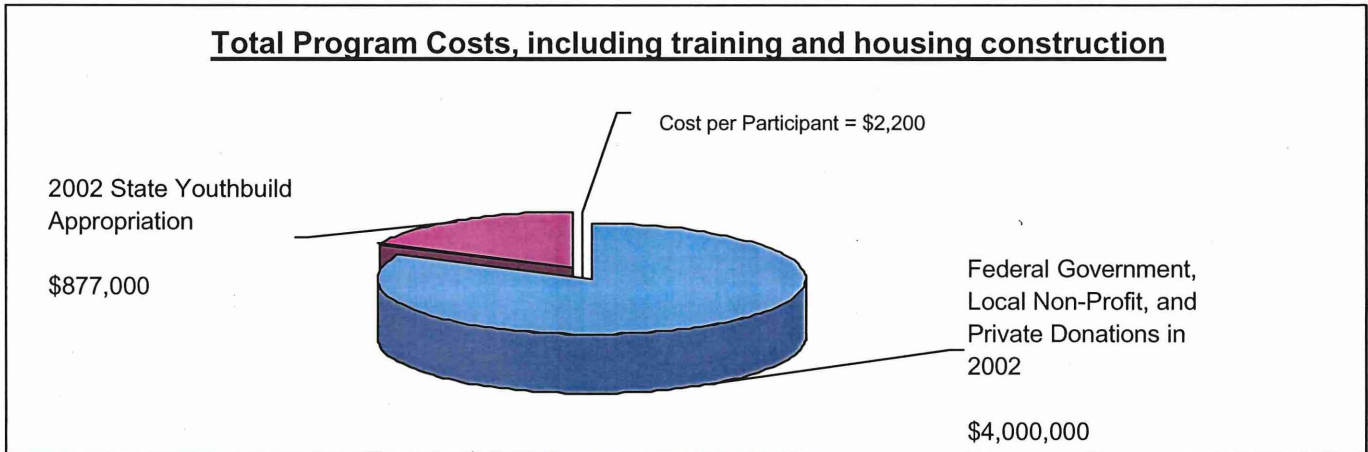
- Increase affordable housing for homeless, battered, and poor families or individuals
- Rebuild deteriorating communities and neighborhoods



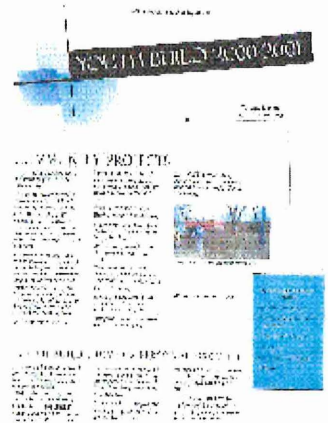
Youthbuilders, Matthew Schwartz and Rodney Wasche, landscaping newly constructed stress panel home in Perham, 2002.

**Funding**

In 2002, the Minnesota Legislature appropriated \$877,000 in Youthbuild funds to the Department of Economic Security, which awarded grants to twelve local program operators. In addition to the state grant, the local Youthbuild agencies leveraged over \$4 million in matching funds through their partnerships with local community, housing, and educational agencies, law enforcement agencies, unions, technical schools, and court services. The average cost per participant in 2002 was \$2,200.



**Roofing the Finnish Boarding House, Ironworld, Chisholm (at left)**



**Youthbuild Newsletter written and published by Willmar Youthbuilders (at right)**

**Community Service Focus**

Youth service and community involvement are key components of the Minnesota Youthbuild program. Community service activities build citizenship skills in participants, enhance self-esteem and respect, and provide opportunities to give back to the community. Meaningful and necessary community service is accomplished through various service projects across the state. Projects this year included graffiti removal and neighborhood beautification, yard work and snow shoveling for elderly and disabled neighbors, and assistance at food shelves.

**Work-Based Learning Model**

The Minnesota Youthbuild program has received state and national recognition as a work-based learning model. In recent years, the Youthbuild program has been recognized at several state and national training sessions regarding reform of government programs. By providing an alternative high school education and technical skills training in the highly skilled field of construction carpentry, the program enables participants to gain the necessary education and skills to transition successfully from school to a job or post secondary training. In addition, the program provides opportunities in post secondary options, career counseling, job mentoring, and work maturity skills training.

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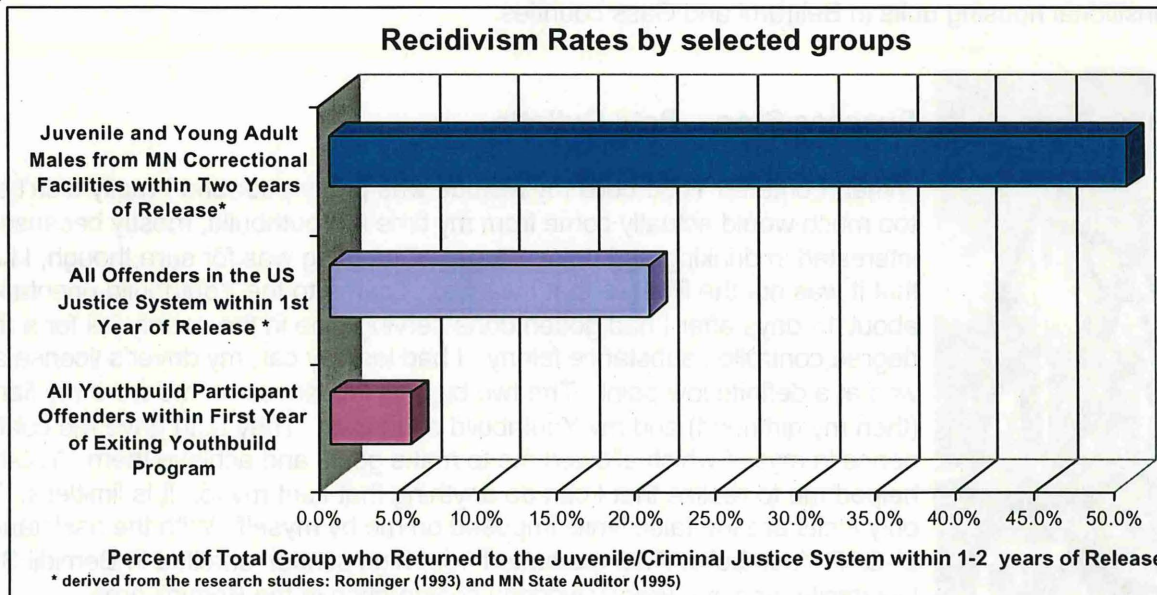
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**AEOA Youthbuilders, Josh Locke and Matt Gaige, siding the Finnish Boarding House, Ironworld, Chisholm**

**Crime Prevention Focus**

Minnesota Youthbuild is a model program for restorative justice, specifically targeting youth involved with the criminal justice systems and those involved in gangs. Two thirds of program participants have been involved with the criminal and juvenile justice system or gangs and over 50 Youthbuild participants provided restitution to crime victims during their participation in the program through various linkages with local courts and the Department of Corrections. Of the 263 Youthbuilders with juvenile or criminal justice involvement, 5% have re-offended this year.



**BI-COUNTY COMMUNITY ACTION PROGRAMS (BI-CAP)  
BEMIDJI, MN**

Bi-County CAP, Inc., a private nonprofit corporation serving Beltrami and Cass counties, operates the Minnesota Youthbuild program in collaboration with Rural MN CEP and Cass Lake Area Learning Center. The project has leveraged \$612,600 in federal YouthBuild funds, federal housing funds, private and nonprofit funds to match the grant it received from the Department of Economic Security.

**EDUCATION and WORK EXPERIENCE**

Academic instruction is provided by the Cass Lake Area Learning Center (ALC). Students working on high school diplomas receive instruction at the ALC. The course work is individualized and instruction is one-on-one. Students have the alternative option of completing GED testing. Youthbuild staff has developed an on-going working relationship with Bemidji State University and Northwest Technical College.



**Bi-CAP Youthbuilders insulating exterior walls**

An articulation agreement reached with Northwest Technical College also allows Youthbuild graduates to articulate out of two construction courses due to their Youthbuild participation if this course of study is of interest to them.

The work experience is two-tiered. Tier One involves construction training and job readiness instruction. Tier Two provides elective credits for work experience in the building trades industry. Two certified instructors supervise crews of youth. Participants are paid \$6.00 an hour for 32 hours a week.

**LEADERSHIP**

Youthbuild workshops this year addressed topics such as chemical abuse, sexually transmitted diseases, and Cardio-Pulmonary Resuscitation (CPR ) training. Community service projects this year included snow shoveling and yard work for the elderly, a Head Start cultural diversion project, building ramps for the disabled, helping at the food shelf and the Beltrami Animal Shelter, and highway cleanup.

**HOUSING**

Youthbuilders are nearing completion of three single family homes for low income homebuyers. They have also rehabilitated several transitional housing units in Beltrami and Cass counties.



**Success Story: Pete Gullette**

When I entered Youthbuild my attitude was pretty poor and I really didn't think too much would actually come from my time in Youthbuild, mostly because I was interested in drinking and doing drugs. One thing was for sure though, I knew that it was not the lifestyle that I wanted. I came to the Youthbuild orientation about 15 days after I had gotten done serving time in the county jail for a fifth degree controlled substance felony. I had lost my car, my driver's license and was at a definite low point. The two biggest influences on me were my fiancée (then my girlfriend) and my Youthbuild counselor. They both gave me confidence in myself which allowed me to make goals and achieve them. Youthbuild helped me to realize that I can do anything that I set my to. It is limitless. The only limits are the false limits imposed on me by myself. With the assistance of Bi-CAP Youthbuild, Pete graduated from high school, enrolled in Bemidji State University, and is currently working construction in the Bemidji area.

**THE CITY INC.  
MINNEAPOLIS, MN**

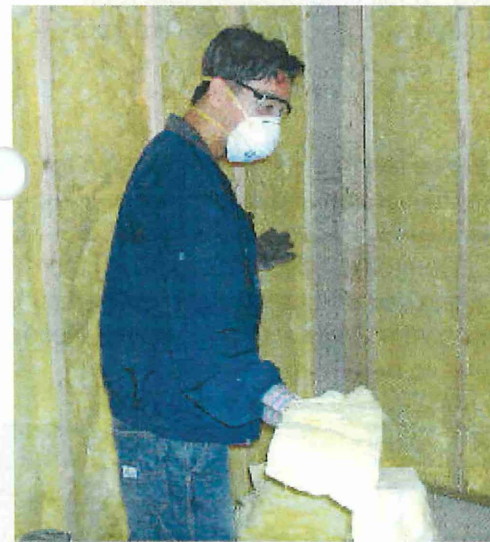
"Pride in the City" Youthbuild program in Minneapolis is a collaborative effort between The City, Inc., a nonprofit youth agency, and Habitat for Humanity. The project leveraged approximately \$60,000 of private donations and non-profit funds to match the state grant it received from the Department of Economic Security.

**EDUCATION**

Youthbuild participants are enrolled in The City School, an accredited alternative learning center. Teacher-student ratios of 1 to 6 allow for individualized instruction year round. The curriculum emphasizes basic skill acquisition in math, English, problem solving, leadership development, and a community building mission. Job search skills, college and career planning are also emphasized. Field trips to various sites, including Dunwoody Institute, the University of Minnesota, and St. Thomas University, encourage interest in the building trades and retention in the Youthbuild Program.



**Raymond Johnson and Kentara Dean, with instructor Grant English, drain tiling around a south Minneapolis home.**



**Dao Lee insulating the interior of a basement.**

**WORK EXPERIENCE**

Under the supervision of a journeyman carpenter and a site supervisor, participants spend one day each week learning with appropriate tools and gaining a basic understanding of physical structures and housing construction. With supervisor-student ratios of 1 to 4, participants acquire experience in a variety of areas relating to carpentry, including cabinet construction, taping, shingling, staining, framing, blocking, siding, drain tile, and blue print reading. Participants also learn to utilize surveying and design skills and have opportunities to work with tiring strips, footings, concrete rebar trusses, and sheer panels. For their work experience, participants are eligible for elective credit and a stipend based on attendance.

**LEADERSHIP**

As teacher assistants and mentors to younger students at Longfellow Middle School, Youthbuilders help

to teach reading and writing skills and assist students with homework assignments. Longfellow staff reported that the Youthbuild students were among their best assistants and mentors and asked them to continue the program next year. Youthbuilders also lead the student board at The City, Inc.



**Raymond Johnson and Brandon Howard installing drain tile and egress windows on a home in south Minneapolis under construction.**

**HOUSING**

In 2001-2002 Youthbuilders worked on the construction of several Habitat for Humanity home sites in the Minneapolis and St. Paul areas. They also constructed interior/exterior prefabricated walls at the Habitat for Humanity panel plant in Minneapolis.

**CARVER-SCOTT EDUCATIONAL COOPERATIVE  
CHASKA, MN**

The Carver-Scott Educational Cooperative operates the Youthbuild program in various locations throughout Carver and Scott Counties. It has a long history of collaborative projects with the Scott County HRA, Carver County HRA, Scott-Carver-Dakota Community Action Agency, Youth Employment and Training programs in both counties and the Carver-Scott Housing Coalition. In the past year, the students worked on projects for the Jordan Family Center, they completed a new house for the Carver County HRA, and remodeled a home to be used for the West Carver Alternative Learning Center. Past projects have included construction of houses for victims of domestic violence, building the Juvenile Alternative Facility, construction of a 6,600 square foot child care facility and work in a townhouse development for low to moderate income families.

**EDUCATION and WORK EXPERIENCE**

The educational curriculum emphasizes applied learning in the areas of math, reading, writing and citizenship. In addition, related topics are woven throughout the program and it is possible to complete four graduation standards by the end of the school year. Career development activities include field trips to local technical and community colleges, industry exploration and goal setting.

A licensed vocational instructor provides specific construction skills training to youth on the work site and in the shop/classroom. Youth are involved from start to finish on most construction projects, enabling them to develop a wide range of skills. Good work behaviors such as attendance, promptness, task completion and working as part of a team are addressed on an on-going basis. Students can participate in one of three ways: a full time program that runs throughout the entire school year; a half time program that runs throughout the entire school year; or a fulltime program that runs throughout the summer months only.

**LEADERSHIP**

CSEC received the National Service-Learning School Award for excellences in service learning. The Corporation for National and Community Service recognized it for dedication to combining meaningful service and classroom studies in a way that strengthens communities and improves student learning. CSEC also was inducted into the Service-Learning Hall of Fame last spring, a designation by the National Youth Leadership Council to only five schools in the state of Minnesota. Staff and students are frequently involved in teacher trainings and workshops. Youthbuild participants assist in the interview process for YouthWorks/AmeriCorps and Youthbuild, serve as peer mentors, participate in a school-wide leadership/service committee and are called upon to testify at legislative hearings.

**HOUSING**

This year, CSEC Youthbuilders will build a house for a first time homeowner coordinated through the Carver County Housing and Redevelopment Authority. Also, a new house will be constructed for a family in the Norwood/Young America community, and a crew will be involved in a townhouse development in Shakopee.



**CSEC Youthbuilders framing  
a child care facility**

**PARENT'S LETTER**

Whom it May Concern:

I am writing to commend the work of the Carver-Scott Education Cooperative and their YouthBuild program. To encourage you to continue your support of this program that turned 20 kids into 20 people who cared about each other, and learned more about what the Community needs.

As a senior in high school, my daughter 'dropped out' of everything. She stopped attending classes, would hide out during the day, and stopped caring about anything.

This summer, in order to make up credits she missed, she chose to attend the YouthBuild program. It sounded good, she would work with her hands, get credits and earn money at the same time. Simply a means to an end to keep mom off her back.

After the first day there, she came home bubbling with excitement. About the people that ran the program, the other kids in it, and what they were going to do for the community that summer—for other people who didn't have the blessings of a home.

She vowed that she would make 100% attendance and never be late. This is unheard of for my daughter, even before her senior year, while an above average student, her attendance was terrible.

By the end of the first week, she was talking about the different tools she was working with, the safety requirements when 'on the job' the people she met—especially the instructors whose efforts last summer turned my daughter's view on life completely around.

Every day, she learned more and grew from her experience. The instructors treated the kids like 'real people', with minds of their own. The kids were held accountable for their actions, it wasn't an 'easy way out'. She talked more and more about what she was doing to help poorer people in the community. It was very important to her, to do her best on the job because someone else would be living there and taking pride in a home she helped to build especially for them.

She became a leader, she expressed her views and stood up to her peers and defended her values. She went in front of a room full of strangers and expressed the hurt and helplessness she felt attending high school with kids who seemed to 'delight' in making her feel small and insignificant.

Now, she doesn't worry or care what other people think about her. She knows that what she is doing is the right thing, she knows that she worked very hard to earn the credits and money this summer, and she knows that she can do anything that she sets a goal for.

Once she receives her diploma, she wants to go on to school and learn more about the construction trade, and stay involved in the community. I cannot say enough good things about the positive effect that YouthBuild had on my daughter. These people (strangers doing their job) brought back my daughter. She kept a part time job while attending YouthBuild, and sometimes her days lasted well over 12 hours—and she didn't complain. She was up bright and early and ready to go again the next morning.

She met the goal she set for herself—100 % attendance and never late. She discovered who she is and believes in herself and the difference she can make in other people's lives.

YouthBuild gave me back my daughter—a girl who now speaks out against wrongs, takes pride in herself and in everything she does, a girl who now has the confidence to reach any goal she sets for herself.

The instructors treated everyone equal, and respected the youth, and in turn, the youth learned to respect the instructors, the other students, and themselves. Thank you for giving this girl another chance!

Sincerely,

Julie A. Mabee

**SUMMIT ACADEMY OIC  
MINNEAPOLIS**

The Summit Academy OIC Youthbuild program collaborates extensively with the Minneapolis chapter of MADDADS (Men Against Destruction Defending Against Drugs and Social Disorders), Heritage Park Development Association, Flannery Construction, Central Neighborhood Improvement Association, Minneapolis Construction Consortium, North and South Minneapolis Weed and Seed Initiative, South Side Neighborhood Housing Association, and the Great River Green Tree Project.



**EDUCATION and WORK EXPERIENCE**

Youthbuild students obtain hands-on training from journeyman carpenters by completing competency skill sets in the shop and then continuing the learning process in the field. Students obtain their diploma or GED through the use of the Minneapolis Adult Basic Education Center. A second semester for the carpentry program was also added this year to include skills sets such as Introduction to Windows 98 and Microsoft Word, concrete work, cabinet making and installation, and other remodeling and repair work. Youth also attend workshops and field trips on financial management, conflict resolution, anger management, drug education, labor unions, and job searching. In addition, Youthbuilders have attended training workshops at the "Home Depot University". Finally, Summit Youthbuilders participate in the Alan Page Scholarship Awards Foundation. Several have received scholarships and are currently enrolled at the University of Minnesota and local community colleges. Youthbuilders work on various projects throughout the year. They learn masonry, drywall, insulation, framing, roofing, finishing, rough carpentry, basic plumbing, floor systems, and home repair. Students are paid a stipend of \$150 per week based on attendance and program compliance. Four students are competing a paid internship with Summit's carpentry department.

**LEADERSHIP**

Community service projects in 2002 included street clean ups and sweeps in the Central neighborhood and joint efforts with MADDADS assisting in crime and gang prevention in the Near North neighborhood and Central South neighborhood. Youthbuilders attended City Hall for a forum on the re-zoning of city wards. Youthbuild participants continue to run their own student body government, the Policy Committee, which is responsible for holding regular meetings, keeping minutes, recommendations on discipline issues, and monitoring the budget for student activities. This year, Youthbuilders participated in Youth Days, an outreach event informing young people of opportunities and program specifically for youth.



**HOUSING**

Youthbuilders applied their skills in concrete laying and remodeling of an abandoned house that was donated by the City of Minneapolis as part of a new collaboration known as the Minneapolis Construction Consortium. Youthbuilders are currently working and training on the Heritage Park project, which addresses affordable housing needs in the inner city.

**Summit Youthbuilders renovating  
a home in Minneapolis.**

## SUMMIT ACADEMY OTC

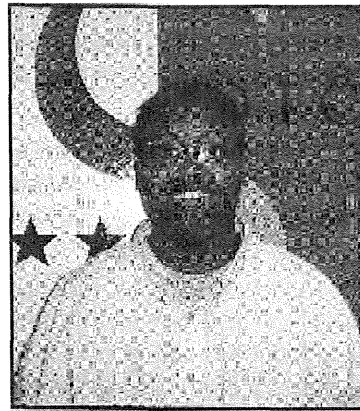
## Teshinda Richardson: Why Education is Important to Me

*Teshinda Richardson is a YouthBuild student at Summit Academy OTC. She recently won a scholarship from the Page Education Foundation to pursue post-secondary education. The following is her scholarship essay.*

### WHY I BELIEVE EDUCATION IS IMPORTANT

I grew up in foster care. Before I went into foster care, I lived all over, with grandparents and aunts. I went through 86 different foster placements, and 12 different high schools. When I was 17, I was kicked out due to my lifestyle. I was homeless. I squatted, staying in abandoned buildings, until I found a program that helps homeless youth. The whole time, I stayed in school. Education was the one thing that kept me sane. I might have been 15 minutes late, but I turned in my work. Education back then was a way to get away from things. I excelled in school, and I graduated on time. My principal was shocked that she had to put me on the B honor roll. She didn't think it was possible.

My mom didn't even finish grade school. My brother didn't graduate from high school. I see where my family is now, and I think about where they would be if they had had an education. That's why I'm committed to getting my education. I want to show my little sister that it doesn't matter where we come from or what we've been through; we still deserve to succeed in life.



Teshinda Richardson, Page Education Foundation scholarship winner.

### MY PLANS FOR THE FUTURE

I have to start small. While I am working on my degree, I would like to work at a group home for adolescents. I spent time in group homes growing up, and I would have liked to work with a counselor, or even a young person who had gone through the things I was going through. Later, I want to be a Program Director, and then I would eventually like to start my own program. I would work with adolescents ages 16-24. Lots of places work with ages 16-20, but I feel that it's important to work with youth past age 21. There are many types of youth I want to work with, including drug and alcohol abusing youth, homeless youth, and those suffering from depression. Eventually, I will get my Masters Degree in Social Work, and a Ph.D. in Psychology. My ultimate goal is to be a psychiatrist, and to have my own practice: Teshinda and Associates. I saw a lot of psychiatrists growing up, and having been through all I have, I

think I can help youth better. They hadn't been through what I've been through; I can give back, because I've been in those spots.

### MY SERVICE PROJECT

I am not aware of many places that do the kind of work I'm interested in, so I need help finding a project. I would like to work with youth who are in out of home placements, especially youth who might have behavioral problems. I would also like to work with homeless youth, or those whose parents could be homeless. I know how to talk to people like that. Knowing it and learning it from a book is one thing, but there's a big difference between book knowledge and street knowledge of things.

### **About The Page Education Foundation**

The purpose of the Page Education Foundation is to increase participation of Minnesota minority youth in post-secondary education. This is accomplished by using role models and financial aid to encourage students who might not otherwise pursue their educational opportunities. The Page Education Foundation was created in 1988 by NFL Hall of Fame Pro Football player, Alan Page. For more information, visit:

[www.page-ed.org](http://www.page-ed.org)

**CITY ACADEMY  
SAINT PAUL, MN**

City Academy, the nation's first charter school, operates the Youthbuild program in collaboration with the city of St. Paul, Departments of Planning and Economic Development, the Department of Parks and Recreation, the East Side Neighborhood Community Development Corporation (ESNDC), and St. Paul Public Schools. The project leveraged approximately \$900,000 of private, public, and in-kind funds in 2002.

**EDUCATION and WORK EXPERIENCE**

City Academy students spend 30 hours a week in the classroom with teacher-student ratios of 1 to 8. Internships with the community and participation in post secondary programs provide students with bridges to the world beyond high school. The curriculum includes all facets of the construction industry: market research, site selection, negotiations and planning with city agencies, financing, mortgage underwriting, marketing processes and property management techniques. Courses include: blueprint reading, drafting for the homeowner, Architectural history, Neighborhood Design, Business and Community Law, Architectural Math, Computer Drafting, and Woodshop.

A construction trades specialist provides construction skills training to participants approximately 15-20 hours a week at the construction site. In addition, participants attend job readiness classes that emphasize work related behaviors such as punctuality, regular attendance, and the importance of effective teamwork and communication. City Academy Youthbuild has formed partnerships with McGrass Construction, Sherer Brothers, Bob's Drywall, Vern Craven's Concrete, Gateway Mechanical, and Ries Electric. In the past three years, ten Youthbuild participants have been offered employment opportunities in the construction trades by companies sharing Youthbuild work sites. In addition, one participant applied for his General Contractor's license.

**LEADERSHIP**

As advisory board members, students are involved in the actual planning and evaluation of the construction projects, including making public presentations to the city council, selecting project sites, and petitioning city offices to obtain site approval and control. Students also do yard work and shoveling walks for elderly neighbors.

**HOUSING**

In the past five years, Youthbuild participants have completed approximately 100 single family homes and rehabbed five homes for low-income families in the east and west side neighborhoods of St. Paul.



**Angela Gelletta with Michael Whitney, Tyghe Lane, Scott Matty inside the house they built in 2002.**

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**Success Story: Angela Galletta** (excerpts from letter to Rural CEP Youthbuild Counselor, December 2002)

Youth Build was a extremely interesting part of my life. I never had the opportunity in Europe to do a wood working class (let alone Youthbuild class) over there so I joined the class and really enjoyed it. It got tough at times being the only female and the weather got cold at times but I stuck with it and made it through the year.

At the moment I am currently employed at the Perham Memorial Hospital & Home. I am in the nursing home part working as a Nursing Assistant working with the elderly & dimensia. I am planning to attend NDSU 2nd semester to become a RN (registered nurse) or in the ER (after completing a CNA course and receiving high school diploma through Perham ACL last summer). I am living on my own (since I was 17) on the out skirts of Perham but I am planning to move to the Fargo-Moorhead area sometime after x-mass. Other than that I am keeping busy and getting ready for the holidays. Merry Christmas & a Happy New Year!..

**RURAL MINNESOTA CEP, INC.  
DETROIT LAKES, MN**

Rural MN CEP, Inc. operates the Minnesota Youthbuild program in collaboration with the Perham-Dent School District, Otter Tail-Wadena Community Action Council, and the Leaf River Habitat for Humanity Project. The project leveraged over \$200,000 of private, public, and nonprofit funds to match the state grant it received from the Department of Economic Security.

**EDUCATION and WORK EXPERIENCE**

Students work toward a high school diploma through the Perham-Dent Alternative Learning Center. They receive instruction in social studies, English, math, science, health, and computers through an individualized learning plan. Coursework is highly coordinated with the work experience component to provide opportunities for contextual learning. Students must make acceptable progress on their learning plan in order to continue in the program. Rural MN CEP provides career planning, guidance, and job search to all participants.

A certified construction trades instructor provides supervision, skill training, and work-based project learning to participants for an average of 15 hours per week during the school year and 30 to 40 hours per week during the summer months. Instructional and training experiences are provided in all major phases of residential construction, including planning, site development, masonry, carpentry, mechanical trades, pipe trades, remodeling, and finishing. Participants earn minimum wage, with the opportunity for hourly bonuses based on attendance, academic progress, and adherence to safety, productivity, and teamwork values. A heavy emphasis is placed on working as a team, safety, and respect. Overall attendance rate for participants on the construction site this year was 90 percent.

**LEADERSHIP**

Participants serve as crew leaders under the supervision of the construction instructor, and have responsibilities that include tracking breaks, reviewing time cards, and assigning immediate tasks to other participants. Several youth provide peer counseling in areas of worker safety and responsibility. Youth participants on the advisory committee have input into project decisions and help to evaluate program outcomes. They also represent the project at coalition meetings.



**HOUSING**

The Youthbuild crew completed their thirteenth single family dwelling for low-income families in the Perham area last spring. They are currently working on number fourteen: an energy efficient panel construction home.

**Stress panel house built by Youthbuilders in 2002  
(various stages of construction)**



**GUADALUPE ALTERNATIVE PROGRAMS  
ST. PAUL, MN**

Guadalupe Alternative Programs (GAP) operates the Minnesota Youthbuild program on the West Side of St. Paul in collaboration with Project for Pride in Living. The project leveraged additional private, public, and nonprofit funds to match the grant received from the Department of Economic Security.

**EDUCATION**

Students spend between ten and twenty hours a week in academic classes. The curriculum focuses on the acquisition of basic skills and also provides enrichment opportunities such as studio arts, physical education, and cultural activities. Youthbuild participants receive job readiness skills training in areas such as career awareness, interviewing, developing a resume, organizing a job search, and post-secondary planning. Field trips in 2002 included technical colleges and an apprenticeship training center.



**Nick Whaley and Gilbert Castillo  
on east side St. Paul project in  
January**

**WORK EXPERIENCE**

A journeyman carpenter provides specific construction skills training to two crews of four youth each on the work site. Participants spend approximately fifteen hours a week in work experience training, which includes work maturity skills, safety training, teamwork development, and carpentry skills. Specific skills gained this year include framing, sheet rocking, roofing, painting, installation of doors and windows, and landscaping. During the school year, participants earn a stipend of \$100 each quarter if attendance and safety participation are excellent. During the summer, "best" participants are hired and earn between \$6.00 and \$7.00 per hour for up to forty hours of work for ten weeks.

**LEADERSHIP**

Youthbuild participants are encouraged to run for GAP's Student Board; in 2002, three participants served as board members. The Student Board is involved in all levels of school governance, including mediating student disciplinary matters and hiring teachers. Also, Youthbuild participants were involved in various forms of community service, such as snow shoveling, a food drive, and a blood drive.



**Josefina Martinez,  
"Outstanding Youthbuild Participant"  
in 2002**

**HOUSING**

During 2002, participants built a day care facility and renovated a single family dwelling home.



**Jason Cochran,  
wearing safety ear protection**

## CENTRAL MN JOBS AND TRAINING SERVICES MONTICELLO, MN

Central Minnesota Jobs and Training Services operates the Minnesota Youthbuild program in the city of Willmar in collaboration with the Willmar Area Learning Center and West Central Minnesota Habitat for Humanity. The project leveraged approximately \$140,000 in private, public, and in-kind contributions to match the grant it received from the Department of Economic Security.

### EDUCATION

Academic activities are integrated with work experience, job readiness, and leadership activities. The Willmar Area Learning Center provides courses in vocational math, applied English, vocational social studies, communication, English as a second language, and work readiness. Each student participates in the School-to-Work Transition class along with the career exploration and vocational evaluation program at the Career Assessment Center. Students also participate in the shop/classroom part of Youthbuild, which teaches skills such as computer aided drafting, building estimating, understanding building codes, and blue print reading.

### WORK EXPERIENCE

A certified vocational instructor provides skill training within a classroom/shop setting and a certified carpenter supervises participants on the work site. Participants spend two hours a day at the job site learning specific carpentry skills, including interpreting floor plans, installing siding, layout of walls, and installation of doors, jambs, windows, staining and varnishing trim, and deck construction. In addition, punctuality, safety, work quality, conflict resolution, and team work principles are taught and reinforced on the job. Participants are paid for both on-site work experience and shop/classroom learning.

### LEADERSHIP

In the classroom and on the job site, participants are taught a set of basic goals: team work principles, awareness of local social issues, problem solving skills, and civic responsibility. Over the past year, participants were involved in various projects for the City of Willmar, Prairie Woods Environmental Center, Willmar Regional Treatment Center, Willmar Public Schools, Habitat for Humanity, and Heartland Community Action Agency. Participants also gave presentations to the Willmar School Board and were a part of an "On the Road with Jason Davis" TV segment.

### HOUSING

This year, participants worked on the construction of two homes. They hung sheetrock, sand and taped, painted, and sided the homes. Participants also helped moved the Habitat office in Willmar to its new location. The participants also assisted in laying the concrete forms for three Housing and Redevelopment Authority storage units.

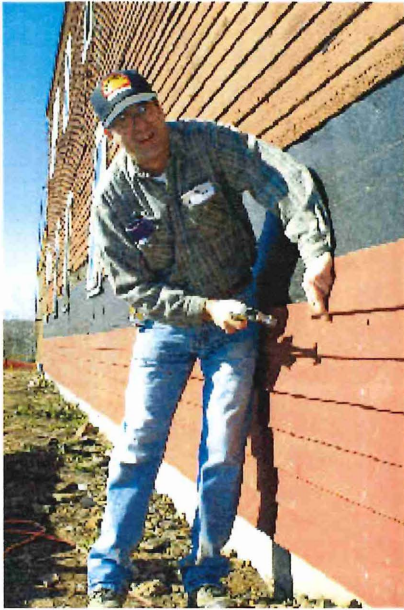


Gracie Cuellar sawing boards to be used to build walls at Demo Inc. (non-profit art museum).



### Success Story: Natasha Malvin

Youthbuild has helped me so much credit wise and financially. I have been in Youthbuild for a little over a year and a half. It has been such a good experience. In Youthbuild we get a school unit for each hour we work, which has really helped me because I have a three year old son to support. Youthbuild also provided me with classroom time where I learned AUTO CAD and drafting. It has encouraged me to explore non-traditional careers. During her participation in Youthbuild, Natasha graduated from Willmar Alternative Learning Center and enrolled in Ridgewater Technical College in Willmar, MN.



**ARROWHEAD ECONOMIC OPPORTUNITY AGENCY (AEOA)  
VIRGINIA, MN**

Arrowhead Economic Opportunity Agency, Inc. operates the Arrowhead Youthbuild program, providing services to youth in the quad city area. Collaborative partners in the project include the Northland Educational Cooperative, Adult Basic Education Program, AEOA Housing Services, and Arrowhead Corrections. The Arrowhead Youthbuild Program leveraged approximately \$90,000 in private, public, and in-kind contributions to match the grant received from the Department of Economic Security.

**EDUCATION and WORK EXPERIENCE**

Arrowhead Youthbuild academic activities assist students with achieving their GED or High School Diploma. These activities combine experiential education with traditional classroom settings in order to provide the most effective learning environment for each student. In addition to the core curriculum, students attend seminars on job readiness, job search, career development, and life-coping skills.

**Dave Gornick, carpentry instructor for the past eight years, is described by his Youthbuilders as one of the crew and respected by everyone.**

A journeyman carpenter provides skills training to youth at the work sites. Participants are taught techniques in the areas of framing, sheet rocking, demolition, landscaping, siding, layout procedures, and blue print reading. Participants also “job shadow” construction trades to get a first-hand look at the field as a profession. Youth receive minimum wage upon entry into the program, but may receive merit increases based upon factors such as attendance, attitude, performance, and assumed responsibility.



**Tobi Hedin meticulously painting interior walls.**

**LEADERSHIP**

Youthbuild participants who demonstrate responsible and conscientious work habits are put in charge of specific tasks at job sites when appropriate. Lessons of accountability and quality assurance are demonstrated through inspections by the crew supervisor. Additionally, participants have been involved in outdoor challenge activities designed to build self-esteem, confidence, and leadership skills. Activities have included high-ropes courses and rock climbing.



**HOUSING**

In the past year, Youthbuilders completed a project renovating an old school into new office space for Range Mental Health Center in Hibbing. Youthbuild participants also completed a project at Ironworld Interpretive Center in Chisholm restoring a historic Finnish boarding house that housed underground miners over a hundred years ago. Youthbuild also purchased a home through the AEOA Housing Services, and is currently renovating the house to be sold to a low-income family.

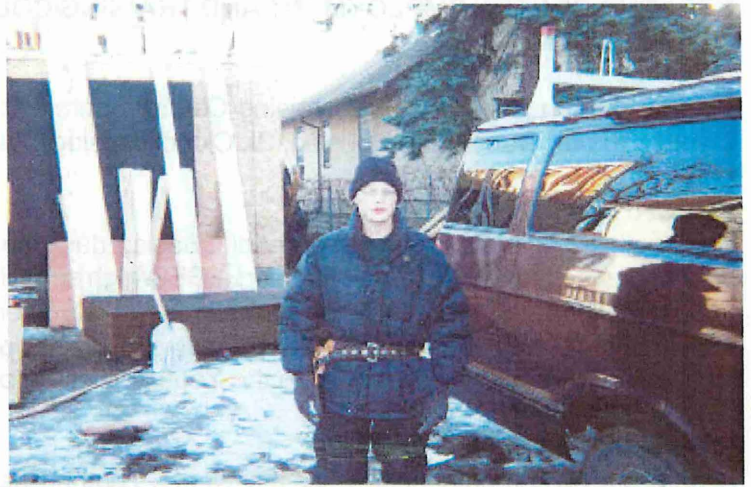
**Exterior view of the Finnish Boarding House, Ironworld, Chisholm**

**PROJECT FOR PRIDE IN LIVING  
MINNEAPOLIS, MN**

Project for Pride in Living (PPL) operates the Minnesota Youthbuild program in collaboration with Guadalupe Alternative School (GAP). The project has leveraged an additional \$50,000 in private, public and non-profit funds to match the grant it received from the Minnesota Department of Economic Security.

**EDUCATION and WORK EXPERIENCE**

Students spend between ten and twenty hours a week in academic classes. The curriculum focuses on the acquisition of basic skills and also provides enrichment opportunities such as studio arts, physical education and cultural opportunities. Youthbuild participants receive job readiness skills training in areas such as career awareness, interviewing, developing a resume, organizing a job search and post secondary planning. Field trips included technical colleges and an apprenticeship training center.



**Nick Whaley prepares for a cold day of working outside, framing a house.**

A journeyman carpenter provides specific construction skills training to two crews of four youth each on the work sites. Participants spend approximately fifteen hours a week in work experience training which includes safety training, teamwork development and carpentry skills. Specific experience in a variety of areas of building construction and renovation was gained this year, including demolition, insulation, rough carpentry, sheet rocking, painting, and landscaping. In addition, participants have the opportunity to observe the work of a variety of building trades professionals including plumbers, electricians, masons, and roofers. The students earn a stipend of \$100 per quarter as incentive for excellent participation and attendance. During the summer program the best participants earn \$6.00 and \$7.00 per hour for up to forty hours of work for ten weeks.

**LEADERSHIP**

Youthbuild participants are encouraged to run for GAP student board. Three participants served in 2002. The student board is involved in all levels of school governance, including mediating student disciplinary matters and hiring teachers. Youthbuild participants also provide community service such as snow shoveling and help with a food drive and blood drive.

**HOUSING**

This year the Youthbuild participants built a day care facility and renovated a single family dwelling.

**Success Story: Jerome Allegrezza (AEOA Youthbuilder)**

My life before entering AEOA Youthbuild was "skippin" school, getting into trouble with the police and not working. I smoked pot, got drunk, and was kicked out of my house a lot and got "sent" a couple of times. I left school because I really didn't get along with the teachers and I felt I had better things to do. Who knows what I'd be doing now if I had not joined the Youthbuild program. The biggest influence for turning my life around has been my son. The Youthbuild program has also turned my life around. For example: I have a job in a good trade and I'm getting a chance to complete my education and be somebody. I also think Youthbuild has helped me figure out what I want to be in life. My goals while being in this program are to complete my GED test and to learn more about the carpentry trade. My mother is proud of me for taking the right track and I see myself hopefully working with a crew of my own some day. [Jerome received his Graduate Record Degree (GED) while in the Youthbuild program and recently landed a construction job earning \$20 an hour.]



**STEARNS-BENTON EMPLOYMENT AND TRAINING COUNCIL  
ST. CLOUD, MN**

Stearns Benton Employment & Training Council operates the Youthbuild program in collaboration with Habitat for Humanity, Domus Transitional Housing, St. Cloud Housing Coalition and St. Cloud Building & Construction Trades Council.

**EDUCATION**

Youthbuilders attend classes through Adult Basic Education (ABE) and their respective Alternative Learning Centers 4.5 hours per week to work toward obtaining a GED/high school diploma and improving workplace literacy skills. Sections of the curriculum emphasize basic skills, such as measurement and calculation, in the context of carpentry. They are also introduced to a curriculum of Blue Print Reading as well as participating in a Brick and Block job club session. This year, local union business agents spoke to the Youthbuilders about how to apply for apprenticeship positions.

**WORK EXPERIENCE**

A journey level carpenter supervises a crew of 5 Youthbuilders as they learn job specific skills on the worksite. In addition to spending time on job tasks, Youthbuilders learn the technical skills involved in the construction project including blue-print reading and power tool safety. Participants develop work plans and time lines for the projects and determine the materials and supplies needed for each job. Bi-weekly reviews are completed for each crew member.

**LEADERSHIP**

Youthbuilders share active leadership roles within their team structure each day. They also attend American Red Cross Certified CPR and First Aid training. Youthbuilders participate in a ropes/challenge course at Friendship Ventures, which enhances leadership and team-building skills and reflect in journals on their individual and team accomplishments.

**HOUSING**

The Youthbuilders remodeled several low-income apartment units in 2002. They demolished a garage, sheet rocked, refurbished ceilings, framed in a new door, and removed cabinets. They framed, roofed, shingled and sided a storage shed that was to be raffled off by the St. Cloud Building & Construction Trades Council to assist area food shelves.

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**Success Story: Brandy Heywood**

I entered the Youthbuild program at Stearns-Benton Employment and Training Council in April, 2002. While in the program, I was able to get my GED. I completed drug treatment before the Youthbuild program and I completed aftercare while in Youthbuild. Prior to Youthbuild, I had not had a job for about a year. My career planners encouraged me to apply for Youthbuild and after I got the job, helped me to get daycare for my child, helped me get my car fixed, my car tabs, insurance, rent for one month, fuel for my car, and other transportation needs that I had. I also got into contact with my present employer and landlord, Darlene Johnson, the Executive Director of the Housing Coalition. Darlene provided us as Youthbuilders with most of our worksites. This connection helped me to find a more suitable place for me and my family to live. Darlene also allowed me to do my court-ordered community service work, since the Housing Coalition is a non-profit organization. While nearing completion of my community service work, Darlene offered me a full-time position in the maintenance department. I am the part-time caretaker of the townhouse that I live in and I also turn units so new low-income families can move in. The Youthbuild program provided me



with skills that I use in my job today, such as sheet rocking, framing, painting, and other remodeling skills. I became certified in CPR and First Aid while in Youthbuild, and I was able to attend a blueprint reading class at the Technical College. When problems occurred on Youthbuild worksites, I always felt comfortable talking with my career planner(s); and I knew that they would take action to help me. I think that Youthbuild was a great opportunity for me to meet new people, learn new things, and gain skills that will benefit me throughout my life.



**Brett Gremminger and Jon Wilson saw boards while building a wheelchair ramp for an elderly homeowner.**

**WORKFORCE DEVELOPMENT, INC.  
WABASHA, MN**

Workforce Development, Inc. operates the Wabasha Youthbuild program in partnership with Wabasha County Housing and Redevelopment Authority, Wabasha County Alternative Learning Center (ALC), Local Carpenters Union 1382, and Three Rivers Community Action, Inc. The program is located in the River Valley Academy, an alternative school serving Wabasha County.

**EDUCATION**

Youthbuilders work with the youth counselor to develop an individual plan to address educational issues. Youth work to bring up academic skill level and to complete a high school diploma or prepare to test for the GED. The program works to help youth identify transferable skills to assist them in preparation for future training or employment. As youth become familiar with the SCANS skills they are using, they are better prepared to understand the expectations of future employers and to have success in that employment.

**WORK EXPERIENCE**

A licensed vocational instructor coordinates the work experience component and supervises the Youthbuild participants. The program provides an environment in which the youth can apply the skills as they are learning them. This gives youth a stronger self-concept and a personal feeling of accomplishment because they can see that their efforts improve the lives of others. Youth receive a training stipend of \$5.25 per hour and may also earn bonuses and scholarships based on performance and attendance.

**LEADERSHIP**

This program provides many opportunities for the development of leadership and teamwork skills through training, field experiences, service learning, and career exploration opportunities. The youth enjoy challenging activities like "climbing walls" and "high ropes courses" to gain team-building skills. Youth participate in all aspects of planning and implementation of the construction projects to help them develop problem-solving skills and become familiar with the resources in their community.

**HOUSING**

Projects this year have included the construction of over 100 air conditioner covers for low-income housing units, construction of two sheds for collection of recycling materials in low-income areas, construction of handicapped accessible ramps for disabled low-income families and a wall in the River View Academy to accommodate the new "Day Treatment Program".



**Wabasha Youthbuilder, Amy LaFond, works hard on the job.**

## 2002 YOUTHBUILD PARTICIPANT CHARACTERISTICS and PERFORMANCE OUTCOMES

**Total Number of Youth Participants** ..... 398  
**Successfully Completed the Youthbuild Program** ..... 88%

**At-Risk Indicators**

Left School, Dropped Out, or Expelled..... 90%  
 Juvenile or Adult Offender.....66%  
 Chemical Abuse or Drug Use Problems .....55%  
 Emotional/Behavioral or Learning Disability ..... 35%  
 Homeless..... 24%  
 Pregnant or Parenting Teen ..... 20%  
 Receiving Public Assistance ..... 75%  
 Economically Disadvantaged ..... 92%

**Gender**

Male..... 77%  
 Female ..... 23%

**Age**

16-17 ..... 44%  
 18-19 ..... 37%  
 20-24 ..... 19%

**Race/Ethnicity**

African American ..... 27%  
 Native American ..... 15%  
 Hispanic..... 8%  
 Asian American ..... 12%  
 White ..... 38%

**Long Term Outcomes for Those Who Complete the Youthbuild Program**

Completed High School or Obtained GED ..... 91%  
 Enrolled in Post-Secondary Institution or Vo-Tech..... 39%  
 Entered Unsubsidized Employment ..... 80%  
 Entered the Building Trades Profession or Related Field..... 35%  
 Average Wage of Unsubsidized Employment ..... \$11.60  
 Average Attendance Rate of Participants ..... 88%

**Housing Outcomes**

Total Number of Units Constructed or Renovated ..... 150  
 Total Number of Low Income Homeowners or Tenants Affected ..... 401  
 Total Number of Homeless Tenants Housed ..... 195

In accordance with M.S.  
3.197, the cost of preparing  
this report was \$650.

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Upon request, this report is available in alternate formats  
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